ITEPP
84.029B
Preparation of Special Educators
U.S. D.O.E
Nov. 9, 1984
Training Personnel for the Education of the Handicapped
CFDA Number: 84.029 B
Preparation of Special Educators
U.S. Department of Education
Office of Special Education and Rehabilitative Services
Washington, D.C. 20202

Re: Three year grant application - 84.029 B, Preparation of Special Educators.

Thankyou for the opportunity to submit this application for funding. The Indian Teacher and Educational Personnel Program at Humboldt State University has a successful sixteen year record in meeting the unique cultural education needs of Indian people.

The following proposal is submitted to the Office of Indian Education Programs, Department of Education under 84.029 B, Preparation of Special Educators, Office of Special Education and Rehabilitative Services. The importance of training professional Special Educators who are American Indian cannot be overstressed. Humboldt State University is committed to supporting this program. But without additional direct student funding, many Indian students will not be able to complete their higher education nor take advantage of the unique program offered by ITEPP.

A grant from the Department of Education for the preparation of Special Educators will insure the continued growth and development of American Indian Communities.

Sincerely,

Lois J. Risling
Director

LJR/ab

ARCATA, CALIFORNIA 95521
**FEDERAL ASSISTANCE**

<table>
<thead>
<tr>
<th>1. TYPE OF ACTION</th>
<th>2. APPLICANT</th>
<th>3. STATE APPLICATION IDENTIFIER</th>
<th>5. FEDERAL EMPLOYER IDENTIFICATION NO.</th>
</tr>
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<tr>
<td>□ Preapplication</td>
<td>a. Number</td>
<td>b. Date</td>
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<td>1984-11-5</td>
<td>49-6050071</td>
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<td>□ Notification of Intent (Opt.)</td>
<td>(Month, day, year)</td>
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<td></td>
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<td>□ Report of Federal Action</td>
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<th>4. LEGAL APPLICANT/RECIPIENT</th>
<th>6. PROGRAM</th>
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<tr>
<td>Humboldt State University Foundation</td>
<td>N/A</td>
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<tr>
<td>a. Applicant Name</td>
<td>84.029B: Preparation of Special Educators</td>
</tr>
<tr>
<td>□ Indian Teacher &amp; Educational Personnel</td>
<td>84029B</td>
</tr>
<tr>
<td>b. Organization Unit</td>
<td>Program</td>
</tr>
<tr>
<td>□ Humboldt State University</td>
<td></td>
</tr>
<tr>
<td>c. Street/P.O. Box</td>
<td></td>
</tr>
<tr>
<td>□ Arcata</td>
<td></td>
</tr>
<tr>
<td>d. City</td>
<td></td>
</tr>
<tr>
<td>□ Humboldt</td>
<td></td>
</tr>
<tr>
<td>e. State</td>
<td>California</td>
</tr>
<tr>
<td>□ 95521</td>
<td></td>
</tr>
<tr>
<td>f. Contact Person (Name, Tel.)</td>
<td>Lois Risling</td>
</tr>
<tr>
<td>(707) 826-2672</td>
<td></td>
</tr>
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<table>
<thead>
<tr>
<th>7. TITLE AND DESCRIPTION OF APPLICANT'S PROJECT</th>
<th>11. ESTIMATED NUMBER OF PERSONS BENEFITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>84.029B: Preparation of Special Educators</td>
<td>10-30,000</td>
</tr>
<tr>
<td>To train personnel to serve handicapped children, under this grant, ITEPP/HSU will provide stipends for ten trainees to attend HSU to prepare for achieving Speech, Language &amp; Hearing, Adapted Physical Education, or learning handicapped specialist credential.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. AREA OF PROJECT IMPACT</th>
<th>12. TYPE OF APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>National/California, Lake, Trinity, Humboldt, Siskiyou, Mendocino, Del Norte</td>
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<table>
<thead>
<tr>
<th>13. PROPOSED FUNDING</th>
<th>15. TYPE OF CHANGE (For Gov or Ind)</th>
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<tbody>
<tr>
<td>$87,498.00</td>
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<table>
<thead>
<tr>
<th>16. PROJECT START DATE</th>
<th>19-85-9-15</th>
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<tr>
<td>17. PROJECT DURATION</td>
<td>36 Months</td>
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<table>
<thead>
<tr>
<th>18. ESTIMATED DATE TO BE SUBMITTED TO FEDERAL AGENCY</th>
<th>19. EXISTING FEDERAL IDENTIFICATION NUMBER</th>
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<tr>
<td>19-84-11-9</td>
<td>N.A.</td>
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<table>
<thead>
<tr>
<th>21. REMARKS ADDED</th>
<th>22. THE APPLICANT CERTIFIES THAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Yes</td>
<td>a. To the best of my knowledge and belief, data in this preapplication/application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the application is approved.</td>
</tr>
<tr>
<td>□ No</td>
<td>b. If required by OMB Circular A-85 this application was submitted pursuant to instructions therein, in appropriate circumstances, and all responses are attached: response attached.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>23. CERTIFYING REPRESENTATIVE</th>
<th>24. AGENCY NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Alba Gillespie</td>
<td>Authorizied Signer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>25. APPLIICATION RECEIVED DATE</th>
<th>26. ORGANIZATIONAL UNIT</th>
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<tbody>
<tr>
<td>1984-11-6</td>
<td>Standard Form 424 Page 1 (10-76)</td>
</tr>
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<table>
<thead>
<tr>
<th>27. ADMINISTRATIVE OFFICE</th>
<th>28. FEDERAL APPLICATION IDENTIFICATION</th>
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<table>
<thead>
<tr>
<th>29. ADDRESS</th>
<th>30. FEDERAL GRANT IDENTIFICATION</th>
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</table>

<table>
<thead>
<tr>
<th>31. ACTION TAKEN</th>
<th>32. FUNDING</th>
<th>33. ACTION DATE</th>
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</thead>
<tbody>
<tr>
<td>□ A. Awarded</td>
<td>$0.00</td>
<td>19</td>
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<tr>
<td>□ B. Rejected</td>
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<td>□ C. Returned For Amendment</td>
<td>$0.00</td>
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<td>□ D. Deferred</td>
<td>$0.00</td>
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<tr>
<td>□ E. Withdrawn</td>
<td>$0.00</td>
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<table>
<thead>
<tr>
<th>35. CONTACT FOR ADDITIONAL INFORMATION (Name and telephone number)</th>
<th>36. Year month day</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>37. REMARKS ADDED</th>
<th>38. FEDERAL AGENCY A-85 ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Yes</td>
<td>a. In taking above action, any comments received from clearinghouses were considered. If agency response is due under provisions of Part I, this has been or is being made.</td>
</tr>
<tr>
<td>□ No</td>
<td>b. FEDERAL AGENCY A-85 OFFICIAL (Name and telephone no.)</td>
</tr>
</tbody>
</table>

ED Form 9037, 10/81
NOTE: If person responsible for grant negotiations is different from person named in Item 4h, please identify by name and phone number in this space.

name: ________________________________

phone: ________________________________

(area code) (number) (extension)
### PART II
**PROJECT APPROVAL INFORMATION**

<table>
<thead>
<tr>
<th>ITEM 1.</th>
<th>Does this assistance request require State, local, regional, or other priority rating?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Name of Governing Body</td>
</tr>
<tr>
<td></td>
<td>□ Yes □ No</td>
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</table>

<table>
<thead>
<tr>
<th>ITEM 2.</th>
<th>Does this assistance request require State, or local advisory, educational or health clearances?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Name of Agency or Board</td>
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<tr>
<td></td>
<td>□ Yes □ No</td>
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</table>

<table>
<thead>
<tr>
<th>ITEM 3.</th>
<th>The application/preapplication was made available for review to the State process under Executive Order 12372</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The application/preapplication was not made available for review to the State process under Executive Order 12372. □ Not Covered □ Not Selected</td>
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<tr>
<td></td>
<td>□ Yes □ No</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ITEM 4.</th>
<th>Does this assistance request require State, local, regional, or other planning approval?</th>
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<tbody>
<tr>
<td></td>
<td>Name of Approving Agency</td>
</tr>
<tr>
<td></td>
<td>□ Yes □ No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ITEM 5.</th>
<th>Is the proposed project covered by an approved comprehensive plan?</th>
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<tbody>
<tr>
<td></td>
<td>Check one: State □ Local □ Regional</td>
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<tr>
<td></td>
<td>□ Yes □ No Location of Plan</td>
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<table>
<thead>
<tr>
<th>ITEM 6.</th>
<th>Will the assistance requested serve a Federal installation?</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Name of Federal Installation</td>
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<tr>
<td></td>
<td>□ Yes □ No</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ITEM 7.</th>
<th>Will the assistance requested be on Federal land or installation?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Name of Federal Installation</td>
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<tr>
<td></td>
<td>□ Yes □ No</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ITEM 8.</th>
<th>Will the assistance requested have an impact or effect on the environment?</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>See instructions for additional information to be provided.</td>
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<td></td>
<td>□ Yes □ No</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ITEM 9.</th>
<th>Will the assistance requested cause the displacement of individuals, families, businesses, or farms?</th>
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<tbody>
<tr>
<td></td>
<td>Number of: Individuals</td>
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<tr>
<td></td>
<td>□ Yes □ No</td>
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<table>
<thead>
<tr>
<th>ITEM 10.</th>
<th>Is there other related assistance on this project previous, pending, or anticipated?</th>
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<tbody>
<tr>
<td></td>
<td>See instructions for additional information to be provided.</td>
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<td>□ Yes □ No</td>
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### 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>
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<tbody>
<tr>
<td></td>
<td>(a)</td>
<td>(b)</td>
<td>(c)</td>
</tr>
<tr>
<td>1. Handicapped Personnel Preparation</td>
<td>84.029B</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3.</td>
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<tr>
<td>4.</td>
<td></td>
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<tr>
<td>5. TOTALS</td>
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### SECTION B – BUDGET CATEGORIES

<table>
<thead>
<tr>
<th>6. OBJECT CLASS CATEGORIES</th>
<th>GRANT PROGRAM, FUNCTION OR ACTIVITY</th>
<th>TOTAL</th>
</tr>
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<tbody>
<tr>
<td>(1) 84.029B</td>
<td>(2) (3) (4) (5)</td>
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<tr>
<td>a. PERSONNEL</td>
<td>$13,074.00</td>
<td>$727,700.00</td>
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<tr>
<td>b. FRINGE BENEFITS</td>
<td>1,830.00</td>
<td>1,830.00</td>
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<tr>
<td>c. TRAVEL</td>
<td>1,953.00</td>
<td>1,953.00</td>
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<tr>
<td>d. EQUIPMENT</td>
<td>-0-</td>
<td>-0-</td>
</tr>
<tr>
<td>e. SUPPLIES</td>
<td>450.00</td>
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<tr>
<td>f. CONTRACTUAL</td>
<td>3,000.00</td>
<td>3,000.00</td>
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<tr>
<td>g. CONSTRUCTION</td>
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<td>-0-</td>
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<tr>
<td>h. OTHER</td>
<td>$60,710.00</td>
<td>$60,710.00</td>
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<tr>
<td>i. TOTAL DIRECT CHARGES</td>
<td>81,017.00</td>
<td>81,017.00</td>
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<tr>
<td>j. INDIRECT CHARGES</td>
<td>6,481.00</td>
<td>6,481.00</td>
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<td>k. TOTALS</td>
<td>$87,498.00</td>
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<td>7. PROGRAM INCOME</td>
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HFW-40RT
SECTION C – NON-FEDERAL RESOURCES

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<thead>
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<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>1.</td>
<td>$</td>
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<td>2.</td>
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<td>5.</td>
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<td>6.</td>
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<td>8.</td>
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<td>9.</td>
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<td>10.</td>
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<tr>
<td>11.</td>
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<tr>
<td>12. TOTALS</td>
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SECTION D – FORECASTED CASH NEEDS

<table>
<thead>
<tr>
<th>13. FEDERAL</th>
<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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<tbody>
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<td></td>
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<tr>
<td>14. NON-FEDERAL</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>FUTURE FUNDING PERIODS (years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(b) FIRST</td>
</tr>
<tr>
<td>16. Handicapped Personnel Preparation 84.029B</td>
<td>$87,498.00</td>
</tr>
<tr>
<td>17.</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td></td>
</tr>
<tr>
<td>20. TOTALS</td>
<td>$87,498.00</td>
</tr>
</tbody>
</table>

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

21. DIRECT CHARGES: Direct funding of ITEPP by Humboldt State University provides virtually all project administrative costs. Requested federal funds are therefore directly to benefit participant trainees.

22. INDIRECT CHARGES: (See budget page for details and basis of computation.)

23. REMARKS: See detailed budget page for indirect cost requested (8% of TDC)

PART IV – PROGRAM NARRATIVE (attach per instructions)

HEW 608T
## BUDGET AND COST EFFECTIVENESS

Indian Teacher & Educational Personnel Program

First Year Detailed Budget
1985-86 Operating Budget

<table>
<thead>
<tr>
<th></th>
<th>Project Costs</th>
<th>Institutional Contribution to Project</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Personnel</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Program Director</td>
<td>-0-</td>
<td>$30,000.00</td>
</tr>
<tr>
<td>b. Program Coordinator</td>
<td>-0-</td>
<td>20,000.00</td>
</tr>
<tr>
<td>c. Program Secretary</td>
<td>-0-</td>
<td>15,732.00</td>
</tr>
<tr>
<td>d. Student Assistants</td>
<td>-0-</td>
<td>8,600.00</td>
</tr>
<tr>
<td>e. Special Instructors</td>
<td>5,574.00</td>
<td>-0-</td>
</tr>
<tr>
<td>f. Summer Instructors</td>
<td>7,500.00</td>
<td>-0-</td>
</tr>
<tr>
<td><strong>TOTAL PERSONNEL</strong></td>
<td>$13,074.00</td>
<td>$74,332.00</td>
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<tr>
<td><strong>II. Fringe Benefits</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1,830.00</td>
<td>24,626.00</td>
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<tr>
<td><strong>TOTAL FRINGE BENEFITS</strong></td>
<td>1,830.00</td>
<td>24,626.00</td>
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<tr>
<td><strong>III. Operating Costs</strong></td>
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<td></td>
</tr>
<tr>
<td>a. Office supplies, utilities, space, communications, equipment, printing, duplicating, book and materials, and other operating costs</td>
<td>-0-</td>
<td>13,324.00</td>
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<tr>
<td>b. Instructional supplies/materials</td>
<td>450.00</td>
<td>-0-</td>
</tr>
<tr>
<td><strong>TOTAL OPERATING COSTS</strong></td>
<td>450.00</td>
<td>13,324.00</td>
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<tr>
<td><strong>IV. Travel Costs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. In-state administrative travel for out-reach/recruitment/conference</td>
<td>-0-</td>
<td>1,712.00</td>
</tr>
<tr>
<td>b. Out-of-state &amp; national administrative travel for conferences and education workshops</td>
<td>1,500.00</td>
<td>-0-</td>
</tr>
<tr>
<td>c. Summer faculty travel</td>
<td>453.00</td>
<td>-0-</td>
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<tr>
<td><strong>TOTAL TRAVEL COSTS</strong></td>
<td>1,953.00</td>
<td>1,712.00</td>
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<tr>
<td><strong>V. Contractual Costs</strong></td>
<td></td>
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</tr>
<tr>
<td>a. Program evaluation</td>
<td>3,000.00</td>
<td>-0-</td>
</tr>
<tr>
<td><strong>TOTAL CONTRACTUAL COSTS</strong></td>
<td>3,000.00</td>
<td>-0-</td>
</tr>
</tbody>
</table>
V. Other Costs

*a.* Consultants  
   Project Costs: $500.00  
   Institutional Costs: $-0-

*b.* Evaluator travel  
   Project Costs: $260.00  
   Institutional Costs: $-0-

*c.* Student registration fees  
   (10 students x $285 x 3 quarters)  
   Project Costs: $8,550.00  
   Institutional Costs: $-0-

*d.* Textbook and supplies allowance  
   (10 students x $125 x 4 quarters)  
   Project Costs: $5,000.00  
   Institutional Costs: $-0-

*e.* Stipends  
   (10 students x $400 x 11 months)  
   Project Costs: $44,000.00  
   Institutional Costs: $-0-

   Summer fees  
   (10 students x $20/unit x 12 units)  
   Project Costs: $2,400.00  
   Institutional Costs: $-0-

**TOTAL OTHER COSTS**  
   Project Costs: $60,710.00  
   Institutional Costs: $-0-

**TOTAL DIRECT COSTS**  
   Project Costs: $81,017.00  
   Institutional Costs: $-0-

**TOTAL INDIRECT COSTS**  
   (85 of total direct costs)  
   Project Costs: $6,481.00  
   Institutional Costs: $-0-

**TOTAL OPERATING BUDGET 1985-86**  
   Project Costs: $87,498.00  
   Institutional Costs: $113,994.00
I. **e. Special Instructors**
Special instructors include professional members of the Indian community, as well as visiting professors, who will be employed to teach one ITEPP course per quarter during the academic year. Courses are four units. The cost for the special instructor is based on the average cost for hiring at the rank of Associate/Full Professor for this University.

**f. Summer Instructors**
Summer instructors include University faculty and visiting instructors who will be employed to teach the special curriculum offered during Summer quarter 1985-86. Salaries will be commensurate with experience and rank. This figure is based on offering 12 units for the summer with instructors having the experience and rank of Associate or Full Professor.

II. **Fringe Benefits**
Includes for the federal project portion of the budget, worker's compensation, unemployment insurance, social security tax figured at 14% of salaries.

III. **b.** These funds are used to buy those instructional supplies that cannot be purchased from the University budget - particularly those items that go directly for student use.

IV. **b.** The State budget will cover only instate administrative costs for travel and per diem. Thus, project funds are proposed to fund out-of-state, as well as national, administrative travel, and per diem costs. Due to the relative difficulty of traveling from the HSU area, the choice of carriers is limited, and as such, travel costs are higher. This line item reflects costs for air flight, per diem, and conference registration fees for ITEPP staff members to attend the National Indian Education Association conference, the Indian Child Welfare conference, or the National Congress of American Indians conference.

**c.** This line item reflects the cost of travel and per diem for one instructor from Los Angeles, California, one from Sacramento, California, one from Hoopa, California, and one from Crescent City, California. All travel and per diem costs will be reimbursed at HSU rates which are in compliance with government policy.

**d.** This cost reflects the travel and per diem costs for the project evaluator to visit ITEPP as per the proposed evaluation model in order to conduct an effective and successful evaluation (per diem + mileage).

VI. **a.** A consultant, preferably an Indian professional, will be retained to complete an evaluation of ITEPP. The program evaluation cost is based on $150.00 a day for 20 days, including preparation time, development of evaluation design, preliminary report, site days, and personal costs for compiling and producing the report, a final report, and an exit interview.
VII.  *a.* Professional Indian educators, tribal and community leaders, cultural resource specialists and educators of the handicapped will be employed as consultants for the Summer Institute. The fee is based on $18.75 per hour rate. This fee will include actual presentation time, curriculum, and materials development fee, and preparation time.

*b.* This is the projected registration fee for academic year 1985-1986. The University system is currently in the process of re-evaluating the fee schedule and most likely the fees will be raised to the proposed project request.
CIVIL RIGHTS CERTIFICATE


The applicant provides this assurance in consideration of and for the purpose of obtaining Federal grants, loans, contracts (except contracts of insurance or guaranty), property, discounts, or other Federal financial assistance to education programs or activities from the Department of Education.

The applicant assures that it will comply with:

1. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving Federal financial assistance.


4. The Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 et seq., which prohibits discrimination on the basis of age in programs or activities receiving Federal financial assistance.

5. All regulations, guidelines, and standards lawfully adopted under the above statutes by the United States Department of Education.

The applicant agrees that compliance with this Assurance constitutes a condition of continued receipt of Federal financial assistance, and that it is binding upon the applicant, its successors, transferees, and assignees for the period during which such assistance is provided. The applicant further assures that all contractors, subcontractors, subgrantees or others with whom it arranges to provide services or benefits to its students or employees in connection with its education programs or activities are not discriminating in violation of the above statutes, regulations, guidelines, and standards against those students or employees. In the event of failure to comply the applicant understands that assistance can be terminated and the applicant denied the right to receive further assistance. The applicant also understands that the Department of Education may at its discretion seek a court order requiring compliance with the terms of the Assurance or seek other appropriate judicial relief.

The person or persons whose signature(s) appear(s) below is/are authorized to sign this application, and to commit the applicant to the above provisions.

________________________________________  __________________________________________
Date                                           Authorized Official(s)

________________________________________  __________________________________________
Humboldt State University Foundation           Name of Applicant or Recipient

________________________________________  __________________________________________
Humboldt State University                      Street

________________________________________  __________________________________________
Arcata, California 95521                        City, State, Zip Code
This program will provide preparation of ten special educators of American Indian children and youth for credential candidates at Humboldt State University. The program is jointly sponsored by the Indian Teacher & Educational Program, the Department of Education, and the Department of Speech and Hearing Sciences, all three of which are housed within the administrative purview of the School of Behavioral and Social Sciences.

Project participants will select a course of training leading to a Specialist Credential in Learning Handicapped, Single Subjects Credential Emphasis in Adapted Physical Education, or Clinical Rehabilitative Services Credential. The Specialist Credential in the Learning Handicapped classification includes those children formerly listed as Educable Mentally Retarded, Learning Disabled-Educationally Handicapped, and Behavior Disordered. Participants will be prepared to provide direct services to handicapped American Indian children and to work with Educational personnel serving American Indian children in the mainstream.

Special features of the project include:

(1) a special summer session designed to enhance and expedite the participant's achievement of a credential;
(2) fieldwork which provides an innovative practicum experience allowing for immediate introduction to the classroom or clinic;
(3) a summer institute designed to develop an appreciation and knowledge of the unique educational and cultural needs of Indian children and youth;
(4) lecturers to speak on issues of American Indian handicapped children and youth; and,
(5) Continuous involvement and monitoring by Native American members of the community, the public schools, and ITEPP.
APPLICATION FOR GRANTS UNDER
TRAINING PERSONNEL FOR THE EDUCATION OF THE HANDICAPPED
CFDA 84.029 B - PREPARATION OF SPECIAL EDUCATORS

INTRODUCTION


The service area of Humboldt State University (HSU), the six counties (Del Norte, Humboldt, Lake, Mendocino, Siskiyou, Trinity) of the Northwestern part of the State of California, is as large as the state of Indiana (see appendix 1, 2, and 3). It is an area of mountainous streams and rivers, large wilderness and forested areas. The service area has the largest concentration of Indigenous California Indians in the state and encompasses two reservations (including California's largest, the Hoopa Valley Indian Reservation) and a number of rancherias. Indians are the only numerically significant minority group in the region.

HSU is fortunate in being situated in an area which can draw a substantial number of applicants from many tribal affiliations: Hupa, Yurok, Karok, Tolowas, Chetco, Tutuni, Wiyot, Mattole, Pomo, Wailaki, Cahto, Pit River, Maidu, and Wintum, to name a few (see appendix 2 for a map). This broad representation provides a pool of future graduates, who, themselves, can be matched to almost any possible educational personnel situation. Most potential Indian teacher trainees are not able to move easily about the U.S. to receive training, therefore, it is essential to have a training program located in an area where there is a concentration of high caliber applicants. ITEPP is a program designed specifically to meet the unique academic and cultural needs of Indian students.

The area includes two counties (Del Norte, Humboldt) which the State of California has declared "depressed counties". The area labor market is characterized by high unemployment, seasonally reaching 20% in some counties and often exceeds 50% among Indians.

HSU established ITEPP in 1969 and legislatively mandated the program in 1973 with the primary purpose of impacting institutional changes within the public school system. The program accomplishes this task through the preparation and training of qualified American Indian educators. These Indian educators not only strive to understand the cultural behavioral characteristics of Indian students, but also have the knowledge of multicultural instruction methods to teach the "necessities of life" in the dominant society without the sacrifice of tribal identity and culture.

The primary objective of ITEPP is to prepare and train and retrain Indian educational personnel to serve Indian children as teachers, counselors, speech therapists, audiologists, administrators, teacher's aides, cultural resource specialists other specialized educational personnel and role models, all of which help lead the way to a better education for Indian people.

It is important to note that the funding requested by this proposal will be used primarily for student funding and not for administrative costs. This grant request is submitted to cover student support and specialized Indian-education training focused on
special educators. The specialized training also includes the augmentation of some basic program costs which are not fully addressed by institutional and statewide formulas. These grant funds are needed because program participants are unable to hold jobs while participating in the academic year and summer session training requirements of ITEPP. Additionally, it must be pointed out, that most ITEPP participants come from backgrounds of financial hardship. Participants do however, in conjunction with the HSU Financial Aid Office, coordinate grant support with other forms of financial aid support. Experience shows that direct participant support in the form of stipends is vital to program continuity and student participant survival.

Because this program is student oriented, some of the funding is needed to offer innovative Indian education curricula, special workshops, small groups discussions, and a summer institute that result in an increased awareness of the special educational and cultural needs of American Indian children and youth who are handicapped. Among the several administrative functions of the ITEPP program are monitoring, counseling, financial support, structuring of social activities, fieldwork, remedial academic work, recruitment, placement, special courses, and community outreach (for a detailed account of the functions of ITEPP, please see appendix 4).

FULLY ACCREDITED UNIVERSITY AND COURSE OF STUDY

Humboldt State University (HSU) is located in Arcata, California. HSU is the Northern most of the campuses in the California State University and College System. HSU is a fully accredited University which offers 62 baccalaureate and master's degrees programs. All ITEPP participants are enrolled in a course of study leading to a baccalaureate or master's degree or credential. It should be noted that HSU currently employs a significant number of Indian people in both professional and service positions, including faculty, counselors, and administrators.

STATEMENT OF NEED

The low achievement patterns, inadequate basic skills, high dropout rate, low literacy rate, and a low level of formal education of Indian students have all been well documented by numerous national and state studies and reports.

This statement of need is based upon an emerging conceptual model in which the dominant culture is seen as viewing Indian culture as a negative force which acts to impede the progress of Indian children through the school system. To the degree that educational personnel subscribe to that view, it becomes a self-fulfilling prophesy; to the degree that Indian children subscribe to that view, they manifest strong feelings of personal and social alienation, lack feelings of self-esteem and autonomy, hold very negative attitudes toward conventional forms of social authority, and manifest poorly developed basic academic skills. Reinforcing that view of the dominant culture is the fact that Indian students do share generally low socio-economic status and that there is a significant lack of involvement among Indian parents in the educational process (Office of Program Evaluation and Research of the California State Department of Education,"Computer Study", 1982).

The conceptual foundation of this proposal also suggests that school personnel trained through the ITEPP or some equivalent program will be prepared to offer an alternative view of the role and value of Indian culture in the educational process. The ITEPP program stresses the positive strengths of the Indian culture as a valid and worthy force in the lives of Indian students within the dominant culture. Those personnel so
trained will serve to counteract assimilation of those negative feelings so often accepted by Indian students toward themselves and their culture. By virtue of their understanding of the relevant cultural differences and their implications for the educational problems of Indian students, these personnel will be able to help the school and its teachers become responsive to the unique problems of those students.

According to the model, Indian children are now faced with two choices: (1) success in the educational system and assimilation into the dominant culture at the cost of their traditional Indian culture and (2) passive rebellion against that assimilation at the cost of success in education and eventually at the cost of economic success in the dominant culture.

Enrollment and achievement data indicate that many Indian children choose the second alternative. In this six-county region, Indian high school graduates show a 70% drop-out rate before the end of high school. Indian high school graduates achieve an average 5th grade reading level. Among all grades, Indian children score approximately 1/3 year lower than non-Indians. Among the children of unemployed or unskilled Indians parents, reading scores average 1/2 to 2/3 years below those Indian children whose parents hold executive, managerial, semi-professional, clerical or technical positions. Less than two percent of Indian students have continued their education beyond the high school level. Beyond high school level, Indian student grade point averages vary from 1.6 to 1.9 (the C-level) across schools.

Paralleling the enrollment and performance data for Indian students are data concerning the numbers of Indian educational personnel from the California State Department of Education, Data Acquisition and Forms Control, 1983.

There are 97 school districts in the six county region, from which ITEPP draws students. Some 100 of the 195 schools in these districts have substantial Indian populations.

Current data indicate the following breakdown for total number of certificated personnel and total number of American Indian/Alaskan Native certificated personnel for the six counties. It should be noted that administrators who are both certified and teaching are included. This occurs in smaller and rural type school districts where budget cutbacks and significant enrollments demand administrators to wear two hats.

**DEl NORTE COUNTY** employs a total of 181 certificated personnel of whom three are Indian. There are no American Indian personnel for the education of the handicapped. There are approximately 583 Indian students or 17.2% enrolled in the schools.

**HUMBOLDT COUNTY** employs total of 1116 certificated personnel in the 34 school districts 23 of the certificated personnel are Indians. Although final figures are not available, county educational personnel estimates that there are approximately 2,907 Indian students in the county, or a minimum of 16.1% of the 18,052 students enrolled in the 34 school districts. It should be noted that over half of the certificated Indian personnel employed in Del Norte and Humboldt County School districts are ITEPP graduates. There is one American Indian personnel for the Education of the handicapped.

**LAKE COUNTY** employs a total of 374 certificated personnel of whom three are Indian in the 7 school districts.

**MENDOCINO COUNTY** employs a total of 858 certificated personnel of whom 8 are Indian in the 12 school districts.
SISKIYOU COUNTY employs a total of 508 certificated personnel of whom 9 are Indian in the 31 school districts.

TRINITY COUNTY employs a total of 166 certificated personnel of whom 2 are Indian in the 12 school districts. There are no American Indian personnel for the Education of the handicapped. (Planning Office -CBEDS, California State University Bakersfield and California Public Schools Directory by State Department of Education.)

The following information, abstracted from the report on "Racial/Ethnic Distribution of Staff and Students in California Public Schools" clearly indicates the need for additional trained Indian teachers and educational personnel in California.

The total number of American Indian students in California elementary schools, Grades K-8, is about 24,773. The total number of American Indian students in California high schools, Grades 9-12 is about 11,402. The total number of American Indian classroom teachers employed in California public schools is 1,018 or .6 percent of the teaching personnel. (Data from the California Basic Education Data System - CBEDS indicates that there are 210,494 certified personnel of whom 1,967 or .9 percent are American Indian in the 58 counties of California.) There are approximately 388 para-professionals of Indian ethnicity in State schools.

There is not yet the Indian educational personnel to meet the special educational and cultural needs of Indian students in this region. Thus, Indian children continue to achieve poorly academically and are forced to have to make a choice between their own culture and that presented by the public schools. With professional Indian educational personnel for the education of the handicapped available to assist in the successful implementation of Indian education programs, the unique needs of Indian students may be addressed. To work with American Indians, the Speech-language pathologist must learn the language, attempt to understand the culture, gain insight into the people and even learn to appreciate their acceptance of some handicaps as positive.

To many Indians, education represents the process of assimilation in which traditional Indian culture is lost. The public school system, by its nature encourages the assimilation of Indian students by establishing prescribed curricula, maintaining a non-Indian cultural orientation, and in many situations is insensitive to the needs and values of the Indian student population. In a passive rebellion against assimilation, many Indian students are resisting the public school system of education, as evident in the disproportionately high rates of underachievement and increasing percentages of student attrition. A resistance to schooling continues for the Indian student even in higher education.

The need for programs at the college level for Indians has been well documented. In 1977, the General Accounting Office report entitled THE BUREAU OF INDIAN AFFAIRS SHOULD DO MORE TO HELP EDUCATE INDIAN STUDENTS, found:

that about 54% of the Indian freshmen did not return to the school where they initially enrolled. Overall their academic performance is low. On the average, Indian freshmen completed only 7 credit hours per semester and earned less than a 1.7 grade point average out of a possible 4.0 GPA for the school year. Academic performance was below the minimum grade point average needed to graduate. The BIA estimated that only 10 percent of Indian freshmen eventually graduated. The average Indian undergraduate had a cumulative 2.1 grade point average and completed 10 hours per semester. Indian seniors had an cumulative GPA of 2.6. Indian graduates had a 2.7 GPA and completed 11 hours per semester.
It generally took about 6 1/2 years to earn their degrees. (peruse GAO Report)

The study recommended that programs and services be designed and offered at colleges and universities that would help American Indian students further their education. Such programs should include: methods for developing leadership potential; increase professional & vocational employment opportunities; counseling, by providing more support services; orientation programs; remedial and tutoring services; assess the secondary education achievements of Indian students in order to suggest to freshmen students remedial courses or other appropriate courses; development of survival skills course; special emphasis Indian curricula; faculty advisor for students; social activities; and, monitor Indian students' academic progress.

The record of the ITEPP programs over the past 16 years demonstrates its responsiveness to the need statement of the G.A.O., specifically 85% of students enrolled in the ITEPP program receive their degrees. The overall grade point average of current students is approximately 2.7. These students have completed an average of 14.4 units per quarter. On each issue, ITEPP students have clearly out performed those students surveyed in 1977 by the G.A.O. 

PROJECT DESIGN - PLAN OF OPERATION

STATEMENT OF PURPOSE OF THE PROJECT

HSU, in conjunction with the ITEPP Indian Community Advisory Board, has established the following primary purposes for ITEPP:

1. To provide a fully accredited teacher preparation and personnel training program for American Indians and Alaskan Natives. This program culminates in a baccalaureate or master's degree and/or California Teaching or Pupil Personnel Services or Speech and Hearing Credentials.

2. To prepare American Indian or Alaskan Native educators with a diverse understanding of the history and cultures of Indigenous tribal nations. Additionally, to provide such educators with appropriate theoretical orientations and applied methodologies to effectively meet the needs of American Indian students and assume an educational leadership role within Indian communities.

ITEPP continues to achieve its primary purposes by successfully integrating theoretical study, through regular matriculation, with an applied instructional methodology facilitated by a mandated academic year fieldwork requirement. The innovative design of ITEPP has proven to be a most effective method for training of Indian educational personnel.

COMPONENT DESIGN:

RECRUITMENT

Recruitment of students is done nationally, although outreach activities are concentrated within the service jurisdiction of HSU. Recruitment activities generally include the following: Public service announcements, information dissemination, distribution of ITEPP recruitment information, mailouts, visits to high schools and junior colleges, and Indian organizations, student visits to HSU, and presentations to high school freshmen and sophomore students.
SELECTION AND ADMISSION

Generally, ITEPP candidates must comply with the regular admission requirements and procedures of the University. Applicants who meet HSU requirements for admission are referred to an ITEPP Selection Committee.

Applicants who have academic deficiencies are reviewed by a team consisting of the ITEPP administrative staff and a representative of HSU Admissions Office. If a student has demonstrated potential to succeed at the University, the student may be reviewed for possible acceptance into the program under a special admittance procedure of the University.

The Advisory Board Selection Committee reviews the applications and establishes priorities for admission. Applicants who rate in the higher priorities are invited for interviews. In order to assure adherence to the established priorities, special participant selection forms are used to assist the Committee in objectively reviewing applications and conducting interviews (see appendix 5 for forms). The final selection if ITEPP candidates is based upon their overall demonstration, during the application and interview process, of a genuine interest in working in the field of education of the handicapped within Indian communities following completion of the program.

MATRICULATION

During the academic school year, ITEPP participants are enrolled at HSU in a course of study leading to the completion of a baccalaureate or master's degree or credential in their major field of study. Each ITEPP participant receives on-going counseling and academic advising. Students are provided with a comprehensive course outline that details on both quarter-by-quarter and annual basis the course of study required to complete a degree in the major field. ITEPP students must accumulate at least 15 units per academic quarter, with a GPA of at least 2.5.

SUMMER SESSION

The general emphasis of the ITEPP Summer Session is on special courses of study in Indian education and meeting Education Department or Department of Speech and Hearing Sciences requirements. In addition to meeting University and State licensing requirements, such curriculum takes into account the culture and heritage of Indian children by providing instruction in teaching methods and techniques that have proven successful for the education of Indian children. The following are examples of courses taught in previous ITEPP Summer Sessions: Motivation of American Indian Teachers and Students; American Indian Educational Management; Multiple Approaches to Developing American Indian Curricula; Native American Counseling - Psychology; Comparative Value Systems of the Native American and European; Native American Art Forms; Computers in the American Indian Community and Curricular methods for teaching Indian Students.

Because the ITEPP Summer Session is designed for program participants, University faculty and visiting professors are recruited on the basis of their demonstrated ability to instruct American Indian students effectively. In this regard, professors are strongly encouraged to integrate practical examples of how curriculum included in general educational theory and methods courses can be applied to Indian students at the elementary and secondary school levels.
One of the most significant aspects of the ITEPP Summer Session is that it fosters a sense of program solidarity among the students and staff. This feeling of unity is best captured in the writings of an ITEPP alumnus who stated that "the Summer Session creates a close family bond among all ITEPP students that is carried throughout the regular academic year. If it weren't for this strong student support system, I could not have made it through the University."

FIELDWORK: (Practicum Requirement–Clinic Practicum)

The fieldwork component is an important and rewarding aspect of ITEPP. It is this innovative practicum experience, required throughout the students' program participation, that affords ITEPP participants many unique opportunities not available to other prospective educators. Such opportunities include:

a. Immediate introduction to the classroom or clinic and overall public school system or Indian organization;
b. Early exposure to valuable role models provided by a variety of supervisors;
c. Opportunities to experience a diversity of instructional tasks and grade levels (e.g., preschool, elementary, secondary, and Indian tribal or community education programs and Indian organizations (tribal, private, federal and non-federal organizations, etc.);
d. Opportunities to increase the cultural awareness of public school students and staff by serving as resource persons who represent the Indian community; and
c. The means by which to earn a monthly ITEPP stipend, thus by enhancing the participants' sense of responsibility and accomplishment.

The fieldwork phase of the project requires participants to spend at least 6 hours per week per quarter during the entire academic year in a public/private school or clinic or a community based Indian educational organization. The experiences provided in these fieldwork practicums include classroom experience, organizational management, and community and educational planning. By participating in the fieldwork experience, students gain the skills necessary to become successful educational personnel. The variety of fieldwork placements allows the students to explore a variety of educational situations that will enable the student to make a sound educational career decision (see appendix 6).

Another beneficial aspect of the fieldwork experience is the group discussion held once a week for ITEPP participants. These discussions sessions afford students the opportunity to address special concerns and issues, including problematic situations encountered during fieldwork. These sessions provide ongoing opportunities for the sharing and open discussion of individual problems and successes for the purpose of discovering remedies to difficult practicum situations before they result in a disenchantment with the program. In general, students have indicated that their practicum experiences significantly enhance their self-confidence and professional preparation.

The 1982-1983 Evaluation of ITEPP found that, "One of the major benefits to the program, according to students, former students, faculty members, and teacher intern supervisors, is that students are required to work in a classroom every term they are enrolled in the program. In contrast to most potential teachers, who only gain classroom experience in their Senior year.... Students, upon completion of ITEPP are almost universally glad to have had the fieldwork experience. They can test their assumptions about whether they want to be teachers; they can test their feelings about students and working with them daily; and they can test their assumptions about the subject they want to major
in and teach."

SUMMER INSTITUTE

Recognizing the need for the ITEPP students to develop a systematic support system and to develop an appreciation and knowledge of their "Indianess" and "tribalism" in conjunction with a focus on their fields of specialization, ITEPP proposes an institute of four (4) days. It is important at this point in the development of Indian education that Indian educators evaluate and understand the impact of Indian heritage upon the Indian student as a learner; the value of Indian culture in school curriculum; and to provide special training in the cultures of Indians while investigating the interaction of Indian cultures to the field of study.

During this institute the participants will explore their own tribal and cultural heritage as an integral part of their training program. Participants will examine the relationships between the Indian educator, Indian organizations, the needs of the community, and other public institutions.

In order for the training of Indian educational personnel to be effective, that training must strongly emphasize cultural awareness and community involvement. Effective training requires both the training of Indian persons as educators and the assumption of educational leadership positions within a broad range of community services. The Institute will include participation from practitioners in the field of study, the ITEPP participants, HSU faculty, and visiting experts. The areas of presentation will include speakers on speech, hearing, and language programs currently offered in public schools, tribal schools, and BIA schools. Presentations on the programs available on the learning handicapped, including educable mentally retarded, learning disabled, educationally handicapped, and behavior disordered. This institute will be designed to focus on meeting the special and unique cultural and educational needs of American Indian children.

PROGRAM CONTENT

The program in Speech and Hearing Sciences provides a specialized professional program in the areas of Speech Pathology and Audiology. The program's intent is to provide a program of excellence in the areas of:

1. Basic fundamental information regarding the science of communication and its development in humans;
2. Language and speech disorders, including understanding of, evaluation of, and management procedures for the various language and speech disorders;
3. Hearing impairment, including topics related to its measurement and management;
4. Related areas, including understanding of normal and abnormal human behavior as well as services available from related professions.

The program has three levels, the pre-professional program; the initial professional program which culminates in the B.A. degree, the advanced professional program which leads to the Clinical Rehabilitative Services Credential and M.A. Degree. With a carefully organized and structured program, the student can also be prepared to complete academic and clinical requirements for the American Speech-Language-Hearing Association Certificate of Clinical Competence in Speech Pathology and the State of California License as a Speech Pathologist.

The main focus of the academic program is the close relationship between academic and clinical interactions. HSU strives to insure that the student is able to translate the
basic research data published in the professional literature into effective, professionally sound clinical programs which treat the whole person rather than a singular problem (see appendix 7 for description of major).

The facilities at the HSU Speech and Hearing Center and the placement within community facilities provide the students with essential clinical experiences. Emphasis is placed upon the achievement of a wide variety of experiences in a variety of settings to ensure the student a well rounded training experience. The department maintains a well organized, closely supervised clinical program.

The three main goals of the Clinic are (1) to provide training for students in the field of communication disorders and speech and hearing sciences; (2) to provide services for individuals and their families, for students and staff of the University, and agencies and schools of the community, and (3) to provide research opportunities for faculty and students. The most essential purpose of the clinical program, however, is to develop the students' skills in the application of diagnostic and treatment procedures which will enable children and adults with speech, language or hearing disorders to communicate to the maximum of their potentials.

The Clinical Rehabilitative Services Credential students will acquire 22 specific competencies called for by the American Speech-Language-Hearing Association and by the State of California or required for completion of the Clinical Rehabilitative Services Credential and the Certificate of competence by that national organization (see 8 appendix for list of competencies).

The program in Special Education provides a Specialist Credential in Learning Handicapped. The Learning Handicapped classification includes those children formerly listed as Educable Mentally Retarded, Learning Disabled-Educationally Handicapped, and Behavior Disordered.

The program consists of two levels: a basic general core and the advanced specialization. Students seeking a specialist credential must complete the core before entering the advanced specialization level. Students may enter at the upper division or graduate levels.

The advanced specialization is a one year sequence culminating with student teaching in special education. This one year, 51 quarter unit sequence, is taken after Ryan Act professional education requirements and may also meet fifth year requirements of the Single Subjects or Liberal Studies/Multiple Subjects Credential resulting in the student being eligible for both the regular teaching credential and the advanced specialization credential in Learning Handicapped (see appendix 9 and 10 for Learning Handicapped competencies).

The Single Subject Credential Emphasis in Adapted Physical Education provides students with the opportunity to secure instruction for the development of skills in a variety of activities. Physical education is recognized as a means for educating through the physical as well as education of the physical. Students learn the principles and practices of the adapted physical education program with emphasis on posture training, relaxation, and restricted activities; an analysis of orthopedic disabilities and implications for the planning of a physical education program. This includes the nature of therapeutic and prescriptive exercise (see appendix 11).

STATEMENT OF OBJECTIVES

The University herewith requests funding for ITEPP in order to achieve the
PERFORMANCE OBJECTIVES

OBJECTIVE 1: Ten enrolled ITEPP participants will be provided stipends that will enable matriculation at HSU in a regular course of study leading to a bachelor's or master's degree in their respective fields of interest, as well as to teaching or Clinical-Rehabilitative Services Credentials and Adaptative Physical Education Credential.

OBJECTIVE 2: Ten ITEPP students will participate in a required quarterly minimum of six hour weekly fieldwork or clinical assignment at local public schools and/or Indian community education programs.

OBJECTIVE 3: Ten ITEPP students will participate in at least one of the three ITEPP sponsored courses to be offered during the regular academic year.

OBJECTIVE 4: Ten students will participate in a 4 day summer institute designed to prepare ITEPP participants to assume educational leadership roles within Indian communities and to investigate the students commitment to education.

OBJECTIVE 5: Ten ITEPP students will attend summer sessions, the course of study will be directed at understanding the cultural heritage of Indian people and exploring instructional methods proven effective in educating Indian children.

ACTIVITY PLAN

OBJECTIVE 1:

ACTIVITY 1: The 10 ITEPP participants will receive individual academic counseling and guidance. Such assistance will be designed to advise students of the appropriate courses of study leading to attainment of their respective academic goals. Appropriate records will be maintained in accordance with HSU and Commission on Teacher Credentialing for the State of California as per PL 94-142 State Plan, Comprehensive System of Personnel Development.

ACTIVITY 2: The 10 students will register at HSU in a regular course of instruction leading to a bachelor's or master's degree or to a teaching or counseling credential. ITEPP participants must accumulate an average of 15 units per quarter. The recommended number of units will be dependent upon the relative academic difficulty of the specific courses to be taken and the demonstrated abilities of individual students to complete the course of study.

ACTIVITY 3: The 10 ITEPP participants will be required to enroll in a Native American Studies course or in one of the special ITEPP sponsored Indian education courses, during each quarter of the regular academic year. Upper division and graduate students who either have completed the courses offered or need to enroll in other courses to complete the requirements of their major or credential program will be exempted from this requirement.

ACTIVITY 4: All 10 ITEPP students will receive a $400.00 monthly stipend that will enable their matriculation at HSU.

ACTIVITY 5: ITEPP will monitor the academic progress of ITEPP students in each of
their classes each academic quarter. Professors will be asked to complete mid-quarter student performance evaluations and return them to the ITEPP office (see appendix 12).

**ACTIVITY 6:** The Program Coordinator will review all mid-quarter student performance evaluations and hold conferences with students who have encountered academic difficulties so that appropriate support services can be provided to them. Periodic follow-up meetings will be scheduled in order to monitor closely the students' academic progress courses in which difficulties have been experienced.

**ACTIVITY 7:** At the end of the 1985-1986 academic year, four students will complete either credentials or bachelor's degrees.

**ACTIVITY 8:** During the winter and spring quarter, the Program will implement recruitment efforts to identify potential new participants for admission into ITEPP in the 1985-1986 academic year.

**ACTIVITY 9:** Applications for program participation will be received and reviewed by an ITEPP selection committee. Candidates generally must comply with the regular admission procedures of HSU. Before final selections are made, the top candidates will be interviewed by the ITEPP Selection Committee to determine, among other things, their Indian identification, commitment to Indian education, desire to work with Indian children after completing the ITEPP program.

**ACTIVITY 10:** The students will receive an orientation to ITEPP, the University and student responsibilities. During their orientation, they will be required to sign the students' contract entitled "Basic Terms of Participation" (see Appendix 13).

**OBJECTIVE 2:**

**ACTIVITY 1:** During student orientation program, the Coordinator will discuss the terms and conditions of the fieldwork placement with all participants. The discussion will include, but not be limited to, time and attendance policies, grooming and attire, and basic responsibilities of the fieldwork assignment.

**ACTIVITY 2:** During the orientation, the Program staff will meet individually with each of the participants to discuss their interest in assignment to specific fieldwork sites for the academic year. Such fieldwork placements will be made so as to maximize students' exposure to a variety of sponsoring agencies and role models afforded by supervising personnel.

**ACTIVITY 3:** All ITEPP participants will meet with their fieldwork supervisors to discuss the duties and responsibilities of their practicum experience.

**ACTIVITY 4:** ITEPP participants will spend six hours per week in their respective practicum settings. In return, students will gain valuable experience and also receive academic credit.

**ACTIVITY 5:** All ITEPP students will be required to attend a special fieldwork discussion session and meet once a week. Discussion sessions will be
designed to provide students with opportunities to share their concerns and resolve problematic issues encountered in fieldwork assignments.

ACTIVITY 6: The program staff will convene quarterly monitoring visits with each fieldwork placement supervisor. At such meetings, the supervisors will complete student fieldwork evaluation forms and discuss the general performance of each program participant.

ACTIVITY 7: The program staff will meet on a weekly basis with each participant to discuss the student's progress and any concerns he or she may have about the fieldwork placement. If problems are encountered, an initial attempt will be made to resolve them by meeting with the fieldwork supervisor.

ACTIVITY 8: Each ITEPP participant will keep a journal of the fieldwork placement experience. The journal will be reviewed by the program staff and discussed with the participant once every two weeks. Weekly reviews and written comments will be made by the Program Coordinator.

OBJECTIVE 3

ACTIVITY 1: A course entitled "Developing and Selecting Strategies for Improving Reading", will be offered for instruction for Fall Quarter 1985-1986. This course will focus on topics and issues in improving reading and comprehension methods. Instruction will be in small groups and individualized session. Currently, all candidates for a California Credential must pass the California Basic Educational Standardized Test at this time ITEPP has a 99% passage rate. In fact HSU has the highest passage rate for all the CSU system. Part of the reason for this success rate is due to ITEPP's emphasis on continuously improving the students skills in reading, writing and mathematics.

ACTIVITY 2: A course entitled "Selecting Strategies for Improving Mathematics" will be offered for instruction for Winter Quarter 1985-1986. This course will focus on topics mathematic comprehension. Instruction will be in small groups and individualized sessions.

ACTIVITY 3: For the Spring Quarter 1985, a course entitled American Indians in Education" will be offered for instruction. This course will focus on topics which are relevant to teaching American Indians in Today's world.

OBJECTIVE 4:

ACTIVITY 1: The Program Director will recruit individuals with expertise in specific areas of Indian education, counseling, psychology, speech, language, hearing and handicapped education, tribal governments, Indian program administration, the history and culture of Indian people and persons familiar with HSU programs to serve as institute presentors.

ACTIVITY 2: The first day of the institute will focus on ITEPP and HSU and student career and goal review. The ITEPP staff and other HSU personnel will focus on the role of Indians in higher education and investigating the cultural conflicts that have arisen or will arise for Indian students at HSU and in their chosen field of study.
ACTIVITY 3: The second day the institute will focus on the role of tribes in Indian education, special Indian education programs, politics of Indian education, and traditional Indian educational and religious perspectives. Various Indian laymen and educators will be brought to interact with ITEPP students.

ACTIVITY 4: The third day of the orientation session will introduce the ITEPP student to curriculum techniques that may be utilized in their field of study.

ACTIVITY 5: The last day will be a wrap up focused on investigating the participants concepts of Indian, tribalism, Indian education, education, and where do I fit into this?

OBJECTIVE 5:

ACTIVITY 1: During Winter Quarter the Program Director will develop a plan for the ITEPP summer session. The plan will be submitted to the Dean of SBSS, the Chairperson of the Department of Education and the Chairman of the Department of Speech and Hearing Sciences and the ITEPP Advisory Board for review and approval. The plan shall include a proposed curriculum, a schedule of events, and a list of needed instructional facilities.

ACTIVITY 2: During Winter and Spring Quarters, the Program Director will recruit and employ professors for the ITEPP summer session. It is currently anticipated that ITEPP will offer 3 or 4 courses.

ACTIVITY 3: Ten students will register for summer session at the University. They will continue to receive monthly stipends that provide the financial means for summer matriculation.

ACTIVITY 4: The Program Coordinator will continue academic advising and progress monitoring during the summer quarter.

PLAN FOR EFFECTIVE ADMINISTRATION OF THE PROJECT

HSU has demonstrated highly professional capabilities for the effective administration of both state and federal grant in aid programs. HSU has successfully administered ITEPP for 16 consecutive years and herewith proposes to continue at the same level of managerial proficiency in its administration of the program for the 1985-1986 fiscal year. The Training Personnel for the Education of the handicapped funds requested for ITEPP will be managed by the HSU foundation, in conjunction with the CBSS, and the ITEPP Indian Community Advisory Board, and ITEPP.

The structural plan for effective administration of the program is described in greater detail under program administration and staff, included in this grant application.

ADEQUACY OF RESOURCES

(A) The Facilities the Applicant Plans To Use Are Adequate:

ITEPP occupies a building approximately 1200 square feet on the HSU campus. The
facility includes a student library (2600 specialized volumes) typing area, computer area, and individualized study carrel areas, social lounge area, individual offices for the Program Director and Coordinator, a Secretarial and reception area, and kitchen and restroom facilities. The space has proven to be adequate for the successful implementation of the Program.

The most important aspect of the ITEPP Office is that it serves as the focal point or "hub" of Program activities. Participants use the ITEPP office for meetings, socializing, and convening study groups. As one ITEPP student wrote:

"The ITEPP Program has been the bridge needed for me to function in college. The Office has been a home away from home, a place to turn when I need emotional support. The ITEPP Office and personnel have always been available whenever a crisis has occurred." Another student wrote: "The ITEPP Office provides a softening effect for students when making the transition from their reservation or Indian Communities."

(B) The Equipment and Supplies That The Applicant Plans To Use Are Adequate:

The State of California allocates the funds required for most administrative equipment purchases needed to successfully implement ITEPP. Administrative Program equipment already provided by the University includes:

- executive desks and chairs for administrative staff, clerical desks and chairs for the Secretary and clerical assistants, a conference table, a number of visitors' chairs, a sofa and kitchen, numerous bookshelves, file cabinets, credenzas, typewriters for staff use, mimeograph equipment, calculators, an IBM Personal Computer for staff use, an IBM Personal Computer for student use and other incidental equipment items.

Appropriate budgetary allocations have been included in the 1985-1986 grant application for both Training Personnel for the Education of the handicapped and State of California expenditures for the supplies and equipment necessary to effectively administer the Indian Teacher and Educational Personnel Program.

In addition to Program equipment and facilities described above, ITEPP also have access to many other University facilities and items of equipment. These facilities include most all campus buildings, fields, library, media supplies and equipment, etc.

PROGRAM EVALUATION

The evaluation process for ITEPP will include an internal assessment procedure and an external evaluation.

ITEPP proposes on going internal assessment of program progress and achievements. The ITEPP Advisory Board, in conjunction with the Dean of SBSS, will be primarily responsible for monitoring the relative progress of all programmatic activities. The Program Director will submit monthly progress reports to the Dean or the Advisory Board. Such reports shall include, but not be limited to, a delineation of accomplished activities pursuant to stated performance objectives. Additionally, the Director's reports shall include an explanation for activities not completed in accordance with the planned timeline for implementation and plans for fixing the situation.
From the information provided in the Director's reports, the Dean and the Advisory Board will identify special problem areas that may be delaying effective implementation of specific program components. If necessary, they will instruct the Director to prepare appropriate program modifications for immediate incorporation into the program. However, if major changes in program direction are needed and/or budget modifications are necessary, the University will seek the necessary approvals from the Training Personnel for the Education of the Handicapped programs before such changes are implemented.

EXTERNAL EVALUATION PROCESS

The evaluation of the project will be an independent objective formative evaluation of the effectiveness of the program in achieving its objectives and activities. An independent contractor who is educationally qualified and has previous experience in evaluating Indian teacher preparation and training programs will be retained to complete the evaluation of ITEPP. The evaluator will be asked to make specific recommendations from the results of the evaluation which would benefit the program and make it more effective and will be required to provide an extensive exit interview for the staff and advisory board.

The evaluator will be contracted during the first quarter of program operation. He will employ an appropriate evaluation methodology to conduct a comprehensive external assessment of ITEPP. Immediately after contractual arrangements have been made, the evaluator will be provided with the following program documents and materials:

1. The ITEPP grant application for Training Personnel for the Education of the handicapped funding during the 1985-1986 fiscal year. This document will serve as the basis for a review of program goals, objectives, activities, and proposed timelines.

2. All administrative policy manuals, handbooks, and written procedures utilized in the management of ITEPP.

3. ITEPP Advisory Board By-laws and a list of names of Advisory Board members.

4. Job descriptions and performance criteria for ITEPP personnel. From the analysis of these program documents, the consultant will be provided with appropriate baseline data for conducting the formative evaluation.

The evaluator will make a semi-annual site visit; during such a visit, the stated objectives and specific activities of the program will be correlated with accomplishments to determine the rates of goal attainment. The consultant is expected to review the following information during each site visit:

1. Program files for 1985-1986;

2. A sampling of student records; to assess material content and student's progress toward achievement of academic goals; and,

3. Quarterly student performance records and mid-quarter student evaluations, in order to determine the number of units attempted and completed in each academic quarter.

Principal staff members will be interviewed regarding their specific roles in connection with the objectives stated in the grant application. Oral interviews also will
screened by the ITEPP Advisory Board, ITEPP participants, as well as by Program personnel. In addition to exploring the applicants' interest in teaching and other educational professions, these interviews are designed to assess the degree of their Indian identification and participation in Indian community activities or previous demonstrated experience of working with Indian children and youth.

The Selection Committee of the ITEPP Advisory Board reviews the applicants and establishes priorities, those rating in the higher priorities are invited for interviews. In order to ensure adherence to the established priorities, special forms are used to assist the Selection Committee in the review of applications and in the conduct of student interviews. Following the interviews, the committee recommends candidates for admission to the program. Key categories for consideration during the interview include: tribal identification, family tribal affiliation, financial need, financial obligation, commitment to an education profession, empathy for children, educational background, ability to complete college work, employment and military experience, and community involvement.

All ITEPP candidates must meet the general admission standards of the University. If an applicant has academic deficiencies he/she is reviewed by a team consisting of the ITEPP Program Director, a representative of the University Admissions Office, and if in their judgement these students have demonstrated the potential for academic success at the University, they may be admitted under a special admittance provision into the University.

Because of the effectiveness of ITEPP's selection procedures and the overall educational training of Program participants, ITEPP has enjoyed an outstanding "track record" in terms of the number of graduates who seek employment that involves the education of Indian students. The need for professional Indian educators within the State of California and all across the Nation has generated significant job opportunities for ITEPP graduates, particularly in rural public schools and Indian community education projects. ITEPP graduates are involved in a diversity of careers from classroom teacher to tribal chairperson (see appendix 15).

ITEPP has produced many beneficial results for Indian people, among which, providing access for Indians to higher education and teacher certification are examples. Additionally, ITEPP graduates and participants prove positive role models for Indian children and adults in the public schools and the community; the public school and the various Indian communities receive an increased amount of exposure to Indian culture and histories; curriculum in this area is expanded; and the Indian community continues to have a program that it can look to for assistance in education. For example, a retention program, largely developed and staffed by ITEPP graduates and students was started in one school district. Records indicated that within a year and a half, the dropout rate of Indian students was decreased approximately 30%. Another benefit is the heightened interest in the Indian community and especially on reservations, in participating in programs of higher education.

ITEPP insures a future where the total supply of Indian educators will be increased; a more effective education for Indian children will be realized; and, an increased number of Indian personnel will be at the leadership and policy making level in all types of educational organizations. Moreover, ITEPP insures that upon completion of the training, participants will be able to obtain positions involving education of Indian students.

PROJECT ADMINISTRATION AND STAFF: Quality of Key Personnel

ITEPP, the Department of Education, and the Department of Speech and Hearing Sciences are housed within the administrative purview of the College Behavioral and Social Sciences
(CBSS) at HSU. ITEPP's staff includes a Director, Coordinator, and Secretary. The Director reports to the Dean of CBSS regarding academic and general program implementation functions. Fiscal control of the project is with the HSU Foundation. The Special Education Program is housed within the Department of Education. The Department is authorized to offer a special education credential in Learning Handicapped. The staff includes three instructors. The Department of Speech and Hearing Sciences offers majors in Speech pathology and Audiology, M.A. in Speech pathology and a clinical rehabilitative services credential program: language, speech, and hearing sciences. The staff includes four and a half positions.

The Foundation staff provides:

- a comprehensive financial management system for ITEPP; a fully automated system of accounts provides appropriate accounting safeguards to ensure the protection and proper use of federal funds; fiscal controls and procedures established by the University are followed by the Foundation in its management of project fiscal matters; the funds for this project will be maintained in a federal funds account and will not be commingled with any general operations revenue of the Foundation; separate books are maintained by the project and the Foundation as a double check on expenditures and monthly reconciliation of project records with Foundation records is done by the ITEPP staff; and the funds will be audited at the end of the project year and the report of the audit will be made available to the Commissioner.

The ITEPP program was designed by members of the Indian community in cooperation with HSU. Since the inception of ITEPP, the Advisory Board continuously has provided an open line of communication between the Indian community and the University. The By-Laws of the Advisory Board state as the Board's primary objective: "to share the administration of the Indian Teacher and Educational Personnel Program with Humboldt State University." More specifically, the Advisory Board is charged with recommending:

1. The policies that guide the Program Director;
2. The guidelines for cooperation with HSU and public school systems;
3. The criteria for selection of program participants;
4. The selection of program participants;
5. The policies that govern the program participants;
6. The review of students academic progress in the program;
7. The criteria for evaluating ITEPP.

Members of the Advisory Board also serve on two standing committees. The Selection Committee that reviews new participants on the basis of applications submitted and the student participant Review Committee. Students not fulfilling program requirements are referred by the program staff to the Review Committee to examine the student's current academic and personal situation and recommend to the Director any necessary administrative action.

The Program Director who gives 100% of her time to the ITEPP program, is charged with the responsibility for overall implementation of ITEPP. Her responsibilities include:

- serving as a liaison with the University administration, public school systems, and the American Indian community; coordination of Program services with appropriate University departments and special support service programs; development of ITEPP activities and curricular offerings; supervision of Program staff, grant compliance; report writing; program planning; and general office management.
The current Program Director is Lois J. Risling, enrolled member of the Hupa Tribe, Hoopa Valley Reservation, Hoopa, California. She attended Sacramento State University and obtained a Bachelor's Degree in American History and a minor in Ethnic Studies in 1971. Lois attended Stanford University as a Ford Foundation Fellow and graduated with a Master's Degree in the History of Education in 1973. She is currently completing her doctoral thesis for a Ph.D. in Education from Stanford University.

The Program Coordinator's responsibilities include:

- academic advising
- curriculum planning
- assessment of student basic skills
- monitoring of student achievements
- development and supervision of fieldwork assignments
- assistance in the general administration of the Program

The Coordinator also maintains a professional liaison relationship with all public school systems in the local area. The Program 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.

Connie L. Redner is the Program Coordinator and gives 100% of her time to the ITEPP program. She is an enrolled member of the Yakima Indian Nation and completed her Master's Degree in 1982 from Stanford University. She received her Bachelor's Degree from Eastern Washington State University in 1980 with her major in Speech Communications and minor in Psychology. Additionally, she received her Washington State Teaching Credential in 1980 for the elementary level.

The Program Secretary is charged with the following responsibilities:

- preparation of correspondence, reports, and other written materials
- maintenance of budgets, fiscal records, and student and personnel files
- arrangement of events, travel, and other activities
- purchasing and dispensing of supplies and equipment
- maintenance of program records

The Program Secretary is the only full-time clerical member; part-time student employees are utilized for back up assistance.

It should be noted that the current Secretary has been in continuous service to ITEPP for 16 years of the program and she works full time for the Program. The knowledge she has accumulated throughout her continuous employment with the Program is, of course, invaluable. Betty Ann McCovey, who is Yurok and Tolowa, received her business training at the Eureka Business College. She worked as an NCR Operator for the Bank of America, Alameda Operations and in 1969 assumed the position of ITEPP Secretary.

It is important to note that the ITEPP personnel not only have successfully implemented the Program at HSU, but also have coordinated Program activities with appropriate departments and support services programs through the University. The ITEPP staff actively participate on University wide committees. Through their involvement in such committees, the needs and interests of ITEPP students and the Indian community as a whole are represented. The ITEPP staff serve as campus wide advocates for their Program and for the Indian community at large.

The Department of Speech and Hearing Sciences has three full time staff giving 100% of their time to the program and an additional 80% position and a licensed audiologist and teacher of sign language for 35% time. The Special Education program has two staff members giving 100% of their time to the program and one faculty member giving 50% of his time (see appendix 16 for resumes).
MAP 1

SIX COUNTY TARGET AREA
IN RELATION
TO TOTAL STATE

Target Areas
MAP 3

DISTANCE AND TARGET SCHOOLS

Mileage from Arcata Home Office:

- Alderpoint 90
- Crescent City 83
- Happy Camp 147
- Hayfork 146
- Hoopa 61
- Laytonville 116
- Weaverville 110
- Point Arena 182
- Etna 177
- Hopland 175
- Trinidad 23
- Weitchpec 75
- Klamath 63
- Smith River 95
- Covelo 151
- Lakeport 205
- Clearlake Oaks 198
- Upperlake 189
FUNCTIONS OF ITEPP

There are several functions of ITEPP. Briefly, they include:

SOCIALIZATION - or helping Indian students learn new customs, duties, practices, expectations, and traditions that will be impinging on them in a classroom and an educational system largely administered and staffed by non-Indians.

FIELDWORK - practicum which starts with unstructured observation and assisting in the classroom and gradually moves to actual teaching.

MONITORING - of students academic progress, classroom experience, social relations, and internships.

REMEDIAL ACADEMIC - work for students who need help with math, science, language, and other subjects. Since few departments on campus provide these services to disadvantaged students, the program provides them.

COUNSELING - of students on career options, major fields of study, courses to take, and a host of other things.

RECRUITMENT - and screening of students and applicants.

PLACEMENT - of graduates.

SPECIAL COURSE - content designed to meet the special educational and cultural needs of American Indian children and adults.

COMMUNITY - outreach educational training this includes teacher aides and teachers, and other educational ancilliary personnel inservice training.
INDIAN TEACHER & EDUCATIONAL PERSONNEL PROGRAM

INTERVIEW RATING FORM

Name of Applicant

Tribal Identification

Tribal Enrollment Age Sex Marital Status

1. Ability to complete college work: Grades:

2. General writing ability (from application form)

3. Financial need Oral communication skills (from App. form)

4. Experiences:

Work Reliability

Community (Indian related activities)

Experience with children:

Commitment to academic studies:

5. Professional Promise:

Enthusiasm to become a teacher:

Identification with American Indians (participation in cultural events):

Daily associated with Indians, lives with Indians, worked with Indians:

5. Interview Questions:

a. What have you been doing since your application was placed with the ITEPP program that would be related/supportive of your credential objective?

b. Why are you interested in the field of teaching?

c. What qualifications do you feel that you possess that would make you a good teacher or maintain your interest in the field of teaching?

d. What timeline have you established for yourself in order that you may complete your credential program in the shortest time possible?

e. What is it that you bring with you from your previous school/work experience that would enable you to contribute to ITEPP and the goals of ITEPP?

Select Reject Other

_________________________ ____________________________ ____________________________
Signed Date Print name of interviewer
THE PURPOSE OF ITEPP FIELDWORK PLACEMENT IN SCHOOLS

ITEPP fieldwork placement program is designed to give participants an opportunity to:

1. Develop desirable personal characteristics and desirable relationships with others.
2. Develop poise and self-confidence in a classroom situation.
3. Use different materials and methods of instruction so as to make them competent in doing independent teaching.
4. Become competent in the areas of classroom management and student discipline.
5. Recognize and provide for individual differences in the classroom.
6. Improve participants own professional competence and skills.
7. Identify and appraise their areas of particular competencies or deficiencies.
8. Evaluate student growth and the general objectives of the school program.

THE ROLE OF THE ITEPP PARTICIPANT AT A FIELDWORK SITE

As an ITEPP placement in the California public schools, you must be aware that you are a guest. The same professional standards that are used in judging the actions of a regular member of the teaching staff will be considered by the administration and the public in evaluating you in the school. Additionally, you are a representative of ITEPP and the Indian community and your standards will directly reflect upon both. The following requirements should be observed:

1. Be professionally ethical at all times
   (a) Information from your observation & contacts with the school, teachers, and students should be held in the strictest confidence.
   (b) Be respectful and proud of your profession.
2. Be punctual in attendance
   (a) Attend classes on schedule and as scheduled.
   (b) Notify your cooperating teacher prior to school time if you are unable to be in attendance (which should be very infrequently, 1-2 times per year).
3. Personal grooming and dress
   (a) Be presentable. Dress, act, talk, and conduct yourself as a member of the teaching profession and adhere to the dress standards of your school.
   (b) Keep yourself free from odors on the body and breath.
   (c) Refrain from wearing extreme clothing, i.e. tight pants, short skirts, halter tops, tight sweaters or inappropriate clothing, i.e. sweat shirts, levis, etc.
4. Be prepared
   (a) Thoughtful, preparation, and planning for any teaching activity is necessary.
   (b) Carry out all responsibilities to the best of your ability.
5. Maintain constructive discipline and a learning atmosphere
   (a) Apply the principles of good classroom management.
   (b) Help students develop self-control or self-discipline.
6. Cultivate a clear, distinct voice, free of colloquialisms
   (a) Develop the use of correct expressions
   (b) Speak slowly, clearly & distinctly, & avoid the use of "Uh", "Ain't" & "Init".
7. Observations
   (a) Be aware of the teachers' objectives, plans, and methods used.
   (b) Become acquainted with the students, learn their names, their characteristics and individual differences.
   (c) Focus upon finding ways of providing for individual differences
   (d) Attempt to note techniques of motivation
   (e) Acquaint yourself with the organization and regulations of the school.
8. Have frequent conferences with your master teacher and the ITEPP Coordinator.
9. The master teacher is legally responsible for the instruction of the ITEPP participant assigned to him/her. You will be sharing with the supervising teacher the students assigned to him/her, his/her room, his/her philosophy, and his/her educational experiences. These should be respected by you.
10. In the school and the classroom, display a sincere willingness to learn.
    (a) Cooperate with the supervising teacher, administration and staff.
    (b) Have initiative, offer to do, rather than wait to be asked.
    (c) Be pleasant. Leave a good impression. Remember there are others who will follow you.
FIELDWORK PROCEDURES
checklist

Student states preference for fieldwork site
Student registers for Ed. 193 for 2 units
Fieldwork assignments made by project Coordinator
Student makes appointment to see administrator of assigned school or organization
Student interview with Administrator - Introduction to classroom or supervisor
Student completes 6 hours per week and keeps written records of attendance
Student attends fieldwork discussion sessions
Student notifies placement supervisor and ITEPP coordinator whenever attendance not possible
Coordinator confers with student regarding fieldwork participation
Student notifies Coordinator when problems arise with fieldwork
Teacher completes mid-quarter evaluation of student
Time sheet submitted at the end of each month and at the end of the quarter
Teacher completes evaluation of student at the end of the quarter
EVALUATION OF FIELDWORK PLACEMENTS

Quarter, 19

( ) Mid-Term Evaluation
( ) Final Evaluation

Student Name________________________ Date________________________
Name of Cooperating Teacher________________________________________
Grade________________________ Place__________ment Site____________________

1. Please rate the student in terms of performance in your classroom as an observer/participant.

(1) Needs improvement (2) Satisfactory (3) Strong (4) Outstanding (5) Not-applicable

General attitude toward children in the classroom
Ability to relate to children of different ability levels and backgrounds
Ability to plan for a specific task
Competence in the subject matter and skills to be taught
Assumption of responsibility
Uses good judgement with regard to level of discipline required in a structured setting

COMMENTS:

2. What particular strengths does the student show?

3. In what areas do you suggest that improvement is needed?

4. Is the student showing insight into her/his:
   (a) Suitability for teaching?
   (b) Suitability for grade level being taught

5. Please rate this student in terms of continuing in a teacher preparation program:

   ( ) Not ready
   ( ) Potentially capable but needs additional training and supervision
   ( ) Ready

COMMENTS:

Evaluator's Signature__________ Date________________________

Return to: Connie Redner, Coordinator
Indian Teacher & Educational Personnel Program
Humboldt State University
Arcata, CA 95521
HUMBOLDT STATE UNIVERSITY - DEPARTMENT OF SPEECH AND HEARING SCIENCES

B.A. DEGREE WITH A MAJOR IN SPEECH PATHOLOGY & AUDIOLOGY

Preparatory Professionals .................................................. (14) units

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SpH 10</td>
<td>Speech Science &amp; Phonetics</td>
<td>5</td>
</tr>
<tr>
<td>SpH 120</td>
<td>Language &amp; Language Develop.</td>
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Initial Professionals ................................................ (49) units

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SpH 13</td>
<td>Intro. to Lang. &amp; Sp. Disorders</td>
<td>4</td>
</tr>
<tr>
<td>SpH 131A</td>
<td>Dis. of Articulation</td>
<td>3</td>
</tr>
<tr>
<td>SpH 131B</td>
<td>Dis. of Voice</td>
<td>3</td>
</tr>
<tr>
<td>SpH 132</td>
<td>Dis. of Fluency</td>
<td>4</td>
</tr>
<tr>
<td>SpH 133</td>
<td>Prog. Mat. &amp; Methods</td>
<td>3</td>
</tr>
<tr>
<td>SpH 134</td>
<td>Intro. to Lang. &amp; Sp. Assess.</td>
<td>4</td>
</tr>
<tr>
<td>SpH 150</td>
<td>Audiological Assess.</td>
<td>5</td>
</tr>
<tr>
<td>SpH 151</td>
<td>Aural Rehabilitation</td>
<td>5</td>
</tr>
<tr>
<td>SpH 180</td>
<td>Junior Clinic</td>
<td>3</td>
</tr>
<tr>
<td>SpH 181</td>
<td>Senior Clinic (2 quarters minimum)</td>
<td></td>
</tr>
<tr>
<td>Psych 154</td>
<td>Interviewing &amp; Counseling Techniques</td>
<td></td>
</tr>
</tbody>
</table>

Advanced Specialization - M.A. DEGREE WITH A MAJOR IN SPEECH PATHOLOGY

SPAGEE (Speech Pathology/Audiology Graduate Entrance Exam) (1st quarter of enrollment)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SpH 210</td>
<td>Adv. Speech Science</td>
<td>2</td>
</tr>
<tr>
<td>SpH 211</td>
<td>Neurolinguistics</td>
<td>4</td>
</tr>
<tr>
<td>SpH 230</td>
<td>Seminar: Articulation/Voice</td>
<td>3</td>
</tr>
<tr>
<td>SpH 230</td>
<td>Seminar: Stuttering</td>
<td>3</td>
</tr>
<tr>
<td>SpH 230</td>
<td>Seminar: Orofacial Path.</td>
<td>3</td>
</tr>
<tr>
<td>SpH 230</td>
<td>Seminar: Child Lang. Dis.</td>
<td>3</td>
</tr>
<tr>
<td>SpH 230</td>
<td>Seminar: Aphasia</td>
<td>3</td>
</tr>
<tr>
<td>SpH 230</td>
<td>Seminar: Cerebral Palsy</td>
<td>3</td>
</tr>
<tr>
<td>SpH 231</td>
<td>Research Meth. Lang., Sp. Path. &amp; Aud.</td>
<td>3</td>
</tr>
<tr>
<td>SpH 234</td>
<td>Adv. Lang. &amp; Speech Assess.</td>
<td>5</td>
</tr>
<tr>
<td>SpH 250</td>
<td>Seminar: Hearing Aids</td>
<td>3</td>
</tr>
<tr>
<td>SpH 250</td>
<td>Seminar: The Deaf</td>
<td>3</td>
</tr>
<tr>
<td>SpH 280</td>
<td>Clinical Pract. Seminar</td>
<td>3 qtrs. minimum</td>
</tr>
<tr>
<td>SpH 281</td>
<td>Clinical Pract. (3 qtrs. minimum)</td>
<td>FWS</td>
</tr>
<tr>
<td>Educ. 266</td>
<td>Counseling Except. Child. &amp; Parents</td>
<td>FWS</td>
</tr>
<tr>
<td>Soc. 141/241</td>
<td>Family Therapy (4)</td>
<td>FWS</td>
</tr>
<tr>
<td>SpH 290</td>
<td>Thesis</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Cognate Program (12 q.u. of classes with final paper)</td>
<td>FWS</td>
</tr>
</tbody>
</table>

NTE Exam

Score of 600 in Speech Pathology

*Psych. 42 & 142 should be completed during the undergraduate program and must be completed no later than Winter Quarter of the first year of graduate study.

**Dependent upon cognate chosen, courses may be offered only during one quarter of the academic year.

NOTE: Students interested in pursuing a Credential should see the requirements on the reverse side of this sheet. All coursework needed for the Credential should be completed on the undergraduate level except for student teaching.
The clinical-Rehabilitative Services Credential for Language, Speech and Hearing Services is required for employment in the public schools of California. Procedures for obtaining the credential are as follows:

1. File application for the Credential with the Office of Admissions and Records using the code number 00900.

2. Complete the required program elements as listed on the reverse side of this sheet plus the following coursework:

   - Psych. 113  Psych of Middle Childhood (4)  W
   - Psych. 114  Psych of Adolescence & Young Adulthood (4)  FWS
   - Educ. 174  Educ of the Except. Child (4)  FWS
   - Educ. 192  Obs. and Participation (2)  FWS
   - Educ. 320  *Student Teaching (8)  FWS

3. Complete required clinical practicum requirements (a total of 300 clock hours with 100 clock hours in a public school setting or equivalent).

4. File for a credential check. You can obtain the Credential Check Form from the Credentials and Degrees Office (Rm. 208 Siemens Hall)

   The Credential Check Form should be submitted the quarter prior to the completion of the credential to the Office of Admissions and Records; the cost of processing the credential is $40.00. If for some reason you will not be able to complete the Credential on the anticipated date, notify the Credentials and Degrees Office (826-4314) of the new completion date; this will save you the cost of refiling.

Following the submission of the Credential Check Form, you will receive a list of unfulfilled requirements, the application for the Credential, a fingerprint card and information as to the next steps in the process. File the application with the Credentials and Degrees Office with fingerprint card and transcripts of ALL college and university work.

*Student teachers should enroll for either 5 q.u. fall quarter and 3 q.u. winter quarter or 3 q.u. winter quarter and 5 q.u. spring quarter to total 8 quarter units. A 2.0 unit seminar is offered in conjunction with student teaching. Student teaching is considered a field experience and is completed only after completing all other graduate coursework.
1. Delineation of the roles and relationships of the language, speech and hearing specialist and audiologist in public education.
2. Organization, administration, and supervision of language, speech and hearing programs designed for direct and supportive services. These services shall include appropriate processes and strategies in identification, assessment, direct clinical-educational management, and evaluation.
3. At least 300 contact hours of clinical practice...at least 100 clock hours in a public school of equivalent status.
4. Organization, administration, and supervision of language, speech and hearing programs designed for direct and supportive services to speech, language, and hearing handicapped individuals.
5. Language and speech development, including genetic, cultural and social aspects.
6. Knowledge of disorders of language, speech and hearing.
7. Recognition of behavioral commonalities among individuals with language, speech and hearing disorders.
9. Child growth and development, including learning concepts.
10. Fundamental bases of language, speech and hearing.
11. Language and speech development, including genetic, cultural and social aspects.
13. Services available from related fields and the effective use of information obtained from these sources.
14. Current principles, procedures, techniques and instrumentation used in assessing speech and language including bilingual and/or bi-dialectical populations.
15. Disorders of speech, language, and hearing; their characteristics, classifications, causes, and manifestations; this category shall include, but not be limited to articulation, voice, stuttering, and language disorders.
16. Plans an appropriate remediation/therapeutic intervention program.
17. Arranges for the implementation of the appropriate program.
18. Conducts systematic programs which effectively modify the target behavior(s).
19. Basic knowledge of the disorders of language, speech and hearing.
20. Relationship among language, speech and hearing disorders with particular attention to individuals with multiple handicaps.
21. Principles and practices of counseling exceptional individuals and parents.
22. Designing and utilizing pupil performance individuals criteria to evaluate pupil attainment and behavior.
23. Evaluating and reporting outcomes of direct clinical--educational management programs to pupils and parents in terms of stated objectives (including efficient school record-keeping).
24. Utilization of management and communication skills to design and
manage effectively programs in the schools.

25. Advanced principles and procedures used in individual and group therapy and remediation in the habilitation and rehabilitation for those with various language, speech and hearing disorders.

26. Theories of learning and behavior, including application of principles of linguistic theory to the individual and their application to the child with a communicative disorder.

27. Utilization of management and communication skills to design and manage effectively language, speech and hearing and audiology programs in the schools.

28. Child growth and development, including learning concepts.

29. Fundamental bases of language, speech, and hearing, including anatomical, physiological, neurological, psychological and physical (including acoustic) aspects.

30. Language and speech development, including genetic, cultural and social aspects.
COMPETENCIES FOR THE ADVANCED SPECIALIZATION PROGRAM IN LEARNING HANDICAPPED

PUPIL ASSESSMENT:

1. Assessment of physical, intellectual, social, and emotional characteristics of both exceptional and nonexceptional pupils.
2. Assessment of learning disabilities in relation to psychological, genetic, physiological, social and cultural conditions.
3. Assessment of motivational and attitudinal differences including, but not limited to self-control, anxiety, general attitudes toward learnings, and the acceptance of success.
4. Utilization of systematic observation, academic assessment, clinical teaching, and specialized formal assessment procedures for individualized instruction.
5. Assessment of specific implications of handicapping conditions in relation to learning and maturational growth sequences, including career preparation, in the instructional program.

INSTRUCTION OF SPECIAL EDUCATION PUPILS:

1. Identification of current trends and issues, and trends and the utilization of research findings in program implementation.
2. Counseling exceptional pupils and their parents.
3. Programs with emphasis on communicative disorders shall provide for competency in the skills necessary to establish communication with and by the deaf and severely hard of hearing.
4. Programs with emphasis on physically handicapped shall provide for competency in the skills necessary to establish communication with and by the blind.

EVALUATION OF PUPIL PROGRESS AND PROGRAM EFFECTIVENESS:

1. Description and evaluation of the several theoretical instructional systems used to design programs for handicapped pupils.
2. Analysis and evaluation of all program elements.

PROFESSIONAL INTERPERSONAL RELATIONSHIPS:

1. Application of appropriate intervention to extend interaction among the pupil, his peers, and adults.
2. Planning and conducting parent meetings to discuss program objectives and procedures.
3. Utilization of ethical practices in communication to others about individual pupils.
4. Initiation and pursuit of a program of self assessment and professional improvement.
Humboldt State University, Department of Education, is offering an authorized special education credential in Learning Handicapped. The Learning Handicapped classification includes those children formerly listed as Educable Retarded, Learning Disabled-Educationally Handicapped, and Behavior Disordered.

The program consists of two (2) levels: a basic general core and the advanced specialization as required by the Ryan Act. Students seeking a specialist credential must complete the core before entering the advanced specialization level. Students may enter at the upper division or graduate levels. If the core is to be completed at the undergraduate level, it might be done prior to or concurrently with the preparation required for the Ryan Act regular credential (all special education specialist credentials require a prior valid teaching credential).

The advanced specialization is a one year sequence culminating with student teaching in special education. This one year, 51 quarter unit sequence, is taken after Ryan Act professional education requirements and may also meet fifth year requirements of the Single Subjects or Liberal Studies/Multiple Subjects Credential resulting in the student being eligible for both the regular teaching credential and the advanced specialization credential in Learning Handicapped.

Teachers who are presently employed will be able to enroll with various options, such as: credential work on a part-time basis, individually designed programs, and/or a Master of Arts with an emphasis on the Learning Handicapped or on special education general. (Full-time student teaching for one quarter cannot be waived or substituted).

Individuals interested in enrolling or additional information, please contact:

Teacher Education Office
202 Harry Griffity Hall
826-3751

**GENERIC CORE**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 174</td>
<td>Education of the Exceptional Child (4 q.u.)</td>
</tr>
<tr>
<td></td>
<td>Study of the characteristics of exceptional pupils and programs to</td>
</tr>
<tr>
<td></td>
<td>meet their needs. Special emphasis on the teaching/learning impli-</td>
</tr>
<tr>
<td></td>
<td>cations. Coorelated observation with children and youth required.</td>
</tr>
<tr>
<td>ED 274</td>
<td>Working with the Handicapped Child in the Classroom (4 q.u.)</td>
</tr>
<tr>
<td></td>
<td>Analysis, application, and evaluation of strategies for individualized</td>
</tr>
<tr>
<td></td>
<td>instruction of handicapped children in the regular classroom; formal</td>
</tr>
<tr>
<td></td>
<td>and informal assessment and development of instructional plan.</td>
</tr>
<tr>
<td>ED 196</td>
<td>Clinical Field Work (2 q.u.)</td>
</tr>
<tr>
<td></td>
<td>Closely supervised clinical experience with children and youth in field</td>
</tr>
<tr>
<td></td>
<td>or laboratory situations. Emphasis on individualized assessment and</td>
</tr>
<tr>
<td></td>
<td>instruction and evaluation of pupils with special needs.</td>
</tr>
</tbody>
</table>
FALL QUARTER

ED 222 Language Development & Disorders (4q.u.)
Overview of linguistics and language development. Assessment and remediation of language related learning disabilities.

ED 271 Assessment of Exceptional Children (4 q.u.)
Intensive training in evaluation, selection, administration, scoring, and interpretation of comprehensive assessment instruments in relation to learning handicaps. Observation, applied practicum required.

ED 280 Characteristics of the Learning Handicapped (4 q.u.)
Study of the characteristics of learning handicapped pupils and programs. Discussion of goals, organization and administration of programs. Special emphasis on the teaching-learning implications.

ED 296 Advanced Clinical Field Work (2 q.u.)
Closely supervised clinical experience with children and youth in field or laboratory situations. Emphasis on individualized assessment instruction and evaluation of pupils with special needs. (Resource Specialist Program)

ED 296 Advanced Clinical Field Work (2 q.u.)
see description above (Special Day Class)

WINTER QUARTER

ED 266 Counseling Exceptional Children and Their Parents (4 q.u.)
Principles and practices of counseling school-age pupils and their parents, with special attention to the needs of exceptional children.

ED 272 Remedial and Clinical Procedures (4 q.u.)
Comprehensive survey of diagnostic and remedial approaches to learning handicaps. Combines with applied practicum for application and evaluation of various approaches.

ED 281 Curriculum for the Learning Handicapped (4 q.u.)
Development and evaluation of programs for the learning handicapped, including: background, related research, curriculum development methods, materials, with implications for the learning handicapped.

ED 320 Student Teaching in Special Fields (3 q.u.)
Student teaching in special classes at elementary or secondary level. (Resource Specialist Program)

ED 320 Student Teaching in Special Fields (3 q.u.)
see description above (Special Day Class)

SPRING QUARTER

ED 258 Seminar in Specialist Teaching (2 q.u.)
Seminar approach to problems in specialist teaching and study of professional relationships and professional growth and special education teachers.

ED 320 Student Teaching Special Fields (8 q.u.)
see description above (Resource Special Program)

ED 320 Student Teaching Special Fields (4 q.u.)
see description above (Special Day Class)
**HUMBOLDT STATE UNIVERSITY**

**WAIVER PROGRAM FOR SINGLE SUBJECT CREDENTIAL**

**CREDENTIAL EMPHASIS IN ADAPTED PHYSICAL EDUCATION - (PROPOSAL)**

### A. Requirements for the Completion of the Program:

1. The following courses, totaling 20 quarter units, must be completed for the Adapted Physical Education Credential Emphasis:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.E. 152A</td>
<td>Adapted Physical Education</td>
<td>3 qtr. units</td>
</tr>
<tr>
<td>P.E. 152B</td>
<td>Advanced Adapted Physical Educ.</td>
<td>3 qtr. units</td>
</tr>
<tr>
<td>P.E. 152B</td>
<td>Laboratory</td>
<td>2 qtr. units</td>
</tr>
<tr>
<td>P.E. 152C</td>
<td>Adapted Aquatics for Instructors</td>
<td>2 qtr. units</td>
</tr>
<tr>
<td>P.E. 190</td>
<td>Elem School Physical Education</td>
<td>3 qtr. units</td>
</tr>
<tr>
<td>P.E. 193A</td>
<td>Fundamentals of Movement</td>
<td>3 qtr. units</td>
</tr>
<tr>
<td>REC. 180</td>
<td>Recreation for Special Groups</td>
<td>4 qtr. units</td>
</tr>
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</table>

   **Total: 20 qtr. units**

2. The following courses are currently required for all single subject credentials and are intended to be included as requirements for the Adapted Physical Education Credential:

   a. HED 161 School Health Programs 3 qtr. units
   b. ED 174 Ed. of the Exceptional Child 4 qtr. units

3. The following core classes are required for the single subject physical education waiver and are necessary to augment the preparation of the teacher dealing with children needing Adapted Physical Education instruction. It is highly recommended that the Adapted Physical Education Credential candidate complete the full program. However, teachers authorized to teach physical education with other credentials, who apply for the Adapted Physical Education Emphasis credential, will be assessed in terms of their course work and experience and may be required to complete deficiencies in the core classes and successfully show competency to instruct in the adapted physical education program.

   a. P.E. 151 Kinesiology and Body Mechanics of Muscular Movement 4 qtr. units
   b. P.E. 153 Exercise Physiology 5 qtr. units
   c. P.E. 181 Perceptual Motor Development 4 qtr. units
   d. P.E. 182 Psychological Aspects of Movement 3 qtr. units

4. A student can complete the requirements for the single subjects credential in physical education and the emphasis credential in Adapted Physical Education within four years, as shown in the sequential course offering chart. A minimum of 203 qtr. units would be required, 17 more than the 186 qtr. units required for the baccalaureate degree. However, most junior college transfer students currently require the fifth year to earn their single subjects credential, and the requirements for the Adapted Physical Education Credential would be included in that time period.
MID-QUARTER SCHOLASTIC EVALUATION SHEET

TO: ________________________________ DATE __________________________

COURSE ____________________________________________________________

FROM: Connie Redner, Coordinator

RETURN THIS FORM TO:
Indian Teacher and Educational Personnel Program (ITEPP)
Spidell House #85
Ext. 3672

The Indian Teacher & Educational Personnel Program is presently in the process of conducting a mid-quarter scholastic evaluation. Your assessment of this student will aid us in making available our academic advising and tutorial services if needed. It would be helpful if we could receive your response prior to, or immediately after mid-quarter exams. Thank you.

I. Attendance

   ____ Regular
   ____ Irregular
   ____ Never

II. Assignments (if any)

   ____ Completed
   ____ Not Completed

III. If graded now, what grade would you give? _____(CR/NC only)

IV. Does the student need one or more of the following?

   ____ Tutorial help
   ____ Counseling
   ____ See instructor
   ____ More class participation

COMMENTS:

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

ARCATA, CALIFORNIA 95521
As a participant in the Indian Teacher & Educational Personnel Program at Humboldt State University, I agree to the following:

1) ITEPP is a yearly funded program. (initial)

2) As a student, I will take 15 units per quarter (including units for fieldwork) with a minimum of 12 units being acceptable under special situations as approved by the ITEPP Coordinator. These 12 units will be applicable to General Education requirements or declared major requirements. (initial)

3) As a student, I will work a minimum of 6 hours per week in my assigned fieldwork placement and will perform this service according to the expectation of the assigned placement and ITEPP. Transportation to and from my assigned placement is my responsibility. (initial)

4) As a student, I will attend the group discussion sessions conducted by the ITEPP staff. (initial)

5) As a student, I understand that my progress in the program will be regularly reviewed by the project staff. If I do not meet the minimum coursework and fieldwork requirements in any given quarter, I understand that I will be placed on probation for the following quarter. I further understand that deficient performance in two consecutive quarters will cause me to be dropped from the program. I have the right to appeal in writing and request a Review Board meeting. (initial)

6) I understand that my name may be used in public relations announcements of ITEPP. (initial)

7) I understand that I am required to participate in the ITEPP summer school. (initial)

8) I realize that as a participant, I will receive a monthly stipend check in the amount of $325.00, paid at the end of each month (beginning the end of October). Stipends will not be paid in advance. (initial)

9) ITEPP will provide a $100.00 book allowance per quarter, payment of academic year and summer session fees. (initial)

10) As a student, I am aware that I will have to take certain required classes and workshops designed and implemented by ITEPP throughout the year. (initial)

I have read the above information and agree to meet the above conditions.

Signature - Director

Date

Signature - participant

Date

11/11/92
The Center for Community Development, established in 1965, has worked with and assisted in the development of several Indian community educational programs. The most outstanding of these programs has been an Indian language program. The Center receives State of California direct funding for the project under the heading "Services to the Indian Communities". It should be noted that the Center for Community Development at HSU is the only such center in the entire State University and College System.

The Native American Career Education in Natural Resources (NACENR) program is the most recently developed Indian education program at the University. It was established in 1974 and receives line item budgetary allocations from the State of California for program operations. NACENR is designed to address a very significant need within American Indian reservations and communities throughout the Nation - that of producing Indian professionals in various natural resources fields.

In light of the increasingly severe constraints on the State of California budget, the continuation of special Indian education programs at HSU serves as a convincing demonstration of the State's commitment to improving educational opportunities for Indian people.

The Upward Bound Program is a college preparatory program designed for low income high school students who have demonstrated potential for academic success at an institution of higher education. These students are brought to HSU in a three summer program beginning in the summer following their sophomore year in high school and continuing through the summer following their senior year. The Upward Bound Program historically has recruited and enrolled hundreds of Indian students; in fact, many ITEPP students previously participated in the motivational experience of Upward Bound.

The Educational Opportunity Program (EOP) is a program which consists of a recruitment and information sharing effort designed to encourage low income, academi-
cally ineligible students to consider the possibility of a college education. It should be noted that much of EOP's recruitment effort is coordinated with ITEPP.

The Special Services Program is designed to offer personal counseling, academic advising, special developmental courses, and tutorial assistance to low income students who desire or need such assistance during their initial years at the University. The program employs several Indian students as tutors. ITEPP maintains a very close working relationship with the staff of the Special Services Program and regularly refers ITEPP participants for needed services.

The Veteran's Program offers veterans a variety of educational, personal, and survival services. The program assists Indian veterans in gaining admission to the University and provides them with academic, personal, and occupational counseling; educational tutoring; and assistance in qualifying for various types of financial aid.

The Counseling Center provides a place where students may talk with professional counselors. It offers individual, group, and outreach counseling assistance, as well as a special student in crisis program.

The Financial Aid office is designed to assist students in assessing their financial status in order to determine their eligibility for federal and/or state grants, guaranteed student loans, scholarship, and other forms of financial aid.

The Native American Studies Special Concentration is a distinctive program within the Division of Interdisciplinary Studies. The objective of this program is to provide all students with an opportunity to explore American Indian cultures. The Special Concentration addresses Native American Studies from two perspectives, that of local California Indian cultures, as well as the broader American Indian cultural perspective.

Other University programs that contribute substantially to the improvement of educational opportunities for Indian students at HSU include the Children's Center, the Career Development Center, the Computer Center, the Department of Continuation
Education, Core Student Affirmative Action, the Instructional Media Center, and the University Library, which contains the largest collection of materials about Northern California Indians in the Nation.
BRIEF SAMPLES OF BENEFITS TO INDIAN STUDENTS

1. Third grade teacher in the Plumas Unified School District in Quincy, California.
2. Education Administration Consultant, Indian Education Programs, State Department of Education, State of California.
3. Chairperson of Sherwood Valley Rancheria.
5. Teacher of Art, physical education, and Tolowa language by the Del Norte Unified School District in Crescent City, California.
6. School psychologist at the Sonoma County Office of Education.
7. Director of the Hoopa Tribal Career Center and Adult Education Program on the Hoopa Valley Indian Reservation.
8. Native American Cultural Consultant and Curator at the Clark Museum in Eureka, California.
10. Fourth grade teacher at the Trinidad Elementary School. The school serves both the Trinidad and Big Lagoon Indian rancherias.
11. Third grade teacher at the Chiloquin Elementary School in Chiloquin, Oregon.
12. Title I project Coordinator and teacher at the Gold Train Union School District in Placerville, California.
13. Native American Counselor and financial aid advisor at Lassen Community College in Susanville, California.
14. Chairman of Susanville Indian Rancheria.
15. Native American Counselors at the College of the Redwoods, Eureka, California.
16. Principal/teacher at the Kashia Reservation Elementary School on the Stewart's Point Indian Rancheria.
18. Junior high school teacher at the Clearlake Union School in Lake County.
19. Chapter I teacher for Pacific Union Elementary in Arcata, California.
20. Hoopa Tribal Preschool head teacher in Hoopa, California.
21. Counselor at D-Q University in Davis, California.
22. Librarian with Indian Action Council in Eureka, California.
23. Coordinator/Head Teacher with Tsauri Children's Center in Trinidad, California.
25. Associate Justice for the Court of Indian Offenses, Bureau of Indian Affairs.
26. Area I Director, Inter-Tribal Council for California.
27. Substitute teacher.
29. Music teacher at Loleta Union and Scotia Grammar Schools.
30. Student Affirmative Action Coordinator, HSU, Arcata, California.
31. Assistant Director, Northern California Indian Development Council, Inc. Eureka, California.
32. Counselor, American Indian Program for the University of Minnesota at Duluth.
33. Currently a graduate student at Penn State formerly with the Hoopa Adult Education Center.
34. Title IV counselor/teacher for McKinleyville School District.
35. Director of Social Services for Indian Centers, Inc. in Los Angeles, California.
36. Lecturer, Native American Studies with College of the Redwoods.
VITA
AIMEE LANGLOIS

EDUCATION

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Columbia University</td>
<td>Ed.D. Speech Pathology</td>
<td>1975</td>
</tr>
<tr>
<td>University of Montreal</td>
<td>M.A. Speech Pathology</td>
<td>1967</td>
</tr>
<tr>
<td>University of Montreal</td>
<td>B.A. Liberal Arts</td>
<td>1965</td>
</tr>
</tbody>
</table>

EXPERIENCE

1980-present  
Associate Professor of Speech Pathology, Director of Speech and Hearing Center. Humboldt State University, Arcata, California.

1975-1979  
Assistant Professor of Speech Pathology, Director of Speech and Hearing Center. University of Colorado, Boulder, Colorado.

1968-1975  
Various part-time positions as Speech Pathologist and Audiologist at Health care facilities and community agencies in Harlem, New-York.

PUBLICATIONS


DONALD MAHLER

Professor of Psychology and Special Education

B.A. San Francisco State University, California 1955.
M.A. San Francisco State University, California 1957.
Ed.D. University of California, Berkeley, California 1964.

Public school teacher of regular and special education pupils; local school administrator; Chief, Bureau of Mentally Exceptional children (California State Department of Education); consultant to United States Department of Education various programs for handicapped and disadvantaged pupils; member various local, state, and national advisory groups task forces, etc.; director and producer various films on special education and Native Americans; director various special education and school psychology grants local and state levels; college administrator and professor including various courses in special education and psychology.
Steven H. Long, Ph.D.
Department of Speech and Hearing Sciences
Humboldt State University
Arcata, CA 95521
(707) 826-3476

930 Shirley Blvd
Arcata, CA 95521
(707) 822-0941

EDUCATION

Ph.D., Speech & Language Pathology, Northwestern University, August 1982

M.A., Speech Pathology & Audiology, San Diego State University, December 1978

B.A., Haverford College, May 1974

POSITIONS

Assistant Professor, Department of Speech and Hearing Sciences, Humboldt State University, Arcata, California, September 1982 to present

Speech-Language Pathologist, Riley's Speech and Language Institute Santa Ana, California, September 1979 to June 1980

Speech-Language Pathologist, Cleveland Hearing and Speech Center Cleveland, Ohio, July 1978 to August 1979

PAPERS


MARY FRANCES MOORE-MEYER
801 EVANS ROAD
FIELDBROOK, CALIFORNIA  95521
(707) 839-2031

EDUCATION

Master of Arts Degree, Speech Pathology
Humboldt State University, 1981

Bachelor of Arts Degree, Speech Pathology and Audiology
Humboldt State University, 1978

California State Clinical-Rehabilitative Teaching Credential
Language, Speech and Hearing
Humboldt State University, 1980

PROFESSIONAL EXPERIENCE

Speech-Language Pathologist, Private Practice
Humboldt County, California
1982-present

Clinical Speech-Language Pathologist, Supervisor, Lecturer
Department of Speech and Hearing Sciences
Humboldt State University, Arcata, California  95521
1981-present

Speech-Language Pathologist
Peninsula Union Elementary School
Samoa, California  95584
1980-1981

Clinical Assistant
Department of Speech and Hearing Sciences
Humboldt State University
Arcata, California  95521
1977-1980
Linda Hanrahan

Education
A.A. Orange Coast Community College, General Education, 1968
B.A. California State University, Long Beach, Speech Pathology, 1972
M.A. California State University, Long Beach, Communication Disorders, 1974
Ph.D. University of Oregon, Eugene, Speech Pathology, 1980

Credentials
Certificate of Clinical Competency/Speech Pathology, granted 1976
California Restricted Credential in Speech and Hearing
California State License for Speech Pathology, No 698 1974

Professional Experience
Humboldt State University, Arcata, California, 1980-present, Assist. Prof.
North Coast Regional Center, Eureka, California, 1981-present, Speech Pathologist
North Coast Craniofacial Panel, Eureka, California, 1980-present, Craniofacial panel member
University of Oregon, Eugene, Oregon, 1978-1980, Graduate Training Fellow
Concord Development Center, Concord, New Hampshire, 1974-1978, Speech Pathologist
Central New Hampshire Educational Services, Inc., Concord, New Hampshire, Jan 1978-June 1978, Instructor VI-D Project
Vermont Achievement Center, Rutland, Vermont, December 1976, Consultant
New Hampshire State Department of Education, Concord, New Hampshire, Sept 1976, Coordinator
Mount St. Mary College, Hooksett, New Hampshire, Spring 1976, Instructor
Pembroke Unified School District, Pembroke, New Hampshire, Spring 1976, Instructor
Saddleback Valley Unified School District, Mission Viejo, California, 1972-1974, Speech, Pathologist

Presentations/Publications


Walter L. La Due, Ph. D.
Professor, Speech-Language Pathology

EDUCATION:
B.A. Education
B.A. Sociology, Speech Correction
University of Oregon, 1959-64
M.S. Speech Pathology, Psychology
University of Utah, 1965-67
Ph. D. Speech Pathology, Psychology

Professional Experience
Speech Clinician, Port Townsend Public School, Port Townsend, Washington, 1957-60
Speech Clinician, Eugene Public Schools, Eugene, Oregon, 1960-61
Speech Clinician, Childrens Hospital, Eugene, Oregon, 1961-65
Graduate Assistant & Fellow, University of Utah, Salt Lake City, Utah, 1965-67
Speech Pathologist (part time), University of Utah
Speech Pathologist (part time), Multiple Handicapped Training Center
Assistant Professor, Speech Pathology, and Director, CWSC Speech and Hearing Clinic, Ellensburg, Washington, 1967-70
Professor, Speech Pathology, Humboldt State University, Arcata, California, 1970-present
Dept. Chair; 1970-77, 1979-81, 1983-84
Director, HSU Speech and Hearing Center; 1970-77, 1979-81, 1983-84

Certificates and Licenses (current)
Certificate of Clinical Competence (Speech Pathology), American Speech-Language-Hearing Association
License (Speech Pathology), State of California, (SP 1139)
Language. Speech and Hearing Specialist Credential, State of California

Grants
2. EPDA, OE Grant, HEW, 1969
3. Department of Rehabilitation Grant, 1971
4. HSU Foundation, 1973
5. HSU Foundation, 1978

Related Activities
1. Membership on a variety of community health agencies, public and private, e.g., Easter Seal Society, American Cancer Society, North Coast Cranio-Facial Anomalies Panel, etc.
2. Member, Area I Development Disabilities Board (Board of Supervisors appointment
3. Member, Community Advisory Committee, Humboldt-Del Norte Special Education Master Plan
4. Campus representative to numerous health occupations conferences, etc.
EDUCATION
Dissertation Title: The Performance of Learning Disabled and Normal Children on a Referential Communication Task.
M.A., California State University, Los Angeles, Special Education, 1972.
B.A., University of California, Los Angeles, California Elementary Teaching Credential, 1971; Psychology, 1970.

CREDENTIALS
California Elementary Education -- Life
Massachusetts Elementary Education
Massachusetts Moderate Special Needs

PROFESSIONAL EXPERIENCE
Humboldt State University, Assistant Professor of Education, 1980 - date.
Northeastern University, Boston, Mass., Lecturer in Special Education, 1979.
Boston University, Department Special Education, Boston, Mass., Student Teacher Supervisor, 1976-1977.
Researcher, Conducted pilot investigations into the nature of language and cognitive abnormalities of autistic children at the League School, 1975-76.
Supervisory Union #14, Brentwood, N.H., Learning Disabilities Specialist, 1975-75.
LaCanada Unified School District, LaCanada, California, Third Grade Teacher, 1973-74.
Educationally Handicapped Class Teacher, LaCanada, Calif. 1972-73.
GENE HASHAM

EDUCATION

       George Peabody, Nashville, Tenn.
M.A.   Special Education, 1968.
       George Peabody, Nashville, Tenn.
B.S.   Elementary Education
       Eastern Kentucky University, Richmond Kentucky

CREDENTIALS

Multiple Subject Teaching Credential
Learning Handicapped Specialist Credential

PROFESSIONAL EXPERIENCE

1966-67  Reading Specialist
         Lancaster Public Schools, Lancaster, Kentucky
1968-70  Sheeling School for Learning Disabled Children
         Teacher
1968-70  Peabody Child Development Laboratory
         Summer Reading Program, Teacher
1970 - present  Full Professor, Humboldt State University, Arcata, Ca.
         Department of Education.
EDUCATION
M.A. Stanford University. History of Education, 1974
Ph.D. Candidate, Stanford University. (Ford Fellowship for American Indians)

CREDENTIALS
Community College Instructor Credential, valid for life.

PROFESSIONAL EXPERIENCE
Humboldt State University, Arcata, California, Director, Indian Teacher and Educational Personnel Program, 1982 - Present.
D-Q University, Davis, California, Full Professor, 1980-1982.
D-Q University, Dean Hehaka Sapa College (academic college), 1976-1977.
Teaching Experience: San Jose Community College, California State University, Hayward, University of California, Davis, and Humboldt State University.

PRESENTATIONS/PUBLICATIONS
Multi-Culture Institute, National Conference, "Multi-Cultural Education from the Perspective of Native Americans".
California Indian Education Association, "Indian Education and/or Alternative Schooling".
Oregon Indian Education Association Conference, "Indian Teacher Training Programs".
Third World Counselors Association, "American Indians, a Critical Issue for Counselors and Counseling".
American Indian Studies Center Conference on Native American Studies, "Are Indian Controlled Colleges the Answer to Indian Education".
Connie L. Redner

EDUCATION

Summer 1983 - Microcomputer Institute for Educators, Stanford, California. Study and practice in BASIC, WORDSTAR, and SPREAD SHEET ANALYSIS on the IBM PC, ATARI, and APPLE IIE.


1981 to 1982 - M.A. Degree, Administration & Policy Analysis, Stanford University School of Education.

1978 to 1980 - B.A. Degree, Speech Communication, Washington State Teaching Credential

EMPLOYMENT EXPERIENCE

10/82 to present - Indian Teacher and Educational Personnel Program, Humboldt State University, Arcata, California, Coordinator with responsibilities for Academic Counseling; maintaining personal contact with Public School teachers, administrators, & support personnel in the service area of HSU; attending University meetings and presents written and oral quarterly reports.

9/81 to 5/82 - Institute for Finance and Governance Research Assistant with responsibilities for the gathering of data and interpretation of statistics relevant to population studies.

10/77 to 10/80 - Yakima Indian Nation, Toppenish, Washington, Acting Director of Continuing Education and Director of Adult Education with responsibilities for Title-IV grant compliance; written and oral reports to appropriate offices and committees; fiscal management regarding budget preparation, fund accounting, and personnel management.

MEMBERSHIPS

The Yakima Indian Nation
The National Indian Education Association
The National Indian Adult Education Association
HSU Student Affirmative Action Advisory Board
RECRUITMENT

Recruitment activities generally include the following:

a. Public service announcements are published in newspapers, specifically Indian newspapers distributed through the State and Nation. ITEPP also uses the information dissemination services offered by the University's Public Relations system.

b. ITEPP staff distributes pamphlets and other ITEPP recruitment information to Indian educators and prospective students attending various conferences and workshops annually. Recruitment materials are routinely mailed to high school counselors, administrators, and Indian clubs and organizations, as well.

c. The ITEPP coordinator assumes primary responsibility for local Indian student recruitment, in conjunction with the recruitment efforts of HSU. At various times during the academic year, the Coordinator visits local school districts and discusses ITEPP with Indian students. Recruitment pamphlets also are disseminated at such schools.

d. Periodically throughout the academic year, local high schools that enroll significant numbers of Indian students visit the HSU campus. During these field trips, the staff of ITEPP and other Indian oriented programs at HSU make presentations to the visiting students.

e. A unique recruitment procedure implemented by ITEPP has been concentrated on Indian freshmen and sophomore high school students. The establishment of systematic methods for early identification of prospective ITEPP participants not only increases student motivation at the high school level, but also produces better qualified student applicants for admission into ITEPP.

ARTICLE I Name: INDIAN TEACHER EDUCATION PROJECT ADVISORY BOARD

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 help establish:

a. The policy that guides the Director
b. The guidelines for cooperation with HSU 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:
a. The board will consist of 12 officio members: six (6) students and six (6) non-students. Student members shall be currently enrolled ITEP participants. All officio members of the Advisory Board shall be of American Indian descent.
b. Ex-officio members are Advisory Board members, who, by virtue of their knowledge and/or position held, constitute a relation to the Indian Teacher Education Project inclusive of the ITEP Advisory Board. Ex-officio membership will be indefinite in number.
c. In the event that a member of the Board is absent from three (3) consecutive regular meetings of the Board without reason acceptable to the Board, they shall forfeit membership on the Board. Any member having two (2) consecutive unexcused absences from regular meetings shall be notified in writing by the ITEP secretary.

ARTICLE IV Election of Board Members and Officers:
a. The student representatives, six (6) in number, plus alternates in consecutive numerical order shall be elected by the ITEP student body. The term of office for student representatives shall be one (1) year.
b. The non-student board members, six (6) in number plus alternates in consecutive numerical order, shall be elected by the Advisory Board. The term of office for non-student members shall be one (1) year.
c. Vacancies on the ITEP Advisory Board shall be filled by either a student or non-student alternate.
d. The alternate shall have a term of membership equivalent to the balance of the unexpired term of the member being replaced.

e. If no alternate is available, the ITEP Advisory Board shall meet and elect a member within one month's time and preferable before the next regular meeting of the ITEP Advisory Board.

f. The method of election for the non-student 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.

g. All new Board members shall be seated immediately following the election of the non-student members.

h. The officers of the ITEP 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. Chairperson
2. Vice-Chairperson (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 regular September meeting of the ITEP Advisory Board.

ARTICLE V Rotation of Office:

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

ARTICLE VI Meetings and Awaiting a Quorum:

The regular advisory board meetings shall be held bi-monthly in September, November, January, March, May and July. Notices of these meetings shall be mailed to all advisory board members at least two weeks prior to the date of the scheduled meeting. If a quorum is not present by the scheduled meeting time, then those members present shall wait 1/2 hour to provide for an opportunity for other members to arrive. Should a quorum still not be present after 1/2 hour, 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 Program
b. At least 2/3 of the officio members of the Advisory Board

c. A 2/3 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 ITEP 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 Method of Amending 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 recommended 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 ITEP project

ARTICLE XI Recall of Advisory Board Members:

For purposes of the ITEP 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.

ARTICLE XII Conflict of Interest:

a. Should any ITEP Advisory Board member believe that any pending matter will place him/her in a position of conflicting interest he/she shall so state and abstain from voting in that matter.

b. Should any ITEP Advisory Board member be in a position of conflicting interest with respect to any matter and refuse to disqualify him/herself then, the simple majority of the ITEP Advisory Board shall express to
the secretary, in written form, their belief that such a member is in a position of conflicting interest, then:

1. If the matter is not yet determined, the Advisory Board member in question shall automatically be disqualified from the matter or,

2. If the matter has been determined, the decision as to the matter shall be voided and the matter redetermined with the disqualification of that Advisory Board member in question.

ARTICLE XIII Parliamentary Rules:

The rules of order that shall regulate the Indian Teacher Education Project Advisory Board are the Sturgis Standard Code of Parliamentary Procedures;
Training Personnel for the Education of the Handicapped  
CFDA Number: 82.029B  
Preparation of Special Educators  
U.S. Department of Education  
Office of Special Education and Rehabilitative Services  
Washington, D.C. 20202

To Whom It May Concern:

I am writing to ask your support for the Humboldt State University Foundation grant application, Indian Teacher and Educational Personnel Program (ITEPP).

ITEPP was established in 1969 and legislatively mandated in 1973 with the primary purpose of impacting institutional changes within the public school system. ITEPP is an increasingly effective vehicle for the preparation of American Indian people to assume a vital role -- the education of American Indian children.

Six northwestern counties of the State of California are served by ITEPP: Del Norte, Humboldt, Lake, Mendocino, Siskiyou, and Trinity. The Second Assembly District which I represent encompasses half of those counties. This northcoast area is predominantly geographically isolated and rural in nature. Timber, fishing and agriculture make up our main economic base. These industries are seasonal in nature which contribute to our much greater than average unemployment rate. Many areas of our northcoast have been experiencing severe economic difficulties.

Humboldt State University serves a large multi-tribal population. ITEPP trains Indian people who are effective classroom teachers at the professional level and who, in addition, are prepared to assume leadership roles in activities such as community liaison and coordination, Indian project administration, counseling and related social and educational services.

ITEPP and the HSU Foundation are the only offices currently seeking funds that support individuals in their undergraduate studies leading to a teaching credential. The pre-service training will
November 7, 1984 - p.2

include speech, language, and hearing impairment, adaptive physical education, and learning handicap. The benefits to the northcoast are multi-faceted: the education of our youth is of major importance. The positive impacts to our economy on several levels is also significant. I feel this is a unique program that should be supported whenever possible.

Again, I respectfully request your positive support of this much needed program.

Sincerely,

DAN HAUSER

DH:kc
October 19, 1984

U.S. Dept. of Education
Office of Special Education and
Rehabilitative Services
Washington, D.C. 20202
CFDA # 84.029B

To Whom It May Concern:

This letter is written in support of the application for funds submitted by the Indian Teacher and Educational Personnel Project (ITEPP) of Humboldt State University. ITEPP is requesting assistance in order to offer pre-service training of Indian children and adolescents in three areas: speech, language, hearing impaired, adaptive physical education and the learning handicapped.

The ITEPP program has had a history of attracting the best young Indian education students in the western United States. I feel the high quality of students and Indian administrators operating the program has been reflected recently by the results of the California Basic Educational Skills Test, which showed American Indians to have the highest CBEST scores of all teacher candidates who took the test. Indian communities have a high ratio of students with these special needs and the proposed program by the ITEPP project would be of tremendous assistance for American Indian populations in affecting this overall concern of America.

Sincerely,

Joseph M. Giovannetti, Ph.D. Candidate
Coordinator/Teacher, American Indian Leadership Program
Title IV-A P.L. 92-318 program
Eureka City Schools LEA
To: [Preparation of Special Educators
U.S. Department of Education
Office of Special Education
and Rehabilitation Services
Washington, D.C. 20202]

Re: The Indian Teacher and Educational Personnel Program Proposal for consideration under the CFDA (84.029B) Training Education of the Handicapped

Date: 11/6/84

This letter is written in support of the ITEPP proposal for consideration for funding for the training of students in the area of special education. I work as a financial aid counselor in the student aid office at Humboldt State University. It is my considered opinion that the past success of ITEPP is largely influenced by the fact that they provide separate financial support to their students as well as cultural support. I do not feel that the ITEPP in any way duplicates the efforts of our office. This is primarily because we have very limited funds and each year have to turn down many eligible applicants. ITEPP feels the void in funding that we cannot. I hope that you will give the ITEPP proposal favorable consideration.

Sincerely,

Roy Redner
Financial Aid Counselor
October 23, 1984

United States Department of Education  
Office of Special Education and Rehabilitative Services  
CFDA Number 84.029B  
Preparation of Special Educators  
Washington, D.C. 20202

TO WHOM IT MAY CONCERN:

The Humboldt County Office of Education is aware of the scarcity of and need for well trained Native American teachers to work with handicapped children and youth. The problem is further compounded by a general shortage of Special Education teachers in all programs throughout the state.

We have consulted with the university regarding their project proposal which will, when operational, tend to meet the need.

The Humboldt County Office of Education agrees to work in a cooperative, supportive and collegial manner in behalf of this project.

If more information is needed, please feel free to contact me.

Professionally,

Dewell H. Byrd  
Director of Special Services

DHB:pjg
October 19, 1984

Preparation of Special Educators
United States Department
of Education
Office of Special Education
and Rehabilitative Services
Washington, D.C. 20202

RE: INDIAN TEACHER EDUCATION
PERSONNEL PROJECT
TRAINING EDUCATION OF THE
HANDICAPPED, CFDA #84.029B

To Whom It May Concern:

This letter is written in support of the proposal submitted by the Indian Teacher Education Personnel Project, (ITEPP) California State University at Humboldt, to provide pre-service training of special educators of handicapped children and youth.

In the years since ITEPP's inception, the staff of California Indian Legal Services and others involved in Indian community activities have had the pleasure of witnessing both the positive impact of ITEPP's past efforts as well as its commendable ability to adjust and adapt to the changing needs and conditions of Indian communities.

One such need is to prepare future Indian educators to serve the special needs of handicapped children. Funding of ITEPP's proposal to provide pre-service training in the
areas of speech, language, and hearing impairment as well as adaptive physical education is a must to meet this need.

A review of ITEPP's history will demonstrate the high rate of successful completion of educational programs by Indian graduates, and an even more important commitment and return by those same graduates to work with Indian communities. This history is not a result of mere chance or accident. Support funds provided by the ITEPP program have in many cases made the crucial difference in the ability of a student to complete his or her program. In other cases, support services and supplemental training have provided the academic assistance or incentive to push to degree completion.

Over the last decade Indian communities have continued to grow and change. Small positive impacts have been achieved in many instances through efforts such as ITEPP. Nonetheless, much remains to be done and additional tasks are becoming ever apparent. ITEPP must be allowed to continue to meet the challenge of Indian education. One such challenge is the need to train Indian teachers to service educationally special children. Funding is crucial and should be forthcoming. Money allocated to ITEPP could not be better spent.

Sincerely,

CALIFORNIA INDIAN LEGAL SERVICES

Marilyn B. Miles
Directing Attorney

MBM/jm
United States Department of Education
Office of Special Education and
Rehabilitative Services
CFDA Number 84.029B
Preparation of Special Educators
Washington, D.C. 20202

To Whom It May Concern:

The Southern Humboldt Unified School District is very interested in the grant application titled "Indian Teacher And Educational Personnel Program", at Humboldt State University. Our District hires the majority of its teachers from Humboldt State and our schools have a sizeable Indian population. Being a rather isolated group of communities with a good portion of special education children, Humboldt State's program is even more appealing.

The Southern Humboldt Unified School District would appreciate favorable action on the grant application of Humboldt State University.

Sincerely yours,

ROGER C. ADAMS
District Superintendent

RCA/mmc

"IN THE HEART OF THE REDWOODS"
Southern Humboldt Unified School District
United States Department of Education
Office of Special Education and Rehabilitation Services
CFDA Number 84.029
Preparation of Special Educators
Washington, D. C. 200202

TO WHOM IT MAY CONCERN:

It is my understanding that a grant application is being made to your office for an "Indian Teacher and Educational Personnel Program". If such a grant application is approved, it is also my understanding that students will be working with the Learning Handicapped Credential Program at Humboldt State University.

It has been my pleasure to be involved in this Humboldt State University program for over 10 years, working with their students as a Field Supervisor. I am a Resource Specialist/Psychologist working with students who are learning disabled and/or having emotional problems. I have supervised Special Education Student Teachers working in this program. I have also supervised ITEP students in fieldwork placements in my program at Sunset School in the Arcata Elementary School District.

I have found the coursework appropriate and the close working relationship with the Humboldt State University teaching staff to be supportive and realistic. The supervision has been consistent, responsive to individual student needs, as well as an excellent scholarly resource.

I would support an increased involvement of Indian students in this program. I think it would benefit the students and the program. I would appreciate favorable action on the grant application from Humboldt State University.

Sincerely,

Antoinette E. Martin
Resource Specialist/Psychologist
October 29, 1984

Preparation for Special Education CFDA #84.029B
Office of Special Education and Rehabilitative Services
U. S. Department of Education
Washington, D. C. 20202

Good Morning:

Please permit me to support the application of our Indian Teacher Educational Personnel Program. We are seeking funds to promote the education of the handicapped by training personnel in (1) Learning Handicapped; (2) Adaptive Physical Education; and (3) Clinical-Rehabilitative Services for Language, Speech and Hearing Services.

Our University has strengths and a record of service in these areas, and ITEPP has demonstrated excellence in administering support to students in educational programs. I am confident that the quality of our programs and the administrative abilities of ITEPP would produce superb training for persons in the three areas of support to the handicapped.

Further, it is my considered judgment that our region needs trained personnel in these areas. I believe that a large number of the graduates of this program would find professional positions in northern California and serve the needs of the people in this rural region.

If you have any specific questions about ITEPP or the areas of training at Humboldt State University, please give me a call.

Sincerely,

JeDon A. Emenhiser
Dean

JAE:kdm
Preparation of Special Educators
U.S. Department of Education
Office of Special Education &
Rehabilitative Services
Washington, D.C. 20202

Dear Sir:

At a time when fiscal exigencies necessitate a most critical appraisal of requests for financial assistance, I can most heartily endorse the application from the Indian Teacher and Educational Personnel Program at Humboldt State University.

From my perspective of twenty-four years experience at five institutions in three states I have had significant opportunity to view the accomplishments of such federally assisted programs, and I have been personally involved with four American Indian educational programs. My last fourteen years of involvement have been with Humboldt State's Indian Teacher and Educational Personnel Program, and this program is outstanding in three important respects.

First, it is an educational model. As featured in American Education (August-September, 1979) by Gerald Gipp, it is the oldest teacher and educational personnel program operated expressly for Indians. Its successes as measured by student retention, completion of the program, and career placement of graduates are admirable.

A second phase of the project's excellence is the significant institutional commitment to the project. Humboldt State University has the enviable record of having three Indian programs which have made the transition from federal assistance to institutional assistance. The Indian Teacher and Educational Personnel Program was the pacesetter in that regard. All the project's administrative staff is provided by institutional funding. Federal assistance goes wholly to project participants, a need which institutional funds are not allowed to meet.

The third factor in the excellence of Humboldt State's program is the significant personnel, tribal, regional, and educational impact made by the project. It is improving lives of participants, educators, and elementary and secondary students. Most importantly, the project has made possible an extremely important career path in a rural area with a significantly high population of indigenous Indians, a population located in an area with few career alternatives. Each program graduate returns to the Indian community the benefits of his/her educational accomplishments in excess of one hundred-fold on an annual basis. That is a return on the highest order of significance.
The heart of the successful Indian teacher education personnel program at Humboldt State has been financial assistance to the project's participants. The assistance enables the participants a livelihood while obtaining their education in the California State University's tuition-free educational system, truly a quality education which is one of the least expensive in the nation. Humboldt State's ideal combination of national leadership in Indian Education operating in the redwood area of the state among a large native population of American Indians is a unique combination, one which we invite you to sustain and strengthen.

Sincerely,

James A. Hamby
General Manager

JAH/tw
October 26, 1984

United States Department of Education
Office of Special Education and Rehabilitative Services
CFDA Number 84.029B
Preparation of Special Educators
Washington, D.C. 20202

TO WHOM IT MAY CONCERN:

This letter is written in support of the Education Personnel Program at Humboldt State University. Rural Del Norte is the most northwest county in the State of California. Humboldt State University, the nearest educational institution which provides educational training has consistently developed quality programs to meet the diversified specific needs of our area. In the Del Norte Unified School District, as a result of the program, four graduates completed required credential courses and were given special education assignments. One teacher was assigned to a 9th through 12th grade resource program; one was assigned a Kindergarten through 8th grade resource program; one was assigned to a learning handicapped special day class 5th through 6th grade; and one was assigned to a combination special day class and resource program Kindergarten through 8th grade. All of these teachers have had excellent evaluations and have proven to be an asset to the total education services in this county.

I urge you to support this program and appreciate the opportunity to verify both its need and worth. Please contact me if I can be of further help.

Sincerely yours,

Evelyn K. Legier
Program Specialist
October 26, 1984

United States Department of Education
Office of Special Education and Rehabilitative Services
CFDA Number 84.029B
Preparation of Special Educators
Washington, D.C. 20202

TO WHOM IT MAY CONCERN:

This letter is written in support of the Education Personnel Program at Humboldt State University. Rural Del Norte is the most northwest county in the State of California. Humboldt State University, the nearest educational institution which provides educational training has consistently developed quality programs to meet the diversified specific needs of our area. In the Del Norte Unified School District, as a result of the program, four graduates completed required credential courses and were given special education assignments. One teacher was assigned to a 9th through 12th grade resource program; one was assigned a Kindergarten through 8th grade resource program; one was assigned to a learning handicapped special day class 5th through 6th grade; and one was assigned to a combination special day class and resource program Kindergarten through 8th grade. All of these teachers have had excellent evaluations and have proven to be an asset to the total education services in this county.

I urge you to support this program and appreciate the opportunity to verify both its need and worth. Please contact me if I can be of further help.

Sincerely yours,

Evelyn K. Legier
Program Specialist

"Where Two Great Rivers and Majestic Redwoods Meet the Sea"
November 1, 1984

Training Personnel for The Education of The Handicapped
CFDA Number: 84.029B
Preparation of Special Educators
U.S. Department of Education
Office of Special Education and Rehabilitative Services
Washington, D.C. 20202

To Whom it May Concern:

The Indian Teacher and Educational Personnel Program (ITEPP) of Humboldt State University in Arcata, California, is applying for a three (3) year grant funding program under the CFDA Number 82-029B for FY 85-86 through 1988. The purpose of this grant is to do perservice training of Special Educators of handicapped children and youth. This program includes preparation in speech, language and hearing impairment; adaptive physical education and the learning handicapped. I support this application submitted to your department to fund this unique and worthwhile program.

ITEPP provides a unique opportunity to Indian students which allows the student to work either in a rural public school or with an Indian community organization. This approach has been a key factor in the success of ITEPP. Because of the uniqueness of ITEPP I believe the preservice training of Special Educators of handicapped children and youth would blend well and be of benefit to the Indian communities in Northern California. As a member of a Health Service organization, I know this project will provide trained individuals so we can offer needed assistance for the handicapped within the Indian community.

I encourage you to give this application a favorable review.

Sincerely,

Ron Smith
Community Service Director
&
Chairman, Advisory Board ITEPP

RS:pora