

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



**APPLICATION FOR GRANTS  
UNDER THE**

**Indian Demonstration Grants for Indian Children**

**CFDA # 84.299A**

**PR/Award # S299A160028**

**Grants.gov Tracking#: GRANT12174513**

OMB No. 1810-0722, Expiration Date: 06/30/2018

Closing Date: May 31, 2016

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="05/27/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="Milwaukee Public Schools"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="396003457"/>	* c. Organizational DUNS: <input type="text" value="0761378920000"/>

**d. Address:**

* Street1: <input type="text" value="5225 W. Vliet Street"/>
Street2: <input type="text"/>
* City: <input type="text" value="Milwaukee"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="WI: Wisconsin"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="53208-2627"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="Bilingual Multicultural Edu."/>	Division Name: <input type="text" value="Office of Academics"/>
--	---

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

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Richanda"/>
Middle Name: <input type="text" value="E."/>	
* Last Name: <input type="text" value="Kaquatosh"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="First Nations Studies Coordinator"/>	

Organizational Affiliation: <input type="text"/>
--

* Telephone Number: <input type="text" value="414-902-7313"/>	Fax Number: <input type="text" value="414-902-7317"/>
---	---

* Email: <input type="text" value="kaquat@milwaukee.k12.wi.us"/>
--

**Application for Federal Assistance SF-424**

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

**\* 12. Funding Opportunity Number:**

ED-GRANTS-022916-002

\* Title:

Office of Elementary and Secondary Education (OESE): Office of Indian Education (OIE): Indian Education Discretionary Grants Programs: Demonstration Grants for Indian Children Program CFDA Number 84.299A

**13. Competition Identification Number:**

84-299A2016-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

First Nations College Access

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="535,524.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="535,524.00"/>

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Darienne Driver</p>	<p>TITLE</p> <p>Superintendent of Schools</p>
<p>APPLICANT ORGANIZATION</p> <p>Milwaukee Public Schools</p>	<p>DATE SUBMITTED</p> <p>05/27/2016</p>

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Milwaukee Public Schools * Street 1: 5225 W. Vliet Street    Street 2: * City: Milwaukee    State: WI: Wisconsin    Zip: 53208 Congressional District, if known: 4		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>		
<b>6. * Federal Department/Agency:</b> U.S Department of Education	<b>7. * Federal Program Name/Description:</b> Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix: Mr.    * First Name: Christopher    Middle Name: J. * Last Name: Thiel    Suffix: * Street 1: 5225 W. Vliet Street    Street 2: * City: Milwaukee    State: WI: Wisconsin    Zip: 53208		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix: Ms.    * First Name: Richanda    Middle Name: E. * Last Name: Kaquatosh    Suffix: * Street 1: 5225 W. Vliet Street    Street 2: * City: Milwaukee    State: WI: Wisconsin    Zip: 53208		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Darienne Driver * Name: Prefix: Mr.    * First Name: Christopher    Middle Name: J. * Last Name: Thiel    Suffix: Title: Legislative Policy Manager    Telephone No.: 414-475-8190    Date: 05/27/2016		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299A160028

**NOTICE TO ALL APPLICANTS**

OMB Number: 1894-0005  
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

**To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

**What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

**What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

**Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDOcketMgr@ed.gov and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

MPS - GEPA.pdf	Add Attachment	Delete Attachment	View Attachment
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## **General Education Provisions Act (GEPA)**

The Milwaukee Public Schools *First Nations College Access* components focus on the needs of First Nations students: 1) increasing student achievement in rigorous coursework, and (2) preparing all students for post-secondary admissions and college success. The *First Nations College Access* project seeks to ensure equal access by removing barriers to students from diverse cultural and social backgrounds, especially minority and low income students, including members of groups that have traditionally been under-represented based on race, color, national origin, gender, and disability. The *First Nations College Access* staff will receive staff development in effectively supporting students that have traditionally been under-represented. *First Nations College Access* staff will also be proactive in assuring that minority and low-income students benefit from and are supported throughout their enrollment, providing interventions as necessary to maintain their participation in the program.

The success of the program is based upon serving and supporting the traditionally under-represented First Nations students so that they may enter and succeed in post-secondary education. Additionally, *First Nations College Access* will provide a multi-level delivery of services from a wide range of providers and support networks. Academic enrichment strategies targeted for students will increase sustainability of skill development, motivation and persistence which is typically needed to support traditionally under-represented first generation college students. The program will provide: 1) tutoring and academic enrichment in science and mathematics, including engagement in scientific inquiry; 2) culturally-responsive curriculum to support improved identity formation, confidence, aspirations, progress monitoring, problem solving, and self-advocacy; 3) coordinated opportunities for career and college exploration, including college visits and advising; and 4) meaningful engagement of parents and families.

First Nations students are often underrepresented, representing the first generation in their families to graduate from high school are able to succeed in college, and in college-level coursework while still in high school. About 77% of these students receive free or reduced lunch, an indicator of the number of students living below poverty level. The non-enrollment rate in higher education of low socio-economic status (SES) students is nearly five times higher than that of high-SES students.<sup>1</sup> The *First Nations College Access* project is designed to address this disparity.

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<sup>1</sup> Terenzini, C., et al. (2005). *The Dream Deferred: Increasing The College Preparedness of At-Risk Students*. Retrieved July 7, 2011 from <http://www.gearupdata.org/GearUpResearch/Reports/The%20Dream%20Deferred%20Year%204%20final%20report.pdf>

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b> Milwaukee Public Schools	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Dr.	* First Name: Darienne Middle Name: B.
* Last Name: Driver	Suffix:
* Title: Superintendent of Schools	
<b>* SIGNATURE:</b> Darienne Driver	<b>* DATE:</b> 05/27/2016

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## **Milwaukee Public Schools Indian Education Demonstration Grant**

### **Abstract**

The proposed Milwaukee Public Schools *First Nations College Access (FNCA)* project will build on the district's prior experience and expertise in reaching out to and serving American Indian students and their families. Recent expansions in district and community capacity to improve college access will also provide more targeted supports to increase First Nations students awareness of, readiness for and access to postsecondary education opportunities. The *FNCA* project is a partnership between Milwaukee Public Schools (LEA), University of Minnesota (institution of higher education), and Southeastern Oneida Tribal Services (tribal organization). The partnership will provide college preparatory support to improve secondary school students' knowledge and skills, particularly in mathematics and science to help approximately 400 First Nations students transition successfully to postsecondary education. The local geographic area to be served by the project includes Milwaukee zip codes 53207, 53207 and 53215 and the seven high schools serving the majority of First Nations students:

Cultural, linguistic, and educational barriers often limit both parent and student school engagement which impacts student success in high school and beyond. Language differences and developmental needs of First Nations students may be over-looked or misunderstood by educators, posing disproportionate barriers for students. In general, the lack of understanding of First Nations families and targeted, culturally responsive supports has negative implications for student engagement, attendance, aspirations, and achievement, and potentially mental health. These barriers generate a need for a second tier of support and services to improve college and career readiness for the First Nations student population.

In response to these barriers, the proposed project will provide: 1) tutoring and academic enrichment in science and mathematics, including engagement in scientific inquiry; 2) culturally-responsive curriculum to support improved identity formation, confidence, aspirations, progress monitoring, problem solving, and self-advocacy; 3) coordinated opportunities for career and college exploration, including college visits and advising; and 4) meaningful engagement of parents and families. The project's culturally relevant curriculum and community resource network will improve First Nations students' academic achievement and provide a unique integration of support services that will ultimately result in First Nations students being college-ready with strong mathematics and science skills.

These community-based strategies will improve students' college and career preparation so that 80% of participating students will report increased readiness for college/careers as measured by a pre-post survey of the Expanding the Circle Curriculum. The project will also increase on-time graduation rate of First Nations students from 65% to 75% and increase enrollment of First Nations students in challenging core courses in math and science by ten percentage points each year. Lastly, the project will increase on-time enrollment of First Nations students in colleges/universities to 50% from 33%.

In addition to achieving an overarching goal to increase competency and skills in challenging subject matters, such as mathematics and science, to enable First Nations students to successfully transition to postsecondary education, this project will also refine implementation and expand the body of knowledge on effective practices for serving First Nations students.

## Project Narrative File(s)

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**Milwaukee Public Schools Indian Education Demonstration Grants Program**  
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## Milwaukee Public Schools Indian Education Demonstration Grants Program

### Project Narrative

#### NEED FOR PROJECT

Milwaukee Public Schools (MPS) is a diverse district that welcomes all students, preparing them for success in higher education, post-educational opportunities, work and citizenship. It is the largest school district in Wisconsin with students from diverse racial, ethnic, linguistic, and cultural backgrounds. The district is challenged by academic under-performance, including low rates for high school graduation, college readiness, and postsecondary education enrollment. As of January 2016, the State has identified 84 of the 154 schools in the district as either Priority Schools (5 percent of the state's Title I schools with the lowest absolute combined achievement in reading and mathematics), or Focus Schools (10 percent of the state's Title I schools with the lowest subgroup performance, or greatest subgroup gaps in reading and mathematics achievement or graduation). To tackle these challenges head-on and change operating dynamics, the Milwaukee Board of School Directors has established three system-wide goals: improved academic achievement, better student/family engagement and more effective and efficient operations. The plan has a singular focus of reducing achievement gaps for all students in MPS. In succinct efforts, MPS has proven committed through its First Nations programs, to the education of American Indian students, and most recently, to a broader, districtwide reform agenda described within this proposal.

*Student Population.* With more than 75,500 students in the 2015-16 school year, MPS is the 39th largest school district in the nation. The majority (86.6%) is non-white: American Indian (0.7%), Asian (6.3%), White (13%), Hispanic (25.2%), and African American (54.3%). A

total of 20% of students are identified with special education needs and 9.2% of students are English language learners. About 77% of MPS students are economically disadvantaged whereas a member of a household that meets the income eligibility guidelines for free or reduced-price meals under the National School Lunch Program.

While First Nations students within MPS total 900, this representation is the largest of any school district in the state of Wisconsin. Of the 566 federally recognized tribes, there are 11 First Nations tribes in the state, served across 144 of MPS' 154 schools.

In 2015-16, the district enrolled approximately 300 First Nations 9-12 grade students, providing for a target project population of approximately 400 students over the proposed four-year, grant period. About 83% of the targeted students receive free or reduced lunch, an indicator of the number of First Nations students living below poverty level. Like most minority children in Milwaukee, many First Nations students are also raised in single-parent families, often by parents who have limited education themselves and/or are unemployed, and face a variety of chronic physical and mental health conditions, as well as cultural barriers that put them at particularly high risk for educational failure.

*Academic Performance and College Readiness.* The MPS First Nations Studies program within the Office of Academics works collaboratively with local tribes, schools, community-based organizations, human service agencies, and higher education institutions to improve the lives of American Indian students and their families. Despite these efforts and many successes therein, a variety of indicators demonstrate these students continue to be out-performed by other student groups and perform below levels necessary for high school completion and postsecondary entry and success. For example, instructional time is well-correlated with student

learning<sup>1</sup> which is why attendance rates are an established predictor of academic achievement<sup>2</sup>. The school attendance rate for First Nations students is the lowest of all ethnic/racial groups in MPS. The MPS attendance gap is widest between First Nations and White students, as demonstrated in the following table.

**Table 1: Student Attendance by Race**

Year	First Nations MPS Students	White MPS Students
2013-2014	80.1%	86.0%
2012-2013	77.2%	85.1%
2011-2012	74.7%	84.1%

Gaps between First Nations and white students are also seen in academic achievement, as indicated by overall performance (percent proficient) on the Wisconsin Knowledge and Concepts Exam (WKCE, state assessment) and high school graduation.

As depicted below, MPS has shown some progress in narrowing such gaps, but there is much more work to do. For example, the dropout rate for MPS First Nations students in grades 9-12 for 2013-2014 in the MPS district is 6.7% as reported by the State of Wisconsin Department of Public Instruction. According to MPS data, of the First Nations high school graduates in 2014, only 65.6% of these students graduated on-time (within four years) and still fewer (52%) of these students completed a program of study sufficient for admissions and success at most 4-year higher education institutions (three or more credits of English, mathematics, and science). Furthermore, as students move from grade 8 to 10, the achievement

<sup>1</sup> Gettinger, M., & Seibert, J., (2002). *Best Practices in School Psychology*. University of Wisconsin-Madison.

<sup>2</sup> Allensworth, E. M., & Easton, J. Q. (2007)., *What Matters for Staying On-track and Graduating in Chicago Public High Schools: A Close Look at Course Grades, Failures, and Attendance in the Freshman Year*, Chicago, IL: University of Chicago, Consortium on Chicago School Research.

gap between MPS First Nations students and White students widens as indicated in the following table.

**Table 2: Percent Proficient on WKCE and WAA-SwD, by Race**

	Reading		Mathematics		Science	
	First Nations	White	First Nations	White	First Nations	White
2013-2014 Grade 8	36.4%	32.9%	18.2%	34.2%	45.5%	63.2%
2013-2014 Grade 10	15.8%	42.3%	21.1%	32.4%	68.5%	67.9%
2013-2014 All grades	15.8%	37.3%	21.1%	26.6%	68.5%	67.9%

There is a significant need to improve the academic performance and postsecondary awareness and readiness to ensure on-time high school graduation and successful transition to and success in higher education for First Nations students in Milwaukee Public Schools.

*Greatest Barriers to Readiness.* First Nations students and families have unique and very specific cultural needs that are often under-served in the traditional school setting, particularly for students and families transitioning between reservation life and city-living in Milwaukee. Ancestors may have had experience with the boarding school era, jeopardizing trust in public schools. Additional cultural, linguistic, and educational barriers often limit both parent and student school engagement. For example, the significance of humor and spirituality in the First Nations culture may not be understood in the school setting, creating an environment that may be uncomfortable for students.

Language differences and developmental needs of First Nations students may be overlooked or misunderstood by educators, particularly by school staff who are more familiar with or focused on the language development of native Spanish speakers, the district's dominant English language learner population. In other cases, First Nations students may experience more explicit disrespect for their cultural heritage and lived experience, lower performance expectations, and fewer role models and coping mechanisms. In general, the lack of understanding of First Nations families and targeted, culturally responsive supports has negative implications for student engagement, attendance, aspirations, and achievement, and potentially mental health in a community already disproportionately at-risk for mental illness and suicide. In fact, the suicide rate for First Nations children 15-24 years in age is the highest of all ethnic groups in the country. More specifically, the Wisconsin Center for Investigate Journalism reports that the Menominee Indian Reservation, from which many MPS students either come from or go to, has the highest suicide rate of any Wisconsin county with nearly 30 deaths per 100,000.

First Nations children and families also face considerable challenges to their physical health and access to preventative, high-quality health care at low rates. Diabetes is especially prevalent; American Indians have the highest rates of Type 2 diabetes in the United States.<sup>2</sup> Such chronic health conditions tend to negatively affect student attendance and performance<sup>3</sup>.

As suggested earlier, First Nations people also tend to experience lower education, employment, and income levels, all of which present significant challenges to student success.

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<sup>2</sup> Indian Health Services. *IHS Fact Sheet*. Retrieved February 15, 2012, from <http://www.ihs.gov/PublicAffairs/IHSBrochure/Diabetes.asp>.

<sup>3</sup> Center for Disease Control and Prevention. *School Health Guidelines to Promote Healthy Eating and Physical Activity*. September 16, 2011. Retrieved February 15, 2012 from [http://www.cdc.gov/mmwr/preview/mmwrhtml/rr6005a1.htm?s\\_cid=rr6005a1\\_w](http://www.cdc.gov/mmwr/preview/mmwrhtml/rr6005a1.htm?s_cid=rr6005a1_w)

As reported by the National Clearinghouse for English Language Acquisition (NCELA), American Indians have one of the lowest rates of postsecondary education in the US, representing only one percent of all students enrolled in a US college in 2008, and the highest rate of unemployment (22%) in the country (NCELA, 2011). Many of the MPS First Nations students do not have family members that have higher education degrees making many of the students targeted in this project first generation college bound students and short on knowledge of higher education opportunities, costs, and processes needed to navigate applications for admissions, scholarships, and financial aid, as well as the transition once enrolled.

Opportunities in the local community to support Indian students. Despite dedicated staff and resources, as well as a variety of on-going partnerships, providing meaningful, comprehensive support targeted to First Nations students continues to be a challenge in MPS. Additionally, there are limited opportunities for the local community to support First Nations students. The fact that MPS' 900 First Nations students are distributed across grade levels, 144 different schools and 11 different tribes with diverse tribal expectations and services, a new level of focus and coordination is necessary to generate opportunities for the local community to support First Nations students.

The proposed project will help MPS and its partners develop new models to expand capacity and provide more targeted and continuous college preparation support to an estimated 400 First Nations high school students over four years. With grant support, the *First Nations College Access (FNCA)* program will develop new and expanded partnerships to build expertise and experience in supporting college access for First Nations students. This will allow for an increase in the number of opportunities for the local community to support First Nations students.

Existing local resources. The proposed MPS *FNCA* initiative leverages a variety of resources to ensure meaningful, high-quality, ongoing supports for First Nations secondary students that align to current research and best practices in college preparation programs. The FNS program within the MPS Department of Curriculum and Instruction in the Office of Academics is funded through an Education Formula Grant by the U. S. Department of Education, Office of Indian Education (Title VII of Elementary and Secondary Education Act, Part A, Subpart 1). The amount of the grant is determined by the number of First Nations students whose parents/guardians have completed and submitted to FNS a Title VII Student Eligibility Certification form. FNS provides classroom academic assistance, tutoring, special education support, parent workshops and support, district and community cultural workshops, assistance with authentic cultural resource materials, after school reading program, information on resources available to First Nations families, assistance to teachers on incorporating culture in the classroom, and language revitalization classes.

The MPS *FNCA* initiative will also leverage existing college and career readiness services in the district. MPS, in partnership with Great Lakes Higher Education Corporation, opened two community-based, college access centers to provide additional, after-school, evening, and weekend college advising support to students and families. The district was also awarded a federal Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant to support school-specific cohorts of students, beginning in the middle grades. All of these have the potential, with high levels of coordination, increased targeting, and complementary supports and services (as proposed here), to create new opportunities to improve First Nations' students learning in rigorous course content and prepare them for successful transitions to postsecondary education.

The proposed *FNCA* program promises significant impact at multiple levels: 1) in the lives of the student participants; 2) in the district’s ability to leverage new and expanding resources (e.g., GEAR UP grant, community-based college access centers, scholarships) and initiatives (e.g., CLP, CMSP) to better meet the needs of under-served populations; 3) in the new expertise and capacity—particularly regarding the design of effective, comprehensive services to continue work beyond the grant period; and 4) in the larger national landscape of urban school districts and community partnerships which have historically overlooked and under-served American Indian students among their much larger populations of other racial/ethnic “minority” (e.g., African-American, Latino, and Asian) and linguistic minority (e.g., Spanish-, Vietnamese-, and Hmong-speaking) students.

## **QUALITY OF PROJECT DESIGN**

*Defined Local Geographic Area.* Though First Nations high school students currently attend 43 different MPS schools, the majority of Milwaukee’ First Nations people live within three zip codes. The proposed project will concentrate services in targeted locations in those high-concentration zip code areas, specifically in tribal agencies. The targeted schools along with their enrollment for First Nations students are: Audubon High School (), Bay View High School (), Hamilton High School (), Ronald Reagan High School (), South Division High School (), Pulaski High School (), and Rufus King High School ().

*Research Based Approach.* While research consistently finds that the greatest predictor of postsecondary success is the academic rigor to which students have access, research also confirms that increased rigor alone will not raise college-going rates. Students, particularly those of color, from low-income families, and whose parent(s) did not attend college, also need a

variety of social and cultural school and community supports.<sup>4</sup> These include knowledge, information, and networks to improve course selection throughout high school<sup>5</sup>, understand the academic work, and plan for higher education, notably information about the college application, financial aid and scholarship processes.<sup>6</sup> *FNCA* is focused on just these services. Additional research suggests the need for college prep programs to be aligned to more systemic school improvement efforts, as proposed in MPS, for robust data systems to track progress and target students for early intervention and support, and for comprehensive approaches to program evaluation.

MPS *FNCA*, builds on district reform efforts already underway and focuses on four areas of need: 1) tutoring and academic enrichment in science and mathematics, 2) culturally-responsive curriculum, 3) coordinated opportunities for career and college exploration, and 4) meaningful engagement of parents and families. Rigorous coursework will be incorporated through Advanced Placement (AP) classes at the identified schools, teacher professional development, and AP tutorial support by teachers in collaboration with project partners. The infusion of these comprehensive elements support project goals and objectives as listed below.

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<sup>4</sup> King, J. E. (1996). *The Decision to Go to College: Attitudes and Experiences Associated with College Attendance Among Low-Income Students*. Washington, D.C.:The College Board.

Martinez, M., & Klopott, S. (2005). *The Link Between High School Reform and College Access and Success for Low-income and Minority Youth*. Washington, DC: American Youth Policy Forum and Pathways to College Network.

<sup>5</sup> McDonough, P.M. (1997). *Choosing Colleges. How Social Class and Schools Structure Opportunity*. Albany, New York: State University of New York Press

<sup>6</sup> Noguera, P. (2001). *Transforming Urban Schools Through Investments in the Social Capital of Parents*. New York: Russell Sage Foundation.

Wimberly, G. L., & Noeth, R. J. (2004). *Schools Involving Parents in Early Postsecondary Planning*. Iowa City, IA: ACT.

Goals, Objectives, and Outcomes. The FNCA design responds to a careful assessment of district needs, is informed by research and best practices from across the country and has the following goal, objectives, and outcomes:

<b>Goal:</b> Increase competency and skills in challenging subject matters, including math and science, to enable First Nations students to successfully transition to postsecondary education.
<b>Objective 1:</b> Improve students' college and career preparation
<b>Targeted Outcome- Performance Measure 1:</b> 80% of participating students will report increased readiness for college/careers as measured by a pre-post survey of the <i>Expanding the Circle</i> Curriculum.
<b>Objective 2:</b> Improve on-time graduation rate of First Nations students (GPRA #5)
<b>Targeted Outcome- Performance Measure 2:</b> Increase on-time graduation rate of First Nations students from 65% to 75%.
<b>Objective 3:</b> Increase enrollment of First Nations students in challenging core courses in math and science (GPRA #4)
<b>Targeted Outcome- Performance Measure 3:</b> The percent of First Nations students enrolled in three years of math and three years of science coursework will increase 10 percentage points each year (baseline: 52%).
<b>Objective 4:</b> Increase enrollment in postsecondary options
<b>Targeted Outcome- Performance Measure 4:</b> Increase on-time enrollment of First Nations students in colleges/universities to 50% as reported by the National Student Clearinghouse (First Nations baseline: 33.3%; district average: 36.4%).

Appropriate for Needs. Studies find that programs most effective in increasing college enrollment and success of underrepresented students include high-quality instruction, specialized

services including tutoring, or redesigned curriculum<sup>7</sup>. Among the Chicago Public Schools (CPS) “activities that made a difference” was increased student academic time on task through tutoring, mentoring, Saturday Schools, and Summer Academies. These proved successful in significantly improving student performance on state assessments and likelihood of students earning college scholarships. ASCD clarifies, such supports have the greatest impact when targeted to academically-unprepared high school students. Given this, the proposed project will provide the high quality instruction through the use of *Expanding the Circle* transition curriculum, access to College Horizons programming, to the American Indian Graduate Center, and to the American Indian Science and Engineering Society.

Targeted academic enrichment and support will be offered after school Monday through Thursday at one of the Southeastern Oneida Tribal Services (SEOTS) because of past experience and successful participation at the site. In addition, SEOTS will include transportation assistance for the students.

**Tutoring and academic enrichment in science and mathematics.** Students will receive additional math and science reinforcement from *FNCA* instructors during after-school programming. Instructors will guide students through the scientific process as students design, hypothesize, test, research, and gather data to prove or disprove their theory. Students will learn how to read research related to their project, test their theory, gather and graph data, communicate their project findings and ultimately compete in a local science fair. The ultimate goal is for the student to become a member and enter in the National American Indian Science and Engineering Society’s Science Fair. As part of this membership, participants will be

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<sup>7</sup> Gandara, P. & Bial, D. (2001). *Paving the Way to Postsecondary Education: K-12 Interventions for Underrepresented Youth*. Washington, D.C.: National Center for Education Statistics.

responsible for designing a science fair project, using the scientific process and Intel International Science and Engineering rules. Students will self-direct their project and increase their knowledge of math and science through the guided use of the scientific process and developing a deeper understanding of the Intel International Science and Engineering rules.

FNCA staff, in collaboration with the Division of School Counseling and the College Access Centers, will help develop First Nations students' understanding of an interest in various institutes of higher education-based college preparatory programs across the city. These include, but are not limited to, Upward Bound programs at Marquette University, University of Wisconsin-Milwaukee, Milwaukee School of Engineering, and weekend, after school, and summer programs at Alverno College and Cardinal Stritch University.

Of particular note is the emerging partnership with Marquette University, which is charged with bringing a greater presence of First Nations students to the campus. Eligible *FNCA* students will be targeted for the Equal Opportunity Program (EOP), designed to improve academic options and support systems for "at risk" students. Selected First Nations students will receive services designed based on an individual needs assessment and academic performance with the end result of attainment of the six standardized objectives: proficiency on state assessment tests; GPA; rigorous program of secondary study; secondary persistence and graduation; postsecondary enrollment; post-secondary graduation. The project tracks participant progress and attainment of these objectives using project and third-party data. In addition, students will have access to instructional support on Marquette's campus in math and science. Gates Millennium Scholars from Marquette University will serve as math and science tutors and serve as role models for *FNCA* students. Each of the three tutors will tutor one night a week for the FNCA program.

**Culturally-responsive curriculum.** The *FNCA* initiative allows students to engage in individual planning that is culturally responsive, addressing cultural needs in a manner that is respectful and supporting of cultural difference. The *Expanding the Circle (ETC)* curriculum was developed by the University of Minnesota through partnerships with various First Nations and non-First Nations' educators, students, community members, college faculty and others in Minnesota and around the United States. In use for the past ten years, this curriculum includes evidence-based practices through ongoing activities that help students plan, monitor, and evaluate and manage their educational, occupational, and personal goals and identify supports. MPS First Nations students will be engaged in this curriculum four days per week during the after-school program to support academic enrichment. As summarized below, ETC will engage students in diverse learning activities focused on four themes across multiple units.

***Discovery:*** Students acknowledge their personal supports, family, community, themselves and how they respond to change.

***Framework:*** Students start to goal set, learn how to self-advocate, problem solve, gain organizational skills, communication skills and diversity awareness.

***Choice:*** Students envision themselves after high school and look to the future, transition, personal life plan, postsecondary education, career development and military training.

***Reflection:*** Students bring it all together and develop a presentation about themselves and what they see in their future.

Follow-up support for the participants will also be provided through visits to the students' high schools during mentoring sessions provided by FNCA staff. Participating in these activities will help students identify their goals for high school graduation and explore postsecondary

education options. Students will develop the knowledge and skills needed to graduate high school and successfully enroll in postsecondary education.

**Coordinated opportunities for career and college exploration.** The revised MPS School Counseling Plan will ensure a common, districtwide approach and heightened focus on college readiness across the PreK-12 continuum. While this plan addresses the full range of responsive services (e.g., counseling, consultation, referrals) and systems of support/management (e.g., advisory councils, parental involvement), it has particular focus on Academic Career Planning essential to meeting the unique needs of First Nations students.

A variety of research points to the need to build students' and families' knowledge and aspirations around college going.<sup>8</sup> In Milwaukee, this includes a variety of outreach and information services, workshops and college visits offered in collaboration with higher education institutions and community partners, as well as targeted mentoring and more strategic use of counselors, teachers, and college representatives as information sources--as associated with knowledge to plan and prepare adequately for postsecondary education.

Participants of the MPS *FNCA* program will have multiple opportunities to develop college-readiness skills through the College Horizons Program, the American Indian Graduate Center, and the MPS College Access Center. Students will have opportunities to connect with these college-readiness resources online as well as in face-to-face experiences. College Horizons and the American Indian Graduate Center have an existing partnership with MPS to help students acquire additional college preparation skills, access and complete college applications and financial aid forms and form mentoring relationships when accepted into a pre-college

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<sup>8</sup> Tornatzky, L. G., Cutler, R. & Lee, J. (2002). *College Knowledge: What Latino Parents Need to Know and Why They Don't Know it*. Claremont, CA: Tomas Rivera Policy Institute.

program. The MPS College Access Centers will also host targeted workshops, parent sessions, and one-on-one support for First Nation students and families.

Higher Education visits will provide First Nations students with access to college campuses, additional admissions and financial aid supports and First Nations student role models. Visits will be purposefully planned to target sites with a First Nations student organization. Locally, these include the College of Menominee Nation, University of Green Bay, Marquette University and University of Wisconsin-Milwaukee.

Student and parent college advising and workshops will help build understanding of the importance and accessibility of postsecondary education; college applications and admissions processes including necessary courses, attendance and GPA expectations, essay writing; and applications for scholarships and financial aid. ACT pre-testing and practice will be supported on the laptops through purchased software allowing students to work at their own pace in the *FNCA* program. In addition, College Horizons offers web courses in college-readiness for students. *FNCA* participants will be eligible to attend a summer workshop offered by College Horizons, providing exposure to a college/university campus and work on college preparation materials with other First Nations students.

By increasing students' abilities to successfully complete college entrance requirements, including college entrance exams, enrollment applications, financial aid forms and scholarship applications, participants will be better prepared to pursue and succeed in postsecondary education.

**Meaningful engagement of parents and families.** According to the Journal of American Indian Education, parents of First Nations students have a strong value for education suggesting the need to provide resources and supports to enable parents to promote academic

performance and postsecondary enrollment. Although MPS has made improvements in the Office of Family Services by creating a centralized volunteer office, beginning a faith-based initiative, and employing a dedicated parent coordinators at each school, the *FNCA* initiative will allow MPS to provide targeted support to the parents of MPS First Nations secondary students.

Parental involvement will be supported through a variety of family initiatives. This project will provide an annual Family Open House to provide information regarding program goals and activities. Each semester an organized celebration involving students and families will occur to highlight individual student and program progress and encourage continued participation and growth. Quarterly monitoring meetings between project staff, students and families will provide reinforcement and guidance. Parent participation in the American Indian Science & Engineering Society's local science fair will be encouraged. Parents will be invited to join participants on college campus visits and encouraged to access the multiple college-readiness resources available within the community, including at the College Access Centers.

**Reaching underserved students and families.** MPS FNS believes and has demonstrated that partnerships in the community, state and country are the keys to success in education. First Nations people have been historically under-represented in the ranks of college and university graduates in the country. The proposed cross-organization collaborations regarding the college access needs of First Nations students is the first of its kind in MPS. FNS has been in existence for over 35 years in the MPS and currently has established partnerships (HoChunk Youth Center, Southeastern Oneida Tribal Services, Department of Public Instruction-Special Education Department, Mount Mary University, Marquette University and Indian Summer Inc.) that support our commitment to a culturally appropriate education.

Due to the small percent (0.8%) of First Nations students in MPS schools, the student population can be easily overlooked in a district of 75,551 primarily African-American and Latino students. However, the *FNCA* initiative will identify, inform and encourage over 400 9<sup>th</sup> through 12<sup>th</sup> grade First Nations students, including students identified for special education services. A multi-pronged outreach and recruitment effort, in collaboration with tribal partners, will begin in the spring for all incoming 9<sup>th</sup> graders and current 9<sup>th</sup> through 12<sup>th</sup> grade students. An introductory *FNCA* open house will be held prior to the start of the school year for all First Nations secondary students and families. Students not previously enrolled in the program and students new to the district will also be invited.

Past experience with First Nations programming has indicated that making a personal contact, either in person or by phone, is the most effective way to reach and bond with First Nations students and families. Many First Nations families can be reached via mailings and computerized phone message as well. The *FNCA* teacher will rotate weekly to the high schools rotating, interviewing and meeting with program participants, contacting parents and recruiting new members.

**Continuum of Support.** As described earlier, best practice is inspiring college access calls for comprehensive on-going approaches. Services will be provided in collaboration with multiple partners, bringing to the project valuable resources and leveraging existing ones that are essential for our First Nations students' transition from high school to postsecondary education. These resources will be coordinated with new and existing district resources to ensure a continuum of support especially in math and science across the high school experience.

The Continuum of Support below demonstrates the current district strategies (shaded) and additional supports of the proposed *FNCA* project.

**Table 3: Grade 9-12 Continuum of Support**

<i>Design Principles</i>	<i>Grade Level Served</i>			
	9	10	11	12
Culturally-responsive Curriculum	Early Warning System			
	Comprehensive School Counseling Plan			
	Expanding the Circle Curriculum			
Career and College Exploration	Comprehensive School Counseling Plan & College Access Center			
	Alternative Course Options			
	College Horizons Program			
	American Indian Graduate Center Support			
	College Entrance Examination Preparation			
	College Advising (admissions, financial aid, scholarship_			
Tutoring and Academic Enrichment	Comprehensive Literacy Plan			
	Comprehensive Math and Science Plan			
	After School Tutoring			
	College Prep Programming, including Marquette University Upward Bound Math and Science Educational Opportunity Program			
	American Indian Science and Engineering Society			
Parental Involvement	Comprehensive School Counseling Plan			
	Annual FNCA Open House/Orientation			
	Semester Celebrations			
	College Campus Visits, Workshops, and Seminars			
	Quarterly Monitoring Conferences			

**Career and College Exploration.** College Horizons is another pre-college program for First Nations students in their sophomore and junior year in targeted high schools. College Horizons reports that Native American high school graduation rate is 51%. Of those, approximately 5% proceed directly to four-year colleges and only 10% of those students graduate in four years. Of American Indians living on reservations, only half are as likely as white students to persist and obtain a bachelor’s degree. Relative to other minorities and to the national school-age population, Indian school children are at or near the greatest risks of

receiving poor education and underperforming at the elementary and secondary levels.<sup>9</sup> Students involved with the *FNCA* program will have direct contact with the resources and summer programming through College Horizons' website. Many of the programs offered by College Horizons will reinforce the *FNCA* programming.

The American Indian Graduate Center (AIGC) is enthusiastically partnering with this project. The AIGC was founded in 1969 and has awarded more than 16,600 fellowships and over \$52 million in scholarships. AIGC is home to the American Indian Gates Millennium Scholars Program and the Gates Foundation has made a \$1.6 billion grant and a twenty year commitment designed to fund the college education of twenty thousand high achieving minority students. Students involved with the *FNCA* program will also work with the resources to assist with their college preparation. AIGC has peer organizations, free applications for Federal Student Aid, access to College Horizons and accessible college workshops for *FNCA* students.

**Tutoring and Academic Enrichment.** As described earlier, targeted academic support will be provided through after school programming and in partnership with existing college prep programs, notably Marquette University's *Upward Bound Math and Science* program. Participants will receive instruction and tutoring in core subjects as well as personal counseling, academic advising, career exploration, cultural enrichment activities, and college placement.

*FNCA* students will become members of the American Indian Science and Engineering Society (AISES), including working toward participation in the American Indian Science Fair. This long-term project will expose First Nations students to First Nations peers in the communities as well as professionals in the science, technology, engineering and math (STEM)

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<sup>9</sup> National Center for Educational Statistics, "Status and Trends in the Education of American Indians and Alaska Natives", 2008, Retrieved February 12, 2012 from <http://nces.ed.gov/pubs2008/nativetrends/index.asp> .

areas. In addition to strengthening mathematical analysis, deductive reasoning and research, organization and note-taking skills, students will also improve written and oral communication skills as they prepare and present their science projects.

**Parental Involvement.** Research for Action argues that effective parental involvement efforts must be more central in terms of programming or be more focused in specific areas (e.g., certain kinds of workshops or information, connecting with parents of children in specific grades). Other research points to the need to build students' and families' knowledge and aspirations around college going. MPS FNS and its community partners propose a variety of comprehensive strategies for meaningfully engaging parents in improving students' on-time high school graduation and college going. In the FNCA project, this will include celebrations, outreach and information services, workshops and college visits, as well as targeted mentoring and more strategic supports as associated with knowledge to plan and prepare adequately for postsecondary education. Much of this work will be focused on helping parents develop new aspirations for their children, understanding available resources, and advocating for their children.

**Collaboration with Partners.** The Project Advisory Committee will include project partners, parents, students, the project director, project teacher, and the project evaluator. Several partner and district staff will also be leveraged, including school and college counselors, teachers, and school and district leaders including technology support, and staff from communications, pupil services (e.g. parent coordinators), and curriculum and instruction, among others. Of note, the Division of Bilingual and Multicultural Education has a record of support and continued commitment to FNS and expertise therein.

*FNCA* includes collaboration among higher education institutions, tribal organizations, and community-based organizations. The Southeastern Oneida Tribal Services Office has partnered with FNS on this project as locations for the proposed *FNCA* project. This location currently host the FNS afterschool reading programs where the families are comfortable sending their children and as well as offer transportation to program participants.

The proposed project will help MPS and its partners use proven best practices to expand capacity and provide more targeted and continuous, college preparation support to an estimated 400 First Nations high school students over four years. With grant support, the *FNCA* program will develop new and expand existing partnerships to build expertise and experience in supporting academic achievement and college readiness for First Nations students—to improve understanding of and responsiveness to the challenges and opportunities. Most importantly, this grant support will afford an opportunity to bring together these children who are scattered throughout the district in 51 different high schools. They will get to know each other, support each other and be in a culturally-responsive environment while learning about college access and transition skills.

Each of the proposed partners has prior experience in MPS, demonstrating a) long-term commitment to MPS First Nations students and b) understanding of the district context, processes, and people on which to build more strategic and coordinated support. Each partner has developed programs and/or services that provide support to students and families, and has committed to working to ensure support is relevant, targeted, and of high-impact.

## QUALITY OF PROJECT PERSONNEL

MPS recognizes that without the promotion of equal employment, a vast majority of ethnic, gender, racial and disabled groups with talents keyed to our future development will remain an untapped resource. It is of greatest importance for MPS First Nations students to see themselves in its leadership and be able to identify with what MPS *FNCA* staff express and encourage them to do. The key MPS *FNCA* personnel include two First Nation staff complimented by colleagues and leadership, student mentors and volunteers from various First Nations groups. The team will work collaboratively across their diverse perspectives; access relevant data, research and best practices; and engage local partners, tribes, and national experts to effectively plan and problem solve on behalf of First Nations students.

### Personnel Profiles

**Richanda E. Kaquatosh, FNCA Project Director**, will oversee all aspects of the *FNCA* project, including implementation, assessment monitoring evaluations to ensure that the project is compliant with stated goals, student and family needs and best practices. As a member of the Menominee Tribe of Wisconsin, founder of the First Nations Women's Professional Leadership Group of Milwaukee, and coordinator of the FNS Program, Kaquatosh has a proven record in collaborating with various Native American communities to provide high quality services. Kaquatosh has successfully coordinated a suicide prevention conference with Marquette University, established a Menominee and HoChunk Language and Culture Revitalization Class, created afterschool reading programs in the First Nations community, established special education parent trainings (currently on the 28<sup>th</sup> training) and presented at local and national conferences. Kaquatosh has made it a priority to build bridges within the First Nations community throughout the state and country to strengthen the communities' commitment to

combating prejudice, racism, poverty, self destruction, violence and the many obstacles First Nations people face daily. Being First Nations herself, she has made it her mission to positively impact the education for First Nation students by providing equal access and opportunities for First Nations students to learn and succeed through a culturally centered approach to education. Kaquatosh received her Baccalaureate Degree from Alverno College in Nursing and her Master's Degree in Educational Leadership. The *FNCA* program will be well supported by her experience as a registered nurse, teacher, administrator and advocate.

**Dr. Jacqueline Iribarren**, MPS Manager of the Division of Bilingual Multicultural Education, will be working with the project director to oversee effective budget and program implementation. Iribarren is responsible for all aspects of implementation regarding Title III, First Nations Program, Refugee School Impact grant as well as the Immigrant grant within MPS. Dr. Iribarren has worked extensively in the fields of ESL and Special Education, addressing the challenges and issues faced by these populations for the past 15 years.

**Dr. John Hill**, MPS Director of College and Career Readiness, oversees district staff that provide leadership on the Comprehensive School Counseling program model, new course development, scholarships, graduation and promotion standards, and student transitions. The Department of College and Career Readiness has led the effort to align school counseling standards, MPS Comprehensive School Counseling Manual and School Counseling Learning Targets with the American School Counselor Association National Model. Dr. Hill oversees the community-based College Access Center and the district's GEAR UP grant.

**Marc Sanders**, MPS Research and Evaluation Division Manager, will work with the project director, project coordinator and Research and Evaluation staff to ensure quality data collection, analysis, interpretation and reporting. Sanders is responsible for administration of all

districtwide, large-scale assessments, including the State's test (WKCE-CRT) and MAP (benchmark) tests, completion of various school and district performance reports, and direction and oversight for the district's data warehouse.

**Mark Powless**, Director of the Southeastern Oneida Tribal Services (SEOTS) has supported the Milwaukee Public Schools FNS program for over five years. Mr. Powless is a graduate of Marquette University where he received his Bachelor of Science and Master's Degree and is an excellent role model and presenter for our *FNCA* participants. Powless' program has provided supports and resources to the FNS program, including, but not limited to, transportation for parents and students to attend special events. Powless also acts as a teacher, presenting culturally relevant curriculum to students through reading programs. Powless will assist with cultural teachings, college visits, transportation and mentoring students and facility use for the *FNCA* project.

**Dr. Jean Echternacht**, University of Minnesota, Institute on Community Integration and Adjunct Faculty member of the Bemidji State University of Minnesota. Echternacht is the co-author of *Expanding the Circle* a transitional curriculum for students in grades 9-12. Echternacht is a distinguished presenter at the National Indian Education Association (NIEA) and has been published several times in the Tribal College Journal and other Native publications. Echternacht has provided technical assistance on numerous reservations for the use of her curriculum. Echternacht received her doctorate degree from the University of Minnesota with her dissertation, "American Indian Completers and Non-completers in a Tribal College in Northern Minnesota." She has a Master of Arts degree in Learning Disabilities, Emotionally Disturbed from the University of Thomas and a Bachelor of Science in Elementary Education, Educable Mentally Retarded from the University of Minnesota. Echternacht will provide expertise in the

implementation of *Expanding the Circle*, staff development and program direction. Dr. Jean Echternacht will lead the technical assistance component and assist with the implementation of the *Expanding the Circle* curriculum.

## **ADEQUACY OF RESOURCES**

The proposed *FNCA* project leverages internal, external, public and private resources, to ensure adequacy of resources for high-quality, and sustainable implementation.

### *Relevance and Commitment of Each Partner*

MPS brings access to high-quality, well-maintained facilities (e.g. meeting/assembly space) and equipment (e.g. telephones, wireless internet access) as well as on-call technical support. Resources and program linkages will be committed through the aforementioned GEAR UP programs and College Access Centers. FNS joined forces with one of the centers this past school year and offered a one evening opportunity for First Nations students to work with a Native Graduate student and teacher on college access. The Great Lakes TEAM UP! Campaign website is also a relevant district resource, available to coordinate access to local and national resources to support high school completion and college access.

**Table 4: First Nations College Access Resources**

<b>Milwaukee Public Schools</b>	<b>Services and Supports</b>
<b>MPS First Nations Studies Programs</b>	Facilities and staff for classroom academic support, resource library for staff, students, and parents, parent trainings, and advocates for special education.
<b>MPS Comprehensive School Counseling and College Access Centers</b>	Facilities and staff for Academic Career Planning, academic monitoring, college visits, career counseling, and centers on

	Milwaukee's north and south sides which will provide College Financial Planning, FAFSA Assistance and Parent Sessions
<b>MPS Research and Evaluation</b>	Data and reports track student, school, and district trends (e.g., demographics, attendance, behavior, academics), including the Early Warning System to target at-risk students for early intervention, STAR assessment to monitor student learning
<b>MPS Technology Resources</b>	<p>Parent Assist to communicate student progress on an on-going basis. TEAM UP! Website, Career Cruising software, and on-line links to local and national resources for high school completion and college preparation for students and families.</p> <p><i>The Learning Community</i> is a common place on the MPS website that:</p> <ul style="list-style-type: none"> <li>• Facilitates proactive and collaborative partnerships;</li> <li>• Allows educators and students to come together to learn, organize and collaborate; and</li> <li>• Extends learning by providing a virtual space for course work, group projects, and community involvement.</li> </ul> <p>Communications expertise and support, materials development, and translation services</p>
<b>Higher Education Partners</b>	Services and Supports
<b>Various Local College Prep Programs</b>	Facilities and staff for college visits, academic enrichment, and college admissions and advising support

<b>Marquette University Upward Bound Program</b>	Facilities and staff for college-readiness resources with an emphasis on math and science, mentoring, and tutoring and academic support
<b>Community Partners</b>	Services and Supports
<b>Southeastern Oneida Tribal Services</b>	Facilities and staff for <i>FNCA</i> site location, transportation, and internet access.
<b>HoChunk Youth Center</b>	Facilities and staff for transportation
<b>American Indian Graduate Center</b>	Facilities and staff for scholarship resources, financial aid applications, on-line workshops, and mentoring
<b>College Horizons</b>	Facilities and staff for internet workshops, Summer Workshop, scholarship access, and college-readiness programming

Reasonable Costs

The proposed grant activities include work within four key areas: 1) tutoring and academic enrichment in science and mathematics; 2) culturally-responsive curriculum; 3) coordinated opportunities for career and college exploration; and 4) meaningful engagement of parents and families. The per student request is approximately \$1,600 per year, which will provide direct support to approximately 400 First Nations Milwaukee Public School students over four years and be complimented by a variety of district and community resources. The budget request focuses primarily on instructional materials, staff, and supplies to expand Advanced Placement course offerings and support for First Nations students while exploiting existing capacity to keep costs low. The evaluative outcome of this project will inform district decisions and policy to support future sustainability of the program.

Residual benefits of the project will include more strategic, long-term partnerships (to be leveraged with additional district improvement efforts); more actively engaged parents; improved academic preparedness/college-focused cultures – all of which promise significant and long-lasting impact on student learning, high school completion, and postsecondary success.

## QUALITY OF MANAGEMENT PLAN

### Objectives, Responsibilities, Timelines, and Milestones

The *FNCA* project director, program staff and management team will monitor project implementation and ensure meeting the objectives of the program on time and within budget.

The project director will facilitate communication and oversee the work plan below.

<b>Goal:</b> Increase competency and skills in challenging subject matters, including mathematics and science, to enable First Nations students to successfully transition to postsecondary education.			
<b>Objective 1:</b> Improve students' college and career preparation			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Milestones</b>
<i>FNCA</i> Advisory Committee meetings	Three time per year	Project Director	Meeting agenda to discuss <i>FNCA</i> initiatives and activities
<i>FNCA</i> Management Team Meetings	Twice monthly	Project Director	Meeting agenda to discuss <i>FCNA</i> initiatives and activities
<i>FNCA(FNCA)</i> Open House/Orientation	Annually	Program Director	Increase knowledge of <i>FNCA</i> services and supports
<b>Objective 2:</b> Improve on-time graduation rate of First Nations students (GPRA #5)			

Expanding the Circle transition curriculum	Ongoing	Program Director	Portfolio completion
Individual Student Monitoring Conferences	Quarterly	Project Director	100% of participating students and families will participate in a quarterly conference
<b>Objective 3:</b> Increase enrollment of First Nations students in challenging core courses in math and science (GPRA #4)			
After School Targeted Support	Four days weekly	Project Director	100% of students will participate in after school activities
Campus-based Targeted Support	On-going	Marquette University, Project Director	75% of students will participate in campus programming
Summer Workshop	Annually	Project Director, College Horizons	75% of students will participate in summer workshop
American Indian Science Project	Annually	Project Director,	100% of students will participate in the American Indian Science project
<b>Objective 4:</b> Increase enrollment in postsecondary options			
Pre-College Mentorship and Support	Monthly	Program Director	FNCA students will receive regular communication regarding high school

			graduation requirements and college enrollment options
Scholarship Support	Annually	Project Director, American Indian Graduate Center	100% of participants eligible for scholarships
Pre-college campus visits	Twice a year	Program Director	Students attend at least two college campuses per year

*Feedback and Continuous Improvement*

The Project Advisory Committee will include project partners, parents, students, the project director, project teacher, and the project evaluator. The project director will facilitate the advisory committee meetings that will meet three times a year to provide feedback and project oversight. The committee will develop an implementation plan that maximizes the partner resources. The advisory committee, with the guidance of the evaluator, will formulate a specific evaluation plan. The advisory committee will review data bi-annually and make adjustments in programming.

The project evaluation will be led by the MPS Division of Research and Evaluation. Specific yearly benchmarks will be set and plans will be made for collecting, analyzing, and reporting project data to provide both formative and summative feedback. The project coordinator will be responsible for the collection of the data. The evaluator will provide analysis and reporting on the data.

The *FNCA* Management Team will be in charge of implementation. The group will meet bi-monthly and the project director will report project progress to the advisory committee. The report will include successes and gaps or challenges in program implementation and suggestions

for improvement. The advisory committee will discuss and make data-driven decisions regarding program improvements. The management team will ensure that changes occur. The process will repeat, resulting in a continuous feedback loop that includes decisions based on data and a diversity of perspectives.

*Time commitments of key project personnel are appropriate and adequate*

The *FNCA* Project Director will be responsible for the following: overseeing the grant progress; monitoring the timeline and budget; collaborating with and supervising project staff; monitoring and supporting the use of data; and providing evaluations for the United States Department of Education (USDE) and the district. Monthly staff meetings will provide updates, results, and focus for the First Nation secondary students’ education.

A management team, comprised of the project director and *FNCA* teacher will monitor and support efforts to improve or to make significant gains in the areas of *FNCA* outcomes. The management team will meet bi-monthly to share in the decision-making process with quarterly consultation from the external evaluator. The project director will facilitate communication and oversee implementation of the plan. The *FNCA* Management Team includes these key district and school-based personnel:

<b>Roles, Functions, and Time Allocations of Key Personnel</b>			
<b>Key Personnel</b>	<b>Roles and Functions</b>	<b>Time Allocation</b>	
		<b>Grant Funded</b>	<b>Other Sources</b>
Project Director	Provide oversight to the <i>FNCA</i> process including monitoring, communication, and evaluation.		0.10 FTE

Project Teacher	Provide day to day project management, coach staff, provide central data collection site, serve as partner liaison.	1.0 FTE	
Support Staff	Will work with the project director and teacher to provide FNCA support and coordination with all stakeholders	2.0 FTE	
MPS Manager of the Division of Bilingual Multicultural Education	Work with the project director to ensure budget and project activities are implemented effectively and evaluation results are shared with key stakeholders		X
MPS Chief Academic Officer	Work with the project director to ensure project activities and evaluation results are shared with the superintendent and senior staff		X
MPS Manager of Research and Evaluation	Work with project director, project coordinator and external evaluator in ensuring program fidelity and data quality		X
Project Evaluator	Lead <i>FNCA</i> evaluation and coordinate data collection, tracking, analysis and reporting	0.2 FTE	

*Indian Tribe and Parental Involvement*

The collaborative multidisciplinary focus is key to the success of *FNCA*. The process includes encouraging those groups whose voices have been silent to join traditional community

leaders at the *FNCA* table. The management team will work with parents to involve them in college planning and informational sessions and will target parents of First Nations students for participation in recruitment and informational events by considering logistics, costs, and child care needs when organizing sessions.

### *Extending Beyond*

MPS FNS has existed for over 30 years and continues to develop new and more strategic partnerships programs. That new project costs are limited and partners are making considerable investments of time, space, staff, and other resources should suggest a significant and sustainable commitment from the District and its partners. The project promises to usher in a new era of MPS and community relationships in which activities are more strategic and coordinated across stakeholders, better targeted to specific First Nations and district needs, and of higher impact. In addition, much of the grant activities align to and/or leverage or develop new models in support of larger district reform initiatives, this promising scalability and sustainability across the district. The comprehensive project evaluation will provide invaluable formative and summative information to ensure continuous program improvement, including the development of tools and models that will support implementation fidelity and sustainability beyond the grant period.

## **QUALITY OF PROJECT EVALUATION**

MPS staff in the Department of Research and Evaluation will support data collection, serve as the data analysts for the project and provide routine updates on student outcomes aligned to the objectives and GPRAs. The updates will be designed to provide both summative and formative feedback to the grant manager to continuously improve implementation.

Using the district's robust Infinite Campus Program, reports will be designed specifically to address the need to monitor the attendance, interim assessment, and course-taking patterns of participating students at both the district and school level. Data analysts will collaborate with the project director on a quarterly basis to ensure all necessary ancillary data collection systems are in place to measure and report outcomes throughout the duration of the project.

Qualitative data will take the form of student portfolios as well as student focus groups. Focus groups of participants will be scheduled annually to solicit information directly from the students to ensure the feedback to the project director includes an element of the student voice. Quantitative data will be reported as new data come available. For example, data from the STAR 360 (benchmark assessment) are provided three times per year while GPAs are updated each semester and interim marks are available each marking period and attendance is updated in the Infinite Campus Program. The MPS Early Warning System, provides up-to-date information on risk factors related to on-time graduation. The Early Warning System reports are available in the data warehouse and are updated along with other reports as noted above.

Reports on the following GPRA measures will be provided annually (along with the other targeted outcomes): GPRA #4 Increase enrollment of First Nations students in challenging core courses in math and science; GPRA #5 Improve on-time graduation rate of First Nations students.

The mixed methods evaluation plan is based on a model of ongoing formative feedback to improve program implementation. In addition to providing annual, summative reports, the data analysts will meet quarterly with the project director and review data on each of the targeted outcomes. The dialogue will be structured in a way that will promote inquiry about what's working in the program's implementation and what could be implemented differently to achieve

better student outcomes. Monthly summary reports will be created in the data warehouse to make it easier for staff to monitor specific outcomes throughout the project and to promote reflection on the efficacy of the strategies implemented.

As described earlier, the proposed MPS *FNCA* initiative will not be operating in a vacuum. Rather, it will be a part of a larger district emphasis on college readiness and college access supported by a GEAR UP grant, community-based College Access Centers, and comprehensive district-wide reform work in literacy, mathematics and science, and school counseling. Because of the focus on First Nations students in this grant, the district expects to learn more about the effect of culturally sensitive programming on student outcomes as well as best strategies for reaching and serving this community in an urban district context. This will be of interest not only in the greater Milwaukee community, but it will also be of general interest to educational improvement efforts across the country. Participating staff will document both successes and failures in order to refine implementation and expand the body of knowledge on effective practices for serving First Nations students.

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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To add more "Other Attachment" attachments, please use the attachment buttons below.

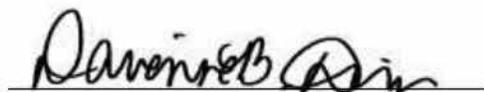
**Partnership Agreement**

The undersigned have reviewed the grant application for the Milwaukee Public Schools Indian Education Demonstration Grant, dated May 2016. This Partnership Agreement will serve as an assurance that the application was developed after timely and meaningful consultation between the required parties. The undersigned commit to work together to reach the desired goals and outcomes of the project.

If this grant is awarded, we agree to work together to fulfill any and all requirements of the grant and work to achieve any and all goals set forth by the grantor.

Partner Name	Roles, Responsibilities, & Contributions
<b>Milwaukee Public Schools</b> (LEA)	Milwaukee Public Schools will lead all grant activities in coordination with partners, as described in the grant application. The district is committed to completing all necessary administrative and implementation duties required of the grant. The district will leverage internal, external, public and private resources, to ensure adequacy of resources for high-quality, and sustainable implementation of the project as outlined in the proposal.
<b>Southeastern Oneida Tribal Services</b> (Local public health entity)	Southeastern Oneida Tribal Services will support and inform the development of new models to expand provide more targeted and continuous college preparation support for First Nations students. Targeted academic enrichment and support will be offered after school at one of the Southeastern Oneida Tribal Services due to successful participation at the site. In addition, Southeastern Oneida Tribal Services will include transportation assistance for the students and support recruitment efforts.

**MILWAUKEE PUBLIC SCHOOLS**



Darienne B. Driver, Ed.D., Superintendent of Schools

5/27/16

Date

**SOUTHEASTERN ONEIDA TRIBAL SERVICES**

(b)(6)  

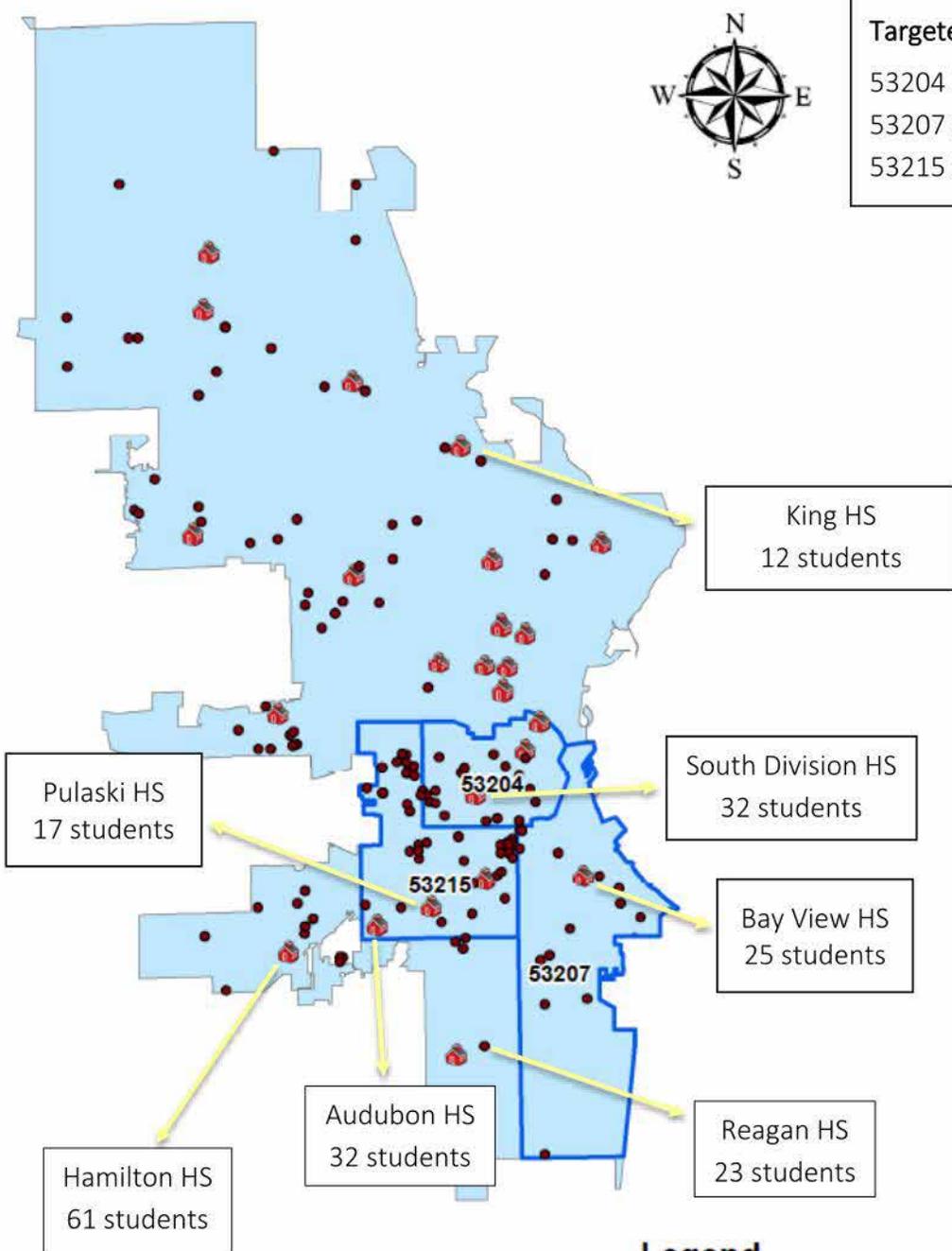

Mark Powless, Director

5.24.16

Date



### Defined Local Geographic Area



**Targeted Local Geographic Area:**  
 53204 Zip Code = 214 students  
 53207 Zip Code = 83 students  
 53215 Zip Code = 377 students

### Legend

- American Indian Students
- 🏠 Selected Schools

# Milwaukee Public Schools Indian Education Demonstration Grant

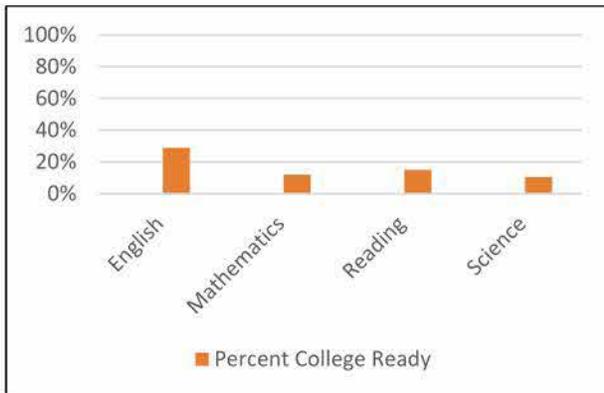
## Needs Assessment

Dr. Lisa Poupart of the University of Wisconsin Green Bay well summarizes the current status of postsecondary readiness and success of American Indian children in the State.

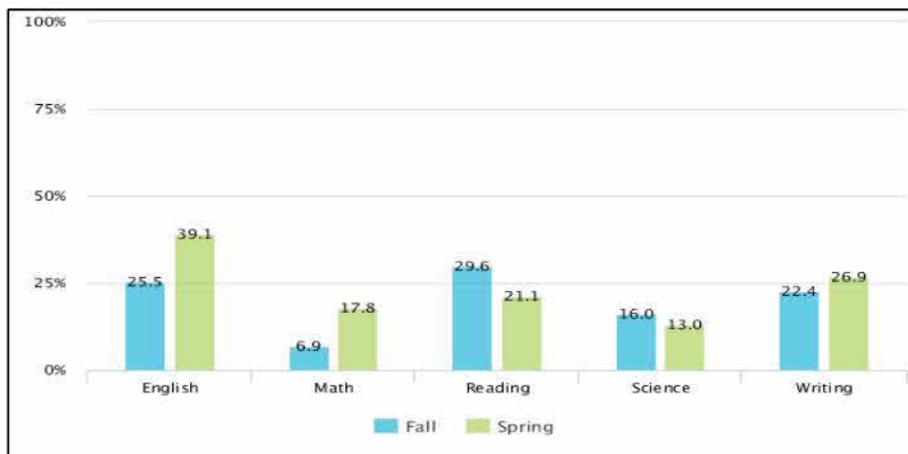
“In Wisconsin, according to data compiled by University of Wisconsin System (UW System 2011). For every 1,000 First Nations students that graduate from a Wisconsin high school, 40 take the ACT, 37 apply at the UW campus, 34 are admitted, 22 enroll as freshman, 16 are retained thru the first year, and 8 graduate from UW with an undergraduate degree These are among the lowest statistics for all racial groups”.

**Graph 1: 2014-15 ACT Percent of Students College Ready**

### American Indian



**Graph 2: 2015-16 ACT Aspire Percent of Students Meeting Readiness (9 & 10 Grade)**

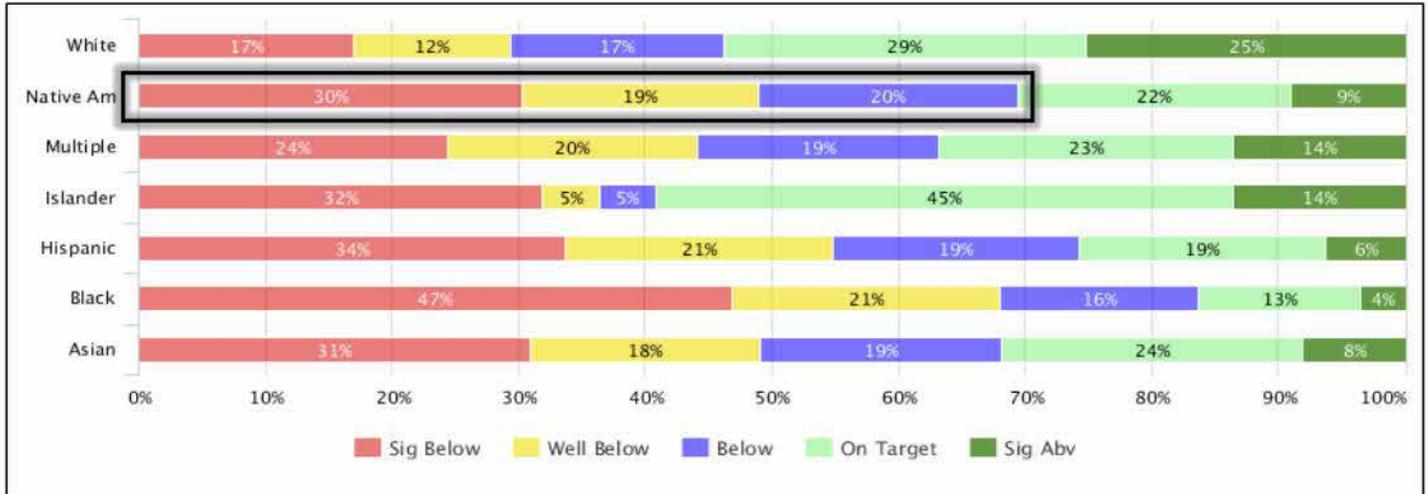


**STAR Data**

The district’s universal screener and progress monitoring assessment used to assess students in grades K-12 three times per year in both reading and math.

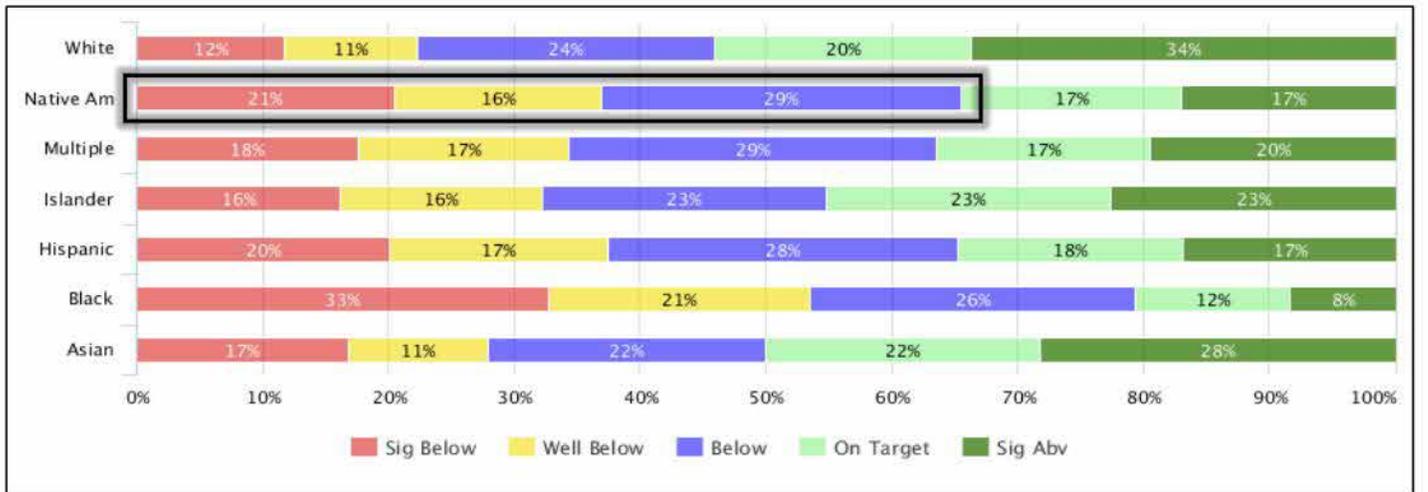
**Graph 3: Reading STAR Performance by Ethnicity**

**Most Recent STAR Result - 2015-2016**



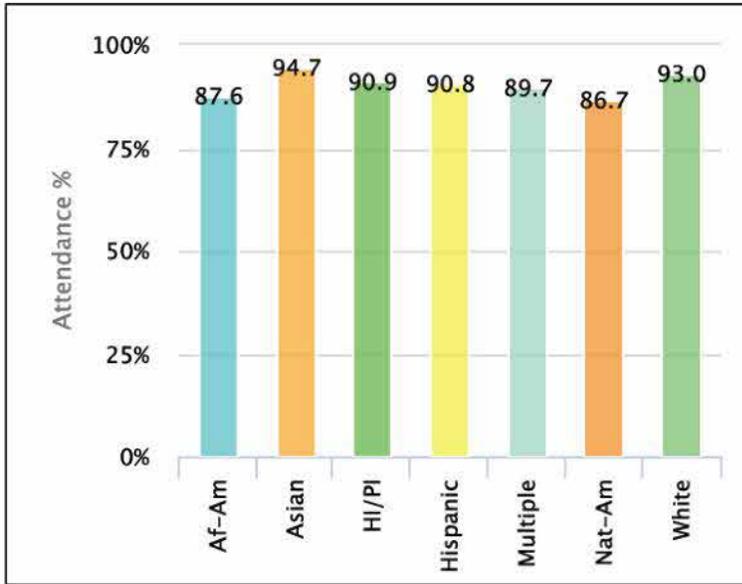
**Graph 4: Math STAR Performance by Ethnicity**

**Most Recent STAR Result - 2015-2016**

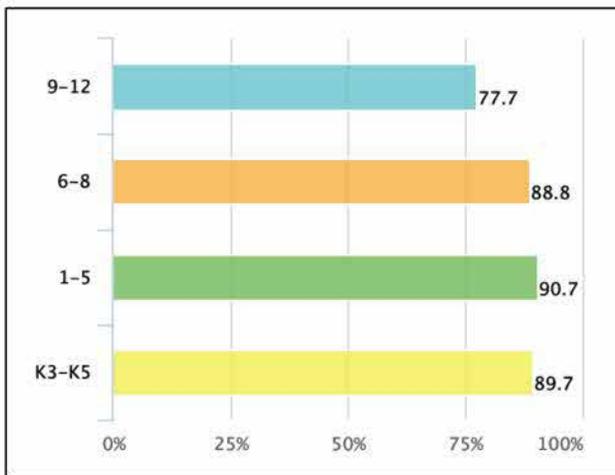


**Attendance**

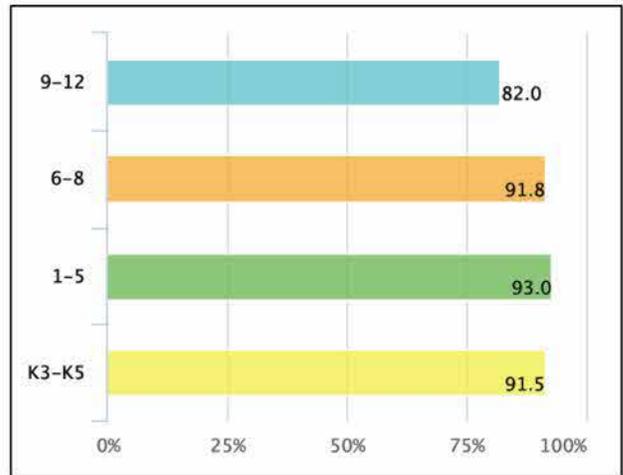
**Graph 5: Attendance by Race – 2015-2016**



**Graph 6: Attendance by Schools Grade Group American Indian**



**Graph 7: Attendance by Schools Grade Group All Ethnicities except American Indian**



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## **Richanda E. Kaquatosh, R.N., B.S.N., M.S.E.L.**

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4419 South Lenox St., Milwaukee, WI 53207, 414-467-0400,  
[kaquatre@milwaukee.k12.wi.us](mailto:kaquatre@milwaukee.k12.wi.us)

**Professional experience in creating, implementing, budgeting, evaluating, teaching and assessing programs for First Nations children, parents and the community.**

### **Work Experience:**

Coordinator First Nations Studies Program 2003-Present  
Milwaukee Public School District (MPSD)  
Title VII Indian Education

- Assess the academic needs of the First Nations students in MPSD through data collection and community input for designing programs to meet student needs in the classroom
- Create programs and activities for the First Nations community to meet the needs of our students and families
- Create programs for parents of our First Nations students to educate them on the many programs in the district that directly impact their child
- Work closely with all First Nations community organizations to build strong partnerships to meet the academic, economic, health and social needs of our First Nations community
- Act as a liaison between the district, students, parents and community
- Address the barriers/obstacles that our First Nations students and parents encounter through their educational experience
- Develop partnerships in the community to meet the special education needs of our First Nations children
- Hire, supervise, train and evaluate all personnel in the First Nations Studies Program

Itinerant Teacher, WE INDIANS Program 1996-2003  
Milwaukee Public School District  
Title VII Indian Education

- Developed, implemented and evaluated my position as Itinerant Teacher
- Addressed the needs of my students in 5 schools in my assignment
- Created an American Indian Science and Engineering Society (AISES) in the City of Milwaukee for all First Nations students in MPS and Indian Community School
- Organized First Nations Professionals to judge the AISES Fair held at the Milwaukee Public Museum for 6 years
- Acknowledged that I needed to get my Master's Degree in Education to affect change in our First Nations community

Director of Nursing  
Marina View Manor  
Milwaukee, WI

1995-1996

- Successfully assessed the problems related to State and Federal violations and create systems to correct the problems
- Hired, trained and evaluated all personnel
- Managed all budgetary systems
- Created cost effective ways to accomplish good health care delivery
- Assessed the needs of the personnel to improve their skills and created programming with the In-service Director
- Managed communication with Physicians, Pharmacists, Human Resources, other Nursing Homes in the organization to affect change in healthcare

Director of Nursing  
Lindengrove  
Waukesha, WI

1994-1995

- Successfully assessed the problems related to State violations and create systems to correct the problems
- Assisted with interviewing and evaluated all personnel
- Managed all budgetary systems
- Created cost effective ways to accomplish good health care delivery
- Assessed the needs of the personnel to improve their skills and created programming with the In-service Director
- Managed communication with Physicians, Pharmacists, Human Resources, other Nursing Homes in the organization to affect change in healthcare

Consultant  
Director of Nursing  
Assistant Director of Nursing  
Registered Nurse  
Unicare Health Services  
Milwaukee, WI

1985-1994

- Traveled to Nursing Homes throughout the country to assess the problems related to State and Federal violations and created systems to correct the problems
- Assisted in hiring new personnel
- Evaluated budgets
- Communicated with State and Federal Evaluators

**Education:**

Cardinal Stretch University, Milwaukee, WI  
Master of Science in Educational Leadership 2002

Alverno College, Milwaukee, WI  
Baccalaureate Degree in Nursing 1985

**License:**

Registered Nurse 1985-Present  
Indian History & Culture 1996-Present  
Director of Instruction 2002-Present  
Principal PreK-12<sup>th</sup> 2002-Present

**Affiliations/Memberships:**

National Indian Education Association 1996-Present  
Wisconsin Indian Education Association 1996-Present  
March of Dimes Program Services Committee 2011-Present  
Administrator Supervisor Council 2003-Present  
Alverno College Alumni Association 1985-Present  
Cardinal Stritch Alumni Association 2003-Present

**Awards:**

Wallace Pyawasit Community Award  
College of Letters and Science UW-Milwaukee 2009

**Jacqueline A. Iribarren**

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## **HIGHLIGHTS OF QUALIFICATIONS**

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- Licensed School Administrator: Director of Student Services, Director of Instruction, K-12 Principal and Superintendent
- Licensed School Psychologist
- Expertise in ESL & Bilingual–Bicultural education for English Language Learners
- Expertise in minority issues and diversity of special populations
- Doctorate in Educational Leadership and Policy Analysis

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## **EDUCATION**

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Ph.D., Educational Leadership and Policy Analysis, University of Wisconsin, Madison, 2006  
(Emphasis: Adult Learning)  
School Psychologist Licensure, University of Wisconsin, Whitewater, 2002  
(Emphasis: Student Diversity)  
M.S., Rehabilitation Counseling Education-University of Wisconsin, Milwaukee, 1995  
(Emphasis: Cross-cultural counseling)

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## **CERTIFICATES**

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Wisconsin Certified Public Manager (CPM), University of Wisconsin, Madison, 2012  
Teachscape Certified, 2015

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## **PROFESSIONAL EXPERIENCE**

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### **Assessment, Data Management and Analysis**

- Select, administer, score and interpret educational & diagnostic assessment instruments needed to appropriately document presenting educational issues.
- Assessment of students referred for Special Education; diagnostic evaluation. Conduct comprehensive interviews with parents and/or relevant school based personnel regarding student's perceived school issues as needed and/or requested.

- Conduct comprehensive, initial, and triennial evaluations. Administered and interpreted academic, behavioral, processing, psychological and social-emotional instruments for students in EC-K-12.
- Conduct non-traditional assessments (i.e. curriculum based) with students from various cultures and languages.
- Provide behavioral and instructional consultation to teachers in both regular education and special education in utilizing assessment data to inform instruction and formative/summative assessment.
- Monitor ongoing program evaluation activities including training staff to complete assessment measures, data collection, data management, data analysis and data interpretation.
- Provide consultation to schools on evaluation, assessments, pupil diagnosis and remediation of special learning/emotional problems.
- Work with student records, confidentiality and regulations.
- Managed pupil services data for reporting purposes; generated graphic data and presentation materials on data analysis.
- Lead teams in data retreats, data analysis and evaluation.

### **Managing, Coordinating & Supervising**

- Provide district level leadership for the Bilingual Multicultural education programs and services across more than 100 schools.
- Provide statewide level leadership, coordination, consultation and technical assistance related to bilingual-bicultural education and English as a Second Language (ESL): instructional programs for limited English proficient students in school districts; minority students and other diverse groups.
- Work with high school level staff to retain, promote and graduate Latino students across the state.
- Meet with institutions of higher education to review program status, analyze the diverse needs of incoming students, participate in recruitment/retention strategies for non-traditional students.
- Program approval of higher education institutions across the state of Wisconsin.
- Budget management of Title III funds and Immigrant Children & youth grants from the federal government and district level budget management.
- Review, revise and approve budget applications for local educational agencies.

- Facilitate weekly staff meetings, chair committees and design collaborative learning processes.
- Review instructional programs, revise curriculum, implement evaluation methods and monitoring outcomes.
- Individual and committee work serving educational continuous improvement efforts. Data analysis, evaluation methods and needs assessments.
- Provide supervision, support and coordination of special education and at-risk programs & program evaluation.
- Supervision of special education staff, pupil services and paraprofessionals; budget & allocation of funds.
- Program management of IEP development and implementation. IDEA compliance including timeliness, content, implementation of IEP programs and placement.
- Assist staff in the development and implementation of curriculum for programs of students with disabilities, English language learners and racially diverse students.
- Assist staff with the development and implementation of instructional methods, materials, assistive technology, techniques and service delivery for students with disabilities, English Language Learners and other non-traditional learners.
- Assist the Director of Student Services, principals and other staff in the development, implementation, and evaluation of individual programs and services while ensuring timeliness of project completion.
- Act as a liaison between special education staff, regular education staff, ESL & Bilingual education staff, coordinators, administrators and parents.
- Conduct teacher performance evaluation, recommendations and plan of action.
- Review, revise and initiate school wide policies and procedures.
- Program management of school-wide and district-wide assessment scores, data integrity and analysis.

### **Teaching & Education**

- Provided education on disability awareness: reasonable accommodations, the law concerning disability and workplace issues, interpretation, and accessibility.
- Co-facilitated weekly job club for persons with persistent and chronic mental illness: career counseling, job market analysis and disability disclosure.
- Adjunct faculty, Teacher Licensure Program, University of Wisconsin Whitewater 2002.

- Adjunct faculty, (on-line), Teacher Preparation Program in Second Language Acquisition and Bilingual Education, National University, San Diego, 2003.
- Guest lecturer, University of Wisconsin Whitewater, School Psychology program, 2004, 2005.
- Guest presenter, University of Wisconsin Madison, Educational Psychology program, 2005, 2006, 2007.
- Adjunct faculty, University of Wisconsin, Platteville, ESL, Bilingual Education and Special Education, Teacher Education, 2007- present.
- Visiting Professor, Beloit College, Beloit, Psychology Department, 2007.
- Adjunct faculty, University of Wisconsin, Madison, Rehabilitation Psychology & Special Education, 2010.
- Adjunct faculty, University of Wisconsin, Oshkosh, ESL and Bilingual Education, Teacher Education, 2010-11.
- Adjunct faculty, Lakeland College, Master's Counseling Program, 2013-present

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### PUBLICATIONS & RESEARCH PROJECTS

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Lopez, F. & Iribarren, J. (2013). "*ELLs and Inclusive Classroom Practices*". Theory into Practice Journal (*in press*).

Kuse, J. and Iribarren, J. (2009). Confronting Language Barriers. Counselink, School Counselor Association. Spring 2009.

Braden, J. P. & Iribarren, J. (2007). Review of the WISC-IV Spanish. *Journal of Psychoeducational Assessment*, Vol. 25, pp. 292-295.

Multicultural Non-Biased Assessment Guideline, Madison Metropolitan School District Manual, 2004-2005 (reviewed).

Wisconsin-5 County Assessment Project, University of Wisconsin, Whitewater, Qualitative Research Project, 2003.

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### EMPLOYMENT HISTORY

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2015-	Director Bilingual Multicultural Education Office	Milwaukee Public Schools Milwaukee, WI.
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2006-2015	Education Consultant Title III, ESL & Bilingual	Department of Public Instruction Madison, WI.
2005-2006	Student Services Coordinator	Middleton Cross-Plains School District Middleton, WI.
2005	Research Specialist Summer Project	Department of Public Instruction Student Services Prevention & Wellness Team Madison, WI.
2003-2005	Bilingual/Bicultural District-wide School Psychologist	Madison Metropolitan School District Madison, WI.
2001-2003	Program Support Teacher ESL & Special Education	Madison Metropolitan School District Madison, WI.
2000-2001	Bilingual Resource Teacher	Sherman Middle School Madison, WI.
1998-2000	Employment Counselor	Mental Health Center of Dane County Madison, WI.
1997-2004	Director	Solutions, LLC Madison, WI.
1996-1998	Hispanic Outreach Counselor	Catholic Charities, Inc. Madison, WI.
1989-1995	International Marketing	Madison, WI.

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### SELECTED COMMITTEE WORK

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#### *Local*

- **Next Generation IEPs, WI Department of Public Instruction, 2015-present**
- **Cross-Cultural & Diversity Committee, Madison School District, 2002-2005**

Follow and implement the Madison race initiative to reduce the achievement gap of minority students.

- **Non-Biased Assessment Cadre, Madison School District, 2003-2005**

Examine and improve assessment practices for language minority students. Develop a best practices guideline to diminish bias in the assessment process of special education.

- **Reducing the over-representation of minority students in special education, Department of Public Instruction, 2005-2007**  
Review, research and present literature search regarding the over-representation of minority students in special education. Develop working document, policy & guidelines to assess & diminish problem.
- **Exclusionary Factors, Special Education & IDEA, Department of Public Instruction, 2005-2010**  
Produce a working document to aid districts in assessing exclusionary factors for linguistically, ethnic and racially diverse students.
- **Literacy Assessment Team, elementary level, Middleton Cross-Plains School District, 2005-2006**  
Synthesize & analyze literacy assessment data at the school level, identify at-risk students and develop intervention plans.
- **Curriculum Coordinators Council, Middleton Cross-Plains School District, 2005-2006**  
Review, analyze and move district into alignment of standards, assessment and progress for all students.
- **WKCE-CRT Item Selection Review (Reading), Department of Public Instruction, Spring 2007**  
Reviewing and editing test items for content appropriateness, difficulty, fairness and Depth of Knowledge prior to field testing.
- **Model Academic Content Standards, Department of Public Instruction, Spring 2007-2010**  
Review current Wisconsin standards; make recommendations & change as appropriate to facilitate teacher implementation/assessment/instruction.
- **ELL Alternate Assessment Task Force, Department of Public Instruction, Spring 2007-2008**  
Review requirements for ELL assessment, status of Wisconsin ELL assessment components, ELL assessment options.
- **WKCE Accommodations Assessment Guidelines Work Group, Department of Public Instruction, Spring 2007-2010**  
Review requirements for ELL assessment, status of Wisconsin ELL assessment components, ELL assessment options.
- **Response to Intervention Workgroup, Department of Public Instruction, Spring 2007-2014**  
Defining and guiding DPI's role in supporting RtI in Wisconsin.
- **Common Core State Standards (CCSS) Workgroup, Department of Public Instruction, Spring 2010-2014**  
Planning team regarding the statewide roll-out and implementation plan for WI.
- **Wisconsin RtI Center Leadership Team-Fall 2011-2014**  
Steering RtI leadership and vision development for the state of Wisconsin.
- **Formative Assessment Workgroup, Spring 2011-2013**

Defining and guiding assessment literacy for supporting the Wisconsin RTI vision.

- **Internal Literacy Workgroup-Fall 2011-2013**

Guide the literacy standards for the state implementation and dissemination.

*National*

- **Educational Testing Services (ETS) 2006-present**

Test development work for the new PRAXIS for school psychologist.

- **Office of English Language Learners , U.S. Department of Education (OELA) 2005-present**

Panel member assisting in the development of the Annual Measurable Achievement Objectives (AMAOs) guidance and implementation document for state educational agencies.

## PRESENTATIONS

- WI Response to Intervention, Reading & Writing for ELLs, Green Bay, 2014
- Wisconsin Association of School Business Officials (WASBO), Federal Funding Conference, February, 2013, 2014
- Wisconsin Association for Supervision and Curriculum Development (WASCD), October, 2012
- Wisconsin Common Core State Standards, Title I Focus Schools presentations, June, 2012, 2013
- ELLs, Special Education, and Considerations, Planting the Seeds of Inclusion, March, 2012
- The state of ELL Education in Wisconsin, Manos Juntas Conference (The League of United Latin American Citizens of Wisconsin, (LuLac), June, 2011
- English language learners and Special Education: A close look at Differences, RSN & WCASS Special Education/Pupil Services Directors Network Meeting, March, 2011
- Using Assessment Data as Vehicle for Change, Wisconsin Association for Supervision and Curriculum Development (WASCD), Appleton, 2010
- Common Core State Standards: A Roadmap to 21<sup>st</sup> century learning, Parent Leadership Conference, Madison, 2010
- Aligning Instruction to Standards and Assessments for English Language Learners: Language Needed for Academic Success, National Conference on Student Assessment, Los Angeles, 2009
- Using the SEC Data for Equity and Improvement, Equity Alliance Conference, Phoenix, 2010
- Title III and Annual Measurable Achievement Objectives (AMAOs), WI DPI, 2008

- SEC-ELL Project Update, Assessment for Student Achievement, Council of Chief State School Officers (CCSSO), Des Moines, 2008
- Constructed Response Items of the WKCE, Wisconsin Association of Bilingual Education (WIABE), Madison, 2008
- English Language Learners and Special Education: A closer look at Differences, Special Education Leadership Conference, Madison, 2008
- Distinguishing learning disability and English as a second language issues, Wisconsin Council of Administrators of Special Services (WCASS), 2008
- Exclusionary Criteria: Definition, Role, Current Practice, and Educational Trends, National Association of School Psychologists (NASP), New York City, 2007
- How to distinguish learning differences with English Language Learners, staff development, Lake Geneva, 2007
- Understanding Language Acquisition and Learning Disabilities, staff development, Salem, 2006
- Response to Intervention (RTI) as part of the IDEA assessment procedures, Middleton Cross-Plains Area School District, presentation to pupil services staff, 2005
- How to work with ELLs and alternative assessments, University of Wisconsin, Madison, Department of Educational Psychology, 2005
- ESL students and measuring academic achievement, presentation to initial first year school psychologists, School Psychologist in-service, Wisconsin Dells, 2005
- Using curriculum based measurements to ascertain academic progress with ELLs, Reedsburg School District, 2005
- English Language Learners and Special Education: Factors to Consider, The 5<sup>th</sup> Annual Language, Culture and Education Institute Conference, Oshkosh, 2005
- Addressing the Overrepresentation of ESL students in Special Education, The 5<sup>th</sup> Annual Language, Culture and Education Institute Conference, Oshkosh, 2005
- The ESL programs models and data, University of Wisconsin, Madison, department of Educational Leadership and Policy Analysis, 2004
- Assessment, data and analysis of English Language Learners, Monona Grove School District, staff development for school psychologists, ESL teachers, administrators, and speech and language clinicians, 2004
- English Language Learners and their assessment for Special Education, Sauk Prairie School District. Staff development for school psychologists and building administrators, 2003

- Understanding the Socio-Emotional Aspects of ELL students. Guest Speaker for graduate school psychology students, University of Wisconsin, Madison, 2003
- English Language learners of today, University of Whitewater, Wisconsin. Presentation for graduating students in the school psychology program, 2002

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## GRANT ACTIVITY

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### **Refugee School Impact Grant, Milwaukee Public Schools, 2015**

-Grant writer: Funding for summer school extended learning & awarded by DPI

### **Refugee School Impact Grant-US Department of Refugee Resettlement (ORR) (2007, 2010, 2012, 2014)**

-Grant writer: Funding to support the educational needs of refugee children and families.

### **National Professional Development Grant (NPD)-US Department of Education (2008, 2012)**

-Contribution grant writer: University of Platteville, University of Milwaukee, Edgewood College, Silver Lake College, University of La Crosse, and University of Eau Claire.

### **Alternative Education Program (AEP) –Department of Public Instruction (2008)**

-Internal grant reviewer for Wisconsin school districts applying for alternative education grants.

### **Mathematics Understanding for ALL (MUFA)-Secondary Transition Research Grant (2007)**

-Internal grant reviewer for research project on the impact of teacher professional development.

### **Transition to Teaching (TTT)-US Department of Education (2007)**

-Contribution grant writer for Wisconsin's Support for Mid-Career Advancement & Retention through Transition-To-Teaching Project (SMARTT).

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## ADVISORY & EXPERT PANEL

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- University of Wisconsin-Stout, School Psychology Program
- George Washington University Center for Equity and Excellence in Education, Monitoring the Inclusion and Accommodation of English Language Learners, Expert Panel
- George Washington University Center for Equity and Excellence in Education, Response to Intervention for Secondary English Language Learners, Expert Panel

## Abbreviated Vitae

Jean K. Echternacht  
University of Minnesota  
Institute on Community Integration  
15 Pattee Hall, 150 Pillsbury Dr. SE  
Minneapolis, MN 55455  
P. 612-625-5322 F. 612-624-9344  
E-mail: [nessx008@umn.edu](mailto:nessx008@umn.edu)

## Educational Background

EdD, 2001 Educational Leadership, Dissertation: *American Indian Completers and Noncompleters in a Tribal College in Northern Minnesota*  
University of Minnesota  
MA, 1981 Learning Disabilities, Emotionally Disturbed  
University of St. Thomas  
BS, 1973 Elementary Education, Educable Mentally Retarded  
University of Minnesota

## Appointments and Positions

### Academic:

2005-2009	Bemidji State University Bemidji, MN	Adjunct Faculty
1981-1986	Groves Academy St. Louis Park, MN	Teacher and Computer Coordinator
<b>Non-Academic:</b>		
2009-Present	Minnesota College-Southeast Technical	Consultant, Grant manager
2006-Present	Institute on Community Integration	Manager, Check & Connect
1993-Present	Institute on Community Integration University of Minnesota	Principal Investigator Project Director Research Associate
1994-1995	Minneapolis Public Schools Transition Plus Consortia including Five Public School Districts	Consultant/Technical Assistance
1991-1993	Hennepin Technical College Eden Prairie, MN	Support Services Manager
1989-1991	State Board of Technical Colleges	Consultant

### Honors

Appointed to the President's Advisory Board, St. Paul College, 2007-Present

### **Publications**

- Echternacht, J. (in press) *Expanding the Circle: Respecting the Past; Preparing for the Future*, Second Edition. Minneapolis, MN, Institute on Community Integration.
- Bequette, J. & Ness, J. (in press) "Bridging the Engagement Gap with Culture-based Learning"; *Transforming Our Practices: Indigenous Art, Pedagogies, and Philosophies*. (Editors: Kryssi Staikidi, K. & Ballengee-Morris, C.
- Ness, J., Olson, D., & Maciewski, B. (2012). *The Young American Indian Entrepreneur*. Minneapolis, MN: University of Minnesota, Institute on Community Integration.
- Bequette, J. & Ness, J. (2012) "Integrating Culture-Based Arts Education Across Subject Area Boundaries"; *Breaking the Mold of Education for Culturally and Linguistically Diverse Students: Innovative and Successful Practices for 21st Century Schools*. (Editors: Honigsfeld, A. & Cohan, A) Littlefield Publishers, Inc.
- Ness, J. (2011). *How to Prepare American Indian Youth for the Differences Between High School and College*. In S. T. Gregory (Ed). *Voices of Native American educators: Integrating History, Culture and Language to Improve Learning Outcomes for Native American Indian Students*. Lanham, MD: University Press of American, Inc.
- Ness, J. (2010). *Retention Guide for Technical College Faculty and Staff*. Minnesota College-Southeast Technical, Winona, MN.
- Ness, J. Olson, D. & Maciewski, B. (2010). *The Young American Indian Entrepreneur*. Institute on Community Integration, University of Minnesota.
- Ness, J. (2005). Manager pumped on tribal college degree. *Tribal College Journal*. Mancos, CO.
- Ness, J. (2002). American Indian completers and noncompleters in tribal college. *Tribal College Journal*. Mancos, CO.
- Ness, J., & Huisken, J. (2002). *Expanding the circle: Respecting the past, preparing for the future*. Institute on Community Integration, University of Minnesota. Minneapolis, MN.

### **Presentations**

- February, 2016, Oklahoma City, OK: Native Dropout Prevention National Conference "*What We Have Learned about the Successful Transition of American Indian Youth*"
- April, 2015, San Diego, CA: National Council for Exceptional Children Conference, "*A Three State Collaboration on Community Re-entry of Juvenile Offenders with Disabilities*."
- April, 2015, Prior Lake, MN: National Forum on Dropout Prevention for Native and Tribal Communities, "*How to Prepare Indian Youth for the Differences Between High School and College*."
- March, 2015, Portland OR: National Johnson O'Malley Association Conference, "*How to Prepare Indian Youth for the Differences Between High School and College*."
- January, 2015, Washington, D.C.: National Mentoring Conference, "*Finding My Way Back: mentorship from the Correctional Facility to the Community (MAP)*"

January, 2012, New Orleans, LA: NSASBE National Conference, "*The Young American Indian Entrepreneur (YAIE)*"

October, 2011, Albuquerque, NM: National Indian Education Conference, "*Integrating Culture-Based Arts Education Across Subject Areas*"

October, 2010, San Diego, CA: National Indian Education Conference, "*Making the Transition to College*"

October, 2009, Milwaukee, WI: National Indian Education Conference, *Expanding the Circle-A Curriculum for American Indian Youth in Transition.*

February, 2006, Orlando, FL: Alternatives to Expulsion, Suspension, and Dropping Out of School Conference, *Expanding the Circle-A Curriculum for American Indian Youth in Transition.*

November, 2005: Denver, CO: National Indian Education Conference, *Expanding the Circle-A Curriculum for American Indian Youth in Transition.*

February 2005, Myrtle Beach, SC: National At Risk Youth Forum, *Expanding the Circle-A Curriculum for American Indian Youth in Transition.*

### **Technical Assistance**

*December 2014-Present.* Project Manager of the Mississippi River Transportation, Distribution & Logistics Consortium for Minnesota State College, Southeast Technical, a cooperative project with eight community and technical colleges along the Mississippi River as apart of the Trade Adjustment Assistance Community College Career Training (TAACCCT) initiative.

*October 2011-Present.* Project Manager of the Bridges to Health Care Project, a cooperative project with eight community and technical colleges in Minnesota, Wisconsin, and Iowa as apart of the Trade Adjustment Assistance Community College Career Training (TAACCCT) initiative.

*June 2009-Present.* Technical Assistance to Minnesota College-Southeast Technical in editing and preparing grants for vocational and technical college related funding.

# Mark W. Powless

3854 East Birchwood Avenue – Cudahy, Wisconsin – 53110 – (262) 309-9319 – mpowles1@oneidanation.org

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## Professional Summary

Results oriented leader focused on community and client progress through education. Extensive experience in market/demographic analysis and survey techniques. Demonstrated ability to select, train, mentor, and retain client-oriented staff. Hands-on style manager with experience in event planning, youth development, training/program development, policy/procedure writing, and budget development. Supports human services role with business experience and education.

## Career Experience

### **Southeastern Oneida Tribal Services, Milwaukee, Wisconsin**

**2008-Present**

#### **Director**

Manage staff of 3 to provide social services to Oneida Tribal membership and other Native Americans residing in southeastern Wisconsin. Programs and services include prescription medication distribution, cultural education, craft classes, elder and youth programs, referrals, advocacy, and community education.

### **Oneida Casino - Green Bay, Wisconsin**

**2002-2008**

#### **Bingo/Off Track Betting Director**

Managed staff of 65 and an operating budget of \$20+ million. Provided gaming entertainment to approximately 250,000 guests annually. Heavy utilization of promotions and advertising to communicate to target markets effectively. Primary focus was to provide a positive entertainment experience.

- Reversed previously declining net profits. Increased net profit by 44% during 2003. Consistent increase in net profits after 2003.
- Recognized as a top 10 Bingo hall in the nation by Bingo Manager Magazine.

### **Potawatomi Bingo Casino – Milwaukee, Wisconsin**

**1991-2001**

#### **Bingo Director**

Worked at many positions (Floor Clerk, Bingo Caller, Bingo Caller Manager) until promoted to Bingo Director in 2000. Managed 100 employees across several departments including retail, inventory, and Bingo operations.

- Provided direction to the facility as a member of the Strategic Management team.
- Developed a key initiative to better understand target segments.

## Leadership

### **Board Member: Spotted Eagle Inc.**

**2013-Present**

Spotted Eagle, Inc. offers the American Indian Community services and resources to navigate pathways to self-determination and empowerment, creating bonds of understanding across all cultures, while strengthening family, community, and tribal relationships.

### **Board Member: Non-Profit Center of Milwaukee**

**2010-2012**

The mission of the Nonprofit Center of Milwaukee is to promote the interests and effectiveness of the nonprofit sector through strengthening organizational capacity, expanding volunteerism and encouraging collaboration.

### **Vice President of the Wisconsin Agricultural Growth Foundation**

**2005-2007**

WAGF provides grants and scholarships to individuals involved in Wisconsin's agricultural industry.

### **Coaching**

**2009-Present**

Volunteer coach for football and basketball youth leagues.

## Education

### **Master of Business Administration**

**2007**

Marquette University – Milwaukee, Wisconsin

### **Bachelor of Science – Business Administration – Economics**

**1997**

Marquette University – Milwaukee, Wisconsin

## References

- Mr. Curtis Bauer, TransFirst • Vice President of Independent Sales Services • (303) 482-8905
- Mr. Eric McLester, Oneida Casino • Assistant General Manager • (800) 238-4263
- Ms. Richanda Kaquatosh, First Nations Studies, Milwaukee Public Schools • Coordinator • (414) 902-7313

**John Riley Hill, Ph.D.**

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**EDUCATION AND CERTIFICATION**

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- Doctorate: University of Wisconsin – Madison  
Educational Administration and Policy Analysis (Ph.D. 2010)  
Distributed Minor: Counseling and Educational Psychology
- Masters: University of Wisconsin – Milwaukee  
Administrative Leadership and Supervision in Education (M.S. 1994)
- Undergraduate: University of Wisconsin – Madison  
Elementary Education (B.S. 1988)  
Area of Concentration: Art
- Certification: Wisconsin five-year license – 80: Director of Special Education and Pupil Services (PreK -12)  
Wisconsin five-year license – 51: Principal (PreK-12)  
Wisconsin five-year license – 10: Director of Instruction (PreK-12)  
Wisconsin five-year license – 45: Elementary Teacher, 118 First thru Eighth Grade (I -8)

**PROFESSIONAL EXPERIENCE**

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- Director – Department of College and Career Readiness 8/14 – Present  
Milwaukee Public Schools
  - Oversee the Department of College and Career Readiness for Milwaukee Public Schools (MPS). Department consists of Career and Technical Education, School Counseling, College and Career Planning (which includes district GEAR UP grant), and Extended Learning Opportunities and has a multi-million dollar annual operating budget.
  - Work on a number of cross departmental committees and teams as well as collaborate with community organizations, business organizations, businesses, state departments, and institutions of higher education in order to improve college and career readiness in MPS.
- Student Services Coordinator – Program Specialist – Curriculum and Instruction 7/13 – 8/14  
Milwaukee Public Schools, Milwaukee, WI
  - Coordinated Response to Intervention (RtI) Academics and Behavior (Positive Behavioral Interventions and Supports – PBIS) for Milwaukee Public Schools (MPS). Oversaw the district implementation of RtI/PBIS RtI/PBIS Supervisors, RtI Specialists and PBIS External Coaches, provide professional development on RtI/PBIS, presented information to various committees, conferences, and stakeholders, ensure district implementation of RtI/PBIS with fidelity, and ensured completion of strategies in the District Improvement Plan.
  - Served on a number of committees and teams including the the Wisconsin RtI State Leadership Team, MPS Core Health Services Team, the Safety and Discipline Labor – Management Committee, and the Data Warehouse Planning Committee.
- Student Services Coordinator – Program Specialist – Office of Family Services, 1/08 – 6/13  
Milwaukee Public Schools, Milwaukee, WI
  - Coordinated the district-wide implementation of PBIS across MPS. Oversaw PBIS Supervisors and PBIS External Coaches, led committee in the development of the district-wide implementation plan, provided professional development and presented information on PBIS to various committees, conferences, and stakeholders, ensured district compliance with Corrective Action Requirements for PBIS, and served as member of the Wisconsin PBIS Advisory Committee.
  - Supervised the Central Services discipline processes. Oversaw Student Services Coordinators and secretarial staff, reviewed discipline cases and approved recommendations for expulsions, assisted in revising discipline process and introduced the use of video conferencing for greater efficiency and cost savings
  - Managed Behavior Reassignment Seats. Managed the assignment of students to behavior reassignment seats, streamlined the assignment process and improved accuracy of enrollment reports for greater efficiency and cost savings
  - Coordinated the State-wide Open Enrollment Program for MPS. Converted and streamlined the Open Enrollment process in MPS to an electronic process with a single database reducing staffing costs, improving efficiency and on-time reconciliation of district payments.
  - Managed student records for MPS.

- Researched initiatives and programs as assigned by the Superintendent and/or Director of Family Services including the Student Management Functional Plan and Enrollment Marathon.
- Worked on the revision of district policies and procedures regarding student attendance, enrollment, and discipline.
- Served on a number of committees and teams including the MPS Core Health Services Team, the Safety and Discipline Labor – Management Committee, the Data Quality Committee, the Alliance for Attendance Committee, and the Alternatives to Suspensions and Expulsions Committee.

Learning Coordinator – Northwest Secondary School, Milwaukee, WI

6/07 – 1/08

- Worked on school merger and the start-up of Northwest Secondary School through the collaboration with principal on budget and staffing and Facilities and Maintenance on furniture, textbook, and equipment moves and the coordination of GE Community Day (300 volunteers).
- Other duties included the writing and execution of the school’s education plan, parent newsletter, recruiting students and assisting in coordinating activities such as math camp, Constitution Day and Engineers' Week.

Learning Coordinator – Edison Middle School, Milwaukee, WI

8/94 – 6/07

- Facilitated student academic and behavioral outcomes for students and staff at Edison through the coordination and facilitation of financial resources, equipment, communication, planning, scheduling, decision-making, and professional development.
- Additional duties included assisting all new staff and faculty members, recruiting elementary students through print, video, and presentations, tracking student performance through different data measures, coordinating student-learning activities through Arts at Large, Constitution Day and Engineers' Week, coordinated GE Community Day (300 volunteers), school-scheduling, and underfilling as assistant principal,
- Principal writer of Comprehensive School Reform Grant for Professional Learning Communities model.
- Presented at local, state, regional and national conferences and workshops.

Teacher – Edison Middle School, Milwaukee, WI

8/90 – 6/94

- Taught 7<sup>th</sup> grade mathematics, science, reading, and social studies in a four person and three-person teams. Participated in grade level and cross grade level meetings to develop curriculum and incorporate new ideas, assisted in writing grade level and school wide performance assessments and scoring rubrics, and participated in district wide assessment scoring sessions.
- Served on various committees such as the discipline committee, the school coordination committee, the science fair committee, and the cultural celebration committee.

Teacher – St. Francis de Sales Mission, Abaco, Bahamas

9/88 – 6/90

- Taught 4<sup>th</sup> and then 5<sup>th</sup> grade as a volunteer in a self-contained elementary classroom made up of a bilingual/bi-cultural group (Haitians and Bahamians) within a third world setting. Other aspects of work included supervising boys club, coaching track, softball and basketball, supervised and aided college students and local community members in the construction of an all-purpose building, maintained all educational, recreational, and living facilities, designed school logo, worked on the school festival committee and maintained and monitored living expenses for the volunteer group.

Teacher – College of the Bahamas Extension, Abaco, Bahamas

9/88 – 6/89

- Taught a college introductory-level GCE Mathematics evening course to adults as a part time instructor.

## **PROFESSIONAL DEVELOPMENT**

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Lean Six Sigma Black Belt Training – Milwaukee, WI

International Association for Positive Behavior Supports Conferences – Illinois, Missouri, Florida, Colorado

National Positive Behavioral Interventions and Supports Conference – Rosemont, IL

Southeastern Wisconsin Assessment Collaborative – Alverno College

New Wisconsin Promise Schools of Recognition Conference – Madison, WI

National Staff Development Council Conference – Vancouver, Canada

Lorraine Monroe Institute – New York, NY

HOPE Conferences and Institutes – Arizona, Illinois, Wisconsin, and New York

Hot Topics Conferences – Milwaukee, WI

Middle School Block Scheduling – Wisconsin Association for Supervision and Curriculum Development

Seven Habits of Highly Effective People Seminar – MPS Department of School and Community Services

National Middle School Association Urban Middle School Convention – Milwaukee, WI

Middle School Teacher’s Mathematics Project – Marquette University

National Council of Teachers of Mathematics Convention – Seattle, WA

## **EXTRA-CURRICULAR ACTIVITIES AND ASSOCIATIONS**

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Milwaukee Rowing Club, Vice President of the Board of Directors  
Wisconsin Alumni Association  
National W Club

Marc Sanders

(b)(6)

[sandermc@milwaukee.k12.wi.us](mailto:sandermc@milwaukee.k12.wi.us)**Education****University of Wisconsin-Milwaukee**

Educational Psychology: Specialization in School Psychology APA Accredited Program	PhD (In Progress)
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**University of Wisconsin-Madison**

Counseling Psychology	MS (2002)
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Psychology	BA (1997)
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**Employment****Milwaukee Public Schools**

Department of Research and Evaluation

March 2011 - Present

Supervisor: Darienne Driver

Position: Research ManagerResponsibilities: Coordinate District data support for progress monitoring and fidelity of implementation measures. Conduct rigorous research to identify strengths and needs with existing programs/policies. Provide support to school level leadership in data-informed decision-making, including

- Manage large scale external district evaluations.
- Developing sound needs assessments,
- Prioritizing needs based on school data trends,
- Developing objective and measurable target goals and methods of periodic monitoring.
- Help to coordinate data needs both for MPS and for research conducted in MPS.
- Data Extraction for internal and external requests

Other Duties:

- Serve as member of the District's Research Proposal Review Committee.
- Plan and provide professional development on a variety of topics to various audiences around new assessments and data consumption and application
- Project Director for The Gear Up Data Utilization Award
- MPS Research and Evaluation member on:
  - Race to the Top Application

- Gear Up
- General Electric Foundation Grant
- NISL Principal Training Evaluation
- The Degree Project
- Comprehensive Literacy Evaluation
- Graduation and Attendance

**Instructor: University of Wisconsin Milwaukee** Jan 2010 – Present

Position: Graduate Instructor

Responsibilities: Provide instruction to both Master's and Doctorate level students mostly from the educational psychology and clinical psychology programs. I have taught three different classes so far.

1. Techniques in Educational and Psychological Measurement 720.
2. Pediatric Psychopathology 752.
3. Social, Biological, and Psychological Basis of Learning Disorders 852.
4. School Psychology Practicum Supervisor

**Ropes Course Supervisor**

Fall 2008 – Present

Supervisor: Denise Sather

Position: Milwaukee Public Schools Experiential Education Program Ropes Course Supervisor.

Responsibilities: Ensure the emotional and physical safety of students and adults participating in the experiential learning model which allows students to learn and practice positive social skills through hands-on learning activities. Skills include: listening, cooperating, effective communication, teamwork, and problem solving. Supervisor helps to direct guide and maintain program procedures, curriculum and equipment specifically working with adults supervisors that work with the students of the district.

**Milwaukee Public Schools**

Sep 2007 - March 2011

Supervisor: Dr. Mary Esser

Response to Intervention Service and Support Team

Formally known as the Office of Optimizing Success Through Problem Solving

Position: School Psychologist

Responsibilities: Provide full spectrum school psychological services including assessment, therapy, psycho-educational services, consultation, and collaboration.

My full time assignment was with the Response to Intervention Service and Support Team Group Leader (RtI-SST). This office helps schools to collect, analyze, intervene, monitor, and evaluate local, district, and state data in order to make data based decisions for students at the individual, school wide, and district level. I concentrate on universal screeners and probes designed to quickly group and monitor progress in the areas of early reading and math. Other duties in this office include: program evaluation, local norming project with the DIBELS, professional development in progress monitoring, data collection, and

evaluation of data, and the Discovery Education Benchmarking system.

I was the RtI specialist for the Diversified Cluster in the Milwaukee Public School system in the academic year 2009/2010 as well as the RtI Specialist for the Metro Region in the 2010/2011 academic year. I trained at the district level on data analysis and progress monitoring in relation to the School Improvement Plan project.

**Ethan Allen Boys School**

Ethan Allen School  
Box 900

Wales, WI 53183-0900

Tel (262) 646-3341, ext. 313

Sep 2006 - Aug 2007

*Supervisor:* Dr. Michael P. Hagan

Position: Psychology Intern for an APA accredited juvenile correctional facility for boys

Responsibilities: Provide full spectrum psychological services including individual psychotherapy, group therapy, family therapy, psycho-education, psychological evaluation and report writing, diagnosis, and consultation and collaboration. I worked on five rotations that included youthful offender, sex offenders, alcohol and other drug abuse, initial entry, and the Southern Oaks Girls School (a juvenile correctional facility for girls). I also worked closely with school personnel to provide consultation and collaborations services in the areas of behavior management special education evaluation.

**Professional Affiliations and Leadership Roles:**

**Milwaukee Public Schools**

Sep 2009 – Present

**RtI Service and Support Team (RtI-Specialist Group) and Dept. of Research and Evaluation**

Acted as lead or co-lead on various projects and work related initiatives including: (SAIL) High School Universal Screening district training, program evaluation RtI group, Exceed RtI data systems district implementation, Fidelity of Implementation (FOI) tools and analysis, and evaluation of applications to conduct research in MPS.

**University of Wisconsin Milwaukee**

Oct 2004 – May 2007

**School Psychology Student Association**

Description: This organization was founded in October of 2004 and started to provide professional and social opportunities to its members made up of primarily school psychology students in the program. Possible opportunities include not only travel cost remission to conferences, guest speakers, and social events designed to not only promote internal departmental connections between PhD and Master's students, but also interdepartmental connections between counseling and school psychology departments.

Roles: Full Member and Inaugural President

Oct 2004 - Present.

Responsibilities: I coordinate meeting times for all the cohorts taking into account progression in the program, level, practicum, and work related issue. I also investigate funding and resource opportunities as well as the general promotion of the group both professionally and socially on campus and in the community.

## **Research Experiences**

### **Testing Irregularity Research**

Spring 2012 - Present

Description: I am working on statistical analysis for testing irregularities as part of an overall project on assessment validity in high stakes testing. Currently I, along with an embedded researcher from the Value Added Research Center at the University of Wisconsin Madison, are looking at:

1. Large gains / losses analysis using a cohort model at the school and grade levels.
2. Using omit rates analysis using a cohort model at the school and grade levels.
3. Use of state erasure analysis at the school and grade levels.

### **Fidelity of Implementation (FOI) Tool Development, Analysis and Program Evaluation**

March 2011 - Present

Description: Currently I am working on the development and continued improvement of FOI tools designed to evaluate implementation of MPS's Comprehensive Literacy Plan (CLP) and Comprehensive Math and Science Plan) CMSP. This research includes measurement and analysis of the areas of

1. Reading
2. English Language Arts (ELA)
3. High School Reading Intervention
4. Math
5. Interventions in Math and Reading
6. Progress Monitoring in Math and Reading
7. Future analysis of Special Education programs (Unique and Language!)

### **Program Evaluation**

Sep 2009 – March 2011

Description: to evaluate the effectiveness of Non-Categorical identification for special education procedures (RtI), I looked at special education identification rates between "Non-Categorical Schools" in MPS and Categorical Schools. Results indicate that Categorical Schools identify at a much lower rate than Non-Categorical schools. This was after controlling for time for implementation and point of origin of initial referrals. Future research needs to include controls for past identification rates, as well as achievement, SES, and Value Added.

### **Doctoral Dissertation (in progress)**

Dissertation Chairperson: Karen Stoiber PhD

Committee Members: Ted Gennerman PhD, Raymond Fleming PhD, Nancy Rice PhD, Cindy Walker PhD, Timothy Cleary PhD.

Description: I am looking at linking levels of early reading skills in K-5 with reading proficiency in the Third Grade. Specifically I am looking at the Spring Benchmark

DIBELS subtests and how well they predict proficiency on the Wisconsin Knowledge and Concepts Examination (WKCE) with poor urban African American students.

**Evaluating State Educational Technology Programs (ESETP)** July 2004 - June 2005

**Program Office:** Office of School Support and Technology Programs

**CFDA Number:** 84.318A

**Program Type:** Discretionary/Competitive Grants

**Wisconsin Department of Public Instruction**

**Educational Technology Instructional Media & Technology Team**

125 South Webster Street

P.O. Box 7841

Madison, WI 53707-7841

PH: 608-266-3856

Contact: Barry Golden, Director

*Supervisor:* Dr. Randall Ryder

Description: This study is part of a 3 year federally funded research grant (~\$1.65 million) looking at the effects of technology with either the Big 6 or 6+1 Trait Writing curriculum guides as compared to controls, on middle school students in WI.

Responsibilities: Collection of observational, demographic, online, and training data, analysis of the data, creation of instruments, tracking, creation of computerized data collection methods (on PDAs), and evaluation of teacher training.

**Preschool Curriculum Experimental Research Grant (PCER)** Sep 2002 - June 2004

**CFDA Number 84.305J**

Enderis Hall 357

*Supervisor:* Dr. Nancy File

Milwaukee, WI 53201

Office (414) 229-4197

nfile@uwm.edu

Description: The Preschool Curriculum Evaluation Research (PCER) program is a four-year federally funded grant (\$944,028 total) evaluating the effectiveness of a wide range of preschool curricula. The purpose of the PCER program is to implement rigorous evaluations of preschool curricula that will provide information to support informed choices of classroom curricula for early childhood programs. The PCER program funds research projects that will determine through randomized experiments whether one or more preschool curricula produce meaningful academic benefits for children. The purpose of the proposed Milwaukee study is to determine if the Project Approach enhances school readiness in preschool and school achievement in kindergarten and first grade compared to the control condition, and to "unpack" the experiences of the children in the classrooms as well as the experiences of teachers going through a professional development experience.

Responsibilities: Recruitment of participants, collection of observational, assessment, and demographic data on teachers and students, and tracking students. I trained and supervised fellow graduate students and community participants on the administration and collection of parent interviews.

**University of Wisconsin Madison Psychology Lab**

1202 W. Johnson St.  
Madison, WI 53714  
(608) 262 2079  
Fax (608) 262-4029

Sep 1996 - Aug 1998

*Supervisor: Dr. Sumie Okazaki*

Description: This lab studied the emotional displays of Asian vs. Caucasian students and community members in private vs. public situations.

Responsibilities: Participant recruitment, data collection (physiological, survey and video responses), confederate in the study, and participant debriefing.

**Presentations**

Sanders, M. & Fee, L. (2005) *Self-regulated learning: East vs. West*. Presented at the University of Wisconsin Milwaukee's 2005 School of Education Conference. Port Washington, WI.

Smith, S. L., Sanders, M. C., Witz, K., Latterman, R., & Peters, M. (2010) *Using local norms to support RtI practices*. Presenting at the National Association of School Psychologists' 2010 Convention. Chicago, IL.

AREA Presentation (2012) Fidelity of Implementation on the Milwaukee Public Schools Comprehensive Literacy, Math, and Science Plan. Vancouver Canada

**Publications**

Smith, S. L., Sanders, Peters, M. A., & Witz, K. A. (2010-In press). Applying a response to intervention framework for non-categorical special education identification. *Communiqué*.



June 25, 2015

Darien Driver, District Administrator  
Milwaukee Sch Dist  
PO Box 2181  
Milwaukee WI 53201-2181

Dear Ms. Driver:

This letter confirms receipt of form PI-1161 (indirect cost rate adjustments-schools) and establishes your 2015-2016 indirect cost rates as noted below:

	7/1/15 to 6/30/16
Restricted Indirect Cost Rate	5.75
Unrestricted Indirect Cost Rate	15.86

Unless expressly prohibited by law, the above indirect cost rates can be applied against the total direct cost base of federal grants exclusive of capital object and major sub-contracts. Funds received by the grantee and subsequently passed through to another agency, which actually performs the program for which the funds are provided, cannot be included in the direct cost base when computing the amount of the indirect cost reimbursement.

Use the restricted indirect cost rate on grants that prohibit supplanting. Elementary and secondary educational grants commonly have non-supplanting legislation.

If you have any questions, please call me at (608) 267-7882.

Sincerely,

(b)(6)

Gene Fornecker, CPA  
School Finance Auditor

GF/ds

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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To add more Budget Narrative attachments, please use the attachment buttons below.

## Milwaukee Public Schools Indian Education Demonstration Grants Program

### Budget Narrative

The budget included in this application is reasonable and cost-effective to achieve the objectives stated for the Milwaukee Public Schools Indian Education Demonstration Grants Program project. The budget narrative of \$1,911,142 for federal funds requested for the 48 month budget period is detailed below.

#### Total Project Budget

Budget Categories	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Year 4 (2019-20)	Total
1. Personnel	\$191,774	\$207,307	\$220,207	\$211,629	\$830,917
2. Fringe Benefits	\$89,367	\$96,605	\$102,616	\$98,619	\$387,207
3. Travel	\$51,950	\$51,950	\$33,500	\$33,500	\$170,900
4. Equipment	\$29,600	\$0	\$15,600	\$0	\$45,200
5. Supplies	\$95,370	\$98,695	\$25,920	\$16,020	\$236,005
6. Contractual	\$51,125	\$36,250	\$37,500	\$20,000	\$144,875
7. Construction	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs ( Lines 1-8)	\$509,186	\$490,807	\$435,343	\$379,768	\$1,815,104
10. Indirect Costs (5.75%)	\$26,338	\$26,137	\$22,876	\$20,687	\$96,038
11. Training Stipends	\$0	\$0	\$0	\$0	\$0
12. Total Costs	\$535,524	\$516,944	\$458,219	\$400,455	\$1,911,142

**Detailed Budget Narrative for October 1, 2016 – September 30, 2020**

1. Personnel

**FNS College Access Teacher** - A 1.0 FTE will be hired to work with 108 participating schools where First Nations students attend in MPS. The teacher will act as a liaison to the Coordinator of FNS. The teacher will be responsible for recruiting, placing, teaching and guiding students through the College Access program. The teacher will also be responsible for overseeing the day to day workshops and keeping students engaged with the Upward Bound Program at Marquette University, AISES, College Horizons and AIGC. Base salary for year 1 is \$66,600. Years 2, 3 and 4 account for an estimated 2% increase in salary.

Year 1	Year 2	Year 3	Year 4	Total
\$66,600	\$67,932	\$69,291	\$70,676	\$274,499

**Paraprofessional assistants** - 2.0 FTEs will be hired to assist the FNS College Access Teacher in recruiting, paperwork, classroom activities, tutoring, and meeting the students in the 108 schools. They will also be responsible for working 1:1 with students that need additional assistance at the workshops and they will act as chaperones. Base salary for year 1 is \$26,100 per FTE. Years 2, 3 and 4 account for an estimated 2% increase in salary.

Year 1	Year 2	Year 3	Year 4	Total
\$50,600	\$51,612	\$52,644	\$53,697	\$208,553

### **Weekend/Summer Teacher Hours**

The rate for teachers working on weekends or during the summer is their hourly rate of pay (average is \$45 per hour).

*Writing Scoring Saturday Sessions:* Teachers will learn how to understand and work with AP exam rubrics. Teachers will learn how to score AP exams and apply rubrics to their students' writing. In year 1, 10 teachers will participate from 7 of the sites and 5 teachers will participate from WCLL. The 75 participating teachers will be paid at their contractual hourly rate for the Saturday workshop for 4 hours each. The average pay rate used for budgeting is \$45/hour. In year 2 and 3, 8 teachers will participate from 7 of the sites and 4 teachers will participate from WCLL. Pay increases in years 2 and 3 are estimated at 2.0%.

<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Total</b>
\$13,500	\$10,800	\$11,016	\$0	\$35,316

*AP Summer Camp Courses:* The plan is to provide 16 courses in year 1; 24 courses in year 2 and 29 courses in year 3 for First Nations students. The courses will be 5 days for 4 hours for a total of 20 hours. Teachers will be paid at the negotiated hourly rate with a 2% estimated increases for years 2 and 3.

<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Total</b>
\$14,400	\$21,600	\$26,100	\$26,100	\$88,200

### **Substitute Teachers**

The daily substitute teacher rate \$200.

*College Board AP Fall Workshops* will be attended by new and experienced teachers and the site coordinator. Substitute teachers will be provided to release participating teachers for the day to attend the workshop.

Year 1	Year 2	Year 3	Year 4	Total
\$8,800	\$8,800	\$8,800	\$8,800	<b>\$35,200</b>

Substitute Teachers will be provided to enable teachers to participate in *AP Teacher Networking Meetings*. There will be 4 full-day networking meetings each year. 22 teachers will participate.

Year 1	Year 2	Year 3	Year 4	Total
\$17,600	\$17,600	\$17,600	\$17,600	<b>\$70,400</b>

**AP Tutorial Teachers** will be compensated to tutor students in need of additional support before or after school or on Saturdays to prepare them for AP exam success. Teachers will be compensated at the negotiated contractual rate. Budgeted is a rate of \$25/hour for before or after school tutoring and \$45/hour for Saturdays. The teachers will meet the needs of the students in planning when and how many sessions will occur. Budgeted is \$800 per teacher for 35 teachers in year one; \$900 per teacher for 50 teachers in year two and \$1,000/teacher for 60 teachers in year three.

Year 1	Year 2	Year 3	Year 4	Total
\$20,274	28,963	\$34,756	\$34,756	<b>\$118,748</b>

2. Fringe Benefits

**Fringe Benefit Rate (46.6%)** - includes FICA, WC as well as Federal Unemployment, Health, Dental and Vision Insurance and Retirement. The fringe benefit rate is calculated in accordance with the agency’s standard fringe benefit rate and necessary to implement the services necessary to achieve all project objectives each budget period.

Year 1	Year 2	Year 3	Year 4	Total
\$89,367	\$96,605	\$102,616	\$98,619	<b>\$387,207</b>

3. Travel

**AP Annual Conference** conducted by the College Board will be attended by AP teachers, AP site coordinators and curriculum specialists. In years 1 and 2, budgeted is for 2 teachers from each site and 1 curriculum specialist (17 participants). Budgeted is \$1,800 each for registration, food and lodging for 4 days, airfare and ground transportation. In years 3 and 4, 7 teachers and 1 curriculum specialist will attend.

Year 1	Year 2	Year 3	Year 4	Total
\$30,600	\$30,600	\$14,400	\$14,400	<b>\$90,000</b>

**College Board AP Summer Institute** for one week each year will be attended by selected AP teachers. Budget includes course registration and books, travel and room and board for 7 participants at \$1,800 per participant each year.

Year 1	Year 2	Year 3	Year 4	Total
\$12,600	\$12,600	\$12,600	\$12,600	<b>\$50,400</b>

**College Board AP Fall Workshops** will be attended by new and experienced teachers and the three site coordinators. Budgeted is \$200 per participant for registration for up to 20 participants each year.

Year 1	Year 2	Year 3	Year 4	Total
\$4,000	\$4,000	\$4,000	\$4,000	<b>\$16,000</b>

**USDOE API Project Directors Annual Meeting** in Washington D.C. will be attended by the Project Director. Budgeted is \$2,000 for airfare, hotel accommodations, local transportation and meals. Also included is \$500 for USDOE materials each year.

Year 1	Year 2	Year 3	Year 4	Total
\$2,500	\$2,500	\$2,500	\$2,500	<b>\$10,000</b>

**Bus Tickets** for students and parents will be purchased to enable attendance at the Department of Public Instruction Wisconsin Educational Opportunity Programs (WEOP) College Planning sessions at Marquette University and three parent meetings each year for each of the seven schools. The meetings for families living in poverty will help parents understand AP courses, their value and how to actively support their children in the courses. Bus tickets will also be purchased for students to attend AP Summer Camps. City bus tickets for the students and parents will ensure transportation is available and therefore increase participation. A one way ticket costs \$2.25 per rider for up to 500 tickets annually. Bus tickets do not expire. Tickets for years 1 and 2 will be purchased in year 1 and tickets for year 3 will be purchased in year 2. Budgets for each event that will use bus tickets are detailed below.

Year 1	Year 2	Year 3	Year 4	Total
\$2,500	\$2,500	\$0	\$0	<b>\$5,000</b>

4. Equipment

**Laptop computers** with software will be purchased in year 1 for the AP site coordinator and the AP coordination expert to support AP program implementation. Those cost will be \$1,300 per computer with software included. Upgraded computers and software will be purchased in year 3.

Year 1	Year 2	Year 3	Year 4	Total
\$2,600	\$0	\$2,600	\$0	<b>\$5,200</b>

**A classroom laptop set with software** will be purchased for implementation of AP tutoring. The computers are quoted at \$1,300 per laptop with software for a classroom set of 20 and a storage cart with table at a cost of \$1,000. Year 3 includes replacement of 10 laptops and software upgrades.

Year 1	Year 2	Year 3	Year 4	Total
\$27,000	\$0	\$13,000	\$0	<b>\$40,000</b>

5. Supplies

**AP online course supplementary materials** are budgeted at \$120 per participant in year 2 for 25 participants and \$220 per participant in year 3 for 45 participants.

Year 1	Year 2	Year 3	Year 4	Total
\$0	\$3,000	\$9,000	\$0	<b>\$12,000</b>

**Materials and supplies** to support the AP courses at the 8 sites including science lab materials and parent and student incentives. Supplies for years one and two will be bought in year one at an estimated \$5,000 per site, and supplies for year three will be bought in year two.

Year 1	Year 2	Year 3	Year 4	Total
\$80,000	\$80,000	\$0	\$0	<b>\$160,000</b>

**Course Supplies** provided for participating students is budgeted for 400 students each year budgeted at \$10 per student. This also includes portfolios to support Expanding the Circle curriculum at \$12 per portfolio for 100 total per year.

Year 1	Year 2	Year 3	Year 4	Total
\$5,200	\$5,200	\$5,200	\$5,200	<b>\$20,800</b>

**Office, program supplies and duplicating costs** will be purchased to support project implementation. Budgeted each year is \$1,000 for supplies for implementation at each site and professional development facilitated by the project director.

Year 1	Year 2	Year 3	Year 4	Total
\$8,000	\$8,000	\$8,000	\$8,000	<b>\$32,000</b>

**Meeting accommodations** such as healthy snacks during parent meetings are budgeted at \$55 each for 3 meetings at each of the 8 sites. Healthy snacks will be provided during AP summer camps and are budgeted for \$5 per course per day for 5 days and 34 courses for year one; 47 courses in year 2 and 60 courses in year 3 and 4.

Year 1	Year 2	Year 3	Year 4	Total
\$2,170	\$2,495	\$2,820	\$2,820	<b>\$10,305</b>

6. Contractual

**The University of Wisconsin Milwaukee** will provide The National Writing Project training of trainers. Budgeted is the tuition for the 1-credit course that will train teachers to train other teachers on how to develop student capacity to write effectively. This skill will help students in responding to on-demand prompts in all areas of the curriculum and on all AP exams. Budgeted

is for 25 participants per year at \$605 per participant year 1; \$650 per participant year 2; and, \$700 per participant in year 3 for the 1-credit National Writing Project course tuition.

Year 1	Year 2	Year 3	Year 4	Total
\$15,125	\$16,250	\$17,500	\$0	<b>\$48,875</b>

**A training seminar** will be provided in year one for department chairs and teachers of core curriculum. The 3 AP site coordinators, 150 teachers, 6 curriculum specialists and the Director of Teaching and Learning will all attend the seminar. The seminar will include a keynote presentation on Success for All Students. The presenter will be identified through an RFP process at a cost not to exceed \$2,000 per year.

Year 1	Year 2	Year 3	Year 4	Total
\$2,000	\$2,000	\$2,000	\$2,000	<b>\$8,000</b>

**External Evaluation Contract** - Higher Education will provide an external evaluation of the processes and outcomes of the project. The identified evaluator will be vetted by MPS’s Division of Research and Evaluation to provide research and program evaluation services. This process ensures that only highly qualified individuals, with specific specialties in educational research and evaluation, can be utilized by MPS for research and evaluation projects. This aligns with the purchased services bidding policies for the district. The evaluator will also develop evaluation tools, conduct a comprehensive formative and summative data analysis and document project activities in an end of year report. Budgeted each year is \$14,000.

Year 1	Year 2	Year 3	Year 4	Total
\$14,000	\$14,000	\$14,000	\$14,000	<b>\$56,000</b>

**A local expert in AP Coordination** will be identified through an RFP process and will be hired to support new AP Coordinators at five of the schools and to train existing AP Coordinators at the other three schools on AP expansion. The AP expert will work with schools in year one only. Budgeted is 16 hours per week for 40 weeks of technical on-site support at \$25 per hour.

Year 1	Year 2	Year 3	Year 4	Total
\$16,000	\$0	\$0	\$0	<b>\$16,000</b>

**Assessment and Accountability Consultant** - Budgeted is \$4,000 per year for consultants in the MPS Division of Research and Evaluation to work with the external evaluator and project staff for the extraction of data to support the formative and summative evaluation process. The consultant will provide student and school based data as needed to facilitate project monitoring and success.

Year 1	Year 2	Year 3	Year 4	Total
\$4,000	\$4,000	\$4,000	\$4,000	<b>\$16,000</b>

10. Indirect Costs – 5.75%

Year 1	Year 2	Year 3	Year 4	Total
\$26,338	\$26,137	\$22,876	\$20,687	<b>\$96,038</b>

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 08/31/2017

**1. Project Director:**

Prefix: Ms.	First Name: Richanda	Middle Name: E.	Last Name: Kaquatosh	Suffix:
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Address:

Street1:	5225 W. Vliet Street
Street2:	
City:	Milwaukee
County:	
State:	WI: Wisconsin
Zip Code:	53208
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
414-902-7313	414-902-7317

Email Address:

kaquatre@milwaukee.k12.wi.us
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**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:  1  2  3  4  5  6

No Provide Assurance #, if available:

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c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 06/30/2017

Name of Institution/Organization

Milwaukee Public Schools

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	191,774.00	207,307.00	220,207.00	211,629.00		830,917.00
2. Fringe Benefits	89,367.00	96,605.00	102,616.00	98,619.00		387,207.00
3. Travel	51,950.00	51,950.00	33,500.00	33,500.00		170,900.00
4. Equipment	29,600.00	0.00	15,600.00	0.00		45,200.00
5. Supplies	95,370.00	98,695.00	25,920.00	16,020.00		236,005.00
6. Contractual	51,125.00	36,250.00	37,500.00	20,000.00		144,875.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	0.00	0.00	0.00	0.00		0.00
9. Total Direct Costs (lines 1-8)	509,186.00	490,807.00	435,343.00	379,768.00		1,815,104.00
10. Indirect Costs*	26,338.00	26,137.00	22,876.00	20,687.00		96,038.00
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	535,524.00	516,944.00	458,219.00	400,455.00		1,911,142.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2015 To: 06/30/2016 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): Wisconsin Department of Public Instruction

The Indirect Cost Rate is 5.75%.

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

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
 Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

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

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

PR/Award # S299A160028

Name of Institution/Organization Milwaukee Public Schools	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

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