

MSU INVESTMENT PROPOSAL FOR INSTITUTIONAL PRIORITIES

PROPOSAL OVERVIEW

Title	Indian Education for All Professional Development Opportunities	Request Date	December 16, 2011
Department	Education	Email	carjuzaa@montana.edu
Requestor	Jioanna Carjuzaa	Phone	994-4941

STRATEGIC ALIGNMENT

Core Themes and Objectives
(check all that apply)

Educate Students

- Our graduates will have achieved mastery in their major disciplines
- Our graduates will become active citizens and leaders
- Our graduates will have a multicultural and global perspective
- Our graduates will understand the ways that knowledge & art are created and applied in a variety of disciplines
- Our graduates are prepared for careers in their field
- We will provide increased access to our educational programs
- Communities and external stake holders benefit from broadly defined education partnerships with MSU

Create Knowledge and Art

- Students, faculty, and staff will create knowledge and art that is communicated widely

Serve Communities

- We help meet a fundamental need of the citizens of Montana by providing degree programs for our students
- We help meet the educational needs of the citizens of Montana by providing a wide range of educational opportunities to a variety of students
- Our students, faculty, staff, and administrators reach out to engage and serve communities
- Our students, faculty, staff, and administrators reach in to build the university community

Integrate Learning, Discovery, and Engagement

- Each graduate will have had experiences that integrate learning, discovery and engagement
- Outreach activities will educate students and address the needs of the communities we serve
- Students, faculty, and staff will create knowledge and art that addresses societal needs
- MSU is a community that will be characterized by synergy within and across disciplines, roles and functions.

Stewardship

- The public trusts the institution to operate openly and use resources wisely
- The faculty and staff are well-qualified and supported
- MSU will support Native American students, programs, and communities
- MSU will be an inclusive community, supporting and encouraging diversity
- Our publicly provided resources are used efficiently and effectively
- Natural resources are used efficiently and sustainably
- MSU nurtures a culture of resource conservation and ecological literacy among students, faculty and staff
- Our physical infrastructure (e.g., building, equipment, open spaces) will be well-maintained and useful

INSITUTIONAL BENEFIT

Campuses	<input checked="" type="checkbox"/> Bozeman <input checked="" type="checkbox"/> Billings <input checked="" type="checkbox"/> Havre <input checked="" type="checkbox"/> Great Falls <input checked="" type="checkbox"/> FSTS <input checked="" type="checkbox"/> Extension <input checked="" type="checkbox"/> MAES
Cross Depts	Please List: All Departments, All Colleges, All Campuses, All Extension Offices

TIMEFRAME	
Proposed Dates	Start: Spring 2012 – On-going End:

COST AND REQUIREMENTS

Funding Type	One-Time (\$)	Multi-Year (\$)			Base (\$)	FTE
		Year 1	Year 2	Year 3		
Personnel (w/benefits)					Jioanna Carjuzaa-- 20% of yearly salary - - \$12,000 + benefits (34%--\$4,090) -- TOTAL = \$16,090	Jioanna -- .20 FTE
					Jim Vernon -- \$18.00/hour + benefits (43.62% -- \$7.85/hour) TOTAL = \$ 1,034.00 (\$25.85/hour x 40 hours per year)	Jim -- .02 FTE
					Undergraduate Technology Education Support Person- \$14.00/hour + benefits (10% or \$1.40/hour) TOTAL = \$4,620.00 (\$15.40 x 300 hours per year)	Tech Support .25 FTE
					Administrative Support Person -- Appointments Accounts Payable Public Relations Registration Transcription \$12.00/hour + benefits (45% -- \$5.40/hour) TOTAL = \$ 1305.00 (\$17.40/hour x 75 hours per year)	
					TOTAL ANNUAL PERSONNEL = \$23,049.00	
Materials & Supplies					*Photocopying-- *Printing – brochures, business cards *Badges/Folders *Flip Charts/Markers * Materials/Resources	
					TOTAL ANNUAL SUPPLIES = \$2,900.00 (for 2 workshops per year)	

Travel					<p>Travel for IEFA Presenters/Speakers: * Mileage – (1818 miles x .55/mile) = \$1,000.00 * Air Fare – 2 air tickets per year -- \$1,200.00 * Per Diem -- \$23/day x 4 days = \$92.00 * Accommodations at state rate (7 nights x \$90.00/night = \$630.00 TOTAL = \$2,922.00 (for 2 workshops per year)</p> <p>Travel for Dr. Carjuzaa to attend IEFA Best Practices and Advocacy Institutes: * Accommodations – state rate -- \$90.00/night x 4 nights= \$360.00 * Mileage – (727 miles x .55/mile) = \$400.00 * Registration = \$100.00 TOTAL = \$860</p> <p>TOTAL ANNUAL TRAVEL = \$3,782.00</p>	
Contracted Services					<p>Honorariums for Speakers/Presenters: - \$500.00-\$1200.00 per speaker per event TOTAL = \$1,700.00 (for 2 workshops per year)</p>	
Capital					N/A	
Other Operations					<p>Hospitality Expenses (for 2 events per year):</p> <p>* Space Rentals -- \$600.00 * AV Equipment Rentals -- \$250.00 * Catering Costs -- \$2,000.00 * Video-casting Posts on Web Site- \$250.00</p> <p>TOTAL = \$3,100.00 (for 2 workshops per year)</p>	
TOTAL					\$34,531.00/year	

Please comment, if necessary, regarding cost and requirements.

Personnel: responsibilities

Jioanna Carjuzaa, Director – will continue to:

- serve as facilitator for IEFA professional development opportunities at MSU
- collaborate with the Director of Minority and American Indian Student Achievement at OCHE
- collaborate with Indian Education Specialists at the Montana Office of Public Instruction
- outreach to local school districts, Extension offices, institutions of higher education, etc.
- network with leaders in Indian Education and Multicultural Education
- collect and analyze data to plan, organize, and facilitate workshops
- invite and host speakers
- advertise the workshops, field calls, answer requests
- research, evaluate and purchase materials
- oversee the budget
- hire and supervise Undergraduate Technology Education support person, administrative support person and interns
- coordinate with graphic designer
- disseminate materials and resources to faculty
- disseminate, to a community of scholars and practitioners, research on Culturally Responsive Pedagogy and IEFA locally, statewide, across the U.S. and internationally
- make presentations on IEFA in Native American Studies, Sociology, Education, Nursing, and in other courses, departments and colleges across campus as well as for other institutions of higher education and international organizations
- publish research on IEFA as a model of Culturally Responsive Pedagogy in practice
- host international scholars interested in researching Culturally Responsive Pedagogy/IEFA

* See Mike Jetty's letter of support regarding Dr. Carjuzaa's work in promoting IEFA and the list of prior IEFA professional development offerings she has provided to the MUS as outlined in the Implementation section of this grant proposal.

Jim Vernon, Graphic Design, Video-casting

- design and print workshop posters
- design and print workshop agendas
- video-cast fall and spring IEFA workshops
- edit and finalize production of video-casts
- post video-casts of IEFA workshops and related materials to web site

Undergraduate Technology Education Support Person

- design and maintain IEFA web site
- upload resources
- collect and upload IEFA workshop poster session materials
- upload previous IEFA workshop podcasts
- coordinate Webinars

Administrative Support Person

-- Appointments Support

- generate employment contracts
- oversee payroll arrangements

-- Budgetary Support

- pay invoices
- answer budgetary questions

-- Clerical support

- help with dissemination of announcements
- help with participant registration
- print badges and help prepare materials for workshops
- create and print participant list
- enter, distribute, and post participant feedback
- transcribe interviews
- compile survey, FAD, Banner, and other data

-- Public Relations Support

- place workshop announcements in MSU Today
- communicate with MSU News Service on upcoming events
- photograph, write up, and publish IEFA updates in the College of EHHD's newsletters

PROPOSAL SCOPE

Describe the Proposal

Indian Education for All Professional Development Opportunities

This investment proposal fulfills the traditional purposes of our land-grant institution, directly addresses several of MSU's strategic priorities, supports President Cruzado's commitment to inclusiveness, and meets the legislative mandate laid out in the Montana Constitution regarding the implementation of Indian Education for All (IEFA). If funded, this proposal will benefit all Montanans, Indians and non-Indians alike. A permanent budget will allow me to devote the necessary time, energy, and commitment to maintain and expand our leadership position across the state and around the globe in modeling how best to embrace culturally responsive pedagogy. Over the past five years I have facilitated several workshops, made numerous presentations, published many articles, provided discipline-specific support to colleges, departments, organizations and institutions of higher learning as well as K-12 schools across Montana, and hosted international scholars in Indigenous studies. I have been creative in partnering with others to obtain financial support and resources to accomplish these tasks. I have sought and been awarded grant funding totaling over \$64,000 to plan and facilitate nine professional development workshops/institutes on IEFA for: 1). faculty, staff, administrators, and students at MSU across all disciplines, and at other institutions of higher education throughout the state; 2). teacher educators across Montana and 3). K-12 teachers and personnel in local school districts. These funds included costs to bring in speakers, provide research stipends to support curriculum development, and purchase, for participants, a variety of materials/resources/books by and about American Indians in general and Montana Tribal Nations specifically. Unfortunately, these revenue sources have made clear they will no longer be available. In order to continue to offer high quality professional development opportunities and support preparing faculty and staff to meet our obligations to integrate IEFA across the various disciplines, and increasing students' cultural competency, I request that MSU demonstrate support by funding IEFA as an institutional priority.

The IEFA initiative is an unprecedented reform effort 40 years in the making. This audacious legislation has acknowledged the inadequacy of K-12 public school and university curricula which excludes American Indians. In 1972 the Constitutional Convention met to revise the state's constitution. High school students from Fort Peck inspired the delegates, all non-Indian, with their moving testimony. The delegates responded by adding language to the state's constitution in Article X, pledging, "The state recognizes the distinct and unique cultural heritage of American Indians and is committed in its educational goals to the preservation of their cultural integrity" (Mont. Const. art. X, §1). Early efforts to implement the requirement, though numerous, were not robust. Teacher education programs statewide were inadequately prepared to offer coursework, and the Montana Office of Public Instruction (OPI) systems of support were not yet in place. In addition, the seemingly sudden expectation of cooperation between tribes and non-tribal educators overlooked decades of public schooling that excluded, marginalized, and at times abused American Indian students. Until relationships could be built between Montana educators and those who could provide authentic cultural instruction, goals set forth in Article X were unattainable. In 1999 the Legislature passed House Bill 528, now known as Indian Education for All. The law states, "Every Montanan. . . whether Indian or non-Indian, [is] encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive manner. . . all school personnel should have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents. . . Every educational agency and all educational personnel will work cooperatively with Montana tribes. . . when providing instruction and implementing an educational goal." (Mont. Code. Ann. tit. 20, ch.1, pt. 5 § 1, 1999)

Consequently, MSU has legal obligations, ethical commitments, and instructional responsibilities to educate all Montanans about the state's first inhabitants. To carry out the intent of IEFA, it is also important to emphasize our commitment as 21st century multicultural educators. It is our duty to combat stereotypes, address misconceptions and inaccuracies, and confront educational inequities. If our students are to serve all citizens in their future leadership positions, we need to empower them to advance equity and inclusivity.

Neither a prescribed curriculum nor an add-on program, IEFA is a comprehensive approach to be infused into every aspect of education. The primary goal of IEFA, like all other multicultural education approaches, is to promote the education and achievement of ALL students, especially those who are traditionally ignored by and underserved in our education system. In addition to providing our students with a multicultural and global perspective, IEFA complements our efforts to recruit, retain, and graduate American Indian students.

Providing IEFA professional development opportunities is a campus-wide endeavor. Consistent with expectations that IEFA be implemented across the curriculum in all disciplines, at the most recent workshop I facilitated on October 28th of this year, 90 attendees from the following departments, colleges, organizations, and programs at MSU participated: Education, Native American Studies, Chemistry and Biochemistry, Plant Sciences and Plant Pathology, Agriculture, Land Resources and Environmental Sciences, Sociology and Anthropology, Chemical and Biological Engineering, Cell Biology and Neuroscience, English, History, Microbiology, Health and Human Development, Earth Sciences, Nursing, Renne Library, INBRE, and Student Activities. We were joined by students, faculty, staff, librarians, instructional coaches, and administrators from Bozeman Public Schools, the University of Montana-Dillon, OPI, OCHE, The Council of Elders, Extended University, and Murdoch University in Perth, Australia. The video-cast of this workshop will be made available to all MUS stakeholders.

II Describe the broader impacts and benefits of this proposal

Montana's mandate to teach Indian cultures and histories in a culturally responsive manner has impact beyond the classrooms of our state. If we truly are to embrace the diversity we have, and provide equitable educational opportunities for all of our students, then the ethical and instructional aspects play very important roles. In our classrooms we have to validate our students' cultural heritages and value their life experiences. IEFA exemplifies the shared tenets of multicultural education theorists and the practice of culturally responsive pedagogy. It addresses historical and contemporary oppressions of Indigenous peoples by transforming educational policy, curriculum, and pedagogy. In fact, its implications reach beyond Montana's borders with a hopeful example, inspiring educators across the U.S. and around the world to become more culturally inclusive in their classrooms and communities. The Montana IEFA initiative serves as a model for a variety of international educational contexts where culturally responsive pedagogy is embraced as well as for schools across the U.S. where educators are concerned with closing achievement gaps.

IEFA benefits Indian students in several ways: by reducing anti-Indian bias resulting from a lack of knowledge, by enriching instruction through cultural relevance, and by instilling pride in cultural identity. Collaboration among Indian and non-Indian stakeholders is a process central to IEFA and is also a desired outcome. Many programs that have charted the course of Indian education in the U.S. have excluded Indian voices. IEFA is a shared responsibility. Statewide collaborations between Indians and non-Indians help educators fulfill that obligation. In fact, IEFA requires and relies upon Indian involvement. That is why I work hard to establish and nurture relationships with members from all of Montana's tribal groups, collaborate with Indigenous scholars, and serve as the Co-Advisor to American Indian Council. Tribal histories and other instructional resources are developed with continual representation and participation from each of the state's 12 tribes, 8 tribal governments, and 7 tribal colleges. IEFA is changing education in Montana; Indian students and their families are beginning to feel more welcome in public schools and on MSU's campuses and are contributing their perspectives to instructional content. Yet as Montana's Superintendent of Public Instruction, Denise Juneau (Mandan/Hidatsa) asserts, IEFA is for all students: "This constitutional, ethical, and moral obligation, known as Indian Education for All, is not only for Indian students. In fact, its principal intent is that non-Indian students gain a richer understanding of our State's history and contemporary life" (Juneau, 2006, p. 3).

III Implementation Plan

I would plan to continue to foster the relationships I have already established and pursue new partnerships. I would continue to make presentations and provide support for individuals, instructors, departments, institutions, etc. as needed. I would reach out to those not yet engaged in the integration of IEFA in their courses as well as support those already implementing IEFA. I would provide workshops and other IEFA activities geared specifically to students. I would continue to collect formal survey and informal interview data, workshop feedback and suggestions from Indian specialists to determine professional development activities. I would plan to use my extensive network to plan and offer a yearly fall workshop and spring presentation comparable to the past IEFA workshops.

To date, the professional development opportunities I have facilitated were made possible through grants I obtained from the Office of Public Instruction (OPI) including the 2008 OPI IEFA Montana University System Teacher Education Department Professional Development Grant, grants from MSU's Provost Budget Committee, and the College of Education, Health and Human Development, and the Department of Education at MSU, as well as support I received from the Office of the Commissioner of Higher Education (OCHE), the Indian Leadership and Development (I LEAD) program, the Department of Native American Studies, and the Teaching and Learning Committee. Following is the timeline of offerings and a brief description of past IEFA professional development workshops.

*** October 28, 2011 **Indian Student Achievement and Indian Education for All**

Mandy Smoker Broaddus led a discussion on *Increasing Educational Outcomes for American Indian Students in Montana*. Panel members, Walter Fleming, Department Head, Native American Studies; Bill McLaughlin, Department of Chemistry/Biochemistry; Holly Hunts, Department of Health and Human Development; and Florence Dunkel, Plant Sciences and Plant Pathology described their collaborative partnerships with tribal members to integrate IEFA in their respective curricula. Aboriginal Studies professors from Australia highlighted our global partnership.

*** April 19, 2010 **Increasing Educational Outcomes**

Denise Juneau, Mandy Smoker Broaddus, and Michael Munson from OPI presented data on Indian Student Achievement. A video-cast of their presentation titled, *Raising the Bar: Increasing Educational Outcomes for American Indian Students in Montana* and their PowerPoint slides were posted.

*** October 29, 2010 **Beyond Indian Education for All (IEFA) 101**

During the workshop we addressed the legal, instructional, and ethical responsibilities to integrate IEFA, we examined the Seven Essential Understandings which serve as a framework for integrating IEFA, reviewed best practices in the implementation of culturally responsive pedagogy, and explored the benefits of collaborative efforts.

*** October 23, 2009 **IEFA Gallery Walk**

Laurie Smith Small Waisted Bear, a language arts teacher from Heart Butte, facilitated participants' exploration of primary sources, artifacts, exhibits, and displays to consider an alternative historical narrative.

***** November 7, 2008 IEFA Poster Session Conference**

Participants from OPI, OCHE, the Council of Elders, Bozeman Public Schools, and students, staff, faculty, and administrators from across campus came to see the lesson/unit plans faculty, graduate instructors, and librarians designed to integrate IEFA into their respective courses at MSU.

***** September 12, 2008 MSU Professional Development IEFA Workshop**

Julie Cajune, Indian Education specialist from Salish Kootenai College, facilitated this hands-on workshop focusing on social justice, culturally responsive pedagogy, and the implications of the IEFA mandate in higher education. MSU faculty, graduate instructors, and librarians shared lesson plans they had created.

***** Summer 2008 IEFA Faculty Summer Research Projects**

Faculty, graduate instructors, and librarians from the Department of Education, Native American Studies, and the University Teacher Education Committee (UTEC) had the opportunity to explore the integration and implementation of IEFA in their specific disciplines.

***** February 22, 2008 Update on IEFA in the Montana University System**

Ellen Swaney from OCHE was invited to explain the MUS Academic Plan for IEFA. She shared enrollment data, current research initiatives with Montana tribes, the American Indian/Minority Student Achievement web site, and sample materials for implementation of IEFA, as well as her personal and professional experiences.

***** October 12, 2007 MSU IEFA Professional Development Workshop**

Attendees from across campus gathered for this alternative celebration of Columbus Day to explore the IEFA mandate and how it affects higher education. Mike Jetty, Indian Specialist at OPI; Ellen Swaney, Director of Minority/Indian Student Achievement at OCHE; Indian Education Specialists from the Tribal Colleges; and several educators from Bozeman Public Schools were among those invited to speak.

***** May 17-18, 2007 IEFA Teacher Educator's Professional Development Institute**

In collaboration with OPI and OCHE participants from the seven Tribal Colleges, the five institutions in the Montana University System, and three private institutions— Rocky Mountain College, Carroll College, and The University of Great Falls— joined in a two-day IEFA Professional Development Teacher Education Institute. In addition to sharing best practices, a variety of books and materials were purchased and distributed.

IV Assessment Plan

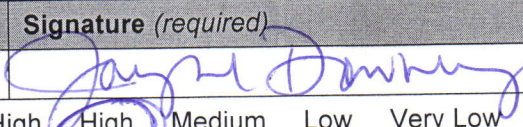
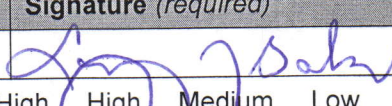
The indicators listed here were adapted from the MSU Mission and Core Themes. They will serve to provide data to assess the effectiveness of the IEFA initiative.

Indicators	Targeted Assessment Measures
Core Theme 1: Educate Students	
<ul style="list-style-type: none"> Majors across campus will include coursework which integrates IEFA content and addresses the 7 Essential Understandings. 	Data from Faculty/Staff/Student Surveys
<ul style="list-style-type: none"> Department Heads and/or Program Leaders who oversee curriculum development will enrich offerings. 	Data from Faculty/Staff/Student Surveys
<ul style="list-style-type: none"> Number of students attending, participating in and volunteering for American Indian Council Events and other NAS sponsored activities will increase. 	Data from Sign up Sheets/Participant Logs
<ul style="list-style-type: none"> Our graduates will cultivate a multicultural perspective which includes knowledge about the histories, cultures, and contemporary issues regarding Montana's tribal groups. 	Data from Faculty/Staff/Student Surveys Data from Structured Interviews
<ul style="list-style-type: none"> Number of graduate students conducting research on or near reservations, with American Indians, and/or in towns with large American Indian populations will increase. 	Data Reported in FAD
<ul style="list-style-type: none"> Increased enrollment in IEFA course offered through the online graduate certificate in Native American Studies and increased enrollment in other NAS courses. 	Data from Banner
<ul style="list-style-type: none"> Number of students participating in IEFA professional development events and webinars will increase. 	Data from Sign up Sheets/Participant Logs
<ul style="list-style-type: none"> Students enrolled in the Indigenous Leadership course, other NAS courses, courses in the Teacher Preparation Program, and other courses offered across campus, will have the opportunity to participate in internships designed to promote IEFA. 	Data Reported in FAD

Core Theme 3: Serve Communities	
<ul style="list-style-type: none"> Number of faculty, staff and students participating in IEFA professional development events and webinars will grow. 	Data from Sign up Sheets/Participant Logs
<ul style="list-style-type: none"> Proportion of enrolled students from underserved populations who participate in IEFA events and webinars will grow. 	Data from Sign up Sheets/Participant Logs
<ul style="list-style-type: none"> Increase number of programs offered in underserved communities. 	Data from Structured Interviews Data Reported in FAD
<ul style="list-style-type: none"> Increase number of outreach activities to Montana communities and to K-12 students reported by faculty. 	Data from Structured Interviews Data Reported in FAD
<ul style="list-style-type: none"> Increase number of K-12 educators participating in MSU IEFA professional development workshops, events and webinars. 	Data from Sign up Sheets/Participant Logs
Core Theme 4: Integrate Learning, Discovery and Engagement	
<ul style="list-style-type: none"> Increase number of courses that are updated to include IEFA content. 	Data from Faculty/Staff/Student Surveys Data from Structured Interviews
<ul style="list-style-type: none"> Increase number of students participating in IEFA professional development events and webinars. 	Data from Sign up Sheets/Participant Logs
<ul style="list-style-type: none"> Proportion of students participating in identified groups focused on meeting societal needs will increase. 	Data from Sign up Sheets/Participant Logs
<ul style="list-style-type: none"> Increase number of faculty outreach activities to Montana communities related to IEFA professional development. 	Data from Structured Interviews Data Reported in FAD
<ul style="list-style-type: none"> Increase number of Extension programs offered as a result of faculty participating in IEFA professional development. 	Data from Structured Interviews
<ul style="list-style-type: none"> Increase number of community partnerships related to IEFA. 	Data from Structured Interviews Data Reported in FAD
<ul style="list-style-type: none"> Increase number of undergraduate and graduate student publications and presentations related to IEFA. 	Data Reported in FAD
Core Theme 5: Stewardship	
<ul style="list-style-type: none"> Increase number of faculty, staff, and administrators participating in IEFA professional development programs. 	Data from Sign up Sheets/Participant Logs
<ul style="list-style-type: none"> Increase number of Native American undergraduate and graduate students on campus. 	Data from Banner
<ul style="list-style-type: none"> Increase number of Native American faculty, staff, and administrators on campus. 	Data from Banner
<ul style="list-style-type: none"> Increase number of identified student groups supporting and encouraging diversity. 	Data from Structured Interviews Annual MSU Diversity Plan prepared for OCHE
<ul style="list-style-type: none"> Recruitment, retention and graduation rates of Native American students will increase. 	Data from Banner
<ul style="list-style-type: none"> Increase number of community partnerships with Native American communities, schools, OPI, OCHE, and other organizations. 	Data from Faculty/Staff/Student Surveys Data from Structured Interviews
<ul style="list-style-type: none"> Increase number of public events promoting diversity. 	Annual MSU Diversity Plan prepared for OCHE

V If Assessed Objectives Are Not Met

IEFA is an on-going commitment that MSU is obligated to meet. Data will be collected and analyzed on a regular ongoing basis. Findings from the data analysis will be shared with appropriate stakeholders and used to guide decisions about program improvement.

SIGNATURES					
Department Head (please print)		Signature (required)			Date
Dr. Jayne Downey					12/29/11
Dept Head Priority (please circle one):		Very High	High	Medium	Low Very Low
Dean/Director (please print)		Signature (required)			Date
Dr. Larry Baker					12-29-11
Dean/Director Priority (please circle one):		Very High	High	Medium	Low Very Low
Executive/VP (please print)		Signatures (required)			Date
Dr. Martha Potvin					
Executive/VP Priority (please circle one):		Very High	High	Medium	Low Very Low

References

Juneau, D. (2006). *Montana's agenda: Issues shaping our state, Indian Education for All*. The University of Montana Press.

Mont. Code. Ann. tit. 20, ch.1, pt. 5, § 1. Indian Education for All. 1999.

Mont. Const. art. X, §1.



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

Office of Public Instruction
P.O. Box 202501
Helena, MT, 59620-2501
(406) 444-3095
(888) 231-9393
(406) 444-0169 (TTY)
opi.mt.gov

December 14, 2011

To Whom It May Concern,

I am humbled and honored to be writing this letter of support for Dr. Jioanna Carjuzaa.

In my work as an Indian Education Specialist for the Montana Office of Public Instruction I have been able to collaborate with Dr. Carjuzaa on a variety of Indian Education related initiatives. She is extremely familiar with the major issues impacting K-16 education in our state in particular, Indian Education for All. She has worked very closely with numerous K-12 schools and has intimate knowledge of how our Montana University system operates. Having this extensive background knowledge has enabled Dr. Carjuzaa to provide outreach and support to her colleagues at MSU so they can effectively incorporate Indian Education for All into their teaching curriculum. Dr. Carjuzaa also "walks the talk" as she consistently embeds American Indian content and perspectives into her curriculum in both undergraduate and graduate classes she teaches.

Dr. Carjuzaa is well known and respected throughout our state (and particularly in Indian country) as a strong advocate for Indian education. She effectively utilizes her contacts throughout Montana and the region to assist her in efforts to improve educational opportunities for MSU faculty and staff. Through her work to implement Indian Education for All at MSU she has built bridges between an institution of higher education and American Indian educators and cultural experts from throughout Montana. She has successfully modeled how partnerships between academic institutions and Indian county can be done which result in positive benefits for all participants.

Dr. Carjuzaa has an excellent reputation as a leader in the field of Multicultural Education. She not only speaks the language of K-12 educators but can also effectively interact with higher education and the broader Montana context. Dr. Carjuzaa has been instrumental in providing culturally relevant guidance for current and future Montana educators as we all work to improve Indian Education for our Montana citizens.

It is without hesitation that I offer my strong support for Dr. Jioanna Carjuzaa to receive ongoing institutional support and assistance in her university wide efforts to bring about American Indian cultural awareness for all.

Sincerely,

A handwritten signature in cursive script that reads "Mike Jetty".

Mike Jetty, Indian Education Specialist