

**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 # S299A160076**

**Grants.gov Tracking#: GRANT12175673**

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:<br><input type="checkbox"/> Preapplication<br><input checked="" type="checkbox"/> Application<br><input type="checkbox"/> Changed/Corrected Application | * 2. Type of Application:<br><input checked="" type="checkbox"/> New<br><input type="checkbox"/> Continuation<br><input type="checkbox"/> Revision | * If Revision, select appropriate letter(s):<br><input type="text"/><br>* Other (Specify):<br><input type="text"/> |
|--|--|--|

|  |  |
|--|--|
| * 3. Date Received:<br><input type="text" value="05/31/2016"/> | 4. Applicant Identifier:<br><input type="text"/> |
|--|--|

|  |   |
|--|---|
| 5a. Federal Entity Identifier:<br><input type="text"/> | 5b. Federal Award Identifier:<br><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="College of the Menominee Nation"/>                  |  |
| * b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="391773613"/> | * c. Organizational DUNS: <input type="text" value="9658016080000"/> |

**d. Address:**

|  |
|--|
| * Street1: <input type="text" value="P.O. Box 1179"/>        |
| Street2: <input type="text"/>                                |
| * City: <input type="text" value="Keshena"/>                 |
| County/Parish: <input type="text" value="Menominee"/>        |
| * 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="54135-1179"/> |

**e. Organizational Unit:**

|                                       |                                     |
|---------------------------------------|-------------------------------------|
| Department Name: <input type="text"/> | Division Name: <input type="text"/> |
|---------------------------------------|-------------------------------------|

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

|  |  |
|--|--|
| Prefix: <input type="text"/>                       | * First Name: <input type="text" value="Christopher"/> |
| Middle Name: <input type="text"/>                  |  |
| * Last Name: <input type="text" value="Caldwell"/> |  |
| Suffix: <input type="text"/>                       |  |

|   |
|---|
| Title: <input type="text" value="Director of Sustainable Development Institute"/> |
|---|

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

|   |   |
|---|---|
| * Telephone Number: <input type="text" value="715.799.6226 Ext. 3145"/> | Fax Number: <input type="text" value="715.526.5845"/> |
|---|---|

|   |
|---|
| * Email: <input type="text" value="ccaldwell@menominee.edu"/> |
|---|

**Application for Federal Assistance SF-424**

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

U: Tribally Controlled Colleges and Universities (TCCUs)

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:**

Preparing Native Youth for the Future through the Sustainability Leadership Cohort (SLC)

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="962,433.00"/> |
| * 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="962,433.00"/> |

**\* 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.

|   |  |
|---|--|
| <b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b><br><br><input type="text" value="Neva Vogt"/>  | <b>TITLE</b><br><br><input type="text" value="President"/>           |
| <b>APPLICANT ORGANIZATION</b><br><br><input type="text" value="College of the Menominee Nation"/> | <b>DATE SUBMITTED</b><br><br><input type="text" value="05/31/2016"/> |

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><br><input type="checkbox"/> a. contract<br><input checked="" type="checkbox"/> b. grant<br><input type="checkbox"/> c. cooperative agreement<br><input type="checkbox"/> d. loan<br><input type="checkbox"/> e. loan guarantee<br><input type="checkbox"/> f. loan insurance   | <b>2. * Status of Federal Action:</b><br><input type="checkbox"/> a. bid/offer/application<br><input checked="" type="checkbox"/> b. initial award<br><input type="checkbox"/> c. post-award | <b>3. * Report Type:</b><br><input checked="" type="checkbox"/> a. initial filing<br><input type="checkbox"/> b. material change |
| <b>4. Name and Address of Reporting Entity:</b><br><input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee<br>* Name: College of Menominee Nation<br>* Street 1: P.O. Box 1179    Street 2: _____<br>* City: Keshena    State: WI: Wisconsin    Zip: 54135-1179<br>Congressional District, if known: WI-008  |  |  |
| <b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>  |  |  |
| <b>6. * Federal Department/Agency:</b><br>Department of Education  | <b>7. * Federal Program Name/Description:</b><br>Indian Education -- Special Programs for Indian Children<br>CFDA Number, if applicable: 84.299  |  |
| <b>8. Federal Action Number, if known:</b><br>_____  | <b>9. Award Amount, if known:</b><br>\$ _____  |  |
| <b>10. a. Name and Address of Lobbying Registrant:</b><br>Prefix _____ * First Name N/A    Middle Name _____<br>* Last Name N/A    Suffix _____<br>* Street 1 _____    Street 2 _____<br>* City _____    State _____    Zip _____  |  |  |
| <b>b. Individual Performing Services</b> (including address if different from No. 10a)<br>Prefix _____ * First Name N/A    Middle Name _____<br>* Last Name N/A    Suffix _____<br>* Street 1 _____    Street 2 _____<br>* City _____    State _____    Zip _____  |  |  |
| <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.<br><b>* Signature:</b> Neva Vogt<br><b>* Name:</b> Prefix _____ * First Name Verna    Middle Name _____<br>* Last Name Fowler    Suffix PhD<br><b>Title:</b> President <b>Telephone No.:</b> 715.799.6226 Ext. 3040 <b>Date:</b> 05/31/2016 |  |  |
| <b>Federal Use Only:</b>   |  | Authorized for Local Reproduction<br>Standard Form - LLL (Rev. 7-97)   |

PR/Award # S299A160076

## 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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

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

CMN - Section 427 of GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

## **Section 427 of GEPA**

College of Menominee Nation's project is focused on providing opportunities to develop career and college preparedness through our enhanced Sustainability Leadership Cohort (SLC), which serves high populations of underrepresented, underserved and minority students. College of Menominee Nation ensures equal access to and participation of students and community members with special needs.

This enhanced SLC program supports youth with a team of STEM mentors plus culture and language mentors. In addition, youth-participants engage in a modified version of leadership training for wildland fire fighters, and they are provided with an academic-support component that includes ACT preparations. All combined, the enhanced SLC program constitutes a year-long multifaceted program, that will be implemented in all four project years, that supports Menominee youth-participants holistically to build college and career skills and abilities, and to support their development into the next generation of Menominee leaders.

CMN has affirmed its commitment to comply with all applicable federal, state and tribal civil rights laws, regulations and ordinances. In keeping with its commitments, the college ensures that all decisions relating to employment, conditions of employment, programs, activities, services and the use of facilities are rendered without regard to race, color, creed, religion, sex, marital status, veteran status, national origin, ancestry, citizenship or non-disqualifying mental or physical disability, unless stated by the Menominee Indian Tribal Preference Ordinance. All staff will be hired under the College's hiring policies and procedures. However, emphasis is placed on seeking individuals who have backgrounds not only in instruction of higher education but also in American Indian culture/traditional ecological knowledge.

## 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.

#### \* APPLICANT'S ORGANIZATION

College of the Menominee Nation

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

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\* SIGNATURE:

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## 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.]

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## **Project Abstract**

A partnership led by the Sustainable Development Institute of the College of Menominee Nation will support high school youth in the region of the Menominee Nation in Wisconsin to develop college and career readiness and leadership skills through engagement in an expanded and enhanced *Sustainability Leadership Cohort (SLC)* program. Project partners collaborating with the Sustainable Development Institute (SDI) include Menominee Indian School District, Menominee Tribal School, Mawaw Ceseniyah (a community-based Menominee culture and language organization), the Department of Continuing Education at the College of Menominee Nation, and the Bureau of Indian Affairs' Midwest Region Fire Prevention program. Menominee youth, like other native students, are disproportionately bypassing college and are underrepresented in science, technology, engineering, and mathematics (STEM) fields. Further, the National Academy of Sciences reports a looming crisis associated with fewer students seeking to pursue STEM careers, and American Indian students could be an important part of the solution to this crisis. Instead, the current underrepresentation of Menominee youth in college and associated careers is contributing to the economic disparities that exist for Menominee students and their families, while also being a tremendous loss for their communities, our nation, and the world. We are living in a time when we need the best and brightest students from *all* cultural perspectives to tackle pressing worldwide environmental challenges. Menominee youth come from a People with a unique perspective on human/nature relationships — this perspective may prove essential for developing solutions needed for global climate change, over-dependence on fossil fuels, and depletion of biodiversity. But they need support for navigating the mainstream STEM/academics and cultural/community values divides. The enhanced SLC program utilizes Menominee youths' ecological background as a bridge to STEM academics,

while also recognizing that the youth need support to connect their culture and language to STEM+CL (Culture & Language) learning. This expanded SLC program supports youth with a team of STEM mentors plus culture and language mentors. In addition, youth-participants engage in a modified version of leadership training for wildland fire fighters, and they are provided with an academic-support component that includes ACT preparations. All combined, the enhanced SLC program constitutes a year-long multifaceted program that supports Menominee and other Native youth-participants holistically to build college and career skills and abilities, and to support their development into the next generation of tribal leaders, managers and scientists.

## Project Narrative File(s)

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**“Hands on. Minds On.”**



**SUSTAINABILITY LEADERSHIP COHORT  
2016**

The Sustainability Leadership Cohort Program (SLC) is led by the College of Menominee Nation's Sustainable Development Institute (SDI) in collaboration with its POSOH partners. This Program is designed to support young people in our area to build leadership skills, promote higher education, and ultimately, to foster the next generation of community leaders.



*“Preparing Native Youth for the Future through the Sustainability Leadership Cohort (SLC)”*

Application for Funding under 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**

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## **Project Need**

*For the Menominee, in a traditional sense as young people it was our job to learn and not necessarily to know.* (Ron Corn, Jr., Menominee Culture and Language keeper, 2015).

In Menominee life and culture, being learned has less to do with scores on tests of disembodied facts, and is more about the continuing journey to better understand the world around us and one's connections to it. Subtle cultural differences such as this affect why the success rate is disproportionately low when Menominee children step into classrooms where learning goals are designed for students to acquire and then display knowledge on tests. For example, we know from recent studies and our own experiences that Menominee children and youth, on the whole, hold views of human and non-human agency and nature-culture relations that typically differ enough from mainstream views as to pose barriers in science education (Bang & Marin, 2015; Medin & Bang, 2014; Medin & Bang, 2013).

These disparities are then reflected in both Menominee students' typically low interest in academic pursuits and their ACT participation/test scores. The result is that Menominee students, like other Native students, are disproportionately bypassing college, and are underrepresented in science, technology, engineering, and mathematics-related fields (Ross, Kena, Rathbun, et al., 2012). The National Academy of Sciences reports a looming crisis associated with fewer students seeking to pursue science, technology, engineering, and mathematics (STEM) careers (2007, 2011), and American Indian students could be an important part of the solution to this crisis. Instead, the current underrepresentation of Menominee youth in college and associated careers is perpetuating the economic disparities that exist for Menominee students and their families, while also being a tremendous loss for their communities, our nation, and the world.

Despite a record of poor results on traditional tests, our project team rejects the idea that Menominee and other Native students cannot master the content needed to perform well on such exams. Instead, the team believes that Native students will be motivated to seek out such knowledge as they become increasingly secure in their identity as members of tribal communities and more broadly aware of how indigenous science and other academic knowledge can contribute to their own well-being and that of their tribe. This project is about helping all Menominee children and other Native students in our geographical area continue on this journey.

We propose to create a year-long multi-faceted program that supports Menominee and other Native youth-participants holistically to build college and career skills and abilities and support their development into the next generation of leaders, managers, and scientists. With this proposal, we are confident that we can make great strides for Native youth and their communities by organizing a network of STEM, culture, language, and academic mentors who will— together—build a program in which *learning* is not only the job, it is a highly regarded job, and in a framework that can be shared with other tribal communities locally and nationally.

### *Informed by Evidence*

Menominee County/Reservation is ranked as one of the poorest counties in the State of Wisconsin. The percent of individuals living in poverty in 2013 was 34.1%. Due to the Menominee Termination Act in 1954, the more recent of many federal assimilationist policies, the community suffered devastation to their self-identity through loss of language and culture, loss of additional land, and loss of their sense of social, economic and spiritual wellbeing. The 1973 Restoration Act allowed the Menominee Indian Tribe to restore their recognition as a federally recognized tribe. For decades, the Menominee Nation has struggled to rebuild its declining economic base resulting from the Menominee Termination Act.

Today the Menominee are striving to make economic progress and consistently work towards self-sufficiency. They continue to find ways to rebuild their economy and to educate their citizens. College of Menominee Nation—in its diversity of programming and its commitment to excellence in education and community outreach—shines as a source of hope and opportunity for those in need.

The majority of American Indian children experience inferior elementary and secondary education due to limited academic resources in remote rural locations on reservations. As a result of these limited educational opportunities, those who graduate from high school and enroll in colleges and universities graduate at rates that continue to lag far behind the national norms.

Pavel (1999) stated that there are several factors that negatively influence the transition from high school to college for American Indian/Alaska Native students: college admission test scores, core curriculum, course completion and the proportion of students meeting certain college admission criteria (i.e., college preparation curriculum). The Scholastic Aptitude Test (SAT) and the American College Test (ACT) are the more predominant college admissions test administered to college-bound students. American Indian/Alaska Native students still lag behind the nation in both tests. American Indian/Alaska Native students ranking below the national average in the completion of the core curriculum for high school graduation is coupled with the fact they lack opportunities to enroll in college preparatory programs at their high schools. In 2016, these factors continue to affect Menominee students in the state of Wisconsin.

### *Needs Assessment*

The College of Menominee Nation (CMN) collaborated with Menominee Indian School District (MISD) and Menominee Tribal School (MTS) to conduct an effective needs analysis of the greatest barriers both in and out of school to the readiness of Menominee students for college

and careers; opportunities in the Menominee community to support Menominee students; and existing local policies, programs/practices, service providers; and funding sources. MISD provided the CMN with the complete data set for their 2014 Safe Schools-Healthy Student Needs Assessment and Environmental Scan of the Menominee Indian Community. Likewise, MTS provided CMN their complete School Improvement Plan 2015-2018 that was conducted in 2015.

Both of these assessments included stakeholders from each school's administration, faculty, support staff and board members as well as parent/guardians and community members. The third assessment of elementary school teachers in Northeastern Wisconsin was conducted by JoAnn Miller of CESA 8 that intended to evaluate teachers' matter and energy knowledge as it relates to Next Generation Science Standards (NGSS) in August and September of 2015. Each of these three assessments revealed multiple barriers acting to limit Menominee students' college and career readiness. The three main needs that were identified as not being met and which will be addressed by the project proposed here are:

#### *Top 3 Barriers for College and Career Readiness*

1. Need to engage youth in leadership and decision-making;
2. Need to increase parent and student awareness of the importance of taking the ACT; and
3. Need to collaborate with elementary school teachers to increase their confidence and effectiveness of teaching science to include planning instruction so students from diverse cultural backgrounds find the science content relevant to their experience.

In addition to these three assessments, CMN systematically collected from various secondary sources, including Menominee Indian School District and Menominee Tribal School Student/Parent Handbooks; Wisconsin Information System for Education Data Dashboard (WISEdash); U.S. Bureau of Indian Education (BIE) Division of Performance and Accountability; and

national research, reports, and articles from various educational organizations such as Education Week and Achieve (an independent, nonpartisan, nonprofit education reform organization).

Basic demographic data for Menominee County/Menominee Reservation was obtained from the *County Health Rankings & Roadmaps*, Wisconsin’s WORKnet, and the U.S. Census.

The *County Health Rankings & Roadmaps*, a Robert Wood Johnson Foundation program, 2016 report for Menominee County states the total population is 4,522 of which 32.8% (1,483) are below the age of 18. The American Indian/Alaskan Native group accounts for 82.2% of the county’s population, followed by 12.1% being Non-Hispanic white, 5.3% Hispanic, 2.1% Asian, and 0.8% Non-Hispanic African American. Health Outcomes and Health Factors are the two major rankings and Menominee County is ranked 72 out of 72 counties in Wisconsin – the lowest ranking of any county in the state. The following figure illustrates several social and economic factors that are barriers for residents of Menominee County (MC) as well as how the county ranks compared to the top U.S. performers (U.S.) and Wisconsin (WI).

|  | <b>MC</b> | <b>WI</b> | <b>U.S.</b> |
|--|-----------|-----------|-------------|
| Some College   | 55%       | 67%       | 72%         |
| Unemployment   | 13.1%     | 5.5%      | 3.5%        |
| Children in Poverty  | 44%       | 18%       | 13%         |
| Income Inequality  | 5.1%      | 4.3%      | 3.7%        |
| Children in Single-Parent Households                       | 62%       | 31%       | 21%         |
| Median Household Income                                    | \$36,800  | \$52,600  | \$61,700    |
| Percentage of Population Living Below Federal Poverty Line | 29%       | N/A       | 13%         |

Figure 1: Menominee County Social and Economic Factors

According to the Wisconsin Department of Public Instruction (WI DPI) School District Performance Report (SDPR) 2014-15 for Menominee Indian School District (MISD), 31.6% of eligible students took the ACT and achieved a composite score of 18, which is 4.2 points below the overall state composite score of 22.2. The 31.6% of eligible students taking the ACT test is extremely low, with a rate of 31.6% versus the state's rate of 63.6%. The following figure illustrates the percent of students in 2014-2015 who took the ACT with scores indicating if they met or did not meet college readiness benchmarks in the respective subjects as well as the percentage of all students who took the ACT base test within Wisconsin compared to MISD.

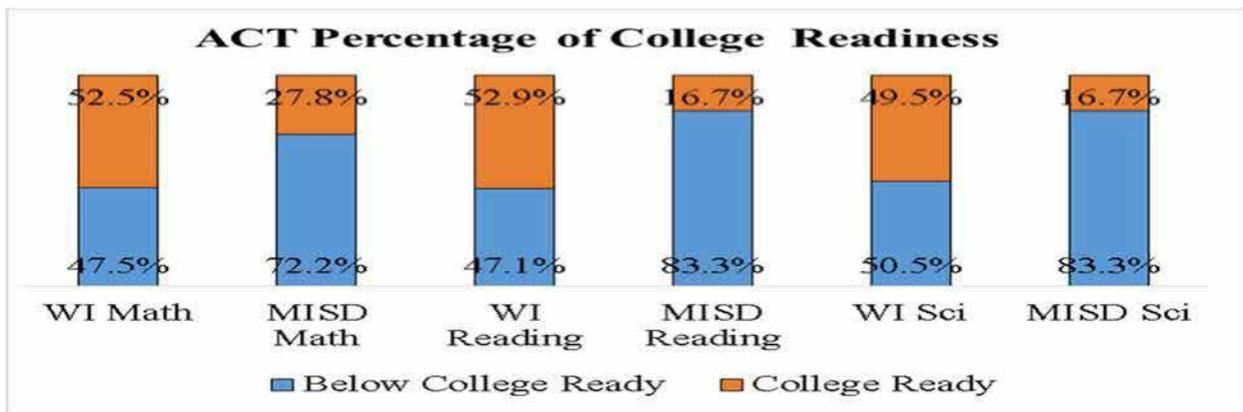


Figure 2: MISD versus WI Percentage of Students College Readiness as Defined by ACT Scores

Clearly, MISD students are not college ready as indicated by these results. Furthermore, according to Achieve.org Wisconsin's High School and Technical High School Diplomas' are below college/career readiness expectations. It might seem that these numbers create a dismal outlook not only Menominee students but all of Wisconsin high school students. But closer examination indicates one key point that only 31.6% of Menominee high school students actually took the ACT. The question then is, do Menominee students or their parents understand the importance of taking the ACT?

According to the Safe Schools-Healthy Student Needs Assessment and Environmental Scan of the Menominee Indian Community the last known count of students and/or parents that participated in MISD's ACT Breakfasts was in September 2011 with nine students and six parents attending. Furthermore, the College Night event held for seniors and parents to provide information about available college resources had one parent participate in 2010-11 school year and 10 parents in 2011-12; there are no other known counts for this event. Consequently, the low ACT scores and participation as well as students/parents knowledge levels of available college resources could be due to students and their parents not participating in school activities to increase their knowledge and understanding of these resources as well as the important of the ACT exam.

The School District Performance Report for MISD also revealed the overall truancy rate is 48.5%, which is 39% higher than the state truancy rate of 9.5%. Even with these extremely high truancy rates, the dropout rate for fall enrollment of grades 7<sup>th</sup> – 12<sup>th</sup> was only 0.27%. Though MISD has a strong truancy intervention program, truancy has long-term effects on our students. "The High Cost of Truancy" reported that there are disproportionate effects of truancy on low-income students and students of color. The report further suggests that if students from high-poverty communities were to attend school on a daily basis with no changes to the educational system, there would be an increased rate of academic achievement, completion of high school, higher education attainment, and ultimately increased economic productivity. Therefore, if Menominee students are present every day for class, their college and career readiness should improve. However, this report does not take into account the effectiveness of the teachers instructing the students on a daily basis.

As evidenced by the previous ACT Science college/career readiness for MISD students, Menominee students are in need of increased science knowledge. However, they are not the only ones in need of increased knowledge, as evidenced by data from CESA 8's Elementary Science Survey in early fall 2015. When asked about science courses taken in preparation for their teaching certification, 86% had taken only introductory courses in sciences, 4% had taken science courses beyond the general/introductory levels, and only 10% had taken science education methods courses. Only 4% had a major in science or engineering. With such a high percentage of teachers only having a general science education, one might think that actual instruction of science in the classroom may not be the highest priority. However, when asked how much time was allotted for science instruction per week in the master schedule as well as the actual science instruction time per week, the responses proved that science is a priority.

As illustrated in the following figure, 20% of teachers report that there were zero minutes per week in the master schedule that was allotted for science instruction, yet only 4% reported not providing any science instruction. As part of the overall assessment, the needs assessment group asked CMN Teacher Education faculty what the state's average time for science instruction in K-5<sup>th</sup> grades is and were informed that it is approximately 63 minutes per week. Consequently, the survey indicated that only 42% of teachers were devoting as much time to science instruction as required in state guidelines.

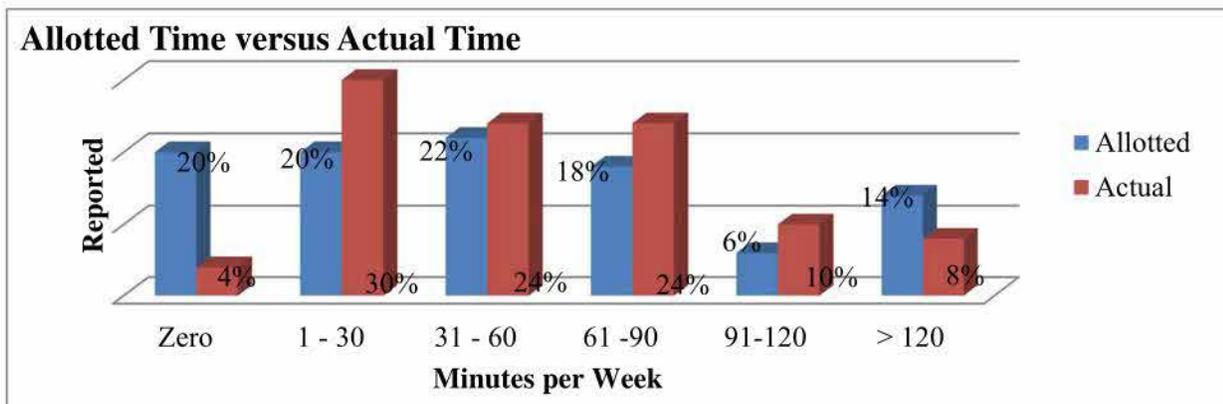


Figure 3: Allotted Time versus Actual Time

Assessment of the teachers’ most recent participation in science content focused professional development, revealed that only 20% had participated in science content professional development in the last three years and 32% had NEVER participated in science content professional development. Therefore, 80% of these teachers have not had science content professional development that could aid them in teaching current and relevant science, such as climate change and the merging of scientific ecological knowledge (SEK) and traditional ecological knowledge (TEK) that are high priority community issues and projects. In addition to lacking organized professional development in such topics, teachers reported only limited opportunities to collaborate with to ensure their science instruction is relevant to the community issues and responsive to the cultural diversity of the students. The following table illustrates the percentage of teachers that plan science instruction informed by the students’ current knowledge as well as incorporating cultural diversity. The scale is planning of science instruction that 1 (Not at all) to 5 (To a great extent).

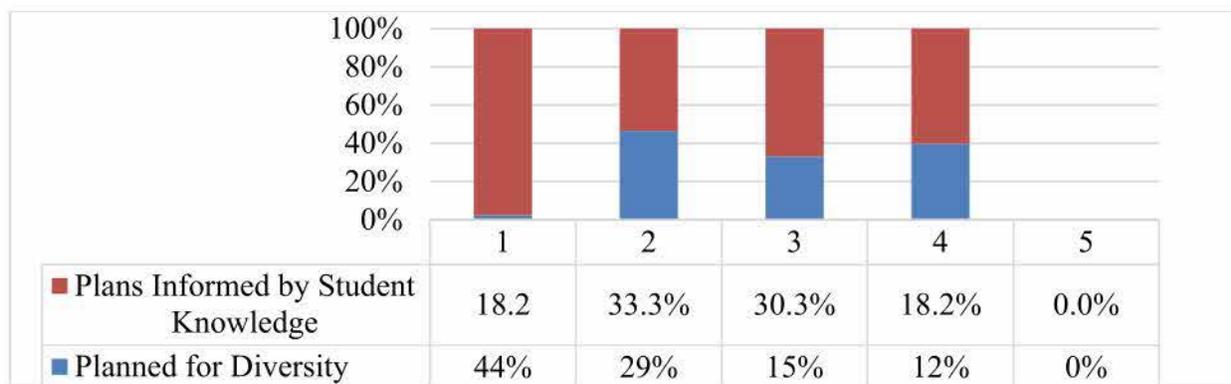


Figure 4: Planned Science Instruction Informed by Students' Knowledge & Cultural Diversity

From the outside looking in, the majority of elementary school teachers’ have only general science knowledge; have not had any recent professional development for science content; do not plan science instruction to meet the cultural diversity of students; and less than half attempt see if their students already have some level(s) of science knowledge.

*Existing local policies, programs, practices, service providers, and funding*

Efforts to address issues with Native Youth and education have been long term and ongoing. The Menominee Indian Tribe of Wisconsin’s (MITW) 2015 Annual Report details many of these youth-oriented initiatives. The specific programs sponsored by MITW include the Youth Development and Outreach (YD&O), whose primary goal is to provide youth and families with safe, healthy events and activities that are AODA free; MITW Johnson O’Malley program acknowledges the specialized and unique educational needs of Indian students attending public schools on or near the Menominee reservation; MITW Historic Preservation office provides a Menominee Youth Culture Camp in the summer months.

Proactive early truancy intervention programs at both Menominee Indian School District and Menominee Tribal School. Menominee Indian School District currently has in place a “Menominee Early College Model: Preparing for the Future” program, which uses innovative curriculum design to prepare students for college preparedness and readiness. This resource is in

place already, and would serve as a valuable resource from which the SLC program and STEM+CL projects could make further connections between high school and elementary level students.

CMN sponsored Youth Empowerment Program (YEP) is a partnership with UW-Extension, Menominee Indian School District (MISD), Menominee Tribal School (MTS), and Woodland Boys and Girls Club that aims to develop a unified community strategy to break the cycle of high-risk behaviors and promote family resilience.

The Tribe's Johnson O'Malley program provides career exploration to expose Menominee middle and high school students to opportunities and expectations of the world of work and careers inside and outside the Menominee community. The Woodland Boys and Girls Club, located in the northern part of the Reservation, also provides Menominee students with career development and exposes them to opportunities beyond high school.

Each of these programs and activities is valuable and provide good opportunities within the community. They will provide valuable resources and materials that we can draw from as we implement the revised SLC program to focus on STEM+CL activities and leadership skills built through a community, team-based approach.

### *The challenge*

We are living in a time when we need the best and brightest students from *all* cultural perspectives to tackle pressing worldwide environmental challenges. Menominee youth, as well as other Native youth, with their unique understanding of nature, may be poised to develop the solutions we need for global climate change, our over-dependence on fossil fuels, or the depletion of biodiversity. However, they need support for navigating the mainstream STEM/academics and cultural/community values divide. This divide is well documented, and

various attempts to remedy the gap have been relatively narrow in scope, inadequately addressing this complex challenge. In contrast, our proposed approach builds on five years of work we have done in collaboration with the University of Wisconsin-Madison in a large, systemic approach to improving science education in our region that has been funded by the USDA.

### **Project Design**

Overall, we propose a 12-month program that integrates our holistic SLC program (with an enriched leadership component) with a targeted College and Career Readiness (CCR) program. Our SLC enriched leadership component will include an explicit leadership training facet that is derived from the Wildland Fire Leadership Development Model and include opportunities for SLC youth to apply their leadership skills by working with elementary students under the mentorship of Menominee culture and language keepers, SDI staff with strong science content knowledge, and pre- and in-service elementary educators.

#### *Local Geographical Area:*

We propose to implement our re-designed Sustainability Leadership Cohort project within the schools of Menominee Indian Tribe of Wisconsin. The Menominee Indian Tribe is fortunate to be located on their ancestral grounds—albeit tragically reduced in size—which affords the opportunity for a well-focused project. Unfortunately, historical events that include the use of boarding schools to nearly eliminate the Menominee culture and language along with the racism and residual effects of colonization, the Menominee reservation is also defined in Wisconsin as its poorest county. We propose this project to serve this geographical area and the Menominee People in and surrounding the reservation.

### *Competitive Preference*

This commitment to service is demonstrated through an attached memorandum of understanding developed between College of Menominee Nation and its Sustainable Development Institute, Menominee Indian School District, Menominee Tribal School (Department of Interior, Bureau of Indian Education funded school), and the community organizers for the grassroots organization known as Mawaw Cēseniyah, as well as a letter of support from the Bureau of Indian Affairs Midwest Regional Fire Prevention Specialist. The entire project is led by College of Menominee Nation’s Sustainable Development Institute, which has over 20 years of experience working within the Menominee community on a variety of sustainability and forestry related research, education and outreach projects.

### *Our Goal*

Our goal is to build on community-wide support networks that have emerged from the Menominee People themselves for Native Youth in the region of the Menominee Nation, and to expand on the Sustainability Leadership Cohort (SLC) model to increase knowledge of sustainability concepts, build leadership skills, and strengthens appreciation for college and career readiness through culturally responsive community service.

The goal of our existing SLC Program is to kindle interest in and broaden understanding of sustainability through science- technology- engineering- and mathematics-related experiences. The Program is committed to reflecting Menominee cultural values and encouraging holistic thinking. Our current SLC program provides students with experiences and opportunities to explore the impact that positive change agents can have for future generations of the Menominee People and for our planet. By providing hands-on, non-lecture style learning opportunities, the SLC Program allows students to discover, question, and explore science, technology,

engineering, and mathematics fields, while reconciling cultural acumen in an unconventional manner that promotes critical thinking and leadership skills. Youth who join a cohort in this program engages in a wide variety of activities, including research projects and project-based learning—all underpinned by a commitment to community service. Each year’s cohort works in small teams with digital media that culminates in student-produced videos that can be shared with their community.

We propose to build on this existing SLC Program by expanding the leadership component of youth participants’ experiences, increasing the scope of the Program to include support during the academic year, and creating a new team component in which youth participants will be assigned to STEM+CL teams comprised of a Menominee culture and language keeper, a pre-service elementary teacher from CMN, and an in-service elementary teacher from one of the elementary schools on the reservation. We are confident this proposed expansion to our existing SLC Program will foster the life skills and understandings that will translate into greatly increased college and career readiness for participating high school students while influencing future students’ academic readiness by reaching out to elementary teachers and learners. The following table describes our goals and objectives:

| <b>Table 1. Project Goals &amp; Objectives</b>  |  |
|---|--|
| <p><b>GOAL 1 - Involving Menominee culture and language keepers in SLC advisory and mentoring roles:</b> Increase the number of high school students who see relevance and value in the presence of Menominee People and their cultural perspectives in</p> | <p><b>OBJECTIVE:</b> Provide student-participants in the existing youth Sustainable Leadership Cohort (facilitated by CMN’s Sustainable Development Institute project staff) explicit support for connecting Menominee culture and language to their STEM+CL focused</p> |

|   |   |
|---|---|
| <p>science, technology, engineering, and mathematics + culture and language, (STEM+CL) as part of academic studies and careers.</p>   | <p>sustainability research, learning experiences, and community service by integrating culture and language keepers from the community into support teams who work with each cohort's students.</p>   |
| <p><b>GOAL 2 Supporting Menominee students' leadership skills and abilities:</b><br/>Grow capacity for community leadership to emerge from Menominee youth who live on or near the Menominee reservation.</p>   | <p><b>OBJECTIVE:</b> Build a leadership component that is based on the Wildland Fire Leadership model into the existing Sustainability Leadership Cohort (SLC) and associated student internships at the College of Menominee Nation. Utilize this integration to help focus STEM+CL activities related to fire and human perception, activity, and behavior.</p> |
| <p><b>GOAL 3 Creating more college entrance opportunities for Menominee students:</b><br/>Increase the number of Menominee students who take the ACT test and receive scores sufficient for acceptance into state universities in the northeast Wisconsin area.</p> | <p><b>OBJECTIVES:</b> Extend the existing Sustainability Leadership Cohort model to include activities that take place during the school year (following summer participation) in which participants receive ACT preparation coaching and ongoing support for academic performance and community leadership roles.</p>  |

|   |  |
|---|--|
| <p><b>GOAL 4 Strengthening Menominee elementary students’ STEM+CL academic preparation:</b> Deepen elementary teachers’ (who teach on the Menominee reservation) knowledge in and confidence facilitating STEM+CL lessons.</p>  | <p><b>OBJECTIVE:</b> Integrate into the proposed project’s STEM+CL teams College of Menominee Nation pre-service elementary teachers and in-service elementary teachers from the two elementary schools on the Menominee reservation where they will participate along with the other STEM+CL members in the preparation and implementation of three or more STEM+CL lessons and community events.</p> |
| <p><b>GOAL 5 Creating STEM+CL elementary learning opportunities—both formal and informal—that are venues for SLC youth to practice leadership skills:</b> Provide SLC youth with opportunities to apply their leadership skills in ways that will also increase the number of opportunities for Menominee elementary children to experience STEM+CL learning as a bridge between academics and culture.</p> | <p><b>OBJECTIVE:</b> Provide three or more elementary science and sustainability lessons for in-class and outside of school plus at least one STEM+CL community event in fall that are collaboratively prepared and facilitated by STEM+CL teams in which Sustainable Leadership Cohort youth participants take a lead role in the planning, preparing and implementation.</p>                         |

*Our approach*

We firmly believe that piecemeal or deficit-driven approaches are entirely insufficient for tackling the complex array of historic and contemporary challenges that are the root of why so

many Menominee youths find themselves inadequately prepared for college and meaningful careers. That is why our proposed systemic approach that reaches across generations, integrates culture and language throughout and builds on Menominee strengths instead of focusing on deficits as described in table 1 will be of great benefit to all participants.

Our proposed project builds on a solid youth empowerment model that the College of Menominee Nation’s Sustainable Development Institute (SDI) has developed and implemented with the support of USDA funds. SDI’s current project, Place-based Opportunities for Sustainable Outcomes and High-hopes (POSOH), is the second largest education project undertaken with USDA funding, and over the course of its five years’ work SDI designed, implemented, and refined an adolescent youth out-of-school “club” called the Sustainability Leadership Cohort (SLC). The SLC program has served 44 high school students from Menominee and surrounding high schools. Currently, POSOH’s external evaluators, Bowman Performance Consulting, report the strengths of our SLC model include the following as determined by youth participants’ pre- and post-survey responses:

- 100% increase in college aspirations/interests
- 63% increase in confidence with science practices
- 65% increase in interest in science, sustainability, and/or bioenergy career
- 22% increase in interest in and/or satisfaction with science classes

We have developed a solid cohort-based, culture- and language-driven, student-centered-research approach; however, the leadership component of the SLC model needs to be further developed and refined. It is this leadership aspect of the model that can afford the opportunity to further support students as community change agents, deepening their college and career

capabilities at the same time as demonstrating the value that academics can have for their community.

While we are committed to our holistic approach to supporting youth that we are building through existing SLC experiences, we also recognize that access to college entrance is controlled by ACT scores. Therefore, we propose to incorporate into our SLC model a strategic ACT preparation component that will be used to prepare students for this test and expose students who may not be considering college, as a future possibility. We posit that SLC members—who are selected from a broad, not necessarily college-bound youth population—will grow as a result of their participation in SLC experiences in spring, summer, and fall. They will come to see the value in college (and thus, ACT scores) and take seriously their required participation in the College and Career Readiness component of the enhanced SLC program.

Overall, the proposed 12-month program of an enhanced SLC program will include opportunities for SLC youth to apply their leadership skills by working with elementary students under the mentorship of Menominee culture and language keepers, SDI staff with strong science content knowledge, and pre- and in-service elementary educators. The following table outlines the activities that we propose to support with this grant, aligned with our goals and outcomes.

| <b>Table 2. Project Goals &amp; Outcomes</b>   |   |
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| <p><b>Goal 1—Involving Menominee culture and language keepers in SLC advisory and mentoring roles</b></p> <p><i>Objective:</i> Provide student-participants in the enhanced Sustainability Leadership Cohort</p> | <p><b>Key Activities</b></p> <ul style="list-style-type: none"> <li>• Recruit and support two Menominee culture and language keepers from the Tribe’s grassroots cultural organization, Mawaw Cēseniyah, to participate in the entire STEM+CL cycle to integrate Menominee traditions, knowledge, worldview, and language into</li> </ul> |

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| <p>(SLC) explicit support for connecting Menominee culture and language to their STEM+CL focused sustainability research, learning experiences, and community service by integrating culture and language keepers from the community into support teams who work with each cohort’s students.</p> | <p>their learning experiences as a cohort member. Youth participants will have the opportunity to build lasting relationships with these culture keepers—who are small in number at this time—helping to both bridge cultural learning with academic learning and build capacity in the community for sustaining Menominee culture.</p> <ul style="list-style-type: none"> <li>• Recruit and support additional Menominee culture and language keepers so at least one such individual joins each STEM+CL team that is formed.</li> <li>• STEM+CL Team will participate in seasonal activities such as ricing and maple sugaring with the language and culture keepers and family. Participating in these cultural activities together will provide a baseline for the STEM+CL Team and the SLC and their families to begin building capacity for community sustainability.</li> </ul> |
| <p><b>Goal 2 Supporting Menominee students’ leadership skills and abilities</b></p> <p><i>Objective:</i> Build a leadership component that is based on the Wildland Fire Leadership model into the existing SLC model and</p>   | <p><b>Key Activities</b></p> <ul style="list-style-type: none"> <li>• Replicate a modified version of the National Wildland Fire Coordinating Groups (NWFCG) Wildland Fire Leadership development program as part of the 1-week SLC Summer Institute in June to inspire in SLC youth commitment to personal integrity, duty to the community, and responsibility for others’ well-being.</li> </ul>  |

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| <p>student internships at the College of Menominee Nation.</p>  | <ul style="list-style-type: none"> <li>• The SLC students, as part of their STEM+CL teams, will create a community-based action research video project each summer to portray their experiences. In order to successfully complete this project, the students will be provided with video production and editing training during the summer months.</li> <li>• SLC students will serve as youth mentors at an existing Menominee culture camp in summer months to help in the mastering of STEM+CL lessons they will implement in elementary classrooms in the fall.</li> </ul>  |
| <p><b>Goal 3</b></p> <p><i>Objective:</i> Extend the existing Sustainability Leadership Cohort model to include activities that take place during the school year in which participants receive ACT preparation coaching and ongoing support for academic performance and community leadership roles.</p> | <p><b>Key Activities</b></p> <ul style="list-style-type: none"> <li>• Staff and schedule a College and Career Readiness (CCR) component for this project, including the purchase and installation of ACT-prep software in the technology center on the CMN campus.</li> <li>• ACT preparation baseline in April and May of each year will specifically include reading scientific material with a purpose. Literacy plays a huge role in the reason why Native American students do not perform well on the ACT. The reading material will focus on connecting Menominee history, culture, knowledge and current practices and science. The baseline and follow-up ACT prep sessions will include increased</li> </ul> |

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|   | <p>opportunities for parent involvement and awareness in the entire process.</p>   |
| <p><b>Goal 4</b></p> <p><i>Objective:</i> Integrate into the proposed project’s STEM+CL teams College of Menominee Nation pre-service elementary teachers and in-service elementary teachers from the two elementary schools on the Menominee reservation where they will participate along with the other STEM+CL members in the preparation and implementation of three or more STEM+CL lessons and community events.</p> | <p><b>Key Activities</b></p> <ul style="list-style-type: none"> <li>• Recruit and support up to 5 CMN pre-service elementary education students and 5 local elementary school teachers to collaborate with Menominee culture and language keepers in 5 small teams (called STEM+CL teams) to support SLC youth participants to take on leadership roles and responsibilities in late summer and fall (after the youth have completed leadership training and produced a research-based, sustainability-related community service video in the spring and summer). Each STEM+CL team—led by their SLC youth participant(s) will be responsible for designing, planning and implementing at least three STEM+CL elementary lessons in local classrooms and after-school activities.</li> </ul> |
| <p><b>Goal 5 Creating STEM+CL elementary learning opportunities—both formal and informal—that are venues for SLC youth to practice leadership skills</b></p>  | <p><b>Key Activities</b></p> <ul style="list-style-type: none"> <li>• Plan and coordinate the necessary arrangements for each STEM+CL team to meet and work together, led by their current year SLC cohort, to design, plan, and implement at least three STEM+CL lessons to be co-taught by the team’s SLC youth participant, CMN pre-</li> </ul>   |

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| <p><b>Objective:</b> Provide three or more elementary science and sustainability lessons for in-class and outside of school plus at least one STEM+CL community event in fall that are collaboratively prepared and facilitated by STEM+CL teams in which the SLC youth-participant takes a lead role in the planning, preparing and implementation.</p> | <p>service elementary teacher and the in-service elementary teacher (taught in the in-service elementary teacher’s classroom).</p> <ul style="list-style-type: none"> <li>• Plan and coordinate the necessary arrangements for all STEM+CL teams to meet and work together, led by their current year SLC cohort, to design, plan, and implement at least one community-wide evening and/or Saturday STEM-CL event, hosted at CMN.</li> <li>• The SLC will lead the STEM+CL team to implement one lesson each month (Sept.-Nov.) into elementary classrooms in year 1-4. Each team will continue to interact with their targeted class as they progress in school in years 2-4 of the project to measure development and continue to help in learning.</li> </ul> |
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**Project Personnel**

The combined personnel from College of Menominee Nation’s (CMN’s) Sustainable Development Institute (SDI), Department of Continuing Education (DoCE), and CMN Faculty possess the talent and expertise needed to lead the implementation and successful completion of the proposed work.

Project Director, Chris Caldwell is the Director of SDI and is responsible for coordination of SDI staff and resources in the delivery of non-academic programming, research, contractual services, and other projects in support of the Institute’s mission. He has led the POSOH project for the last 3 years as part of the leadership team, which included curriculum review and

guidance for the development of the SLC model. He also brings an extensive background of field and administrative experience with the Menominee Wildland Fire Management program and experience with the national Wildland Fire Leadership Development program. He is a member of the Menominee Nation and has been part of the community his entire life while serving in various natural resources and research related projects for over 20 years.

### *Key Personnel*

Brian Kowalkowski is the Dean of Department of Continuing Education (DoCE) at CMN and leads the development and delivery of non-credit and outreach based activities, which includes youth programs and language revitalization projects. He has served the Menominee community in various governmental and academic capacities for the past 13 years. For this proposed project, he brings his experience in working with a large cohort of 60+ high school students from the local high schools. His experience in the development and oversight of ACT and college preparation type programs will be an integral part of the expansion of the existing SLC program.

Cherie Thunder is the Sustainability Education Coordinator at SDI and oversees the Sustainability Leadership Cohort program (SLC). Thunder has been involved in the POSOH project since year 3, first working as an undergraduate intern at the University of Wisconsin-Madison. Thunder served as a mentor for the Sustainability Leadership Cohort in the first and second year of the program. Thunder graduated from the University of Wisconsin with a degree in Community and Environmental Sociology in December 2013 and has since taken on the responsibilities of coordinating the SLC program and activities throughout the year. She is also a member of the Menominee Nation and has been part of serving her community throughout her

life. She will serve as the project coordinator for this project and ensure all activities are carried out as planned.

CMN SDI Multi-Media Specialist position is currently vacant. But, once the position is refilled they will be charged with delivery of the digital media storytelling workshop that provides SLC participants necessary skills to express their experiences through digital storytelling. This has been an important part of our current SLC work and has resulted in the creation of innovative digital media projects reflecting SLC experiences.

Dr. Cyndi Pyatskowitz is the CMN Teacher Education Chairperson. She has served Native communities and the Menominee community for over 30 years. Her extensive background is focused on early childhood education, in addition to leading the CMN Sacred Little Ones project. Dr. Pyatskowitz will assist with recruitment and mentoring for the CMN Pre-Service Education teachers.

#### *Administrative Costs*

An Administrative assistant will provide office and clerical support to this project. This is in addition to the small percentages identified as administrative costs for the Project Director, and ACT College Prep Coordinator roles for this project. The total estimated costs are below the 5% administrative cost limitation as reported in our attached budget.

#### *Project Evaluator*

Evaluation will be conducted by Eric Osthoff, a researcher and evaluator at the Wisconsin Center for Educational Research at the University of Wisconsin-Madison. Dr. Osthoff will work closely with an advanced CMN student or UW-Madison graduate student from the Menominee community to ensure a culturally competent and responsive evaluation approach that is grounded

in the American Indian Higher Education Consortium's (AIHEC) Indigenous Evaluation framework (2009).

### *Community Partners/Resources*

Both the Menominee Indian School District and the Menominee Tribal School have had long term commitment to College of Menominee Nation through various projects, including the CMN led Sacred Little Ones project, the Youth Empowerment Program, as well as participation in the CMN/SDI led POSOH project. In addition, College of Menominee Nation's Sustainable Development Institute has been working through a CMN-wide Land Grant Strategic Plan, which has led to increased efforts for collaboration across faculty and staff of CMN and SDI. The strategic plan is viewed as a written affirmation of collaborative and collegial relationships that have been ongoing since CMN was founded over 20 years ago and SDI was created.

Mawaw Ceseniyah: Center for Menominee Language, Culture, and the Arts is a group that was formed by young educators in the Menominee Reservation community who saw a need for a place to utilize the Menominee language and cultural ways. The Menominee language has been designated as "nearly extinct" meaning that there are very few first language speakers and no children who enter school either speaking Menominee or are bilingual Menominee/English speakers. The group is working toward changing this trend by offering classes in the Menominee language, culture, and the arts to anyone who is interested in learning. Ben Grignon and Ron Corn Jr. will be the primary contacts for this project and will guide the inclusion of cultural and language based materials for this project. Both are members of the Menominee Nation and live and work in the community.

The Wildland Fire Leadership program was created in 2002 by the National Wildfire Coordinating Group (NWCG) to help improve the development of new leaders in Wildland fire

management. The program operates with a mission “to promote cultural change in the workforce and to emphasize the vital importance of leadership concepts in the Wildland fire service by providing educational and leadership development”. Through Project Director Caldwell’s experience with this program and assistance from the Bureau of Indian Affairs (BIA) Midwest and Eastern Region Wildland Urban Interface (WUI) and Prevention Specialist, we will adapt best practices from this program for high school level leadership development.

The role of fire is a concept that will be found throughout this project. It will be the link between learning STEM+CL concepts through participation in sugar maple camp, wild rice camp and other cultural activities, as well as through western science understanding in the ACT preparation work, as well as leadership development concepts introduced by the Wildland Fire Leadership program. All of these components bring together the needed resources to carry forward the SLC model with integrated leadership development and college preparedness and readiness programming, which will help students as they learn not only more about their community but also about themselves and the role they play as change agents.

### **Adequacy of Resources**

The description of personnel and community resources to carry out this proposed project shows a high level of sustained commitment to identification and action for solutions to issues that impact Native youth. These existing programs and relationships are further exemplified by the fact that the majority of the leadership and personnel who will be working on this project are themselves community members with diverse qualifications that include higher education accomplishments and a combination of local area and Menominee cultural knowledge and experience. Additionally, many of the project’s leadership are the same senior personnel from the POSOH project who have led the way during part or all of the development of the SLC

model on which we propose to expand (see [www.posohproject.org](http://www.posohproject.org)). Further, the enhanced SLC project proposed here comes at a time when our community has begun to embrace the value of a high school leadership “club” that is based on the Sustainable Development Institute of the College of Menominee Nation with tight connections to our Tribe’s cultural leaders.

In addition, CMN’s Department of Continuing Education (DoCE) have already been working closely with Menominee Indian School District and Menominee Tribal School leadership to explore ways that CMN can strengthen support for students transitioning from high school to colleges. These collaborations already exist, and their shared goals have already been articulated to build on previous and current projects, including the Sacred Little Ones, Youth Empowerment Program, and People Program.

We have the majority of key personnel already in place, and we are poised to hit the ground running to enhance this comprehensive project. Our project will directly support high school youth and indirectly support academic readiness and leadership development across multiple generations, strengthening our community and other communities now and in the future.

**Project Management Plan:**

In the four-year plan for this project, we propose a schedule that will provide the modified SLC program (integrated leadership and ACT prep components). The delivery of the program will overlap with internal project team program evaluations, community report out and assessment events to guide further revision, and also reviews from an external evaluator. In addition, non-participants who attend the end of year Youth Speak event are exposed for recruitment into the following year’s cohort, thus building in a sustained recruitment effort along with reflection and evaluation. This builds both community accountability for the project, but also mechanisms for participants and non-participants to learn more about the program.

**Table 3. Project Management Plan**

| <b>PROJECT ACTIVITIES</b>  | <b>RESPONSIBLE</b>                          | <b>YR.1</b>   | <b>YR.2</b>   | <b>YR.3</b>   | <b>YR.4</b>   |
|--|---|---------------|---------------|---------------|---------------|
| Prepare SLC Expanded Program:<br>(Integrate Leadership & ACT Prep)   | Project Coordinator                         | Oct.-<br>Feb. |               |               |               |
| Recruit for SLC participants: (20)   | Project Coordinator                         | Dec.          | Dec.          | Dec.          | Dec.          |
| SLC Program Orientation  | Project Coordinator                         | Feb.          | Feb.          | Feb.          | Feb.          |
| <ul style="list-style-type: none"> <li>• SLC STEM+CL Team Development</li> <li>• Community activity (maple sugaring)</li> </ul>                            | Project Coordinator,<br>SLC STEM+CL<br>Team | Mar.          | Mar.          | Mar.          | Mar.          |
| <ul style="list-style-type: none"> <li>• ACT Prep (Baseline)</li> <li>• Community activity (black ash and birch basket making)</li> </ul>                  | CMN DoCE                                    | Apr.-<br>May  | Apr.-<br>May  | Apr.-<br>May  | Apr.-<br>May  |
| SLC Summer Institute (1 week) Digital media and Wildland Fire Leadership workshops   | Digital Media<br>Faculty/Staff, CMN<br>DoCE | Jun.          | Jun.          | Jun.          | Jun.          |
| <ul style="list-style-type: none"> <li>• SLC and STEM+CL Team lesson and video project development</li> <li>• Community activity (Culture camp)</li> </ul> | STEM+CL team<br>SLC Lead                    | Jul.-<br>Aug. | Jul.-<br>Aug. | Jul.-<br>Aug. | Jul.-<br>Aug. |
| <ul style="list-style-type: none"> <li>• SLC and STEM+CL Team</li> <li>• Classroom lesson</li> <li>• Community activity (ricing)</li> </ul>                | STEM+CL<br>SLC Lead                         | Sep.          | Sep.          | Sep.          | Sep.          |

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| <ul style="list-style-type: none"> <li>• Team Classroom lesson</li> <li>• ACT Prep (Follow-Up)</li> </ul>   | STEM+CL<br>SLC Lead<br>CMN DoCE | Oct.          | Oct.          | Oct.          | Oct.          |
| <ul style="list-style-type: none"> <li>• Team Classroom lesson</li> <li>• Community Report out &amp; Assessment, Recognition Banquet: Oskeh-Mamaceqtawak Keketowak Youth Speak</li> </ul> | STEM+CL Team<br>SLC Lead        | Nov.          | Nov.          | Nov.          | Nov.          |
| Project Team – Program Evaluation   | Project Evaluator               | Nov.-<br>Dec. | Nov.-<br>Dec. | Nov.-<br>Dec. | Nov.-<br>Dec. |

**Project Evaluation**

Evaluation will be conducted by Eric Osthoff, a researcher and evaluator at the Wisconsin Center for Educational Research at the University of Wisconsin-Madison. Dr. Osthoff will work closely with CMN and SDI staff to ensure a culturally competent and responsive evaluation approach that is grounded in the American Indian Higher Education Consortium’s (AIHEC) Indigenous Evaluation framework (2009). Evaluation will use an NSF mixed-method design (NSF Project Evaluation Handbook, 2002 and NSF Mixed-Method Handbook, 1997) to collect data on progress towards project goals, objectives, and activities.

The evaluation will include formative and summative evaluation activities. Table 4 displays the objectives for major project goals (taken from Table 1) and articulates SMART goals for each objective. The SMART goals emphasize summative outcomes that the project will strive to achieve with each annual SLC cohort. Some SMART goals are based upon available measures (e.g., ACT scores, student participation rates, and GPA). Other measures will come from

instruments that will need to be adapted from other projects (e.g., survey items used in POSOH to measure student STEM-related career and college aspirations and self-efficacy in the STEM and leadership domains; and survey items adapted from Wildland Fire Leadership projects). The third group of measures will need to be operationalized through new instruments (e.g., rubrics designed to assess SLC youths' demonstrations of STEM+CL knowledge and leadership in team projects that they create and share with the community). The need for new instruments and measures is driven by the importance of detecting student learning of forms of knowledge that bridge the spheres of academic STEM and community culture/language. Such forms of knowledge are place-based and culturally-specific and thus require novel instruments that incorporate the knowledge of elders and other community members and use culturally responsive ways to elicit demonstrations of knowledge and skills from SLC youth.

The evaluation instruments will include **Student Surveys** (to measure student attitudes, beliefs, values, and broader experience with leadership in the community); **Project Records** (e.g., student and teacher participation rates in STEM+CL and ACT prep Activities, ACT scores and GPAs, participant feedback about the efficacy of project activities); **Observations** (to describe project activities, forms of participant engagement, and examples of student expressions and demonstrations of STEM+CL and leadership knowledge); **SLC Journals** (in which SLC students use a structure and writing prompts provided by the project to record their encounters with and understanding of STEM+CL knowledge and leadership in project activities); **STEM+CL and Leadership Rubrics** (that use the knowledge of community elders and leaders to identify levels of understanding of STEM+CL and Leadership concepts and practices. The rubric(s) will be used to measure the growth trajectory of student understanding in their SLC Journals as well as the STEM+CL lessons and projects they create to share with elementary

students and the community); and **Focus Groups** (to explore student understanding of the connections between academic STEM, leadership, and Menominee culture and language, and the role of these things in their life).

Measures will be collected for SLC students at the beginning and end of a cohort’s engagement. The evaluator and project staff will co-construct an STEM+CL Project Theory of Change (TOC) at the beginning of the project and update it 2-4 times annually based on evaluation data, measures, and analysis as well as staff experience and insights. The evaluator has extensive experience with STEM curriculum design, and the implementation of innovative, hands-on STEM instruction and will participate fully in formative use of evaluation data.

| <b>Table 4. Project Evaluation</b>   |  |
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| <p><b>Goal 1</b></p> <p><i>Objective:</i> Provide student-participants in the existing youth Sustainable Leadership Cohort (facilitated by the College of Menominee Nation’s Sustainable Development Institute) explicit support for connecting Menominee culture and language to their STEM+CL focused sustainability research, learning experiences, and community service by integrating culture and language keepers from the community into support teams who work with each cohort’s students.</p> | <p><b>SMART GOALS</b></p> <p><b>1.1 The project will at least double the amount of time SLC youth interact with community members, including culture and language keepers, about leadership, sustainability, and STEM+CL topics.</b> <i>(Project Records on the amount of time SLC youth participate in program activities; Survey of SLC youth and a random sample of other students in participating high schools comparing levels of contact with community members around STEM and leadership issues).</i></p> <p><b>1.2 SLC students will exhibit a statistically significant and educationally meaningful increase</b></p> |

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|  | <p><b>in knowledge about sustainability that bridges cultural and academic STEM ways of knowing.</b></p> <p><i>(Rubric-based pattern analysis of SLC Journals, Rubric scores for student projects, and Focus Groups).</i></p>  |
| <p><b>Goal 2</b></p> <p><b>Objective:</b> Build a leadership component that is based on the Wildland Fire Leadership model into and the existing youth Sustainable Leadership Cohort and associated student internships at the College of Menominee Nation.</p>  | <p><b>SMART GOALS</b></p> <p><b>2.1 SLC youth will demonstrate statistically significant gains in culturally situated knowledge about leadership qualities and practices.</b> <i>(SLC Journals, Focus Groups, and Pre- and Post-Surveys).</i></p> <p><b>2.2 SLC youth will exhibit statistically significant increases in self-efficacy around engaging in leadership</b> <i>(Pre and Post-Surveys).</i></p>                                       |
| <p><b>Goal 3</b></p> <p><b>Objective:</b> Extend the existing Sustainability Leadership Cohort model to include activities that take place during the school year (following summer participation) in which participants receive ACT preparation coaching and ongoing support for academic performance and community leadership roles.</p> | <p><b>SMART GOALS</b></p> <p><b>3.1 The program will involve at least 30% of ACT-eligible Menominee youth in ACT Prep and increase Menominee youth ACT taking by 50% compared to pre-project levels (31.6% of all eligible Menominee students in 2015).</b> <i>(Project records for ACT Prep attendance and ACT taking).</i></p> <p><b>3.2 SLC youth will show statistically significant gains on the science portion of the ACT test when</b></p> |

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|  | <p>compared to scores on ACT practice test given at the beginning of the year. (<i>Regular and practice ACT scores</i>).</p> <p><b>3.3 SLC students will exhibit statistically significant gains in their GPAs over their pre-project cumulative GPA.</b> (<i>Project/Partnering Schools records</i>).</p> |
| <p><b>Goal 4</b></p> <p><i>Objective:</i> Integrate into the proposed project’s STEM+CL teams College of Menominee Nation pre-service elementary teachers and in-service elementary teachers from the two elementary schools on the Menominee reservation where they will participate along with the other STEM+CL members in the preparation and implementation of three or more STEM lessons and community events.</p> | <p><b>SMART GOALS</b></p> <p><b>4.1 Teachers who join STEM+CL teams will complete the entire annual series of project activities, culminating in the co-teaching of STEM+CL lessons to elementary students.</b></p> <p>(<i>Project Records</i>).</p>   |
| <p><b>Goal 5</b></p> <p><i>Objective:</i> Provide three or more in-class science and sustainability lessons and outside of school STEM+CL events each year that is collaboratively prepared and</p>  | <p><b>SMART GOALS</b></p> <p><b>5.1 All SLC youth will engage actively in the full series of activities culminating in the teaching of STEM+CL lessons with elementary students and the implementation of STEM+CL community</b></p>  |

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| <p>facilitated by STEM+CL teams in which the Sustainable Leadership Cohort youth-participant takes a lead role in the planning, preparing and implementation.</p> | <p><b>events.</b> (<i>Project Records, Observations of activities, lessons, and events</i>).</p> <p><b>5.2 All SLC youth will demonstrate the willingness and ability to engage in leadership roles in program activities and in their school and community.</b> (<i>Project records, surveys, observations, SLC journals</i>).</p> |
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U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress – NAEP

## 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.

## Map of Defined Geographic Area to be Served



**College of Menominee Nation**



**Menominee County/Indian Reservation**

## Safe Schools-Healthy Student Needs Assessment and Environmental Scan of the Menominee Indian Community

Between January and February 2014, the Menominee Indian School District (MISD) completed a needs assessment and environmental scan (Safe Schools-Healthy Student Needs Assessment and Environmental Scan of the Menominee Indian Community). The needs assessment and environmental scan addressed the following five focus areas:

- Element 1: Promoting early childhood social and emotional learning and development
- Element 2: Promoting mental, emotional and behavioral health
- Element 3: Connecting families, schools and communities
- Element 4: Preventing behavioral health problems (including substance use)
- Element 5: Creating safe and violence-free schools

Stakeholders that participated in these needs assessment include: MISD Central Office; Keshena Primary School (KPS); Menominee Indian Middle School (MIMS); Menominee Indian High School (MIHS); Menominee Indian Tribe of Wisconsin (MITW) Tribal Clinic (MTC); Menominee Nation Head Start/Early Head Start; Tribal Day Care; Menominee County Health and Human Services (Children's Unit); MITW Social Services; Menominee Tribal Courts; MITW Tribal Police; and MIHS Students Against Destructive Decisions Chapter (S.A.D.D.). Many of the stakeholders that participated in the assessment were parents of children/students who are currently enrolled in the Tribal Day Care, Menominee Nation Early Childhood Head Start/Early Head Start or MISD; the parent perspectives/feedback was embedded into the needs assessment/environmental scan through their participation.

There were four main methods (methodology) that were used to collect data for the needs assessment/environmental scan: community inventories; surveys; focus groups; and review of secondary sources. *Community inventories* were conducted by the Core Management Team composed of representatives from each of the twelve stakeholder agencies/organizations. Each representative worked within their respective agency/organization to review data, complete a resource inventory and identify priority gaps. The agency/organization inventories were completed within three to four weeks and electronically submitted to the Project Co-ordinators. Results were compiled and a separate document was created that listed the priority gaps per Element. The Core Management Team was reconvened and in groups of three, ranked the priority gaps through a multi-voting process and active discussion. *Surveys* were completed by school and community members that participated in Trauma-Informed Care/Trauma-Informed Care Sensitive Schools training. Participants were given an online questionnaire, asking for their feedback around specific questions. (The actual survey was not provided to the College.) Ninety people responded and these responses were reviewed and tabulated. *Focus groups* were conducted with the MIHS S.A.D.D. Chapter. The MISD Administrator provided S.A.D.D. students with an article on Adverse Childhood Experiences and created ten questions around which he framed his discussions with the students. *Secondary data collection* included qualitative and quantitative data that was available from secondary sources such as Youth Risk Behavior Surveys (YRBS); Wisconsin County Health Rankings, U.S. Census Summary; MITW Annual Report; Focus School Plans, WISEdash and local data.

The findings and conclusions of this need assessment/environment scan included, but are not limited to: Socio-Economic effects of poverty had significantly impacted the behavioral and mental health of children and their families. In addition, it had negatively impacted children's behavior and academic achievement. As a result of socio-economic factors, many children and families experienced or had been impacted by trauma (physical and sexual abuse and neglect). The effects of Historic Trauma had significantly impacted the physical, emotional and spiritual well-being of the Menominee people and community. Consequently the need to utilize the knowledge/understanding of historical trauma to create effective and culturally sensitive programs, services and practices were identified. Another identified need was to provide training, teach skills and provide opportunities to bolster individual, family and community resilience. The Family Engagement was an identified need as many parents and families had poverty-induced stressors which impacted their engagement/involvement. Parent and family events, programs and/or services were identified as a need to address the barriers and obstacles that inhibit engagement. At-Risk Students, as evidenced by truancy rates, suspension rates and low participation in youth programs, found that these students are not engaged. This lack of engagement identified the *need to engage youth in leadership and decision-making as well youth leadership groups needed to support and promote healthy development, engage students and empower teens.*



# Wisconsin School District Performance Report

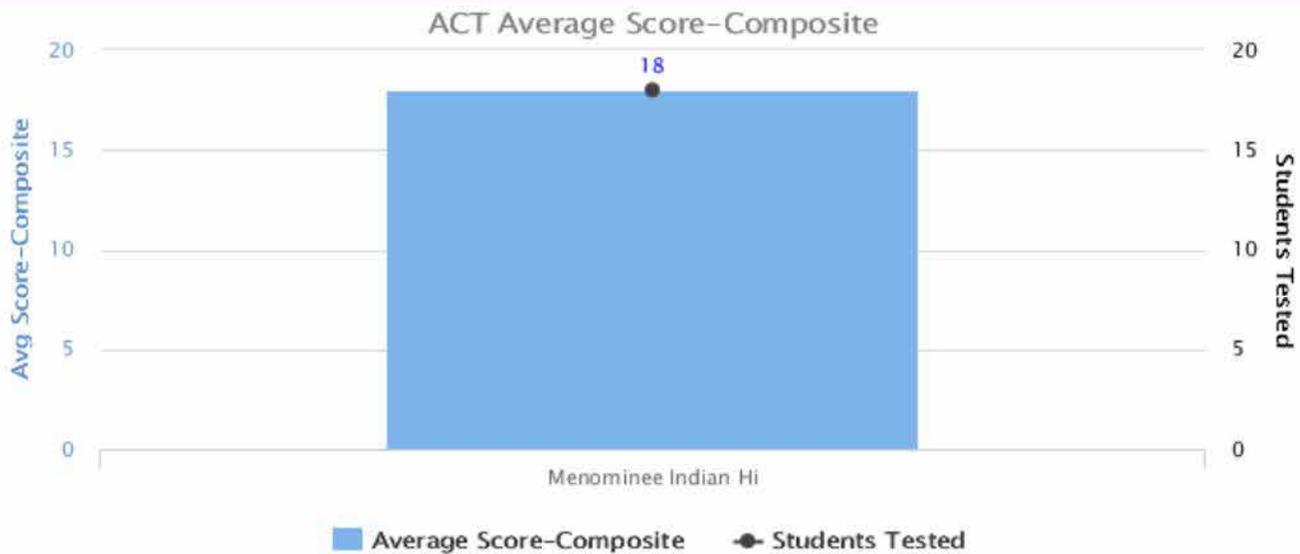
District: **Menominee Indian**

Compare to: **District Schools, 2014-15**

Number of Schools: **3**

## ACT® Test Results, Advanced Placement (AP®) Test Results, Retention

### ACT®



| District: <b>Menominee Indian</b>     | Fall Enrollment Grade 12 | Number of Students Tested | Students Tested Percent | Average Score-Composite |
|---------------------------------------|--------------------------|---------------------------|-------------------------|-------------------------|
| <b>School Name</b>                    |                          |                           |                         |                         |
| District Total                        | 57                       | 18                        | 31.6%                   | <u>18.0</u>             |
| <b>Elementary Schools</b>             |                          |                           |                         |                         |
| Keshena Primary                       | 0                        | 0                         | 0.0%                    |                         |
| <b>Middle and Junior High Schools</b> |                          |                           |                         |                         |
| Menominee Indian Mid                  | 0                        | 0                         | 0.0%                    |                         |
| <b>High Schools</b>                   |                          |                           |                         |                         |
| Menominee Indian Hi                   | 57                       | 18                        | 31.6%                   | <u>18.0</u>             |

### Advanced Placement (AP®)

| District: <b>Menominee Indian</b>     | Fall Enrollment Grades 9-12 | Number of Students Taking Exams | Students Taking Exams Percent | Number of Exams Taken | Number of Exams Passed (Score of 3 or Above) | Exams Passed Percent |
|---------------------------------------|-----------------------------|---------------------------------|-------------------------------|-----------------------|--|----------------------|
| <b>School Name</b>                    |                             |                                 |                               |                       |  |                      |
| District Total                        | 246                         | 0                               | 0.0%                          |                       |  |                      |
| <b>Elementary Schools</b>             |                             |                                 |                               |                       |  |                      |
| Keshena Primary                       | 0                           | 0                               | 0.0%                          |                       |  |                      |
| <b>Middle and Junior High Schools</b> |                             |                                 |                               |                       |  |                      |
| Menominee Indian Mid                  | 0                           | 0                               | 0.0%                          |                       |  |                      |
| <b>High Schools</b>                   |                             |                                 |                               |                       |  |                      |
| Menominee Indian Hi                   | 246                         | 0                               | 0.0%                          |                       |  |                      |

### Retention

| District: <b>Menominee Indian</b>     | Fall Enrollment Grades K-12 | Students Who Completed the School Year | Number of Retentions | Retention Rate |
|---------------------------------------|-----------------------------|--|----------------------|----------------|
| <b>School Name</b>                    |                             |  |                      |                |
| District Total                        | 1,607                       | 1,607                                  | 0                    | 0.0%           |
| <b>Elementary Schools</b>             |                             |  |                      |                |
| Keshena Primary                       | 1,607                       | 1,607                                  | 0                    | 0.0%           |
| <b>Middle and Junior High Schools</b> |                             |  |                      |                |
| Menominee Indian Mid                  | 0                           | 0                                      | 0                    | 0.0%           |
| <b>High Schools</b>                   |                             |  |                      |                |
| Menominee Indian Hi                   | 0                           | 0                                      | 0                    | 0.0%           |

| School Name                           |         |         |       |       |
|---------------------------------------|---------|---------|-------|-------|
| District Total                        | 784     | 811     | 12    | 1.48% |
| <b>Elementary Schools</b>             |         |         |       |       |
| Keshena Primary                       | 383     | 387     | 3     | 0.78% |
| <b>Middle and Junior High Schools</b> |         |         |       |       |
| Menominee Indian Mid                  | 155     | 160     | 0     | 0.0%  |
| <b>High Schools</b>                   |         |         |       |       |
| Menominee Indian Hi                   | 246     | 264     | 9     | 3.41% |
| <b>[Statewide]</b>                    | 814,822 | 809,319 | 7,204 | 0.89% |

[Glossary](#)  
[Understanding ACT Exam Data](#)  
[Understanding AP Exam Data](#)  
[Understanding Retention Data](#)

<http://dpi.wi.gov/wisedash/help/glossary>  
<http://dpi.wi.gov/wisedash/about-data/act>  
<http://dpi.wi.gov/wisedash/about-data/ap-exams>  
<http://dpi.wi.gov/wisedash/about-data/retention>

## Attendance, Dropouts, Truancy

### Attendance

| District: <b>Menominee Indian</b>     | Fall Enrollment<br>PreK-12 | Actual Days of Attendance | Possible Days of Attendance | Attendance Rate |
|---------------------------------------|----------------------------|---------------------------|-----------------------------|-----------------|
| School Name                           |                            |                           |                             |                 |
| District Total                        | 850                        | 145,013.5                 | 153,438.0                   | 94.5%           |
| <b>Elementary Schools</b>             |                            |                           |                             |                 |
| Keshena Primary                       | 449                        | 74,212.0                  | 80,577.0                    | 92.1%           |
| <b>Middle and Junior High Schools</b> |                            |                           |                             |                 |
| Menominee Indian Mid                  | 155                        | 26,067.5                  | 27,770.0                    | 93.9%           |
| <b>High Schools</b>                   |                            |                           |                             |                 |
| Menominee Indian Hi                   | 246                        | 44,734.0                  | 45,091.0                    | 99.2%           |

### Dropouts

| District: <b>Menominee Indian</b>     | Fall Enrollment<br>Grades 7-12 | Students Expected to<br>Complete the School<br>Term | Students Who<br>Completed the School<br>Term | Dropouts | Dropout<br>Rate |
|---------------------------------------|--------------------------------|---|--|----------|-----------------|
| School Name                           |                                |   |  |          |                 |
| District Total                        | 352                            | 373   | 372  | 1        | 0.27%           |
| <b>Elementary Schools</b>             |                                |   |  |          |                 |
| Keshena Primary                       | 0                              |   |  |          |                 |
| <b>Middle and Junior High Schools</b> |                                |   |  |          |                 |
| Menominee Indian Mid                  | 106                            | 108   | 108  | 0        | 0.00%           |
| <b>High Schools</b>                   |                                |   |  |          |                 |
| Menominee Indian Hi                   | 246                            | 265   | 264  | 1        | 0.38%           |

### Truancy

Group By: **All Students** ♦ [Grade Level](#) ♦ [Gender](#) ♦ [Race/Ethnicity](#)

| District: <b>Menominee Indian</b>     | Fall Enrollment Grades K-12 | Number of Students<br>Habitually Truant | Truancy Rate |
|---------------------------------------|-----------------------------|---|--------------|
| School Name                           |                             |   |              |
| District Total                        | 784                         | 380                                     | 48.5%        |
| <b>Elementary Schools</b>             |                             |   |              |
| Keshena Primary                       | 383                         | 214                                     | 55.9%        |
| <b>Middle and Junior High Schools</b> |                             |   |              |
| Menominee Indian Mid                  | 155                         | 66                                      | 42.6%        |
| <b>High Schools</b>                   |                             |   |              |
| Menominee Indian Hi                   | 246                         | 100                                     | 40.7%        |
| <b>[Statewide]</b>                    | 814,822                     | 77,727                                  | 9.5%         |

[Glossary](#)  
[Understanding Attendance Data](#)  
[Understanding Dropout Data](#)  
[Understanding Habitual Truancy Data](#)

<http://dpi.wi.gov/wisedash/help/glossary>  
<http://dpi.wi.gov/wisedash/about-data/attendance>  
<http://dpi.wi.gov/wisedash/about-data/dropouts>  
<http://dpi.wi.gov/wisedash/about-data/truancy>

## High School Completion, Post-graduation Plans

### High School Graduation Requirements

Show Credit comparison as: [Status](#) ♦ [Credits](#)

[Download All District/School Data](#)

| District Name                                      | Credit Requirements for <b>Required Subjects</b> |       |         |                |                  |                    |                         |
|--|--|-------|---------|----------------|------------------|--------------------|-------------------------|
|  | English  | Math  | Science | Social Studies | Health Education | Physical Education | Total Required Subjects |
| State Law - Required Minimum                       | 4  | 2     | 2       | 3              | 0.5              | 1.5                | 13                      |
| Menominee Indian                                   | 4  | 3     | 3       | 4              | 0.5              | 1.5                | 16                      |
| <b>Statewide</b> (383 Districts offering grade 12) |  |       |         |                |                  |                    |                         |
| Districts Exceeding Minimum - Percent              | 1.6%   | 57.7% | 52.7%   | 25.3%          | 3.4%             | 6.0%               | 71.5%                   |
| Credits Required by Districts - Average            | 4.0  | 2.6   | 2.5     | 3.2            | 0.5              | 1.5                | 14.3                    |

| District Name                                      | Credit Requirements for <b>Additional Subjects</b> |           |                   |                      |           |                           | Total - All Subjects |
|--|--|-----------|-------------------|----------------------|-----------|---------------------------|----------------------|
|  | Computer Science                                   | Fine Arts | Foreign Languages | Vocational Education | Electives | Total Additional Subjects |                      |
| State Law - Encouraged Minimum                     | 0  | 0         | 0                 | 0                    | 0         | 8.5                       | 21.5                 |
| Menominee Indian                                   | 0  | 0.5       | 0                 | 0.5                  | 7         | 8                         | 24                   |
| <b>Statewide</b> (383 Districts offering grade 12) |  |           |                   |                      |           |                           |                      |
| Districts Exceeding Minimum - Percent              | 21.1%  | 12.8%     | 2.3%              | 15.1%                | 100.0%    | 84.6%                     | 99.0%                |
| Credits Required by Districts - Average            | 0.1  | 0.1       | 0                 | 0.1                  | 10.0      | 10.4                      | 24.8                 |

### High School Completion - Legacy Rates (by age 21)

Beginning in 2009-10, the Wisconsin Department of Public Instruction (DPI) began reporting high school completion rates using the adjusted cohort rate formula. Adjusted cohort rates provide information about the number and percentage of students who earn a high school completion credential within a amount of time (four, five, or six years). DPI reported legacy high school completion rates through 2011-12. Legacy rates provided information about the number and percentage of students who earned a high school completion credential by age 21 in any given year. The School District Performance Report only reports legacy rates. **Please visit the WISEdash Public Portal to view adjusted cohort high school completion rates.** <http://wisedash.dpi.wi.gov/Dashboard/Page/Home/Topic%20Area/Graduation/>

### Postgraduation Plans

Group By: **All Students** ♦ [Gender](#) ♦ [Race/Ethnicity](#)

| District: <b>Menominee Indian</b>     | Number of Graduates | 4-Year College | Voc/ Tech College | Employment | Military | Job Training | Misc. |
|---------------------------------------|---------------------|----------------|-------------------|------------|----------|--------------|-------|
| School Name                           |                     |                |                   |            |          |              |       |
| District Total                        | 53                  | 22.6%          | 15.1%             | 5.7%       | 5.7%     | 0.0%         | 50.9% |
| <b>Elementary Schools</b>             |                     |                |                   |            |          |              |       |
| Keshena Primary                       | 0                   |                |                   |            |          |              |       |
| <b>Middle and Junior High Schools</b> |                     |                |                   |            |          |              |       |
| Menominee Indian Mid                  | 0                   |                |                   |            |          |              |       |
| <b>High Schools</b>                   |                     |                |                   |            |          |              |       |
| Menominee Indian Hi                   | 53                  | 22.6%          | 15.1%             | 5.7%       | 5.7%     | 0.0%         | 50.9% |
| <b>[Statewide]</b>                    | 59,983              | 52.2%          | 20.6%             | 6.0%       | 3.0%     | 1.4%         | 16.8% |

[Glossary](#)  
[About the Data - High School Graduation Requirements](#)  
[About the Data - High School Completion](#)  
[Understanding Data about Postgraduation Plans](#)

<http://dpi.wi.gov/wisedash/help/glossary>  
<http://dpi.wi.gov/wisedash/about-data/grad-requirements>  
<http://dpi.wi.gov/wisedash/about-data/graduation>  
<http://dpi.wi.gov/wisedash/about-data/postgrad-plans>

## Extra-/Co-Curricular Activities, School-Sponsored Community Activities

### Extra-/Co-Curricular Activities

| Activity Type   | District: <b>Menominee Indian</b>     | Fall Enrollment Grades<br>6-12 - All Students | Offerings | Students Participating | Participation Rate |
|-----------------|---------------------------------------|---|-----------|------------------------|--------------------|
|                 | School Name                           |   |           |                        |                    |
| <b>Academic</b> | District Total                        | 401   | 3         | 37                     | 9.2%               |
|                 | <b>Elementary Schools</b>             |   |           |                        |                    |
|                 | Keshena Primary                       | 0   |           |                        |                    |
|                 | <b>Middle and Junior High Schools</b> |   |           |                        |                    |
|                 | Menominee Indian Mid                  | 155   | 1         | 24                     | 15.5%              |
|                 | <b>High Schools</b>                   |   |           |                        |                    |
|                 | Menominee Indian Hi                   | 246   | 2         | 13                     | 5.3%               |
|                 | <b>[Statewide]</b>                    | 447,450                                       | 11,458    | 165,056                | 36.9%              |
| <b>Athletic</b> | District Total                        | 401   | 20        | 196                    | 48.9%              |
|                 | <b>Elementary Schools</b>             |   |           |                        |                    |
|                 | Keshena Primary                       | 0   |           |                        |                    |
|                 | <b>Middle and Junior High Schools</b> |   |           |                        |                    |
|                 | Menominee Indian Mid                  | 155   | 9         | 100                    | 64.5%              |
|                 | <b>High Schools</b>                   |   |           |                        |                    |
|                 | Menominee Indian Hi                   | 246   | 11        | 96                     | 39.0%              |
|                 | <b>[Statewide]</b>                    | 447,450                                       | 13,225    | 198,154                | 44.3%              |
| <b>Music</b>    | District Total                        | 401   | 7         | 144                    | 35.9%              |
|                 | <b>Elementary Schools</b>             |   |           |                        |                    |
|                 | Keshena Primary                       | 0   |           |                        |                    |
|                 | <b>Middle and Junior High Schools</b> |   |           |                        |                    |
|                 | Menominee Indian Mid                  | 155   | 4         | 99                     | 63.9%              |
|                 | <b>High Schools</b>                   |   |           |                        |                    |
|                 | Menominee Indian Hi                   | 246   | 3         | 45                     | 18.3%              |
|                 | <b>[Statewide]</b>                    | 447,450                                       | 4,339     | 86,811                 | 19.4%              |

### School-Sponsored Community Activities

| Activity Type    | District: <b>Menominee Indian</b>     | Fall Enrollment Grades<br>9-12 - All Students | Offerings | Students Participating | Participation Rate |
|------------------|---------------------------------------|---|-----------|------------------------|--------------------|
|                  | School Name                           |   |           |                        |                    |
| <b>Required</b>  | District Total                        | 246   | 1         | 15                     | 6.1%               |
|                  | <b>Elementary Schools</b>             |   |           |                        |                    |
|                  | Keshena Primary                       | 0   |           |                        |                    |
|                  | <b>Middle and Junior High Schools</b> |   |           |                        |                    |
|                  | Menominee Indian Mid                  | 0   |           |                        |                    |
|                  | <b>High Schools</b>                   |   |           |                        |                    |
|                  | Menominee Indian Hi                   | 246   | 1         | 15                     | 6.1%               |
|                  | <b>[Statewide]</b>                    | 263,783                                       | 1,606     | 25,606                 | 9.7%               |
| <b>Voluntary</b> | District Total                        | 246   | 6         | 57                     | 23.2%              |
|                  | <b>Elementary Schools</b>             |   |           |                        |                    |
|                  | Keshena Primary                       | 0   |           |                        |                    |
|                  | <b>Middle and Junior High Schools</b> |   |           |                        |                    |
|                  | Menominee Indian Mid                  | 0   |           |                        |                    |
|                  | <b>High Schools</b>                   |   |           |                        |                    |
|                  | Menominee Indian Hi                   | 246   | 6         | 57                     | 23.2%              |
|                  | <b>[Statewide]</b>                    | 263,783                                       | 7,478     | 77,441                 | 29.4%              |

## Suspensions and Expulsions

Group By: **All Students** ♦ [Grade Level](#) ♦ [Gender](#) ♦ [Race/Ethnicity](#) ♦ [Disability Status](#)

### Suspensions Trend



### Suspensions and Expulsions

| District: <b>Menominee Indian</b>     |                           |                              |                    |                             |                   |
|---------------------------------------|---------------------------|------------------------------|--------------------|-----------------------------|-------------------|
| School Name                           | Fall Enrollment (PreK-12) | Number of Students Suspended | Suspension Percent | Number of Students Expelled | Expulsion Percent |
| District Total                        | 850                       | 89                           | 10.5%              | 1                           | 0.1%              |
| <b>Elementary Schools</b>             |                           |                              |                    |                             |                   |
| Keshena Primary                       | 449                       | 36                           | 8.0%               | 0                           |                   |
| <b>Middle and Junior High Schools</b> |                           |                              |                    |                             |                   |
| Menominee Indian Mid                  | 155                       | 29                           | 18.7%              | 1                           | 0.6%              |
| <b>High Schools</b>                   |                           |                              |                    |                             |                   |
| Menominee Indian Hi                   | 246                       | 24                           | 9.8%               | 0                           |                   |
| [Statewide]                           | 870,652                   | 31,167                       | 3.6%               | 465                         | 0.1%              |

### Incidents Resulting in Suspension/ Expulsion

| District: <b>Menominee Indian</b> | Incident Type                                     | Fall Enrollment (PreK-12) | Number of Incidents | Incidents Per 1,000 Students | Disciplinary Consequences |                  |
|-----------------------------------|---|---------------------------|---------------------|------------------------------|---------------------------|------------------|
|                                   |   |                           |                     |                              | Percent Suspended         | Percent Expelled |
| <b>Weapon/ Drug Related</b>       | Alcohol-Related                                   | 850                       | 0                   |                              |                           |                  |
|                                   | Dangerous Weapon - Not Firearm                    | 850                       | 3                   | 3.5                          | 100.0%                    | 0.0%             |
|                                   | Drug-Related                                      | 850                       | 11                  | 12.9                         | 100.0%                    | 0.0%             |
|                                   | Handgun   | 850                       | 0                   |                              |                           |                  |
|                                   | Other Firearm                                     | 850                       | 0                   |                              |                           |                  |
|                                   | Shotgun or Rifle                                  | 850                       | 0                   |                              |                           |                  |
|                                   | <b>[Statewide]</b> Alcohol-Related                | 870,652                   | 507                 | 0.6                          | 97.6%                     | 2.4%             |
|                                   | <b>[Statewide]</b> Dangerous Weapon - Not Firearm | 870,652                   | 921                 | 1.1                          | 96.0%                     | 4.0%             |
|                                   | <b>[Statewide]</b> Drug-Related                   | 870,652                   | 2,466               | 2.8                          | 93.0%                     | 7.0%             |
|                                   | <b>[Statewide]</b> Handgun                        | 870,652                   | 17                  | 0.0                          | 70.6%                     | 29.4%            |
|                                   | <b>[Statewide]</b> Other Firearm                  | 870,652                   | 30                  | 0.0                          | 70.0%                     | 30.0%            |
|                                   | <b>[Statewide]</b> Shotgun or Rifle               | 870,652                   | 15                  | 0.0                          | 80.0%                     | 20.0%            |
| Assault                           | 850   | 11                        | 12.9                | 90.9%                        | 9.1%                      |                  |

|                             |   |         |        |       |        |      |
|-----------------------------|---|---------|--------|-------|--------|------|
| Not Weapon/<br>Drug Related | Endangering Behavior                        | 850     | 0      |       |        |      |
|                             | Other Violation of School Rules             | 850     | 121    | 142.4 | 100.0% | 0.0% |
|                             | [Statewide] Assault                         | 870,652 | 4,261  | 4.9   | 99.3%  | 0.7% |
|                             | [Statewide] Endangering Behavior            | 870,652 | 10,147 | 11.7  | 99.4%  | 0.6% |
|                             | [Statewide] Other Violation of School Rules | 870,652 | 35,360 | 40.6  | 99.6%  | 0.4% |

### Length of Expulsion

| District: <b>Menominee Indian</b>     | Total Number of Students Expelled | Return the Same Year | Return Next School Term | Return Year 2 or After | Permanent Expulsion |
|---------------------------------------|-----------------------------------|----------------------|-------------------------|------------------------|---------------------|
| School Name                           |                                   |                      |                         |                        |                     |
| Conditional                           | 1                                 | 0                    | 1                       | 0                      | 0                   |
| Not Conditional                       | 0                                 |                      |                         |                        |                     |
| District Total                        | 1                                 | 0                    | 1                       | 0                      | 0                   |
| <b>Elementary Schools</b>             |                                   |                      |                         |                        |                     |
| Keshena Primary                       | 0                                 |                      |                         |                        |                     |
| <b>Middle and Junior High Schools</b> |                                   |                      |                         |                        |                     |
| Menominee Indian Mid                  | 1                                 | 0                    | 1                       | 0                      | 0                   |
| <b>High Schools</b>                   |                                   |                      |                         |                        |                     |
| Menominee Indian Hi                   | 0                                 |                      |                         |                        |                     |
| [Statewide] Conditional               | 194                               | 90                   | 66                      | 35                     | 3                   |
| [Statewide] Not Conditional           | 275                               | 109                  | 91                      | 42                     | 33                  |
| [Statewide] Total                     | 469                               | 199                  | 157                     | 77                     | 36                  |

### Days Removed Due to Suspension/Expulsion

| District: <b>Menominee Indian</b>     | Fall Enrollment (PreK-12) | Possible Days Attendance | Days Suspended | Days Suspended Percent | Days Expelled | Days Expelled Percent |
|---------------------------------------|---------------------------|--------------------------|----------------|------------------------|---------------|-----------------------|
| School Name                           |                           |                          |                |                        |               |                       |
| District Total                        | 850                       | 153,438.0                | 240.5          | 0.2%                   | 82.0          | 0.1%                  |
| <b>Elementary Schools</b>             |                           |                          |                |                        |               |                       |
| Keshena Primary                       | 449                       | 80,577.0                 | 78.5           | 0.1%                   | 0.0           | 0.0%                  |
| <b>Middle and Junior High Schools</b> |                           |                          |                |                        |               |                       |
| Menominee Indian Mid                  | 155                       | 27,770.0                 | 90.0           | 0.3%                   | 82.0          | 0.3%                  |
| <b>High Schools</b>                   |                           |                          |                |                        |               |                       |
| Menominee Indian Hi                   | 246                       | 45,091.0                 | 72.0           | 0.2%                   | 0.0           | 0.0%                  |
| [Statewide]                           | 870,652                   | 151,727,431.0            | 110,641.5      | 0.1%                   | 24,832.5      | 0.0%                  |

### Post Expulsion Services

| District: <b>Menominee Indian</b>     | Students without Disabilities |                                 |                                     |   |
|---------------------------------------|-------------------------------|---------------------------------|-------------------------------------|---|
| School Name                           | Expelled                      | Offered Post Expulsion Services | Not Offered Post Expulsion Services | Offered Post Expulsion Services Percent |
| District Total                        | 1                             | 1                               | 0                                   | 100.0%                                  |
| <b>Elementary Schools</b>             |                               |                                 |                                     |   |
| Keshena Primary                       | 0                             |                                 |                                     |   |
| <b>Middle and Junior High Schools</b> |                               |                                 |                                     |   |
| Menominee Indian Mid                  | 1                             | 1                               | 0                                   | 100.0%                                  |
| <b>High Schools</b>                   |                               |                                 |                                     |   |
| Menominee Indian Hi                   | 0                             |                                 |                                     |   |
| [Statewide]                           | 369                           | 154                             | 215                                 | 41.7%                                   |

### Post Expulsion Returns to School

| District: <b>Menominee Indian</b> | Students Eligible to | Students Who | Students Who Did Not | Eligibles Who |
|-----------------------------------|----------------------|--------------|----------------------|---------------|
|                                   |                      |              |                      |               |

| School Name                           | Return to School | Returned to School | Return to School | Return Percent |
|---------------------------------------|------------------|--------------------|------------------|----------------|
| District Total                        | 1                | 1                  | 0                | 100.0%         |
| <b>Elementary Schools</b>             |                  |                    |                  |                |
| Keshena Primary                       | 0                |                    |                  |                |
| <b>Middle and Junior High Schools</b> |                  |                    |                  |                |
| Menominee Indian Mid                  | 1                | 1                  | 0                | 100.0%         |
| <b>High Schools</b>                   |                  |                    |                  |                |
| Menominee Indian Hi                   | 0                |                    |                  |                |
| <b>[Statewide]</b>                    | 668              | 426                | 242              | 63.8%          |

[Glossary](#)  
[Understanding Discipline Data](#)

<http://dpi.wi.gov/wisedash/help/glossary>  
<http://dpi.wi.gov/wisedash/about-data/discipline>

**Data Disclaimer**

The Department of Public Instruction (DPI) has made a reasonable effort to ensure that the attached data/records are up-to-date, accurate, complete, and comprehensive at the time of disclosure. These records reflect data as reported to this agency by the educational community we serve for the reporting period indicated. These records are a true and accurate representation of the data on file at the DPI. Authenticated information is accurate only as of the time of validation and verification. The DPI is not responsible for data that is misinterpreted or altered in any way. Derived conclusions and analyses generated from this data are not to be considered attributable to the DPI. Willful intent to alter and intentional tampering with public records is punishable under s. 946.72, Wis. Stats. Offenses against computer data and programs are punishable under s. 943.70 (2), Wis. Stats.

<https://apps2.dpi.wi.gov/sdpr/>

Apr 28, 2016, 9:32:14 AM

Department of Public Instruction, 125 S Webster Street,  
P.O. Box 7841 Madison, WI 53707-7841 (800) 441-4563



**Menominee Tribal  
School  
School Improvement  
Plan  
2015-2018**

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# Menominee Tribal School

## District Vision, Mission, and Philosophy

### Vision Statement

Menominee Tribal School students will possess high personal expectations, strive to achieve life-long goals, and embrace their responsibility to their tribe, their communities, and the world around them.

### Mission

Our *mission* is to:

- Teach respect for self, others, and the environment
- Promote growth mindset for academic and behavioral success
- Develop thinking habits and skills necessary for the Information Age
- Integrate Menominee language and culture
- Form school, family, and community partnerships
- Foster life-long learners who positively impact their communities

### Philosophy

The Menominee Tribal School is committed to educating young Native Americans to develop moral values and academic skills in an atmosphere of trust, encouragement, acceptance, and community. We believe that each student will experience:

- Personal self-worth
- Cultural pride
- His/her unique giftedness (the challenge to achieve according to his/her individual ability)
- Proficiency in the basic life skills
- Increased self-discipline
- A sense of belonging
- An appreciation of governmental responsibility and citizenship
- The benefits of family involvement in their education

## Menominee Tribal School

P.O. Box 39, Neopit, WI 54150  
(715) 756-2354

**Lori L. Corn, Administrator/Principal**

[lcorn@mitw.org](mailto:lcorn@mitw.org)

**John Teller, Sr., Dean of Students**

[jteller@mitw.org](mailto:jteller@mitw.org)

**Diane Herzfeldt, Spec Ed Coordinator**

[dherzfeldt@mitw.org](mailto:dherzfeldt@mitw.org)

In an effort to facilitate and enhance student achievement at Menominee Tribal School, parents, teachers, administrators, and community members have joined to form a school improvement team. The committee's findings are contained in this document. This document is also the roadmap to improvement envisioned by the school improvement team. This plan should drive subsequent decision making, interactions, activities, and planning processes to further coordinate efforts of improvement towards the goals outlined within.

### Menominee Tribal School Profile

Menominee Tribal School is located in Neopit, Wisconsin, a town located on the Menominee Indian Reservation. Menominee Tribal School is a private, Tribally-controlled K-8 school serving Menominee students living on and off the Menominee Indian Reservation.

### Improvement Planning Team

The following individuals dedicated their time and talents throughout the Improvement Planning process:

|                     |                               |
|---------------------|-------------------------------|
| Jo Miller           | Facilitator – CESA 8          |
| Lori Corn           | Administrator/Principal       |
| Diane Herzfeldt     | Special Education Coordinator |
| John Teller, Sr.    | Dean of Students              |
| Shannon Chapman     | Teacher                       |
| George Wood         | Teacher                       |
| Shawn Bonnin        | Teacher                       |
| Barb Flaherty       | Teacher (retired)             |
| Diane Burr          | Teacher                       |
| Dr. Jerilyn Grignon | Board Member                  |
| Jennifer Gauthier   | Community Member              |
| Nan Corn            | Parent/Grandparent            |
| Ellen Lyons         | Parent/Grandparent            |
| Jamie Awonohopay    | Parent/Grandparent            |
| Anita Escalante     | Parent/Grandparent            |
| Romaine Delabrue    | Support Staff                 |
| Kateri Merino       | Support Staff                 |

## School Improvement Timeline

| Date      | Activity/Notes  |
|-----------|---|
| Sept 2014 | SIP work based on <a href="#">Ontario, CA model for School Improvement Planning</a>   |
| 12/5/14   | SIP Meeting #1: Teaming/Norming/Background on SIP process   |
| 12/10/15  | SIP Meeting #2: Vision/Mission  |
| 1/13/15   | SIP Meeting #3: Understanding the characteristics of effective schools, Lenses of Parental Involvement, Enhancing Curriculum Delivery, Improving School Environment                                     |
| 1/26/15   | SIP Meeting #4: Introduction to data, Data analysis and selecting priority areas for <a href="#">Improving School Environment</a>   |
| 2/10/15   | SIP Meeting #5: Circle of Concern/Pareto Chart Training, Data analysis and selecting priority areas for <a href="#">Enhancing Curriculum Delivery</a>   |
| 3/9/15    | SIP Meeting #6: Who are our customers? Funneling the many into the critical few training. Data analysis and selecting priority areas for <a href="#">Increasing Parental Involvement</a>                |
| 3/30/15   | SIP Meeting #7: <a href="#">Action teams</a>  |
| 4/13/15   | SIP Meeting #8: Prioritizing goals with root cause analysis - <a href="#">fishbone diagram</a>  |
| 5/19/15   | SIP Meeting #9: Root cause <a href="#">valuing results</a>  |
| 6/10/15   | SIP Meeting #10: X-Matrix development   |
| 9/10/15   | SIP Meeting #11: X-Matrix and action planning   |
| 10/2/15   | District Goals deployed to staff, staff and departments develop actions to contribute to district goals   |
| 10/30/15  | SIP Admin Team Meeting: Training new administrators on SIP process that occurred last year and building capacity to understand SIP tools. Revision to priority area matrices and action plan documents. |
| 12/4/15   | SIP Admin Team Meeting: Review and finalize revisions to matrices and action plans.   |
| 1/5/15    | SIP Student Behavior Priority Area continued development and revision with dean of students   |

## Needs Assessment

In the beginning of school year 2015, the School Improvement Planning Team gathered to complete a comprehensive needs assessment of the entire school. Data was reviewed based on student, program and structure, professional practices, and family and community information. Data sources included MAP and Star data, surveys from parents, students, and staff, attendance, and discipline reports. Team members broke into sub-groups and identified strengths, areas of concern, and key areas in Curriculum, Parental Involvement, and Student Behavior in need of improvement. The entire team came to consensus on the major areas of concern.

Major findings that lead to the goals in this action plan included:

**Curriculum:** Student growth in math declines from K-8th resulting in decreasing numbers of students meeting proficiency standards for math from K-8th grade.

### Data Supporting the Above Priority:

#### Menominee Tribal School Assessment Data

Menominee Tribal School administers schoolwide assessment screeners three times per year to all students. A Universal Screening Plan is developed that includes dates of testing and is provided to all staff at the beginning of year in-service. The plan also includes dates of data meetings that are held after each testing benchmark period. The data meetings provide teaching staff the opportunity to review and monitor class, as well as individual student growth, and provide appropriate academic interventions to those in need of additional support. Staff also participates in three facilitated mandated Data Retreats throughout the year. On these days, staff review and monitor student data and progress for school, classroom and individual students. The first of the year Data Retreat is held in October after MAP Testing has been completed, and teachers work together to write grade level goals and objectives that are aimed at increasing student achievement. The two subsequent data retreats then use collected data to measure progress toward written goals and objectives.

In identifying school goals, the School Leadership Committee reviewed current assessment scores of our multiple testing screeners and mutually agreed that student math achievement scores indicated a significant need of improvement.

Attached are two sources of assessment data that were reviewed as well as a copy of our current screening plan.

- **2015-16 MTS Universal Screening Plan:** This provides staff with the testing window of each of the three benchmarked testing windows. It also highlights what assessments will be given and what students are expected to participate. The testing windows remain tightly aligned each year as to provide a more accurate monitoring comparison from year to year.

- **Schoolwide MAP Data:** All students participate in the Measure of Academic Achievement (MAP) Assessment. The Bureau of Indian Education requires us to administer this assessment three times per year in the areas of Reading, Math and Language Arts. Science has also been added for grades 3-8 as of the 2015-16 school year. The attached sheet provides grade level average RIT scores in Math for the BOY (Beginning of the Year) and EOY (End of Year) testing sessions over a two year period (13-14; 14-15) The results of this data indicate a significant concern in that grade level average scores have made minimal gains, or in some case an actual drop from the previous year. Data from the sheet can be interrupted in three different ways:
  - Horizontal lines: If lines are read horizontally grade level scores can be compared from year to year. For example, 2013-14 Kindergarten scores can be compared with 2014-15 Kindergarten scores, etc.
  - Diagonal lines: If lines are read diagonally, current grade level scores are identified. This view assists staff in seeing how each grade level performed in a given year.
  - Vertical Lines: If lines are vertically the same group of student progress is measured over time. For example in 2013-14 Kindergarten students had an EOY average score of 157.9 and that same group of students in second grade in 14-15 had an EOY average score of 178.1.

Also attached is a norm referenced table that assists in interpreting average RIT scores per grade level. For example, the chart below is using the End of Year 2015 MATHEMATICS Student Norm table for grades 1, 3 and 8 to highlight our current trend and placement when compared to other students within the same grade level. (It is noted that the *mean* scores identified in the norm table for each grade level fall at the 50<sup>th</sup> percentile.)

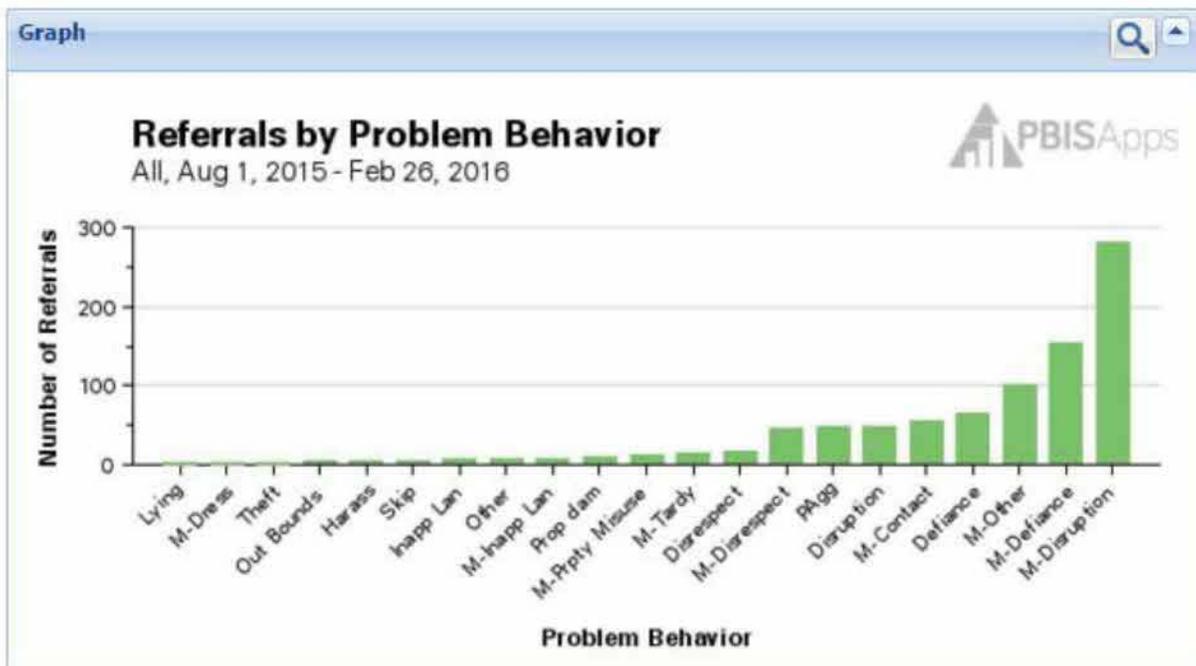
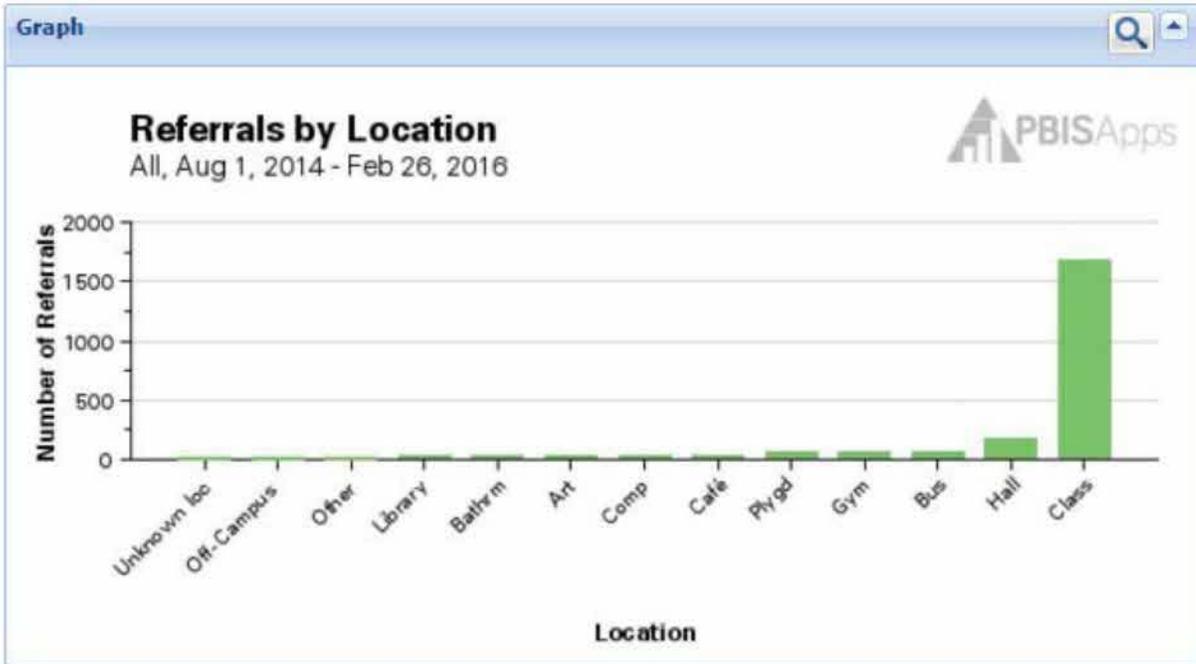
| Grade Level<br>2014-15 | MTS Student 14-15<br>End-Year <i>mean</i><br>score | National norm 14-15<br>End-Year mean<br>score | Difference + , - |
|------------------------|--|---|------------------|
| Grade 1                | 178.1  | 180.8   | - 2.7            |
| Grade 3                | 193.2  | 203.4   | - 10.2           |
| Grade 8                | 214.7  | 230.9   | - 16.2           |

The data above indicates that the difference of MTS Gr. 1 students fall only 2.7 points below the national *mean* norm; however by 8<sup>th</sup> grade the difference has increased significantly to 16.2 points below the national norm *mean*.

**3. 2014-15 Badger Exam Scores:** This table of data was collected from the 2014-15 WI State Assessment - Badger Exam / MATH. The BIE requires that All students in Grades 3-8 participate. The table identifies how students at each tested grade level performed – it is also broken down by gender. The state determines the cutoff scores for each identified achievement level quadrant: Below Basic; Basic; Proficient; Advanced and students are placed accordingly with their score. The data indicated that in Math, MTS students scored significantly below their state aged peers. The chart/table for the Wisconsin averages is also included with the state averaged breakdowns/percentiles for each grade level and scoring quadrant. Using this table MTS scores can be compared to state averages – the MTS average has been handwritten in parenthesis next to the

state average. For example, MTS 3<sup>rd</sup> graders had a total of 19% proficient/advanced compared to the state average of 51.4%; and MTS 8<sup>th</sup> graders had 0% proficient/advanced compared to the state average of 39%.

**Behavior:** Classroom disruptions were the major source of behavior referrals in the SWIS system.



**Parental Involvement:** Parent involvement has been centered on school activities versus decision-making and policy-deciding roles.

**Data Supporting the Above Priority:**

- Parental involvement data indicates that family member involvement in school activities decreased from 524 in the 2013-2014 school year to 308 in the 2014-2015 school year.
- In a survey conducted in October, 2014, parents had the opportunity to provide comments to the prompt, "What is one suggestion you would like to offer to improve our school?" Of the 82 responses, 7 made statements that indicated more parental involvement was necessary. Of the remaining 75, 41 suggested improvements that would require decisions by administration or policy changes, such as: "have the students use technology more, not just in their computer classes, but to create projects and extend learning in their regular classrooms" and "Work on bullying issues".

The School Improvement Planning Team performed a root-cause analysis on the identified priority areas for improvement for Curriculum, Parental Involvement, and Student Behavior at three different meetings on 3/30/15, 4/13/15, and 5/19/15 using fishbone diagrams and valuing tools.

The School Improvement Planning Action Planning sub-groups then developed a longer term goal for each area: Curriculum, Parental Involvement, and Student Behavior. The Action Planning sub-groups met on 6/10/15 and 9/10/15 to narrow and finalize the goal statements and to refine the strategies for implementation. After discussing a wide variety of strategies, an action plan was designed with time frames, persons responsible, and necessary resources. The details of the action plan will be reviewed on a monthly basis with modifications made as the school improvement committee deems necessary.

## Goals, Objectives, and Actions 2015-2016

| <b>Goal 1:</b> Improve Student Math Achievement to 60% Proficient on the End of Year NWEA MAP Assessment by 2017-18 SY   |  |   |   |
|--|--|---|---|
| <p><b>Objective 1:</b> 50% of instructional time will focus on independent working skills as incorporated in weekly lesson plans</p> <p><b>Objective 2:</b> By January 2016 50% of students will correctly identify what Growth Mindset means via Student Survey</p> <p><b>Objective 3:</b> By December 2015, 100% of classroom teachers will incorporate universal learning design strategies in their instruction and weekly lesson plans</p> <p><b>Objective 4:</b> By June 2016 100% of students will correctly identify 5 Growth Mindset phrases out of 10 possibilities</p> <p><b>Objective 5:</b> Every quarter in the 2015-2016 school year will include one math focused family activity</p> <p><b>Objective 6:</b> 100% of teachers will post the 8 math practice standards in the classroom by the end of September 2015</p> <p><b>Objective 7:</b> 80 % of randomly selected students will correctly identify the monthly focus math practice standard</p> |  |   |   |
| Action Step  | People Responsible                       | Timeline  | Evaluation                                |
| Mindset Training for Staff   | Diane Herzfeldt                          | 100% of staff will have mindset training by 10/31/15  | Participation records                     |
| Meet with Math Consultant – contract with math coaches   | Lori Corn                                | All math teachers will have access to math coaching or training in the 2015-16 school year                    | Contract and calendar                     |
| Book Study on Mindset  | Diane Herzfeldt                          | All staff will participate in bi-monthly book study meetings in the 2015-16 school year                       | Attendance records                        |
| Teach students independent work skills through centers and cooperative learning opportunities  | Diane Herzfeldt                          | By December 2015, each classroom will have posted independent work definitions with step-by-step instructions | Observation of posted signs               |
| Universal Design Training  | Lori Corn                                | 100% of staff will be incorporating UDL guidelines into their lesson plans by 6/1/16                          | Analysis of lesson plans                  |
| Each grade unit will be responsible to plan one math focused family activity in the 2015-16 school year  | Lori Corn<br>Diane Burr<br>Kateri Merino | By 5/30/16 each grade will have held a math focused family activity   | Calendar and parent participation records |

|  |                         |   |   |
|--|-------------------------|---|---|
| A different math practice standard will be focused on each month | Lori Corn<br>Diane Burr | All 8 math standards will be messaged to students and families through email, newsletters, announcements, and school postings each month during 2015-16 school year | Communications records, announcement archives, classroom observation records. |
|--|-------------------------|---|---|

**Goal 2:** To increase opportunities for parent engagement in school policy development, planning efforts, and activities by 20% by 2016-2017

**Objective 1:** Budget Analysis prior to June- fiscal year 2016

**Objective 2:** Evaluative surveys or feedback forms from parents and numbers of participation at all parent participation events by the next SY 15-16

**Objective 3:** Comprehensive Parent Survey to include transportation difficulty, meeting times, and interest by first parent teacher conferences 2016

**Objective 4:** Recruit new parents on a semester basis (place of work) with support from employer

**Objective 5:** Volunteer forms filled out at Open House in August 2016

**Objective 6:** Develop Parent Recognition by SY 16-17

| Action Step  | People Responsible       | Timeline | Evaluation |
|--|--------------------------|----------|------------|
| Parent Coordinator   | Lori Corn<br>Sue Thunder |          |            |
| PTO - Provide Transportation                                     |                          |          |            |
| Educational Opportunities for Parents (Provide Transportation)   |                          |          |            |
| Publicity  |                          |          |            |
| Recruit community places of work to allow parents to participate |                          |          |            |

**Goal 3:** Student behavior referrals for classroom disruption will decrease by 25% by the 2017-2018.

**Objective 1:** Student behavior referrals will decrease 5% each month of 2015-2016

**Objective 2:** A total of 10% decrease in overall behavior referrals by June 2016 compared to the previous year's SWIS data

**Objective 3:** By May 2016, walk through evaluations of classrooms will identify effective management techniques in 50% of classrooms

**Objective 4:** By March of 2016, gather baseline data revealing student engagement in the classroom and that engagement will increase by 15% by March of 2017.

**Objective 5:** Monthly decrease the number of students needing student support services/counseling monthly as report by school psychologist/student services staff

**Objective 6:** Track each student on SWIS and monitor increased or decreased frequency and severity of incidents

| Action Step   | People Responsible | Timeline | Evaluation |
|---|--------------------|----------|------------|
| Continue with PBIS Incentive program and other incentive programs to promote positive behavior              | John Teller, Sr.   |          |            |
| Professional development offerings to support research-based, best practice classroom management techniques | John Teller, Sr.   |          |            |
| Student support services staff will record data on student served monthly for behavior issues               | John Teller, Sr.   |          |            |
| Survey students to measure how engaged they are in the learning process                                     | John Teller, Sr.   |          |            |
| Develop and design family group program (August 2016)   | John Teller, Sr.   |          |            |
| Analyze historical behavior data to establish current trend and project desired state levels                | John Teller, Sr.   |          |            |

## Professional Development

Throughout the year, staff members will be engaged in a variety of activities to help them build capacity to meet the three identified goals. Additionally, staff will attend appropriate conferences and workshops that will support the school-wide goals.

| <b>2015-16 Staff Development Activities</b> |  |   |
|---|--|---|
| <b>Date</b>                                 | <b>Activity</b>                                  | <b>Staff</b>  |
| On-going                                    | National Board Candidacy                         | Shannon Chapman<br>Beth Waukechon<br>Krystal White<br>Julie VanDyke<br>Cameo Self<br>Melody Peterman<br>Tiffany Reiter-Medina<br>Diane Burr<br>Susan Kinney |
| On-going                                    | Mindset book study                               | All   |
| Summer 2015                                 | Mindset training                                 | All   |
| 8/25/15                                     | Non-violent crisis intervention training         | All   |
| 8/26/15                                     | SWIS training                                    | All   |
| 9/4/15                                      | Introduction to UDL training (half-day training) | All   |
| 10/2/15                                     | Data retreat                                     | Content area teachers   |
| 12/4/15                                     | UDL application, part 1 (half-day training)      | All   |
| 1/18/16                                     | UDL application, part 2 (half-day training)      | All   |
| 2/26/16                                     | Data retreat                                     | Content area teachers   |
| 6/9/2016                                    | Data retreat                                     | Content area teachers   |
|   |  |   |
|   |  |   |
|   |  |   |
|   |  |   |







# 50 responses

[View all responses](#) [Publish analytics](#)

# General Demographic Survey Results

## Summary

### Information About Your School

How many elementary schools are in your district?

- 3
- 2
- 1
- One
- three

How many elementary students are in your district?

- 800
- 337
- about 337
- 600
- not exactly sure
- 879
- 400
- ?
- 450+
- 823
- 100
- 225
- 180
- 420
- 400+
- 700
- 245
- 300
- 500
- not sure on that over 500
- 120
- 235
- 450
- 365
- approx. 500
- 146
- 650
- 350
- <500
- 900

What would you estimate is the average class size in your elementary school?

- 22
- 25
- 19
- 17

Surveys Created & Distributed by:  
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 Curriculum, Instruction, & Assessment Associate Director  
 STEM & intervention Specialist  
 PASS/Dissemination Project Director  
 POSH Project Liaison  
 jnmiller@cesa8.org or (920)855-2114 Extension 279

- 18
- 15
- 16
- 20
- 15-20
- 18-28
- 18-22

What is the free and reduced lunch percentage for your school?

- 53.8
- 60%
- 38
- 80%
- 41
- 40
- 40%
- 54%
- too high
- 30
- 100%
- ?
- 41%
- 53%?
- 62%
- 100
- 98
- 41.2%
- 45.8%
- 98%
- 68
- 58%
- 50%
- 55%
- 65
- 60
- all
- 45
- 90%
- 65%

What grade do you currently teach?



Information About Your Education

Do you hold a bachelor's degree in education?



Yes 47 95.9%  
No 2 4.1%

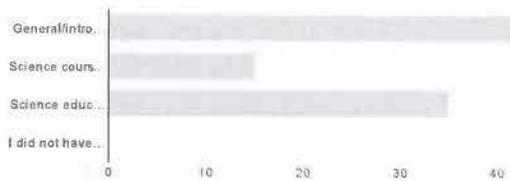
### Alternate Pathway to Teaching

Please briefly describe your pathway to teacher licensure and the degree you possess.

I have a bachelor's degree in health sciences, a master's degree in occupational therapy and a teaching certificate through Concordia University of Wisconsin.  
I have a BA degree in Spanish and biology, and attended a teacher certification graduate program for adults who already have their teaching certification.

### Information About Science Coursework

Select the following types of science classes you took at a 4-year institute of higher education to prepare for your teaching certification.



General/introductory science courses such as Biology I, Introduction to Biology, Chemistry I, Introduction to Chemistry, Physics I, Introduction to Physics, Weather and Climate, Int...  
Science courses beyond th...  
Science c...  
I did not have any science coursework at a 4-year i...

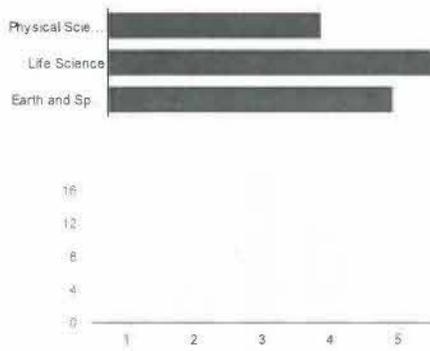
How many total science content classes have you completed as you prepared for your teaching certification and since you started teaching?

- 3
- 2
- 1
- 0
- 7
- 6
- 5
- 4
- 8
- ?
- 13
- 3 or 4
- none
- 5-6
- 6+
- I have a minor in it

Surveys Created & Distributed by:  
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STEM & Intervention Specialist  
PASS/Dissemination Project Director  
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Based on your own education, which areas do you feel most prepared to teach?

|   |    |       |
|---|----|-------|
| Physical Science  | 21 | 42.0% |
| Life Science  | 40 | 81.8% |
| Earth and Space Science                                 | 28 | 57.1% |
| Engineering, Technology, and the Application of Science | 4  | 8.2%  |
| None  | 4  | 8.2%  |



| Preparedness Level         | Count | Percentage |
|----------------------------|-------|------------|
| Not Adequately Prepared: 1 | 3     | 9.1%       |
| 2                          | 5     | 14.3%      |
| 3                          | 19    | 54.3%      |
| 4                          | 18    | 51.4%      |
| Very Well Prepared: 5      | 4     | 11.2%      |

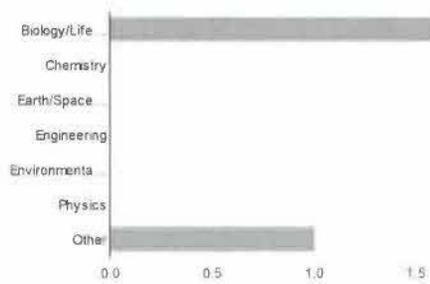
Do you have a major in a science or engineering field?



|     |    |       |
|-----|----|-------|
| Yes | 2  | 4.1%  |
| No  | 47 | 95.9% |

### Majoring in Science and/or Engineering

If you majored in science or engineering, what type of natural science and/or engineering major do you have?



|                               |   |      |
|-------------------------------|---|------|
| Biology/Life Science          | 2 | 100% |
| Chemistry                     | 0 | 0%   |
| Earth/Space Science           | 0 | 0%   |
| Engineering                   | 0 | 0%   |
| Environmental Science/Ecology | 0 | 0%   |
| Physics                       | 0 | 0%   |
| Other                         | 1 | 50%  |

### About Your School Science Program and Practices

How much science instruction time is allotted by the master schedule per week for your class?



|                          |    |     |
|--------------------------|----|-----|
| No time is scheduled     | 10 | 20% |
| 1-30 minutes             | 10 | 20% |
| 31-60 minutes            | 11 | 22% |
| 61-90 minutes            | 9  | 18% |
| 91-120 minutes           | 3  | 6%  |
| Greater than 120 minutes | 7  | 14% |

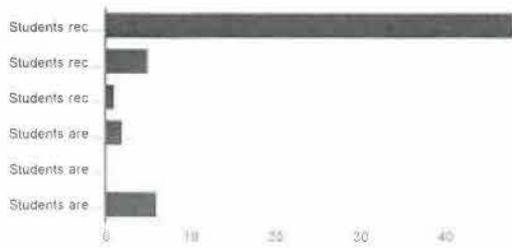
Regardless of how much time is scheduled, how much time do students in your class receive science instruction each week?



|                          |    |     |
|--------------------------|----|-----|
| 0 minutes                | 2  | 4%  |
| 1-30 minutes             | 15 | 30% |
| 31-60 minutes            | 12 | 24% |
| 61-90 minutes            | 12 | 24% |
| 91-120 minutes           | 5  | 10% |
| Greater than 120 minutes | 4  | 8%  |

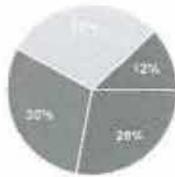
Check each of the following programs and/or practices which are currently being implemented in your school.

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|  |    |     |
|--|----|-----|
| Students receive science instruction from the same teacher who teaches all other subjects.           | 48 | 97% |
| Students receive science instruction from a science specialist instead of their regular teacher.     | 5  | 10% |
| Students receive science instruction from a science specialist in addition to their regular teacher. | 1  | 2%  |
| Students are pulled out for remedial instruction in science.   | 2  | 4%  |
| Students are pulled out for enrichment in science.   | 0  | 0%  |
| Students are pulled out from science instruction for additional instruction in other content areas.  | 6  | 12% |

**Which best describes your science teaching?**



|  |    |     |
|--|----|-----|
| I teach science all or most days, every week of the year.                | 14 | 28% |
| I teach science every week, but typically three or fewer days each week. | 15 | 30% |
| I teach science some weeks, but typically not every week.                | 15 | 30% |
| I do not teach science.  | 6  | 12% |

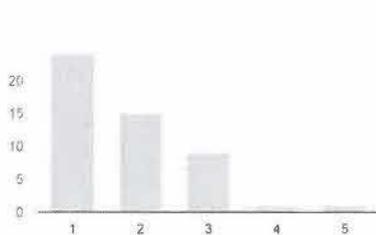
**Which of the following are provided to teachers considered in need of special assistance in science teaching (for example: new teachers)?**



|   |    |     |
|---|----|-----|
| Seminars, classes, and/or study groups                | 20 | 40% |
| Guidance from a formally designated mentor or coach   | 30 | 60% |
| A higher level of supervision than for other teachers | 7  | 14% |

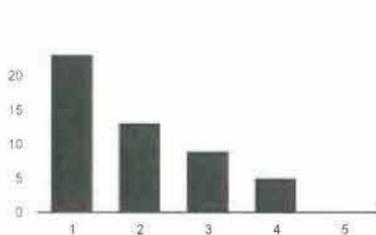
**Science Standards in Your School**

**State science standards or the Next Generation Science Standards have been thoroughly discussed by teachers in this school.**



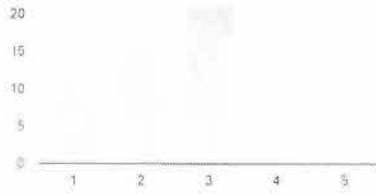
|                      |    |     |
|----------------------|----|-----|
| Strongly Disagree: 1 | 24 | 48% |
| Disagree: 2          | 15 | 30% |
| Neutral: 3           | 9  | 18% |
| Agree: 4             | 1  | 2%  |
| Strongly Agree: 5    | 1  | 2%  |

**There is a school-wide effort to align science instruction with the state science standards or the Next Generation Science Standards.**



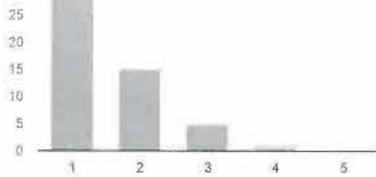
|                      |    |     |
|----------------------|----|-----|
| Strongly Disagree: 1 | 23 | 46% |
| Disagree: 2          | 13 | 26% |
| Neutral: 3           | 9  | 18% |
| Agree: 4             | 5  | 10% |
| Strongly Agree: 5    | 0  | 0%  |

Most teachers in this school teach to the state science standards.



|                      |    |     |
|----------------------|----|-----|
| Strongly Disagree: 1 | 10 | 20% |
| 2                    | 14 | 28% |
| 3                    | 21 | 42% |
| 4                    | 4  | 8%  |
| Strongly Agree: 5    | 1  | 2%  |

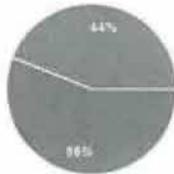
Your district organizes science professional development based on either the Wisconsin Model Academic Standards or the Next Generation Science Standards.



|                      |    |     |
|----------------------|----|-----|
| Strongly Disagree: 1 | 29 | 58% |
| 2                    | 15 | 30% |
| 3                    | 5  | 10% |
| 4                    | 1  | 2%  |
| Strongly Agree: 5    | 0  | 0%  |

### Science Standards in Curriculum

Does your district use either the Wisconsin Model Academic Standards for Science or the Next Generation Science Standards to develop and update the district science curriculum?



|     |    |     |
|-----|----|-----|
| Yes | 28 | 56% |
| No  | 22 | 44% |

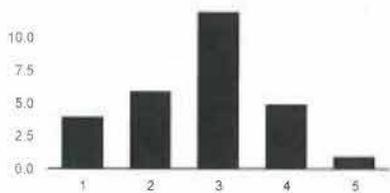
### Which Science Standards?

Which standards are used as the basis to construct curriculum for science in your school?



|  |    |       |
|--|----|-------|
| Wisconsin Model Academic Standards for Science | 19 | 67.9% |
| Next Generation Science Standards              | 13 | 48.4% |

Student grades are based on mastering the standards our district uses to develop the science curriculum.



|                      |    |       |
|----------------------|----|-------|
| Strongly Disagree: 1 | 4  | 14.3% |
| 2                    | 6  | 21.4% |
| 3                    | 12 | 42.9% |
| 4                    | 5  | 17.9% |
| Strongly Agree: 5    | 1  | 3.5%  |

### How You Know What Students Should Know



Our school relies on learning targets in commercial instructional materials as the basis for science education. 6 100%



Teachers decide learning targets for students without direction from the district. 10 100%



There are common grade level learning targets. 11 100%



Each teacher decides the learning targets in his/her classroom. 8 100%

Other

### Your Professional Development

Time you participated in professional development in the last three years.



|                    |    |     |
|--------------------|----|-----|
| 0 hours            | 6  | 12% |
| Less than 6 hours  | 5  | 10% |
| 6-15 hours         | 5  | 10% |
| 16-35 hours        | 13 | 26% |
| More than 35 hours | 21 | 42% |

When was your most recent participation in a SCIENCE CONTENT focused professional development offering?



|                        |    |     |
|------------------------|----|-----|
| In the last 3 years    | 10 | 20% |
| 4-6 years ago          | 9  | 18% |
| 7-10 years ago         | 5  | 10% |
| More than 10 years ago | 10 | 20% |
| Never                  | 16 | 32% |

### Science Professional Development Within the Last Three Years

What type of professional development did you take part in?

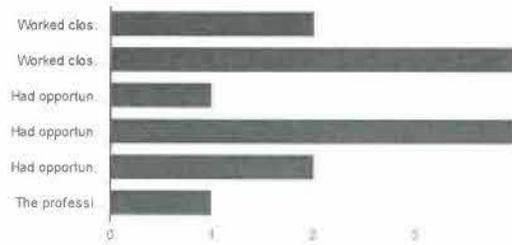


|   |   |       |
|---|---|-------|
| Attended a workshop on science or science teaching  | 6 | 66.7% |
| Participated in a professional learning community/lesson study/teacher study group focused on science or science teaching | 3 | 33.3% |
| Received feedback about your science teaching from a mentor/coach formally assigned by the school/district/diocese        | 0 | 0%    |
| Attended a national, state, or regional science teacher association meeting   | 0 | 0%    |

Regarding the science content professional development you have participated in within the last three years, which statements

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characterize your experience to a substantial extent?

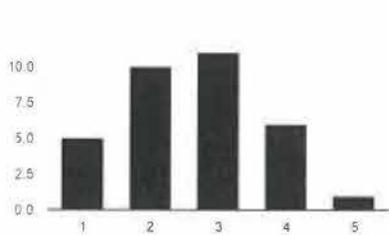


|  |   |       |
|--|---|-------|
| Worked closely with other science teachers from your school  | 2 | 22.2% |
| Worked closely with other science teachers who taught the same grade and/or subject whether or not they were from your school  | 4 | 44.4% |
| Had opportunities to try out what you learned in your classroom and then talk about it as part of the professional development | 1 | 11.1% |
| Had opportunities to engage in science investigations  | 4 | 44.4% |
| Had opportunities to examine classroom artifacts (e.g., student work samples)  | 2 | 22.2% |
| The professional development was a waste of time   | 1 | 11.1% |

Emphasis of Professional Development

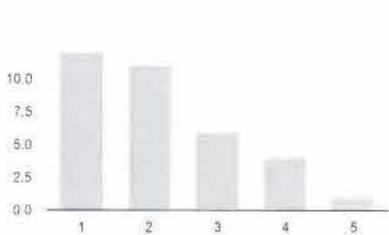
Please rate to what extent each of the areas was emphasized during the science professional development you have received:

Deepening my science content knowledge



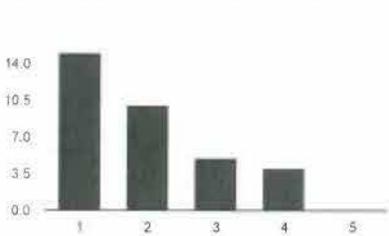
|                      |    |       |
|----------------------|----|-------|
| Not at all: 1        | 5  | 15.2% |
| 2                    | 10 | 30.3% |
| 3                    | 11 | 33.3% |
| 4                    | 6  | 18.2% |
| To a great extent: 5 | 1  | 3%    |

Planning instruction so students at different levels of achievement can increase their understanding of the ideas targeted in each activity



|                      |    |       |
|----------------------|----|-------|
| Not at all: 1        | 12 | 35.3% |
| 2                    | 11 | 32.4% |
| 3                    | 6  | 17.6% |
| 4                    | 4  | 11.8% |
| To a great extent: 5 | 1  | 2.9%  |

Planning instruction so students of diverse cultural backgrounds find the science content relevant to their experience



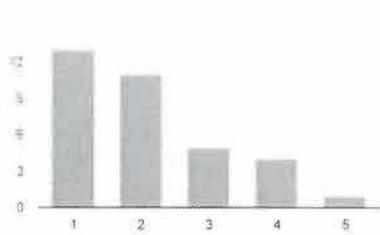
|                      |    |       |
|----------------------|----|-------|
| Not at all: 1        | 15 | 44.1% |
| 2                    | 10 | 29.4% |
| 3                    | 5  | 14.7% |
| 4                    | 4  | 11.8% |
| To a great extent: 5 | 0  | 0%    |

Monitoring student understanding during science instruction



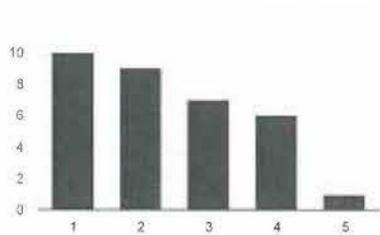
|                    |   |    |       |
|--------------------|---|----|-------|
| Not at all:        | 1 | 10 | 29.4% |
|                    | 2 | 11 | 32.4% |
|                    | 3 | 7  | 20.6% |
|                    | 4 | 5  | 14.7% |
| To a great extent: | 5 | 1  | 2.9%  |

**Learning about difficulties that students may have with particular science ideas and procedures**



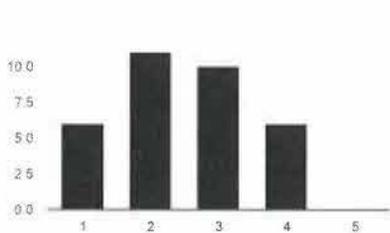
|                    |   |    |       |
|--------------------|---|----|-------|
| Not at all:        | 1 | 13 | 38.2% |
|                    | 2 | 11 | 32.4% |
|                    | 3 | 5  | 14.7% |
|                    | 4 | 4  | 11.8% |
| To a great extent: | 5 | 1  | 2.9%  |

**Assessing student understanding at the conclusion of instruction on a topic**



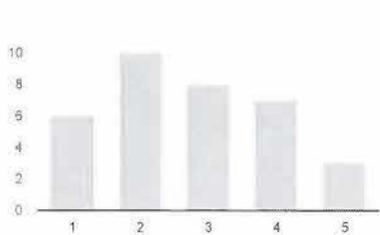
|                    |   |    |       |
|--------------------|---|----|-------|
| Not at all:        | 1 | 10 | 30.3% |
|                    | 2 | 9  | 27.3% |
|                    | 3 | 7  | 21.2% |
|                    | 4 | 6  | 18.2% |
| To a great extent: | 5 | 1  | 3%    |

**Finding out what students think or already know about the key science ideas prior to instruction on those ideas**



|                    |   |    |       |
|--------------------|---|----|-------|
| Not at all:        | 1 | 6  | 18.2% |
|                    | 2 | 11 | 33.3% |
|                    | 3 | 10 | 30.3% |
|                    | 4 | 6  | 18.2% |
| To a great extent: | 5 | 0  | 0%    |

**Deepening student science content knowledge**

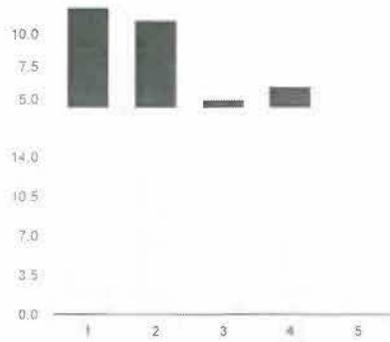


|                    |   |    |       |
|--------------------|---|----|-------|
| Not at all:        | 1 | 6  | 17.6% |
|                    | 2 | 10 | 29.4% |
|                    | 3 | 8  | 23.5% |
|                    | 4 | 7  | 20.6% |
| To a great extent: | 5 | 3  | 8.8%  |

**Providing enrichment experiences for gifted students**

|                    |   |    |       |
|--------------------|---|----|-------|
| Not at all:        | 1 | 12 | 35.3% |
|                    | 2 | 11 | 32.4% |
|                    | 3 | 5  | 14.7% |
|                    | 4 | 6  | 17.6% |
| To a great extent: | 5 | 0  | 0%    |

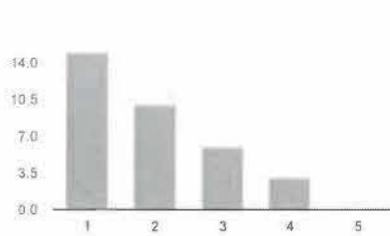
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Key science ideas prior to instruction on those ideas

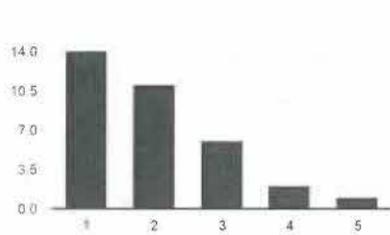
|                    |   |    |       |
|--------------------|---|----|-------|
| Not at all:        | 1 | 6  | 12.0% |
|                    | 2 | 14 | 41.2% |
|                    | 3 | 7  | 20.6% |
|                    | 4 | 7  | 20.6% |
| To a great extent: | 5 | 0  | 0%    |

Providing alternative science learning experiences for students with special needs



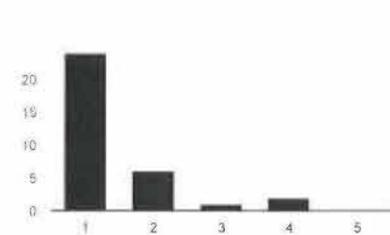
|                    |   |    |       |
|--------------------|---|----|-------|
| Not at all:        | 1 | 15 | 44.1% |
|                    | 2 | 10 | 28.4% |
|                    | 3 | 6  | 17.5% |
|                    | 4 | 3  | 8.8%  |
| To a great extent: | 5 | 0  | 0%    |

Implementing the science textbook/module to be used in their classroom



|                    |   |    |       |
|--------------------|---|----|-------|
| Not at all:        | 1 | 14 | 41.2% |
|                    | 2 | 11 | 32.4% |
|                    | 3 | 6  | 17.6% |
|                    | 4 | 2  | 5.9%  |
| To a great extent: | 5 | 1  | 2.9%  |

Teaching science to English-language learners



|                    |   |    |       |
|--------------------|---|----|-------|
| Not at all:        | 1 | 24 | 72.7% |
|                    | 2 | 6  | 18.2% |
|                    | 3 | 1  | 3%    |
|                    | 4 | 2  | 6.1%  |
| To a great extent: | 5 | 0  | 0%    |

Number of daily responses



# 18 responses

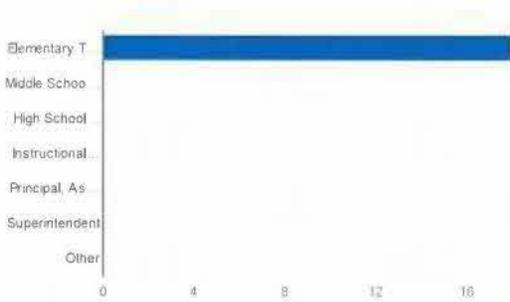
[View all responses](#) [Publish analytics](#)

# Matter and Energy Knowledge Survey Results

## Summary

### Information About You

Please choose the title that best describes your role in your district.



|   |    |      |
|---|----|------|
| Elementary Teacher                                  | 18 | 100% |
| Middle School Teacher                               | 0  | 0%   |
| High School Teacher                                 | 0  | 0%   |
| Instructional Coach                                 | 0  | 0%   |
| Principal, Assistant Principal, or Dean of Students | 0  | 0%   |
| Superintendent                                      | 0  | 0%   |
| Other   | 0  | 0%   |

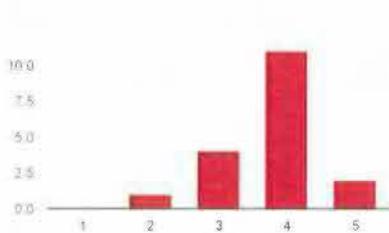
What grade do you teach?



|              |   |       |
|--------------|---|-------|
| Kindergarten | 2 | 11.1% |
| 1st Grade    | 3 | 16.7% |
| 2nd Grade    | 4 | 22.2% |
| 3rd Grade    | 4 | 22.2% |
| 4th Grade    | 5 | 27.8% |
| 5th Grade    | 0 | 0%    |
| 6th Grade    | 0 | 0%    |
| 7th Grade    | 0 | 0%    |
| 8th Grade    | 0 | 0%    |
| 9th Grade    | 0 | 0%    |
| 10th Grade   | 0 | 0%    |
| 11th Grade   | 0 | 0%    |
| 12th Grade   | 0 | 0%    |
| Other        | 1 | 5.6%  |

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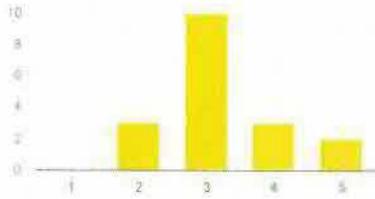
Please rate your enthusiasm about teaching science.



|   |   |    |       |
|---|---|----|-------|
| I dread teaching science!               | 1 | 0  | 0%    |
|   | 2 | 1  | 5.6%  |
|   | 3 | 4  | 22.2% |
|   | 4 | 11 | 61.1% |
| I wish I could teach science full-time! | 5 | 2  | 11.1% |

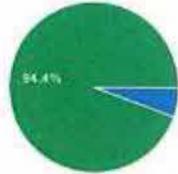
How would you rate yourself as a "science person"?

|    |   |    |       |
|----|---|----|-------|
| F: | 1 | 0  | 0%    |
|    | 2 | 3  | 16.7% |
|    | 3 | 10 | 55.6% |



4 3 16.7%  
A: 5 2 11.1%

Which statement about matter is TRUE?



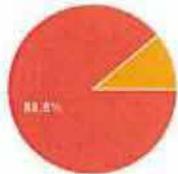
Atoms are not matter but they are contained in matter. 1 5.6%  
Matter exists only when you can see it. 0 0%  
Living things are not matter. 0 0%  
Matter is made up of atoms. 17 94.4%

Which of the following is the smallest?



A gem 0 0%  
An atom 18 100%  
The width of a hair 0 0%  
A cell in your body 0 0%

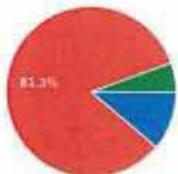
Is air matter? Why or why not?



Yes, because air is not alive. 0 0%  
Yes, because air is made up of atoms. 16 88.9%  
No, because air cannot be seen. 2 11.1%  
No, because air does not take up space. 0 0%

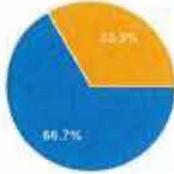
Most sidewalks are made out of solid concrete sections. There are spaces between the sections.

What happens to the spaces during a hot day in the summer and why?



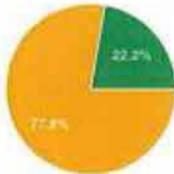
The spaces get wider because the concrete sections shrink. 2 11.1%  
The spaces get narrower because the concrete sections expand. 15 83.3%  
The spaces stay the same because the concrete sections does not shrink or expand. 0 0%  
Some spaces get wider, some spaces get narrower, and some spaces stay the same because each concrete section behaves differently on a hot summer day. 1 5.6%

A balloon full of air is placed on a chair. Which of the following statements about the atoms and molecules of the chair and the atoms and molecules of the air in the balloon is TRUE?



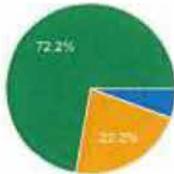
- The atoms and molecules of both the chair and the air in the balloon are moving. 12 66.7%
- The atoms and molecules of both the chair and the air in the balloon are not moving. 0 0%
- The atoms and molecules of the chair are not moving, and the atoms and molecules of the air in the balloon are moving. 6 33.3%
- The atoms and molecules of the chair are moving, and the atoms and molecules of the air in the balloon are not moving. 0 0%

You wash a pair of jeans. You hang the wet jeans on a clothesline. A few hours later, the jeans are dry. What happened to the water molecules?



- The water molecules became part of the jeans. 0 0%
- The water molecules disappeared and no longer exist. 0 0%
- The water molecules moved faster and became part of the air. 14 77.8%
- The water molecules broke down into hydrogen and oxygen atoms. 4 22.2%

Why can gases be compressed more easily than solids?



- Because the molecules of gases are softer than the molecules of solids 1 5.8%
- Because the molecules of gases weigh less than the molecules of solids 0 0%
- Because the molecules of gases move faster than the molecules of solids 4 22.2%
- Because the molecules of gases are farther apart than the molecules of solids 13 72.2%

How do the molecules of hot air differ from the molecules of cold air?

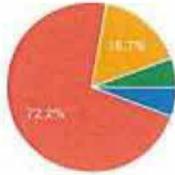


- The molecules of hot air move faster than the molecules of cold air. 18 100%
- The molecules of hot air move slower than the molecules of cold air. 0 0%
- The molecules of hot air move at the same speed as the molecules of cold air. 0 0%
- It is not possible to say anything about how the molecules differ without more information. 0 0%

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Two identical balls are rolling down a hill. Ball 2 is rolling faster than Ball 1.

Which ball has more motion energy (kinetic energy)?



|   |    |       |
|---|----|-------|
| Ball 1 has more motion energy.                    | 13 | 72.2% |
| Ball 2 has more motion energy.                    | 3  | 16.7% |
| Both balls have the same amount of motion energy. | 3  | 16.7% |
| Neither ball has any motion energy.               | 1  | 5.6%  |

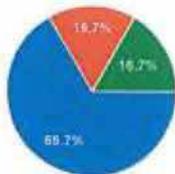
Three hikers take three different paths to the top of a mountain, Paths 1, 2, and 3. The hikers are all the same height and weight.

When all of the hikers are at the finish point at the top of the mountain, which hiker will have the greatest amount of gravitational potential energy?



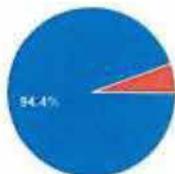
|  |    |       |
|--|----|-------|
| The hiker who took Path 1  | 3  | 16.7% |
| The hiker who took Path 2  | 0  | 0%    |
| The hiker who took Path 3  | 0  | 0%    |
| The gravtational potential energy is the same for all of the hikers. | 15 | 83.3% |

Which of the following is food for a plant?



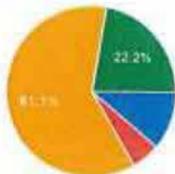
|   |    |       |
|---|----|-------|
| Sugars that a plant makes                               | 12 | 66.7% |
| Minerals that a plant takes in from the soil            | 3  | 16.7% |
| Water that a plant takes in through its roots           | 0  | 0%    |
| Carbon dioxide that a plant takes in through its leaves | 3  | 16.7% |

Which organisms store some of the molecules from food in their bodies to use later as a source of chemical energy and building materials?



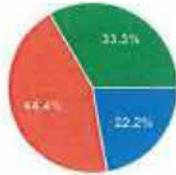
|                            |    |       |
|----------------------------|----|-------|
| Both animals and plants    | 17 | 94.4% |
| Animals but not plants     | 1  | 5.6%  |
| Plants but not animals     | 0  | 0%    |
| Neither animals nor plants | 0  | 0%    |

Where does the food that a plant needs come from?



|  |    |       |
|--|----|-------|
| The food comes in from the soil through the plant's roots. | 2  | 11.1% |
| The food comes in from the air through the plant's leaves. | 1  | 5.6%  |
| The plant makes its food from carbon dioxide and water.    | 11 | 61.1% |
| The plant makes its food from minerals and water.          | 4  | 22.2% |

Is water a source of food for plants and animals? Why or why not?



- Yes, because food is anything that is needed by plants and animals, and water is needed by plants and animals 4
- Yes, because food is anything that provides energy to plants and animals, and water provides energy to plants and animals 8
- No, because liquids cannot be food for plants and animals, and water is a liquid 0
- No, because food must contain molecules that have carbon atoms linked to other carbon atoms, and water molecules do not have carbon atoms linked to other carbon atoms 6

A student places two identical toy bears on a shelf near a window. The bears are at the same temperature. Then the student opens the shutters on the window so that the sun shines on one of the bears but not on the other.

Which of the following describes the thermal energy of the bears?



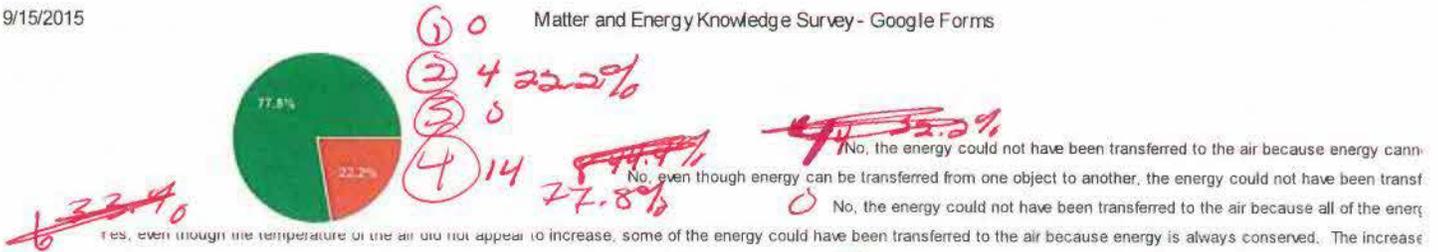
- The thermal energy of both bears will be the same because they are identical bears and stay at the same temperature. 17 88.9%
- The thermal energy of the bear in the sunlight will be greater than the thermal energy of the bear in the shade because more energy was transferred directly from the sun to the bear in the sunlight. 2 11.1%
- The thermal energy of the bear in the sunlight will be greater than the thermal energy of the bear in the shade because more energy was transferred from the air to the bear in the sunlight. 0 0%

Consider the following situations: Situation 1: A battery is used to power a cell phone. Situation 2: The sun shines on a plant. Is energy being transferred in either of these situations?



- Energy is transferred in both situations. 17 94.4%
- Energy is NOT transferred in either situation. 1 5.6%
- Energy is transferred when a battery is used to power a cell phone, but energy is NOT transferred when the sun shines on a plant. 0 0%
- Energy is transferred when the sun shines on a plant, but energy is NOT transferred when a battery is used to power a cell phone. 0 0%

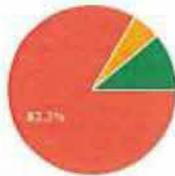
A cook heats up some food on a stove. He removes the food from the stove and places it on a plate. He lets the food cool. The food has less energy when it is cool. His friend tells him that some of the energy was transferred to the air around the food. The cook does not agree with his friend because the temperature of the air around the food did not seem to increase. Is the friend correct in saying that some of the energy was transferred to the air, and why or why not?



A student places a warm can of soda into a bucket filled with cold water.

*Yes, even though the temperature of the air does not appear to increase, some of the energy is transferred to air. The increase...*

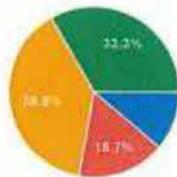
She puts the lid on the bucket. Which of the following describes the energy transfer between the water and the can of soda in the bucket?



|  |    |       |
|--|----|-------|
| Thermal energy is transferred from the can of soda to the water so the can of soda gets cooler and the water stays the same temperature. | 0  | 0%    |
| Thermal energy is transferred from the can of soda to the water so the can of soda gets cooler and the water gets warmer.                | 15 | 83.3% |
| Coldness is transferred from the water to the can of soda so the can of soda gets cooler and the water stays the same temperature.       | 1  | 5.9%  |
| Coldness is transferred from the water to the can of soda so the can of soda gets cooler and the water gets warmer.                      | 2  | 11.1% |

A student places some baking soda and a jar of lemon juice in a plastic bag and seals the bag. She weighs the bag and everything in it. She shakes the bag so that the lemon juice spills out of the jar and mixes with the baking soda inside the bag. The student observes that bubbles form and the bag expands.

If the student weighs the bag and everything in it after the bubbling stops and compares the final weight to the starting weight, what will she find out?



|  |   |       |
|--|---|-------|
| The final weight will be greater than the starting weight because new atoms are produced during the experiment.                            | 2 | 11.1% |
| The final weight will be less than the starting weight because some of the atoms are destroyed during the experiment.                      | 3 | 16.7% |
| The final weight will be the same as the starting weight because the number of each kind of atom does not change during the experiment.    | 7 | 38.9% |
| The final weight will be the same as the starting weight because some atoms are destroyed, but new ones are created during the experiment. | 6 | 33.3% |

**Number of daily responses**



Surveys Created & Distributed by:  
JoAnn Miller, M.Ed., NBCT  
CESA 8  
Curriculum, Instruction, & Assessment Associate Director  
STEM & Intervention Specialist  
PASS/Dissemination Project Director  
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# County Health Rankings & Roadmaps

Building a Culture of Health, County by County

## Menominee (MN)

|  | Menominee County | Error Margin  | Top U.S. Performers <sup>^</sup> | Wisconsin | Rank (of 72) |
|--|------------------|---------------|----------------------------------|-----------|--------------|
| <b>Health Outcomes</b>   |                  |               |                                  |           | 72           |
| <b>Length of Life</b>  |                  |               |                                  |           | 72           |
| Premature death  | 14,100           | 11,000-17,800 | 5,200                            | 6,000     |              |
| <b>Quality of Life</b>   |                  |               |                                  |           | 71           |
| Poor or fair health**  | 28%              | 27-29%        | 12%                              | 15%       |              |
| Poor physical health days**  | 5.8              | 5.6-6.1       | 2.9                              | 3.7       |              |
| Poor mental health days**  | 5.3              | 5.1-5.5       | 2.8                              | 3.7       |              |
| Low birthweight  | 7%               | 5-9%          | 6%                               | 7%        |              |
| <b>Additional Health Outcomes (not included in overall ranking)</b>  |                  |               |                                  |           |              |
| Premature age-adjusted mortality                                     | 580              | 450-730       | 270                              | 300       |              |
| Child mortality  |                  |               | 40                               | 50        |              |
| Infant mortality   |                  |               | 5                                | 6         |              |
| Frequent physical distress   | 19%              | 19-20%        | 9%                               | 11%       |              |
| Frequent mental distress   | 17%              | 17-18%        | 9%                               | 11%       |              |
| Diabetes prevalence  | 18%              | 17-18%        | 9%                               | 9%        |              |
| HIV prevalence   | 242              |               | 41                               | 113       |              |
| Communicable disease*  | 1,784            |               |                                  | 803       |              |
| Coronary heart disease hospitalizations*                             |                  |               |                                  | 3         |              |
| Cerebrovascular disease hospitalizations*                            |                  |               |                                  | 3         |              |
| Self-inflicted injury hospitalizations*                              | 188              | 113-263       |                                  | 96        |              |
| <b>Health Factors</b>  |                  |               |                                  |           | 72           |
| <b>Health Behaviors</b>  |                  |               |                                  |           | 72           |
| Adult smoking**  | 32%              | 31-33%        | 14%                              | 17%       |              |
| Adult obesity  | 41%              | 35-47%        | 25%                              | 29%       |              |
| Food environment index   | 5.0              |               | 8.3                              | 7.9       |              |
| Physical inactivity  | 31%              | 26-35%        | 20%                              | 22%       |              |
| Access to exercise opportunities                                     | 7%               |               | 91%                              | 81%       |              |
| Excessive drinking**   | 21%              | 20-21%        | 12%                              | 23%       |              |
| Alcohol-impaired driving deaths                                      | 57%              | 39-71%        | 14%                              | 38%       |              |
| Sexually transmitted infections                                      | 1,405.5          |               | 134.1                            | 411.6     |              |
| Teen births  | 112              | 94-130        | 19                               | 26        |              |
| <b>Additional Health Behaviors (not included in overall ranking)</b> |                  |               |                                  |           |              |
| Food insecurity  | 20%              |               | 11%                              | 12%       |              |
| Limited access to healthy foods                                      | 18%              |               | 2%                               | 5%        |              |
| Drug overdose deaths   |                  |               | 8                                | 14        |              |
| Drug overdose deaths - modeled                                       | ≥20              |               | 6.1-8.0                          | 15.1      |              |
| Motor vehicle crash deaths   | 37               | 18-66         | 9                                | 11        |              |
| Insufficient sleep   | 39%              | 37-40%        | 28%                              | 31%       |              |
| Smoking during pregnancy*  | 35%              |               |                                  | 14%       |              |
| Drug arrests*  | 6                |               |                                  | 27,733    |              |
| Alcohol-related hospitalizations*                                    |                  |               |                                  | 2         |              |
| Motor vehicle crash occupancy rate*                                  | 12               |               |                                  | 42        |              |
| On-road motor vehicle crash-related ER visits*                       | 1,222            | 1,031-1,412   |                                  | 578       |              |
| Off-road motor vehicle crash-related ER visits*                      | 603              | 469-737       |                                  | 65        |              |

**Clinical Care** 71

|                            |         |         |         |         |
|----------------------------|---------|---------|---------|---------|
| Uninsured                  | 17%     | 15-19%  | 11%     | 11%     |
| Primary care physicians    | 1,440:1 |         | 1,040:1 | 1,220:1 |
| Dentists                   | 900:1   |         | 1,340:1 | 1,590:1 |
| Mental health providers    | 900:1   |         | 370:1   | 590:1   |
| Preventable hospital stays | 82      | 49-115  | 38      | 48      |
| Diabetic monitoring        | 85%     | 63-100% | 90%     | 90%     |
| Mammography screening      | 69%     | 40-97%  | 71%     | 71%     |

**Additional Clinical Care (not included in overall ranking)**

|                                   |         |        |       |         |
|-----------------------------------|---------|--------|-------|---------|
| Uninsured adults                  | 22%     | 19-25% | 13%   | 13%     |
| Uninsured children                | 8%      | 6-11%  | 5%    | 5%      |
| Health care costs                 | \$8,237 |        |       | \$8,322 |
| Other primary care providers      | 1,507:1 |        | 866:1 | 1,219:1 |
| No recent dental visit*           | 6%      | 0-16%  |       | 26%     |
| Did not get needed health care*   | 10%     | 0-21%  |       | 2%      |
| Childhood immunizations*          | 64%     |        |       | 71%     |
| Local health department staffing* | 2       |        |       | 3       |

**Social & Economic Factors** 72

|                                      |       |         |      |      |
|--------------------------------------|-------|---------|------|------|
| High school graduation               |       |         | 93%  | 88%  |
| Some college                         | 55%   | 43-67%  | 72%  | 67%  |
| Unemployment                         | 13.1% |         | 3.5% | 5.5% |
| Children in poverty                  | 44%   | 32-57%  | 13%  | 18%  |
| Income inequality                    | 5.1   | 3.8-6.4 | 3.7  | 4.3  |
| Children in single-parent households | 62%   | 49-75%  | 21%  | 31%  |
| Social associations                  | 11.6  |         | 22.1 | 11.8 |
| Violent crime                        | 47    |         | 59   | 25.5 |
| Injury deaths                        | 107   | 68-161  | 51   | 65   |

**Additional Social & Economic Factors (not included in overall ranking)**

|   |          |                 |          |          |
|---|----------|-----------------|----------|----------|
| Median household income                   | \$36,800 | \$34,000-39,500 | \$61,700 | \$52,600 |
| Children eligible for free lunch          |          |                 | 25%      | 35%      |
| Residential segregation - black/white     |          |                 | 23       | 78       |
| Residential segregation - non-white/white | 7        |                 | 15       | 57       |
| Homicides                                 |          |                 | 2        | 3        |
| Reading proficiency*                      |          |                 |          | 36%      |
| W-2 enrollment*                           | 28       |                 |          | 19,511   |
| Poverty*                                  | 29%      | 21-37%          |          | 13%      |
| Older adults living alone*                | 16%      |                 |          | 30%      |
| Hate crimes*                              | 0        |                 |          | 1        |
| Child abuse*                              | 10       |                 |          | 4        |
| Injury hospitalizations*                  | 901      | 617-1,185       |          | 830      |
| Fall fatalities 65+*                      |          |                 |          | 115      |

**Physical Environment** 20

|                                    |      |        |     |      |
|------------------------------------|------|--------|-----|------|
| Air pollution - particulate matter | 11.0 |        | 9.5 | 11.5 |
| Drinking water violations          |      |        | No  |      |
| Severe housing problems            | 22%  | 16-28% | 9%  | 15%  |
| Driving alone to work              | 73%  | 67-80% | 71% | 80%  |
| Long commute - driving alone       | 11%  | 6-16%  | 15% | 26%  |

**Additional Physical Environment (not included in overall ranking)**

|                       |    |  |  |     |
|-----------------------|----|--|--|-----|
| Year structure built* | 8% |  |  | 26% |
|-----------------------|----|--|--|-----|

^ 10th/90th percentile, i.e., only 10% are better.

\* Data supplied on behalf of state

Note: Blank values reflect unreliable or missing data

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| Alcohol-related hospitalizations*                                    |                  |               |                                  | 2         |              |
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| <b>Clinical Care</b>  |          |                 |          |          | <b>71</b> |
|---|----------|-----------------|----------|----------|-----------|
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| Mental health providers   | 900:1    |                 | 370:1    | 590:1    |           |
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| Diabetic monitoring   | 85%      | 63-100%         | 90%      | 90%      |           |
| Mammography screening   | 69%      | 40-97%          | 71%      | 71%      |           |
| <b>Additional Clinical Care (not included in overall ranking)</b>                 |          |                 |          |          |           |
| Uninsured adults  | 22%      | 19-25%          | 13%      | 13%      |           |
| Uninsured children  | 8%       | 6-11%           | 5%       | 5%       |           |
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| No recent dental visit*   | 6%       | 0-16%           |          | 26%      |           |
| Did not get needed health care*   | 10%      | 0-21%           |          | 2%       |           |
| Childhood immunizations*  | 64%      |                 |          | 71%      |           |
| Local health department staffing*   | 2        |                 |          | 3        |           |
| <b>Social &amp; Economic Factors</b>  |          |                 |          |          | <b>72</b> |
| High school graduation  |          |                 | 93%      | 88%      |           |
| Some college  | 55%      | 43-67%          | 72%      | 67%      |           |
| Unemployment  | 13.1%    |                 | 3.5%     | 5.5%     |           |
| Children in poverty   | 44%      | 32-57%          | 13%      | 18%      |           |
| Income inequality   | 5.1      | 3.8-6.4         | 3.7      | 4.3      |           |
| Children in single-parent households  | 62%      | 49-75%          | 21%      | 31%      |           |
| Social associations   | 11.6     |                 | 22.1     | 11.8     |           |
| Violent crime   | 47       |                 | 59       | 25.5     |           |
| Injury deaths   | 107      | 68-161          | 51       | 65       |           |
| <b>Additional Social &amp; Economic Factors (not included in overall ranking)</b> |          |                 |          |          |           |
| Median household income   | \$36,800 | \$34,000-39,500 | \$61,700 | \$52,600 |           |
| Children eligible for free lunch  |          |                 | 25%      | 35%      |           |
| Residential segregation - black/white   |          |                 | 23       | 78       |           |
| Residential segregation - non-white/white   | 7        |                 | 15       | 57       |           |
| Homicides   |          |                 | 2        | 3        |           |
| Reading proficiency*  |          |                 |          | 36%      |           |
| W-2 enrollment*   | 28       |                 |          | 19,511   |           |
| Poverty*  | 29%      | 21-37%          |          | 13%      |           |
| Older adults living alone*  | 16%      |                 |          | 30%      |           |
| Hate crimes*  | 0        |                 |          | 1        |           |
| Child abuse*  | 10       |                 |          | 4        |           |
| Injury hospitalizations*  | 901      | 617-1,185       |          | 830      |           |
| Fall fatalities 65+*  |          |                 |          | 115      |           |
| <b>Physical Environment</b>   |          |                 |          |          | <b>20</b> |
| Air pollution - particulate matter  | 11.0     |                 | 9.5      | 11.5     |           |
| Drinking water violations   |          |                 | No       |          |           |
| Severe housing problems   | 22%      | 16-28%          | 9%       | 15%      |           |
| Driving alone to work   | 73%      | 67-80%          | 71%      | 80%      |           |
| Long commute - driving alone  | 11%      | 6-16%           | 15%      | 26%      |           |
| <b>Additional Physical Environment (not included in overall ranking)</b>          |          |                 |          |          |           |
| Year structure built*   | 8%       |                 |          | 26%      |           |

^ 10th/90th percentile, i.e., only 10% are better.

\* Data supplied on behalf of state

Note: Blank values reflect unreliable or missing data

\*\* Data should not be compared with prior years due to changes in definition/methods



## MEMORANDUM OF UNDERSTANDING

**This Memorandum of Understanding (MOU) between the College of Menominee Nation, the Menominee Indian School District, Menominee Tribal School, and Mawaw Ceseniyah is designed to formalize responsibilities of each party based on funding through the U.S. Department of Education's "Application for New Grants under the Indian Education Demonstration Grants Program". The overall purposes of the coordination between the organizations are to support the proposed project titled "Preparing Native Youth for the Future through the Sustainability Leadership Cohort (SLC)" to:**

- Build on existing community-wide networks to support Native Youth in the community with their participation in the Sustainability Leadership Cohort (SLC) program; and
- Develop an enhanced SLC model program that incorporates Science, Technology, Engineering, Mathematics + Culture and Language (STEM + CL) into student learning at the elementary and high school level.

**This MOU covers generally all arrangements between the College of Menominee Nation and the other parties and generally calls for:**

- College of Menominee Nation, through the Sustainable Development Institute (SDI), will be the lead agency on this project and will:
  - Oversee the funding and disbursement of funds;
  - Oversee all aspects of the coordination and planning of the Sustainability Leadership Cohort (SLC) program, with an integrated leadership component;
  - Provide resources such as facilities, technology, and educational skills labs to help the program succeed;
  - Provide outreach and public awareness on what the program involves and how parents and youth can participate; and
  - Provide CMN faculty assistance in the integration of existing related projects, the inclusion of Education student intern mentoring, and development of campus resources for use in the project.

**The Menominee Indian School District will participate in the College of Menominee Nation in the proposed Sustainability Leadership Cohort project, specifically:**

- Allow access of CMN to meet with teachers and students in order to recruit for SLC participants, and establish programming times related to the SLC model, including ACT prep assistance;
- Provide de-identified data to CMN/SDI staff such as GPAs, standardized test scores, attendance rates, and records of suspensions and expulsions for high school SLC participants;
- Allow access of CMN to meet with in-service teachers to serve as partners in the STEM+CL teams for development and incorporation of lesson plans into elementary grades as part of the community service project component; and
- Assign an MISD staff person to participate in quarterly update meetings.

**The Menominee Tribal School (MTS) will participate with the College of Menominee Nation in the proposed Sustainability Leadership Cohort project, specifically:**

- Allow access of CMN to meet with in-service teachers to serve as partners in the STEM+CL teams for development and incorporation of lesson plans into elementary grades as part of the community service project component; and
- Assign an MTS staff person to participate in quarterly update meetings.

**Community organizers of Mawaw Ceseniyah: Center for Menominee Language, Culture and the Arts will participate in the College of Menominee Nation in the proposed Sustainability Leadership Cohort project, specifically:**

- Serve as partners in the STEM+CL teams for the development of lesson plans that reflect language, culture and art in a culturally appropriate manner; and
- Provide other guidance and assist in setting up place-based activities for the SLC participants and their STEM+CL support teams to attend.

**This MOU** takes effect upon final signature of the leaders of the identified parties, and upon successful award of the proposed project.

**This MOU** shall remain in effect for the duration of four years after successful award of the proposed project.

**This MOU** may be terminated by either party with a 60-day written notice to the others.

(b)(6)

S. Verna Fowler  
President  
College of Menominee Nation  
Date

5/27/16



Wendell Waukau  
Superintendent  
Menominee Indian School District  
Date

(b)(6)

Christopher M. Caldwell  
Director of SDI  
College of Menominee Nation  
Date

Lori Corn  
Principal  
Menominee Tribal School  
Date

(b)(6)

Ron Corn Jr.  
Community Organizer  
Mawaw Ceseniyah  
Date

Benjamin Grignon  
Community Organizer  
Mawaw Ceseniyah  
Date



# United States Department of the Interior

BUREAU OF INDIAN AFFAIRS  
Midwest Regional Office  
Shawano Field Station  
1415 E. Green Bay St. Suite 181  
Shawano, WI 54166



IN REPLY REFER TO:

Branch of Forestry- Fire Management Program

Date: May 20, 2016  
To: To Whom It May Concern  
From: Jeremy Bennett, BIA Midwest Regional Fire Prevention Specialist  
Subject: Letter of Support for CMN SDI Sustainability Leadership Cohort (SLC) proposal

I've been involved with leadership development working in the field of Wildland Fire and Emergency Management for a number of years. The importance of good leadership is the foundation of any program or any team. The Wildland Fire Leadership Development Program is one of the most comprehensive resources for leaders at all phases of their career. The training, books, and other resources can be applied to many leadership challenges, whether these are at work, or in our personal lives.

I support the efforts of the College of Menominee Sustainable Development Institute to develop a specific leadership component based on the Wildland Fire Leadership program that will facilitate leadership training for the SLC participants. I will assist with obtaining resources and provide information related to the wildland fire leadership development program. I can also assist with teaching leadership courses and facilitate team building exercises or other leadership challenges which may support the projects objectives.

Resilient communities and effective response to natural disasters and environmental threats is rooted in good decision making. Good decision making begins with an understanding and awareness of the environment and different ways of knowing. Native youth, being the leaders of tomorrow for their Tribes, will be faced with significant challenges related to the environment and will need to engage in decision making and action that is based on a good understanding of the situation and environment.

Any effort to create young leaders that are more aware through education of their environment and how to handle responsibility is a good thing and supports the mission of the BIA.

(b)(6)

Jeremy Bennett  
WUI and Prevention Specialist  
Midwest and Eastern Region  
Work Cell # (612) 965-3745  
Office # (715)526-7075  
[jeremy.bennett@bia.gov](mailto:jeremy.bennett@bia.gov)

### **Evidence of Capacity**

As reported in the USASPENDING.GOV, in FY 2015 the College of Menominee Nation has successfully received and managed 74 contracts, grants, loans, and other financial assistance. These 74 awards totaling \$5,816,756. The following page is from the USASPENDING.GOV and lists the previously mentioned information.

# Spending Map

Input your Zip Code and select GO. Or choose two or more filters, such as, a state and county or state and congressional district and select GO to see the places of performance for prime recipient transactions. Click on a dot or the Award ID for more details. See [How to Use the Map](#) below.

 Loading...

|                       |                                       |                       |   |   |   |
|-----------------------|---------------------------------------|-----------------------|---|---|---|
| <b>Fiscal Year</b>    | <input type="text" value="FY-2015"/>  | <b>Recipient Name</b> | <input type="text" value="College of Mer"/> | <b>Award Type</b><br><input checked="" type="checkbox"/> <b>Contracts</b><br><input checked="" type="checkbox"/> <b>Grants</b><br><input checked="" type="checkbox"/> <b>Loans</b><br><input checked="" type="checkbox"/> <b>Other Financial Assistance</b> | <input type="button" value="GO"/><br><br><input type="button" value="Reset"/> |
| <b>State</b>          | <input type="text" value="View All"/> | <b>Zip Code</b>       | <input type="text" value="Zip Code"/>       |   |   |
| <b>County</b>         | <input type="text" value="View All"/> | <b>Cong. District</b> | <input type="text" value="View All"/>       |   |   |
| <b>Agency</b>         | <input type="text" value="View All"/> |                       |   |   |   |
| <b>Funding Amount</b> |                                       |                       |   | <input type="text" value="View All"/>   |   |

## United States

Total Awarded: \$5,816,756      Total Transactions: 74



| Recipient                    |
|------------------------------|
| COLLEGE OF MENOMINEE NATIONS |



COLLEGE OF MENOMINEE NATIONS

< 1 2 3 4 5 6 >

## How to Use the Map

Data on the map is based on the prime recipients' places of performance as reported by the federal agency. The map will display using IE9 or above, and all versions of Chrome and Firefox.

1. Input your ZIP CODE and select GO to see transactions in your neighborhood.
2. Choose two or more filters: a State and a County or a State and Agency and select GO. Choosing filters will either display a cluster with total number of transactions or different colored dots representing the places of performance for the transactions. The list of recipients to the right of the map will change depending on the filters you choose.
3. Click on a dot to see a POP UP box with the Recipient Name, the Amount of the Transaction, the Number of Transactions, the geographic location, and the Awarding Agency. Or click on the recipient to display the same POP UP box. Because there is so much data and because no street addresses are reported, dots may be stacked on top of each other so you may see multiple transactions in the POP UP box. Use the Next button to see the details about all the recipients in that one place of performance location.
4. Double click on a state to display clusters by Congressional Districts. Double click on the cluster to see the dots.
5. Use the Reset button to clear your filters.
6. For details on a transaction, click on the Award ID to go to the Award Summary where you will find the transactions summarized and the sub-awards integrated into the prime award data.
7. To find data on foreign transactions, use the [Advanced Data Search](#).

PR/Award # S299A160076

### **Evidence of Involvement of Indian Tribes and Parents**

The Menominee Indian Community's involvement has been in the various need assessments, which is attached can be found in the "Needs Assessments Combined" attachment.

Specifically, community members, school faculty and administrative members, and parents/guardians actively participated in the Menominee Indian School District Safe Schools – Healthy Student Needs Assessment and Environmental Scan of the Menominee Indian Community as well as the Menominee Tribal School – School Improvement Plan.

The Menominee Indian Tribe of Wisconsin has been presented the project and elected by Tribal Resolution to allow the College of Menominee on behalf of the Tribe to apply for the Native Youth Community Program Grant. The Tribal Resolution will is attached as the "Documentation of Indian Organization".

### **Description of continuing activities**

Institutionalizing the Sustainability Leadership Cohort in the College of Menominee Nation's Sustainable Development Institute, Early Childhood/Middle Childhood Education Program, and Department of Continuing Education is our long-term goal. We need the opportunity this grant will afford to develop, test, refine, and demonstrate the effectiveness of this enhanced SLC program; then, we will be left with a broadly community-driven and financially efficient program that has solid in- and out-of-school strongholds. We foresee a solid potential for supporting core SLC out-of-school activities through the Sustainable Development Institute's future operational funds, supplemented by portions of future grant funding that are designated for broader impact and education outreach. The STEAM+CL team component of the program will also be carried into the future through our partners' commitments. Pre-service teacher-participation in the team can become a Program requirement, with demonstrated positive impact on teacher preparation. In-service teacher-participation can be sustained by commitment from our partner schools, with measureable benefits for elementary students and their teachers. Culture and language keepers in our community will sustain their connections to the SLC in general and the STEAM+CL teams specifically when we create through this round of funding an effective venue for teaching and learning Menominee culture and language. Finally, the in-school academic readiness aspect of the enhanced SLC program can become even more widely available to Menominee high school students—maintained by our Department of Continuing Education—once we demonstrate its effectiveness and develop its community-wide reputation as a valuable step in college/career preparations. Overall, because the enhanced SLC program we propose involves a community-wide collaboration that is based in and led by the Menominee's tribal college, we are well situated for sustaining the program we establish with these funds.

## Christopher Michael Caldwell

Director – Sustainable Development Institute (SDI)

College of Menominee Nation (CMN)

Email: [ccaldwell@menominee.edu](mailto:ccaldwell@menominee.edu)

### PROFESSIONAL PREPARATION

| Institution   | Major                            | Degree | Year |
|---|----------------------------------|--------|------|
| College of Menominee Nation<br>(Keshena, Wisconsin) | Sustainable Development          | AA     | 2001 |
| University of Wisconsin-Madison                     | Natural Resources                | BS     | 2003 |
| University of Wisconsin-Green Bay                   | Environmental Science and Policy | MS     | 2014 |

### APPOINTMENTS

|              |  |
|--------------|--|
| 2012-Present | Director, Sustainable Development Institute, College of Menominee Nation |
| 2005-2012    | Tribal Resources Director, Menominee Indian Tribe of WI                  |
| 2003-2005    | Forest Products Technician, USDA Forest Service                          |
| 2001-2003    | Forestry Trainee/ Student Intern, US-DOI Bureau of Indian Affairs        |
| 1994-2001    | Forestry Technician, Menominee Tribal Enterprises                        |

### PRODUCTS

#### Related Products (up to 5)

1. Pending Publication. “Sustainable Development Education, Practice, and Research: An indigenous model of sustainable development at the College of Menominee Nation, Keshena, WI, USA”. Co-authored: Michael Dockry (PhD), William Van Lopik (PhD), Katherine Hall (PhD), and Chris Caldwell (MS).
2. PI, Northeast Climate Science Center, Consortium Member - College of Menominee Nation Sustainable Development Institute. 2012-2016.
3. Lead Planner, “2014 Shifting Seasons: Building Tribal Capacity for Climate Change Adaptation Summit”, funded by Bureau of Indian Affairs and Northeast Climate Science Center.
4. PI, “Learning from the Land: A Partnership for Native American Education in Natural Resource Science across the Great Lakes Forest”, State University of New York (SUNY), Environmental Science & Forestry (ESF) Department, USDA NIFA HEC 2012-2015.
5. PI, “What is Sustainable Climate – Risk Management Strategies?” Penn State, NSF SRN, 2012-2017.

#### Other Significant Products (up to 5)

1. Master’s Thesis: “Tribal Forest Certification: An Assessment of Policy Impacts of Forest Certification Opportunities for Indian Tribes” 2014.
2. Wisconsin Department of Natural Resources (WDNR), Wildlife Management Statewide Meeting, 2014, presented “Menominee Nation: A Story of Sustainability”.
3. Contributor, “A 183-Year History of Fire and Recent Fire Suppression Impacts in Select Pine and Oak Forest Stands of the Menominee Indian Reservation, Wisconsin,” Penn State, 2006-2007.

## **SYNERGISTIC ACTIVITIES**

1. Administrative: Lead planner for: Shifting Seasons: Building Tribal Capacity for Climate Change Adaptation Summit, 2014; Learning and Measuring: A Workshop on Climate Change and Menominee Nation, 2014; CMN SDI Forest Ecology Summer Institute, 2013 and 2014.

## **COLLABORATORS AND OTHER AFFILIATIONS**

### **Collaborators and Co-Editors**

- Dockry, Michael, USDA Forest Service
- Kraft, Michael, UW-Green Bay
- Keller, Klaus, Penn State University
- O'Rourke, Michael, Michigan State University
- Tuana, Nancy, Penn State University
- Norder, John, Michigan State University
- Howard, Heather, Michigan State University
- Robin Kimmerer, SUNY ESF
- Powers, Rebecca, UW-Extension
- Robinson, Patrick, UW-Extension
- Baxter-Laufner, Hedi, UW-Madison
- Whyte, Kyle, Michigan State University
- Fellman, Dean, CMN/SDI Center for First American Forestlands (CFAF)
- Susan Rose Wotkyns, Northern Arizona University, Institute for Tribal Environmental Professionals.

### **Graduate Advisors and Postdoctoral Sponsors**

- None

### **Thesis Advisor and Postgraduate-Scholar Sponsor**

- None

**NAME: Brian Kowalkowski**  
**TITLE: Dean of Continuing Education**

**EDUCATION:**

| Institution and Degree | Degree | Year Conferred | Field of Study |
|------------------------|--------|----------------|----------------|
| UW-Stevens Point       | BS     | 1994           | Geography      |

*Professional Experience:*

**Dean of Continuing Education** **2011-Present**

**College of Menominee Nation, Keshena WI**

Lead the development and delivery of all non-credit and outreach based activities. Programs include Native American Vocational Rehabilitation Program, Center for Cultural Research, 1994 Land Grant Extension, Community Outreach, Youth Programs, and Language Revitalization Project. Current board chair of the North Central Regional Center for Rural Development.

**Associate Dean Department of Continuing Education** **2007-2011**

**College of Menominee Nation, Keshena WI**

Responsible for supervising training staff in conjunction with Director. Conduct research of prospective grant opportunities that will contribute and support the efforts of the Department to promote the ability of the college to better serve the community. Collect and analyze relevant data related to issues and activities that exist within a broad spectrum of community functions and past practices. Monitor program delivery of the Education/Outreach/Extension Office staff and make any necessary changes to enhance the effort. Certified American Heart Association Basic Life Support (CPR/AED) Instructor.

**Community, Natural Resource and Economic Development** **2006-2007**

**Educator, Menominee County/Nation UW-Extension, Keshena, WI**

Plan and implement educational programs directed at community needs on issues related to economic development, natural resources, and community development. Build community partnerships with a diverse network of community based agencies, groups and individuals to address local concerns through educational programming. Work with local governments to write grants and obtain funding for State mandated programs. Work independently and with limited supervision to develop and design appropriate programming that will benefit the community. Facilitate and act in a neutral capacity at meetings that require mediation. Work with local industry to provide economic analysis and impact on community.

**Community Resource Planner** **2004-2006**

**Tribal Administration Menominee Indian Tribe of Wisconsin, Keshena, WI**

Compiled data on economic, social, and physical factors affecting government services. Provided information and assistance to directors and program managers on planning, growth management, and service development, by acting as a resource. Was the liaison between Tribal Departments to more effectively communicate the needs and goals of the Tribe. Conducted field investigations and surveys and prepared analytical reports and technical memoranda as assigned. Drafted policies and procedures for Tribal departments and presented them to the Tribal Legislature for approval. Worked on a 3 year grant developing the Tribe's Strategic Plan. Facilitated meetings pertaining to strategic planning and assembled goals and objectives. Represented the Tribal Administration Department on a number of community based committees; including Collaborative Council and Youth Service Providers.

**Senior Planner**

**2002-2004**

**Community Development, Menominee Indian Tribe of Wisconsin, Keshena, WI**

Responsible for tracking the budget and estimated costs for maintaining the new treatment facility. Acted as the liaison between the Tribe, State and Federal Agencies to accomplish goals and objectives. Worked with other Tribal Departments to establish long range plans for betterment of the community. Prepared data for monthly committee meetings and gave written and oral reports on current progress. Designated as the contact person for the U.S. Census Bureau to participate in the 2000 Census.

**Cherie Thunder**

(715)880-0052 cthunder@menominee.edu

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**Education**

**University of Wisconsin-Madison**

Bachelors of Science, December 2013

Community and Environmental Sociology

Environmental Studies Certificate

Relevant coursework: Community Development, Service-learning senior capstone

**College of Menominee Nation**

Associates Degree, June 2011

Sustainable Development

Relevant Coursework: Sustainable Development and Implementing Sustainable Development

**Employment**

**College of Menominee Nation Sustainable Development Institute, Keshena, WI**

- Sustainability Education Coordinator August 2014-Present
- Continuation of project coordinator duties and responsibilities
- Created relationships with current POSOH collaborators
- Planning and implementation of POSOH tours and SLC related events
- Administrative duties, budget and grant monitoring and reporting

**College of Menominee Nation Sustainable Development Institute, Keshena, WI**

Mentor for Sustainable Leadership Cohort July 2014-August 2014

- Facilitated classroom/outdoor activities as needed
- Chaperoned trips and activities
- Assisted students with action research to accompany their video projects
- Supported students in the film editing process

**Menominee Tribal School, Neopit, WI**

Summer School Teacher, June 2014-July 2014

- Co-taught science class related to space and encouraged students to use engineering skills to build simple rockets
- Assisted teachers with overseeing classrooms

**Menominee Tribal School, Neopit, WI**

Special Education Paraprofessional, March 2014-June 2014

- Provided in-class support for teachers
- Responded to behavioral issues

**Wisconsin Fast Plants, Madison, WI**

Student worker, March 2012-August 2013

- Performed experiments with Fast Plants
- Made educational videos of experiments for teachers
- Assisted with the POSOH Project, placed- based science curriculum for Menominee/ Oneida Nation schools and surrounding areas

- Community outreach, maintained and created relationships with similar organizations

**Menominee Tribal School, Neopit, WI**

Special Education Paraprofessional, December 2012-January 2013

- Provided in-class support for teachers
- Aided in the supervision of special education students
- Responded to behavioral issues

**Internship Experience**

**Sustainable Development Institute, Keshena, WI**

POSOH Education Assistant, June 2013-August 2013

- Mentored high school Sustainability Leadership Cohort
- Facilitated group activities
- Assisted with outdoor education strategies

**Wisconsin Fast Plants POSOH Project, Madison, WI**

Student Intern, June 2012-August 2012

- Investigated science education strategies
- Attended science education workshops

# Ruth Cyndi Pyatskowitz

(b)(6)

## EDUCATION

College of St. Scholastica M.Ed Education/Curriculum & Instruction

Thesis: Staff Development and Mentoring leads to Action Learning in Early Head Start and Head Start programs

University of Wisconsin B.S Early Childhood/Elementary Education Licensure in Wisconsin: Early Childhood – Third Grade

University Associates Credential-Program Design &Organizational Development  
Head Start Association Credential-Family Services, Mentoring & Administrative  
Far West Education Laboratory – Program for Infant and Toddler Caregivers (PITC) for Early Head Start

## WORK HISTORY

### Federal grant reviewer for

HHS Administration of Children and Families

- Office of Head Start
- Office of Child Care
- Administration for Native Americans

Department of Education

- Campus Child Care
- Higher education
- Elementary and Secondary Schools

College of Menominee Nation—Teacher Education Chairperson

Fall 2009- current date

### JOB RESPONSIBILITIES:

- Faculty teaching Associate degree courses in Early Childhood Education and Bachelor's degree field experience coordinator
- Curriculum development for literacy courses
- Lead Articulation Coordinator with other tribal colleges and WI Technical Colleges

**Fox Run Consulting –Owner Operator** September 2003 - present

Training/Evaluation/Technical Assistance Specialist

Shawano, WI

### JOB RESPONSIBILITIES:

- Start up planner for Early Head Start grantees
- Evaluation specialist for Department of Education Even Start

- Non-Federal Team Leader for on-site Head Start Monitoring Reviews using the PRISM instrument
- Contracted Technical Assistance specialist by tribes for AI/AN Head Start
- Design specialist and Facilitator for ACF Head Start Bureau Focus groups, e.g. content reviewers on monitoring teams, learning the quality improvement/ monitoring process
- Implementation specialist for the Head Start Monitoring contractor work to improve the reviewer pool
- Development specialist for Training materials – areas of Education, Health services, & Program design and management
- Head Start reviewer in the areas of: PDM, Education, Disabilities, Health, Early Head Start, Mental Health and Report Coordinator

**Senior Training/Technical Assistance and Evaluation Specialist  
August 2003**

**Danya International – Sub Contractor for the Head Start Monitoring Project** Supervisor: Stephen Martin 301-693-4761  
Silver Spring, MD

**JOB RESPONSIBILITIES:**

- Develop processes and products to improve the Head Start federal Monitoring pool
- Trainer for new reviewers: Disabilities, Education, Health, Program Management, Report Coordinating
- Lead for the project to monitor training and technical assistance needs of reviewers in the monitoring pool
- Developer of reviewer “tip” sheets for successful review experiences

**Education Development Center –Employee—QUILT Project—funded by Office of Head Start and the Child Care Bureau**

Newton, MA Supervisor: Sheila Shiffington 617-681-2347

Senior Training/ Technical Assistance Specialist September 2000-August2003

**JOB RESPONSIBILITIES:**

- Design, develop and present onsite work sessions to communities collaborating and working to provide seamless early care and education through Early Head Start/Head Start and federally funded Child Care programs to low income children and their families
- Serve with one other T/TA specialist in Health and Human Service regions I, II, III, IV, V and Head Start Migrant and Seasonal Programs in the area of Early Education Partnership building
- Trainer at major conferences, Zero to Three-EHS, Migrant and Seasonal Head Start Conferences, National Governor’s conference, DOE-Title I, AI/AN Head Start, Regional and NHSA conferences on early care and education partnership building

**University of Oklahoma-- Employee** September 1997 – January 1999  
Norman, Ok Supervisor: Ramona Wahpepah Moore

**JOB RESPONSIBILITIES:**

- Senior T/TA Specialist for American Indian/Alaskan Native Head Start Quality Improvement Center (AI/AN HSQIC)
- T/TA Specialist for all then 32 AI/AN Early Head Start grantees
- One of the 3 project managers designing the new the AI/AN HSQIC services to AI/AN grantees
- Lead trainer at national conferences—designing and delivering training modules in for all Head Start areas—Program Design and Management, Education/Disabilities, Health Services and Family/Community Partnerships

**Native American Management Services—Tri-Tec--Contractor**

Vienna, VA Contact: Linda Kills Crow January 1999-September 2000  
Certified Child Care Training/Technical Assistance Specialist

**JOB RESPONSIBILITIES:**

- T/TA Specialist for AI/AN federally funded child care programs
- Provide onsite and online TA as requested by grantees

LAUREL Consulting Group

Arlington, VA

Summers-1999, 2000

- Panel chairperson for paneling Head Start grants

AED, Migrant and Seasonal Head Start Contact: Leilani Penel

Contracted T/TA Specialist working with grantees on Systems Planning

**College of Menominee Nation(tribally controlled college)—employee**

August 1995 – August 1997 Supervisor: Dr. Verna Fowler

**JOB RESPONSIBILITIES:**

- Director of the Child and Family Institute at an American Indian community college
- Co-Principal Investigator with an University of Wisconsin Educational Psychology Dean researching the Family and Schools Together (FAST) program. The FAST program focused building educational successful relationships between early childhood children and their families and Head Start services.

**Menominee Indian School District and Menominee Indian Tribe of Wisconsin --employee** August 1992 - August 1995

- Collaboration Coordinator to serve all children, birth to five for a state of Wisconsin School District and the Menominee Tribe.
- Compliance coordinator for all funded programs, Birth to 3, Head Start, state Pre-Kindergarten, Child Care and IDEA Disability Services—3 to 5 Years.

**Menominee Indian School District – Kindergarten Teacher**

August 1981 –June 1992

- Licensed Wisconsin Early Childhood Education to Third Grade teacher
- Madeline Hunter teacher mentor for Early Childhood and Primary Keshea teachers 1985-1991

# CYNTHIA NORTON

(b)(6)

## Summary

- Administrative/Executive assistant who thrives in a fast-paced environment. Brings strong communications, analytical and problem-solving skills.
- More than 20 years in office management, support staff management, training and supervision and event planning.
- Strong office management skills, as well as strength in planning and problem-solving.
- Readily adapts to change and exceeds expectations in quality.
- Extensive experience in the coordination, planning and support of daily operational and administrative functions in a highly confidential environment.
- Skilled at multi-tasking and maintaining a strong attention to detail. Employs professionalism and superior communication skills to meet client and company needs.

## Highlights

- State/Federal grants management and reporting
- Technical education administration and schedule coordination
- Exceptional time management skills
- Event planning small-large
- Office management
- Strong problem solver
- Microsoft Office proficiency
- Travel coordinator
- Accounting and budget management background
- Procedure development
- Performance tracking and evaluation
- Schedule management
- Business writing
- Report writing/development
- Report development
- Self-starter

## Accomplishments

- Developed and implemented departmental employee manual outlining proper business procedures and office policies.
- Drafted state and federal grant performance reports per, semi-annually and annually.
- Provided documentation that ultimately secured more than \$1.2M in federal, state, and private funding for the Technical Education Department.
- Monitored and modified available budgets to maximize expenditures from available grants and minimize the use of in-house funds.
- Collaborated with department and faculty members to implement a year-round technical education curriculum.
- *Accounting Skills*
- Operated computers programmed with accounting software to record, store, and analyze information.
- Experienced with QuickBooks accounting program.

## Experience

### Administrative Assistant

#### College of Menominee Nation

- Develop department budgets for CMN and grant agencies.
- Develop and coordinate grant reports.
- Schedule workshops and events, including room assignments
- Supervise Tech Ed receptionist, interns and student workers.
- Analyze department grant and budget and allocations
- Process grant and budget modifications and expenditures
- Designed electronic file systems and maintained electronic and paper files.

02/2008 to Current  
Keshena, WI

### Admissions Representative

#### College of Menominee Nation

03/1999 to 02/2008  
Keshena, WI

- Process all incoming student applications and review for completeness and regulatory compliance
- Created handbook for admissions, provided staff training for admissions
- Designed electronic file systems and maintained electronic and paper files.

06/1997 to 08/1998  
Shawano, WI

#### **Office Manager**

##### **Shawano Chamber of Commerce**

- Kept financial records for "Chamber Bucks"
- Wrote monthly "Business Spotlight" and other articles for newspaper submission
- Solicited sponsorships, fundraising, and volunteers for community events and created advertising to promote these events
- Drafted meeting agendas, supplied advanced materials and executed follow-up for meetings and team conferences.

#### **Accounting Clerk**

##### **FWD Seagrave**

- Processed accounts payables, payroll, and freight bills
- Greeted and directed customers, vendors, and dealers
- Team leader of employee involvement group

Clintonville, WI

## **Education**

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#### **Associate of Science: Business Administration**

College of Menominee Nation  
Valedictorian, 3.98 GPA on 4.0 scale  
Student government secretary  
Commencement speaker

2002  
Keshena, WI

**VITA**  
**ERIC OSTHOFF**

Home Address:

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Work Address:

Wisconsin Center for Education Research,  
1025 West Johnson St., Rm 461C  
Madison, WI 53706  
eosthoff@wisc.edu

**Degrees** B.S., Education, University of Wisconsin, 1981  
M.S., Educational Policy Studies, University of Wisconsin, 1991  
Ph.D., Educational Policy Studies, University of Wisconsin, 2003

**Research Experience**

July 2014-Present Researcher for Surveys of Enacted Curriculum Project, Wisconsin Center for Educational Research. Director, John Smithson.

2012-Present Member of WCER Evaluation Resources Group. Conducted evaluation of WisCEL (Wisconsin Collaboratory for Enhanced Learning), a student-centered instructional innovation of the University of Wisconsin-Madison.

2011-2012 Researcher for WCER Research project, Evaluation of Academic Youth Development: Building Next Generation Tools and Services. Principal Investigator, William Clune.

2009-2012 Researcher for WCER project, System-Wide Change: An Experimental Study of Teacher Development and Student Achievement in Science, funded by the National Science Foundation, PI Adam Gamoran.

2009-2011 Principal Investigator of WCER project, Effects of Interactive Animations on Student Learning in High School Biology, (IES).

2003-2010 Researcher for WCER project, System-Wide Change for all Learners and Educators (NSF).

2001-2003 Assistant Research Scientist for WCER project, Describing Enacted Curriculum (NSF).

2001-2004 Co-Investigator, with William Clune, for WCER study, Examining the Relationship Between Central Office Policies and School Improvement Efforts. (Cross-City Campaign for Urban School Reform)

2000-2001 Assistant Research Scientist and project manager for WCER project, Systemic Initiatives: Student Achievement Analysis Study. (NSF)

1991-2000 Project Assistant/Coordinator for the following WCER Projects: Policy Analysis of Systemic Reform (NSF); National Center on Organization and Restructuring of Schools (DOE); Upgrading High School Math Instruction (NSF); Reform Up Close (NSF).

**Representative Consulting Experience**

2016 Professional Development and Technical Assistance Consultant to, 21<sup>ST</sup> Century Partnership for STEM Education, a USAID project supporting STEM Education reforms of the Egyptian Ministry of Education.

2014-present Evaluation Consultant to multiple College of Menominee STEM Education projects. Includes formative and summative evaluation oriented to the American Indian Higher Education Consortium's Framework for Indigenous Evaluation.

2010-present Evaluation Consultant to Loyola University for Middle Grades Science project and Next Generation Science Standards implementation project, and to Illinois State University's Improving Teacher Quality project, funded by the Illinois Board of Higher Education. Evaluation of broad range of science professional development activities and their impact on classroom teaching and learning.

**Teaching Experience**

1986-1992 Teaching Assistant in courses on History of American Education, School and Society, and Education and Sex Role Socialization, in the Department of Educational Policy Studies, University of Wisconsin-Madison.

1981-1984 Elementary School Teacher and Head Teacher, Elk City Elementary School, Idaho Joint School District #241, Grangeville, ID. Taught all subjects in Grades 7 & 8, and administered school with 120 students in grades Kindergarten through eight.

## Publications

- Osthoff, E. J., Shewakramani, V., and Kelly, K. A. (2012). System-Wide Reform in Science: Student-Centered Inquiry at Scale. Part II (WCER Working Paper No. 2012-7). Retrieved from University of Wisconsin–Madison, Wisconsin Center for Education Research website: <http://www.wcer.wisc.edu/publications/workingPapers/papers.php>
- Osthoff, E. J., Shewakramani, V., & Kelly, K. (2010). System-wide reform in science: The impact of district and school context—Part I (WCER Working Paper No. 2010-4). Retrieved from University of Wisconsin–Madison, Wisconsin Center for Education Research website: <http://www.wcer.wisc.edu/publications/workingPapers/papers.php>
- Osthoff, E. (2007). Using Surveys of Enacted Curriculum Data to improve curriculum content alignment in Oregon’s Canyon Falls School District: Initial steps and evolving challenges. Council of Chief State School Officers, and the Oregon Department of Education. Available on line at: <http://www.ode.state.or.us/teachlearn/standards/alignmenttools/oregon-sec-article.pdf>
- Blank, R. K., Smithson, J. Porter, A., Nunnaley, D., and Osthoff, E. (2006). Improving Instruction through Statewide Professional Development: Effects of the Data-on-Enacted-Curriculum Model. ERS Spectrum 24(2).
- Porter, A.C., Blank, R., Smithson, J., and Osthoff, E. (May 2005). Place-Based Randomized Trials to Test the Effects on Instructional Practices of a Mathematics/Science Professional Development Program for Teachers. In *Place-Based Randomized Trials: Experimental Tests and Public Policy*, Robert Boruch (Ed), The Annals of the American Academy of Political and Social Science.
- Osthoff, E. and White, P. (2005). Milwaukee Case Study In, *A Delicate Balance: District Policies and Classroom Practice*. Cross City Campaign for Urban School Reform. Chicago, IL: Author.
- Wehlage, G., Osthoff, E. & Porter, A. (1996). Support from External Agencies. In *Authentic Achievement: Restructuring Schools for Intellectual Quality*, Fred M. Newmann and Associates. San Francisco, CA: Jossey-Bass.
- Porter, A., Smithson, J., & Osthoff, E. (1994). Standard Setting as a Strategy for Upgrading High School Mathematics and Science. In *The Governance of Curriculum*. R. F. Elmore, and S. H. Fuhrman (Eds.), Association for Supervision and Curriculum Development, Alexandria, VA.

## Representative Presentations

- 2009 Effects of District and School Context on Organizational Resource Allocation and Use in Support of System-Wide Reform for Teaching for Understanding in Elementary Science. Presented at the 2009 Annual Meeting of the American Educational Research Association, San Diego, CA.
- 2006 From a Policy- to System-Design Approach to Mathematics Reform in Los Angeles Unified School District under SCALE. Presented as part of symposium at Annual Meeting of the American Evaluation Association, San Francisco, CA.  
Cross-Institutional Co-Construction of a Curriculum Reform Initiative: Does it Improve District Capacity to Sustain Reform? Presented as part of symposium at Annual Meeting of the American Evaluation Association, San Francisco, CA.
- 2002 Accountability and Educational Plans in Milwaukee: District Intent and School Experiences. Presented as part of symposium at Annual Meeting of the American Evaluation Association, New Orleans, LA.
- 1993 State and District Contexts for Innovative Math Courses. Presented as part of symposium at the Annual Meeting of the American Educational Research Association, Atlanta, GA. Wrote symposium proposal and acted as symposium organizer.
- 1992 Reform on the Ground: Organizational Factors Tempering Curricular Change. Presented as part of symposium at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

## IMMEDIATE REFERENCES

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## **Demonstration of Research Basis**

The proposed “Preparing Native Youth for the Future through the Sustainability Leadership Cohort (SLC)” is based on the scientific research project “Placed Based Opportunities for Sustainable Outcomes and High Hopes: POSOH” funded by the USDA National Institute of Food and Agriculture. The overarching goal for POSOH is to develop a model for supporting teachers' and students' learning of both sustainability and bioenergy concepts and their understanding that these concepts can be explored, explained and applied during decision making using multiple perspectives. POSOH employs the timely context of biofuels research to support middle, high school and undergraduate learners and their teachers as well as science researchers to deepen their understanding of scientific processes and social, environmental and economic issues related to sustainable bioenergy development. POSOH builds cross-cultural collaborations and honors both tribal ways of knowing and learning together and scientific ways of knowing to construct integrated perspectives on sustainability that can advance agricultural practices and promote energy solutions for the future.

The multicultural POSOH Project team is comprised of educators, researchers, and tribal elders who bring an immense variety of understandings, abilities, and interests in science and culture, bioenergy, sustainability, education, and the POSOH mission. The University of Wisconsin, Madison (UW) and the Sustainable Development Institute (SDI) of the College of Menominee Nation (CMN) lead the POSOH Project in partnership with:

- Educators from Menominee and Oneida Tribal schools and many other schools in the region surrounding CMN
- Cooperative Educational Services Agency 8 (CESA 8)—a local agency that is one of many multi-district service agency units established in 1965 to bridge school districts and the Wisconsin State Superintendent

- Michigan State University (MSU)
- The Great Lakes Bioenergy Research Center (GLBRC)
- Community, Tribal, and business partners who share our enthusiasm for the transformative possibilities of the POSOH Project

“Preparing Native Youth for the Future through Sustainable Leadership Cohort (SLC)” will build upon the research of the POSOH project.

## Map of Defined Geographic Area to be Served



**College of Menominee Nation**



**Menominee County/Indian Reservation**

**College of Menominee Nation  
Board of Directors**

|  | <b>Term Expires</b> | <b>Telephone</b> |
|--|---------------------|------------------|
| <p>Virginia Nuske<br/>N5448 Broder Rd<br/>Shawano WI 54166<br/><a href="mailto:vnuske@mitw.org">vnuske@mitw.org</a></p> <p style="text-align: center;"><b>Vice-Chairperson</b></p> | 5/15/2017           | 715-799-5110     |
| <p>Georgianna Ignace<br/>(b)(6)</p>  | 5/15/2016           | (b)(6)           |
| <p>Karen Bowman-Dillenburg<br/>(b)(6)</p>  | 5/15/2018           | (b)(6)           |
| <p>Sarah Harkey<br/>410 N Humphrey Circle<br/>Shawano WI 54166<br/><a href="mailto:sarahh@mtclinic.net">sarahh@mtclinic.net</a></p>  | 7/2/2019            | 715-526-6229     |
| <p>Lori Corn<br/>214Work<br/>W2008 Cty Tk VV<br/>P.O. Box 1056<br/>Keshena, WI 54135<br/><a href="mailto:llcorn@frontier.com">llcorn@frontier.com</a></p>                          | 5/15/2020           | 715-799-3846     |
| <p>Cedar Kakkak<br/>PO Box 1165<br/>Keshena WI 54135<br/><a href="mailto:ckakkak@mitw.org">ckakkak@mitw.org</a></p>  | 4/14/2021           | 715-701-0193     |
| <p>Jesse Waukau<br/>(b)(6)</p>   | 4/14/2022           | (b)(6)           |

A MOTION

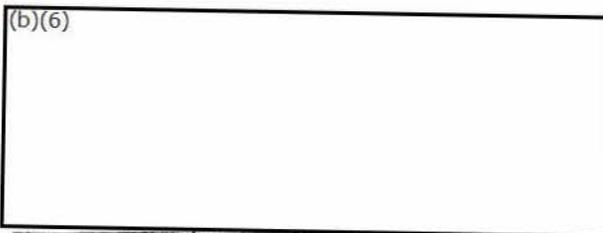
HILARY WAUKAU: I move for Final Approval of Amendment to Ordinance 93-2 College of the Menominee Nation Authorizing the Granting of Degrees.

RICHARD AWONOHOPAY: I second the Motion.

CHAIRMAN: All those in favor of the Motion raise your right hand. Opposed. The Motion is carried: 9 for, 0 opposed, 0 abstentions and 0 absent.

*P.C.  
College*

(b)(6)



Glen T. Miller, Chairman  
MENOMINEE INDIAN TRIBE OF WISCONSIN



# MENOMINEE INDIAN TRIBE OF WISCONSIN

P.O. Box 910  
Keshena, WI 54135-0910

96-16

TO WHOM IT MAY CONCERN:

The Tribal Legislature approved The Initiative: Charter of the College of the Menominee Nation on Thursday, October 3, 1996, pursuant to Article VIII, Section 4 of the Menominee Constitution.

(b)(6)

John H. Teller, Chairman  
Menominee Tribal Legislature

MENOMINEE TRIBAL LEGISLATURE  
OCTOBER 3, 1996

## A MOTION

**LOUIS DIXON:** I move to adopt the Charter for the College of the Menominee Nation based on the Petition for Initiative submitted here this evening.

**ROBERT DEER:** I second the Motion.

**CHAIRMAN:** All those in favor of the Motion raise your right hand. Opposed. The Motion is carried: 8 for, 0 opposed, 0 abstentions and 1 absent (Shawanokasic).

#7 on agenda.

(b)(6)

John H. Teller, Chairman  
MENOMINEE INDIAN TRIBE OF WISCONSIN

**PETITION FOR INITIATIVE**

**CHARTER**

**FOR THE**

**COLLEGE OF THE MENOMINEE NATION**

**ARTICLE I.**

**THE COLLEGE OF THE MENOMINEE NATION**

**Section 1. Creation.**

**The College of the Menominee Nation is hereby chartered by the people of the Menominee Indian Tribe of Wisconsin and shall continue to be a college under the name and style of the College of the Menominee Nation at the will of the people of the Menominee Tribe.**

**Section 2. Purpose of the College.**

**The College of the Menominee Nation is founded upon the highest educational ideals of the Menominee people. The College shall be obligated to provide quality higher education of the Menominee people such that each student enrolled at the College may pursue his or her individual goals and may advance the interests of the Menominee Nation on its reservation and in the surrounding**

**community. In fulfilling this obligation, the College shall always act to preserve and protect the history, traditions, values and aspirations of the Menominee people.**

**Section 2.1. In pursuit of this purpose, the College shall be dedicated to maintaining high academic standards in order to provide the Menominee people with the best higher education possible.**

**Section 2.2. The College shall be dedicated to research and development activities that will lead to the development of educational strategies that enhance each student's learning capacity. In this effort, the College shall strive to preserve the Menominee way of learning, which is learning by doing. The College shall be further dedicated to developing educational concepts which will be embodied in tasks that have the potential to provide significant benefit to the student, the student's family, the Menominee Nation, American Indian people or the world at large. These strategies should enhance students' success and provide the resources which will allow students to reach their full academic potential.**

**Section 2.3. In fulfilling the College's purpose, the College shall negotiate, execute and implement appropriate agreements with other colleges and universities chartered by the State of Wisconsin if such agreement will benefit the College and the needs of the Menominee students enrolled at the College. In addition, the College may negotiate, execute and implement agreements with any public or**

**private entity in aid of the purposes for which the College is Chartered.**

**Section 2.4. The College shall also make recommendations for legislation and other actions by the Menominee Tribal Legislature, actions would assist in such physical and economic development of the College, academic well being of the students, and shall from-to-time give the Legislature such information and recommend such measure (s) as may be deemed advantageous to the College and its students.**

**Section 3. Obligation of the Menominee Tribal Legislature.**

**The Menominee Tribal Legislature shall assist the College in fulfilling its obligations to the Menominee people by promptly deliberating and considering requests for assistance received from the College as a priority item on its agenda.**

**Section 3.1. The Legislature shall create policy for the Nation that encourages the Nation's employees to continue their education by enrolling in appropriate classes at the College. In order to encourage employees to further their education, the Legislature shall consider adopting a policy that links merit pay increases to educational level.**

**Section 3.2. The Legislature shall negotiate with College a plan to develop and implement appropriate training and technical assistance programs for officials and employees of the Menominee Nation commencing in January 1997, and continuing each year thereafter.**

**Section 4. Powers of the College.**

**The College of the Menominee Nation shall have power, including; but not limited to:**

- 1. Subject to the provisions in Article \_\_\_, the College may sue and be sued;**
- 2. Make and use a common seal and alter it at pleasure;**
- 3. Take and hold lease and convey all real, personal and mixed property as the purposes of the College may require;**
- 4. Contract and be contracted with;**
- 5. Designate an agent of the College to accept service of process;**
- 6. Exercise all the general powers possessed by any corporation as set out in the Constitution and Bylaws of the Menominee Indian Tribe of Wisconsin at Article XIII, Section 1.**

**Section 5. Assets of the College.**

The initial assets, and all subsequent assets acquired by the College from whatever source, shall be the assets of the College.

**Section 6. Principal Office of the College.**

The principal office of the College shall be located on the Menominee Indian Reservation in Keshena, Wisconsin. The College may have such other offices as the Board of Directors may designate.

**Section 7. Participation by Enrolled Members of the Menominee Indian Tribe.**

The Board of Directors shall call an annual business meeting for the enrolled members, which shall be held on the \_\_\_\_\_ for the purposes of receiving reports on the operation of the College for the past year, for the appointment of a Director by the Menominee Tribal Legislature and of transaction such other business as may come before the meeting. In the event of failure, through oversight or otherwise, to hold the annual business meeting on the required date, a subsequent meeting upon due notice, shall be held in lieu of the regularly scheduled meeting. Any action taken at such subsequent meeting shall be valid as if it had been taken at the regularly-scheduled annual business meeting.

## **ARTICLE II.**

### **OFFICERS, QUALIFICATIONS FOR OFFICE, TERMS AND CONDITIONS OF OFFICE, VACANCIES, OATHS, BONDS AND VIOLATIONS**

#### **Section 1. Officers.**

**The officers of the College shall be the members of the College Board of Directors (who shall be known as Board members) and the President of the College. The Board of Directors shall consist of seven (7) directors to be appointed by the Menominee Tribal Legislature.**

#### **Section 2. Terms of Office of Board Chairperson and Board Members.**

**The terms of office of the existing Board Chairperson and Directors shall not be changed as a result of the enactment of this Charter.**

#### **Section 3. Qualification for Appointment as Board Member.**

**The qualifications for appointment as a Board Member are as follows:**

- 1. A demonstrated long-term interest in education and/or job training.**
- 2. Enrollment in the Menominee Indian Tribe of Wisconsin.**

- 3. General knowledge about post-secondary education.**
- 4. Special expertise which will help the Board of Directors, the President and the President's staff fulfill the mission of the College.**
- 5. Twenty-five years of age except in the instance where the Legislature chooses to appoint the President of the Student Council of the College to the Board of Directors.**

**Each candidate for a position on the Board of Directors shall submit to the Legislature a written statement which demonstrates individual qualifications for the position.**

**Section 4. The Legislature shall require each candidate to appear at a legislative confirmation hearing so that the candidate may present an oral statement in support of his or her candidacy and respond to appropriate questions from any Legislator.**

**Section 4.1. At the conclusion of the legislative confirmation hearing, the Legislature shall give due and proper consideration to the candidate's qualifications, and shall choose to appoint or decline to appoint the individual to the College Board of Directors based solely on his or her individual qualifications to hold such office. The motion to appoint a suitable individual shall contain an appropriate statement as to that individual's qualifications for office.**

**Section 5. Vacancy in Office of Board Chairperson or Board Member.**

Whenever any vacancy shall occur in the office of the Board Chairperson or in the office of any Board member, it shall be filled for the unexpired term by a special appointment by the majority vote of the Board of Directors.

For the purpose of selecting the candidates from which the vacancy will be filled, the Board shall publish notice of vacancy for thirty days after such vacancy shall occur. If a vacancy shall occur in the office of Board chairperson, the Board shall select a new Chairperson from among the existing Board members. The Board of Directors shall select an appropriate person to fill the vacancy based solely on their qualifications for the office and the person's qualifications shall be entered with the official record of the Board's proceedings.

**Section 6. Resignation of a Board Director.**

Any Director having entered upon the duties of the office may resign the same in writing to the Board of Directors.

**Section 7. Oath of Office - Bonds of Officers - Approval of Bonds.**

Every person appointed to any office under this Charter shall, before entering upon the duties of office, take and subscribe an oath of office as provided for in the Bylaws at Article IV, and file the same with Clerk of the Secretary of the Menominee Tribal Legislature. Any Board member or administrative officer of the

**College shall severally, before they enter upon the duties of their respective offices, execute to the College of the Menominee Nation bonds in such form, amounts and upon such conditions as deemed necessary by the Board for the protection of the College.**

**Section 8. Violations by Officers - Penalty - Forfeiture.**

**Any officer of the College, or any person employed in the services of the College, who shall willfully violate or evade any of the provisions of law, or commit any fraud upon the College, or convert any of the public property to his or her own use or knowingly permit any other person to convert it, or by gross or culpable neglect of duty allow the same to be lost to the College, shall be deemed guilty of misdemeanor and, in addition to the penalties imposed by Menominee law, or other applicable federal law, and upon conviction, shall forfeit the office and be excluded forever from receiving or holding any office under the Charter of the College of the Menominee Nation and shall be liable to refund to the College at the suit of any member of the Menominee Nation or officer of the College any amount lost to said College by reason of such violation of law.**

### **ARTICLE III.**

#### **POWERS AND DUTIES OF OFFICERS.**

##### **Section 1. Powers and Duty of Board Chairperson.**

The Board Chairperson shall take care that the purposes of the College are duly observed and implemented. The Chairperson shall take care that all other officers and administrative officers of the College discharge their respective duties and, to that end, may maintain an action of mandamus for other appropriate action against any delinquent officer. The Chairperson shall address the Menominee Tribal Legislature annually in September of each calendar year on the state of the College, proposing therein plans and programs for the physical and economic development of the College and academic well being of the students. As part of the message, the Chairperson shall set forth goals of the College that the College should accomplish in the fiscal year that begins on July 1 of the next calendar year. The Legislature shall review the proposed goals, and give proper consideration to the appropriation request of the College for sufficient funding to implement the goals.

**Section 1.1. The Chairperson shall sign all contracts for the College by authority of the Board of Directors.**

**Section 1.2. The Chairperson shall be a member of any board, commission or department of the College. The Chairperson may appoint or designate a representative to serve in the place of the Chairperson on such board, commission or department for the term of office not to exceed the Chairperson's own term. Such representative shall be members of the Menominee Indian Tribe.**

**Section 2. Board of Directors, Election of the Chairperson and Vice Chairperson, and Their Duties.**

**At the first meeting of the Board of Directors in June of each year, the Board shall proceed to elect, by secret ballot from their membership, a Chairperson and Vice Chairperson. The Chairperson shall preside over the meetings of the College Board of Directors, and, while the Chairperson is absent or unable for any reason to discharge this or her required duties, the Vice Chairperson shall discharge the duties of the Chairperson and act in the Chairperson's place. While performing the duties of the Chairperson, any acts performed by such person shall have the same force and validity as performed by the Chairperson.**

**Section 3. Executive Committee.**

**There is hereby established a four-person Executive Committee consisting of the Chairperson, the Vice Chairperson, one other additional member of the Board of Directors to be chosen by the Board, and the President of the College. The**

**Executive Committee shall establish its own rules and procedures. It shall be chaired by the Board Chairperson.**

**Section 4. Board to Appoint College Administrative Officers, Terms of Office.**

**The Board of Directors shall appoint administrative officers, including but not limited to, a President of the College and such other administrative officers as necessary for the proper management of the College's affairs. The appointment of administrative officers shall require the affirmative vote of the majority of all the members of the Board of Directors. All administrative officers shall hold their respective offices for a term established by the Board of Directors from and after the first business day in January of even numbered years. All administrative officers so appointed shall, unless otherwise provided for by the Board of Directors; continue in office until their successors are appointed and have been deemed qualified. Nothing in this Charter shall be construed as legislating out of office any appointed official of the College or any administrative officer appointed by the Board of Directors.**

**Section 5. Finance Officer, Powers and Duties.**

**The Finance Officer shall be nominated by the President of the College and confirmed by the Board of Directors. The Finance Officer shall have the duty to keep regular books of account for the college in which the Finance Officer shall**

**enter all indebtedness of the College and shall, at all times, show the precise financial condition of the College and of the several boards, the amount of orders, certificates or other evidences of indebtedness outstanding.**

**Section 5.1 The Finance Officer shall keep accounts of orders drawn on the treasury in separate books, and shall note thereon, the cancellation thereof whenever the same shall be canceled, and shall keep such other books and records as shall be convenient for the preservation of the accounts of all transactions and businesses of the College, and all books, lists and records heretofore kept, or which shall be kept, in the Finance Officer's office. Copies certified by the Finance Officer shall be competent evidence of all matters shown by the books.**

**Section 5.2. The Finance Officer shall, as soon as may be after the close of each fiscal year, report to the Board of Directors on the financial condition of the College. The Board of Directors shall approve such report and forward a copy to the Menominee Tribal Legislature. In addition, the fiscal year report shall be published in a local newspaper selected by the Board for the publication of official notices.**

**Section 5.3. The Finance Officer shall counter-sign all contracts made in behalf of the College, and no such contract shall be valid until so counter-signed. The Finance Officer shall keep a book, and shall enter therein all contracts which shall be open to inspection by all interested parties. The Finance Officer shall not directly or indirectly be interested in any contract or job to which the College is a party.**

**Section 5.4. All claims and demands against the College shall be presented to the Finance Officer for audit and adjustment as appropriate.**

**Section 5.5. The Finance Officer shall give separate bonds for the safekeeping of the funds of the College in such sums as may be required by the Board of Directors.**

**Section 5.6. The Finance Officer shall as soon as may be after the close of each fiscal year, but not later than the following June 30, exhibit to the Board of Directors a full and detailed account of all receipts and expenditures for the last fiscal year and a state of the treasury report, which account and report shall be filed with the Menominee Tribal Legislature.**

**Section 5.7. The Finance Officer shall ensure that an annual audit of the College is conducted by an independent certified public accounting firm as of the last day of business of each fiscal year.**

**Section 6. College Officers - to Deliver College Property to Successors.**

**If any person having been an officer in the College shall fail within ten (10) days after notification and request, to deliver to his or her successor in office all property, books, paper and effects of every description, in the possession of the officer belonging to the College, or pertaining to the office held, such person shall forfeit and pay for the use of the College a fine as determined by the Board of Directors, in addition to all damages caused by such neglect or refusal to deliver, and such successor may recover the possession of such books, papers, and effects in the manner described by Menominee law.**

**Section 7. College Officers - No Interest in College Contracts.**

**No Board member or other officer or employee shall be a party to or interested in any job or contract with the College, and any such contract, the amount so paid may be recovered by a joint or several action from the parties to such contract and the Board member or other officer or employee interested in the same.**

**Section 8. Board of Directors may Prescribe Additional Duties for Officers - Appoint Additional Officers.**

**The Board of Directors shall have power to assign additional duties to any officer, not inconsistent with this Charter, and to appoint such other officers as may be necessary to carry into effect the provisions of this Charter and prescribe their duties, unless otherwise provided for in this chapter.**

**ARTICLE IV.**

**COLLEGE BOARD OF DIRECTORS, MEETINGS,  
REGULAR AND SPECIAL**

**Section 1. Meetings.**

**The Board of Directors shall hold stated meetings, and the Chairperson may call special meetings, by notice to each of the members. At such special meeting, no business shall be transacted other than that designated in the call. In case a quorum is not present at any stated meeting, the members present may adjourn to a designated time, and all business transacted at such adjourned meeting shall have the same validity as if done at a stated meeting.**

**Section 2. Board of Directors - Power to Remove Officers.**

**The Board of Directors shall have power to remove from office any officer of the College, but no officer shall be removed except from cause, nor unless first furnished with a copy of the charges, nor until such person shall have had reasonable opportunity to be heard in person or by counsel in his or her own defense. Continued absence from the meetings of the Board of Directors, and neglect of duty in the case of other officers, unless for good reason, shall be deemed a good cause of removal.**

**The Board of Directors shall fix a time and place for removal hearing of such officer and shall provide not less than ten (10) day's notice. The Board shall have power to petition the Menominee court to issue subpoenas to compel the attendance of witnesses and the production of papers at any hearing. The Board shall hear the evidence and determine whether or not to remove the officer. In the event of removal, the Board of Directors may declare the office vacant.**

**Section 3. Board of Directors - Power to Award Degrees.**

**The Board of Directors shall have power to award degrees upon satisfactory completion of the requirements for the degree awarded.**

**Section 4. Board of Directors - Power to Make Policy.**

**The Board of Directors shall have full power and authority to make, enforce, alter, amend or repeal any policy for the good order of the College.**

**Section 5. Style of Policy, Subject and Title.**

**The style of all policies shall be “The Board of Directors of the College of the Menominee Nation do hereby adopt the following as policy.” The subject of every policy statement shall be expressed in its title, and no policy shall embrace more than one subject.**

**Section 6. Policy - How Passed.**

**All policy of the Board of Directors shall be passed by an affirmative vote of a majority of all members of the Board, by ayes and nays which shall be entered in the record of the Board.**

**Section 7. Majority Vote for Appropriations.**

**No appropriations shall be made without a vote of majority of all the members of the Board of Directors.**

**Section 8. Board of Directors to Audit Accounts of Officers - Examination of Books.**

**The Board of Directors shall examine, audit and adjust the accounts of the Finance Officer and all other officers and agents of the College at such times as they deem proper, and also at the end of each year, and before the term for which the officers and agents to exhibit their books, accounts and vouchers for such examination and settlement.**

**Section 9. Board of Directors to have Control of College Finances and Property.**

**The Board of Directors shall have the management and control of finances and all property of the College, and may provide for the sale of any such property, in such manner as it shall consider for the interest of the College, provided, however, that no real estate belonging to the College shall be sold unless ordered sold by a vote of three-fourths of all the members of the Board.**

**Section 10. Creation of Bylaws.**

**The Board of Directors shall create Bylaws to govern the conduct of the business before the Board of Directors.**

**Section 11. Indemnification.**

**The College shall indemnify any officer or administrative officer of the College made or threatened to be made party to a proceeding by reason of the former of present official capacity of the person against judgment, penalties or fines assessed against the person with respect to settlements and reasonable expenses, including attorneys' fees and disbursements, incurred by the person complained of in the proceeding, the person:**

- 1. Has not been indemnified by another organization for the same judgments, penalties, fines, and reasonable expenses, including attorneys' fees and disbursements, incurred by the person in connection with the proceeding with respect to the same acts or omissions;**
- 2. Acted in good faith;**
- 3. Received no improper personal benefit through conflict of interest or otherwise; and**
- 4. In case of acts or omissions occurring in his/her official capacity, the person reasonably believed that the conduct was in the best interest of the College.**

**Section 12. Insurance.**

**The Board of Directors may purchase and maintain insurance on behalf of a person, in that person's official capacity, against any liability asserted against and incurred by the person in or arising from that capacity.**

**ARTICLE V.  
SOVEREIGN IMMUNITY**

**Section 1. Immunity of the Menominee Indian Tribe of Wisconsin.**

**The Menominee people, in authorizing the establishment by charter of the College of the Menominee Nation, does not waive nor authorize the College Board of Directors to waive or limit the right of the Menominee Indian Tribe of Wisconsin to sovereign immunity from suit; nor does it waive or limit, or authorize the College Board of Directors to waive or limit any exceptions and immunities from taxation to which the nation is or may in the future be entitled, and to which the Menominee Indian Tribe of Wisconsin, its members, and its businesses are entitled by law.**

**Section 2. Immunity of the College of the Menominee Nation.**

**For the purpose of enabling the College to enter into business agreements, either to secure debts or to provide services or products, the College Board of Directors shall be authorized to agree by specific written agreement with any party**

**to sue and be sued in the Menominee Tribal Courts in its capacity as a tribal college upon any contract, claim, or obligation arising out of its authorized activities. For the same purpose, the College Board of Directors shall be authorized to agree by specific written agreement with any party to waive any immunity from suit on breach of contract claim that it might otherwise have.**

**In seeking redress of grievances against the College, persons subject to tribal jurisdiction shall exhaust all remedies available to them under Menominee law before seeking redress of grievance against the College of the Menominee Courts.**

## **ARTICLE VI. AMENDMENTS TO THE CHARTER**

**This Charter is adopted pursuant to the inherent sovereign power of the people of the Menominee Indian Tribe of Wisconsin and may be amended only by the people in accordance with the provisions of Article VIII of the Constitution and Bylaws of the Menominee Indian Tribe of Wisconsin.**

*Present College  
Charter*

**MENOMINEE NATION**

**MENOMINEE TRIBAL LEGISLATURE**

**AMENDMENT TO ORDINANCE NO. 93-2**

**COLLEGE OF THE MENOMINEE NATION**

**FINAL APPROVAL**

**BE IT ORDAINED BY THE LEGISLATURE OF THE MENOMINEE INDIAN TRIBE OF WISCONSIN:**

Ordinance No. 93-2, College of the Menominee Nation, §4, Powers of the College Board, is hereby amended as follows:

1. Renumber subparagraphs (a) through (q) to subparagraphs (b) through (r), respectively.
2. Insert subparagraph (a), which reads as follows:
  - "a. To grant degrees to students who have successfully completed their course of work at the College of the Menominee Nation."

**CERTIFICATION**

The undersigned Officers of the Menominee Tribal Legislature do hereby certify that the foregoing amendment to Ordinance No. 93-2, College of the Menominee Nation, was adopted at a regular meeting of the Menominee Tribal Legislature held on September 02, 1993 at which a quorum was present, by a vote of 9 for, 0 opposed, 0 abstentions, and 0 absent.

The undersigned also certify that the foregoing Ordinance has been posted in accordance with the Menominee Constitution and Bylaws.

(b)(6)

[Redacted Signature]

**GLEN T. MILLER, Chairman  
MENOMINEE INDIAN TRIBE OF WISCONSIN**

9-2-93

**DATE**

(b)(6)

[Redacted Signature]

**LORENE A. POCAN, Secretary  
MENOMINEE INDIAN TRIBE OF WISCONSIN**

## Competitive Preference Priorities

The following attachments are supporting documents for the competitive preference priority points, which include:

- 1. Competitive Preference Priority One:** Documentation of Menominee Indian School District eligibility as a Rural and Low-Income School (RLIS);
- 2. Competitive Preference Priority Two:** The lead partner is a Tribal College, CMN Documentation of IHE, and has received authorization from the Menominee Indian Tribe of Wisconsin to apply for the Native Youth Community Program Grant on behalf of the Tribe, MITW Tribal Resolution 16-18; and
- 3. Competitive Preference Priority Three:** Submission is a partnership that has a partner, Menominee Tribal School that is a recipient of the 2015 Title VII Indian Education Formula grant program. Attachments included are Menominee Tribal School – Indian Education Title VII Award 2015 and CMN MOU – Partnership.

LEAs ELIGIBLE for the 2015 Rural Low Income Schools (RLIS) Program  
Wisconsin School Districts

| 1           | 2        | 3  | 4                    | 5               | 6        | 7              | 8                                  | 11                       | 13  | 14  | 13A                                      | 15  | 16   | 17  | 18  | 19   | 21            |
|-------------|----------|--|----------------------|-----------------|----------|----------------|------------------------------------|--------------------------|---|---|--|---|--|---|---|--|---------------|
| NCES LEA ID | State ID | District Name                            | Mailing Address      | City            | Zip Code | Telephone      | Locale codes of schools in the LEA | Average Daily Attendance | Percentage of children from families below poverty line | Does LEA meet low-income poverty requirement? | Alternate Poverty Data Provided by State | Does each school in LEA have locale code of 6, 7, or 8? | FY 2014 Title II, Part A allocation amount | FY 2014 Title II, Part D formula allocation amount - PLEASE LEAVE BLANK | FY 2014 Title IV, Part A allocation amount - PLEASE LEAVE BLANK | FY 2014 Title V allocation amount - PLEASE LEAVE BLANK | RLIS eligible |
| 5500060     | 0014     | ADAMS-FRIENDSHIP AREA SCHOOL DISTRICT    | 201 W 6th St         | Friendship      | 53934    | (608) 339-3213 | 7                                  | 1,496.68                 | 26.87   | YES   |  | YES   | \$115,634                                  |   |   |  | RLIS          |
| 5500510     | 0170     | ASHLAND SCHOOL DISTRICT                  | 2000 Beaser Ave      | Ashland         | 54806    | (715) 682-7080 | 6,7                                | 2,011.15                 | 22.61   | YES   |  | YES   | \$122,788                                  |   |   |  | RLIS          |
| 5500630     | 0217     | AUGUSTA SCHOOL DISTRICT                  | E19320 Bartig Rd     | Augusta         | 54722    | (715) 286-3302 | 8                                  | 644.65                   | 29.60   | YES   |  | YES   | \$69,095                                   |   |   |  | RLIS          |
| 5500061     | 1080     | CHETEK-WEYERHAEUSER AREA SCHOOL DISTRICT | PO Box 6             | Chetek          | 54728    | (715) 924-2226 | 7                                  | 880.59                   | 24.36   | YES   |  | YES   | \$79,678                                   |   |   |  | RLIS          |
| 5502910     | 1218     | CRANDON SCHOOL DISTRICT                  | 9750 US Highway 8 W  | Crandon         | 54520    | (715) 478-3339 | 7                                  | 841.05                   | 20.67   | YES   |  | YES   | \$63,214                                   |   |   |  | RLIS          |
| 5502970     | 1232     | CRIVITZ SCHOOL DISTRICT                  | 400 South Ave        | Crivitz         | 54114    | (715) 854-2721 | 7                                  | 715.08                   | 20.23   | YES   |  | YES   | \$34,634                                   |   |   |  | RLIS          |
| 5503090     | 1260     | CUMBERLAND SCHOOL DISTRICT               | 1010 8th Ave         | Cumberland      | 54829    | (715) 822-5124 | 7                                  | 927.68                   | 22.30   | YES   |  | YES   | \$47,684                                   |   |   |  | RLIS          |
| 5506270     | 2478     | HAYWARD COMMUNITY SCHOOL DISTRICT        | 15930 W 5th St       | Hayward         | 54843    | (715) 634-2619 | 7                                  | 1,906.08                 | 26.79   | YES   |  | YES   | \$130,263                                  |   |   |  | RLIS          |
| 5506750     | 2618     | HURLEY SCHOOL DISTRICT                   | 5503 W Range View Dr | Hurley          | 54534    | (715) 561-4900 | 7                                  | 601.65                   | 20.21   | YES   |  | YES   | \$35,178                                   |   |   |  | RLIS          |
| 5507590     | 2856     | LADYSMITH SCHOOL DISTRICT                | 1700 Edgewood Ave E  | Ladysmith       | 54848    | (715) 532-5277 | 6                                  | 864.59                   | 22.57   | YES   |  | YES   | \$62,571                                   |   |   |  | RLIS          |
| 5508760     | 3325     | MARKESAN SCHOOL DISTRICT                 | PO Box 248           | Markesan        | 53946    | (920) 398-2373 | 7                                  | 805.68                   | 21.08   | YES   |  | YES   | \$44,633                                   |   |   |  | RLIS          |
| 5509070     | 3434     | MENOMINEE INDIAN SCHOOL DISTRICT         | PO Box 1330          | Keshena         | 54135    | (715) 799-3824 | 7                                  | 797.59                   | 54.74   | YES   |  | YES   | \$119,572                                  |   |   |  | RLIS          |
| 5509870     | 3689     | MONTELLO SCHOOL DISTRICT                 | 222 Forest Ln        | Montello        | 53949    | (608) 297-7617 | 7                                  | 683.29                   | 22.66   | YES   |  | YES   | \$50,790                                   |   |   |  | RLIS          |
| 5510230     | 3871     | NECEDAH AREA SCHOOL DISTRICT             | 1801S Main St        | Necedah         | 54646    | (608) 565-2256 | 7                                  | 626.64                   | 22.14   | YES   |  | YES   | \$39,454                                   |   |   |  | RLIS          |
| 5510560     | 3948     | NEW LISBON SCHOOL DISTRICT               | 500 S Forest St      | New Lisbon      | 53950    | (608) 562-3700 | 6,7                                | 620.16                   | 23.56   | YES   |  | YES   | \$36,541                                   |   |   |  | RLIS          |
| 5510770     | 3990     | NORWALK-ONTARIO-WILTON SCHOOL DISTRICT   | PO Box 130           | Ontario         | 54651    | (608) 337-4403 | 7                                  | 702.51                   | 32.21   | YES   |  | YES   | \$43,775                                   |   |   |  | RLIS          |
| 5512960     | 4851     | RICHLAND SCHOOL DISTRICT                 | 1996 US Hwy 14 W     | Richland Center | 53581    | (608) 647-6106 | 6                                  | 1,347.70                 | 21.40   | YES   |  | YES   | \$84,141                                   |   |   |  | RLIS          |
| 5510140     | 3850     | RIVERDALE SCHOOL DISTRICT                | PO Box 66            | Muscoda         | 53573    | (608) 739-3832 | 7                                  | 648.82                   | 22.25   | YES   |  | YES   | \$37,650                                   |   |   |  | RLIS          |
| 5513710     | 5306     | SHELL LAKE SCHOOL DISTRICT               | 271 Highway 63       | Shell Lake      | 54871    | (715) 468-7816 | 7                                  | 630.75                   | 20.22   | YES   |  | YES   | \$24,668                                   |   |   |  | RLIS          |
| 5514220     | 5474     | SPOONER AREA SCHOOL DISTRICT             | 801 County Highway A | Spooner         | 54801    | (715) 635-2171 | 6,7                                | 1,237.92                 | 21.01   | YES   |  | YES   | \$88,231                                   |   |   |  | RLIS          |
| 5515960     | 6237     | WAUTOMA AREA SCHOOL DISTRICT             | PO Box 870           | Wautoma         | 54982    | (920) 787-7112 | 7                                  | 1,264.73                 | 20.00   | YES   |  | YES   | \$86,111                                   |   |   |  | RLIS          |
| 5516650     | 6426     | WHITEHALL SCHOOL DISTRICT                | PO Box 37            | Whitehall       | 54773    | (715) 538-4374 | 7                                  | 722.51                   | 23.61   | YES   |  | YES   | \$31,391                                   |   |   |  | RLIS          |

**College of Menominee Nation  
Board of Directors**

|  | <b>Term Expires</b> | <b>Telephone</b> |
|--|---------------------|------------------|
| <p>Virginia Nuske<br/>N5448 Broder Rd<br/>Shawano WI 54166<br/><a href="mailto:vnuske@mitw.org">vnuske@mitw.org</a></p> <p style="text-align: center;"><b>Vice-Chairperson</b></p> | 5/15/2017           | 715-799-5110     |
| <p>Georgianna Ignace<br/>(b)(6)</p>  | 5/15/2016           | (b)(6)           |
| <p>Karen Bowman-Dillenburg<br/>(b)(6)</p>  | 5/15/2018           | (b)(6)           |
| <p>Sarah Harkey<br/>(b)(6)</p>   | 7/2/2019            | (b)(6)           |
| <p>Lori Corn<br/>214Work<br/>W2008 Cty Tk VV<br/>P.O. Box 1056<br/>Keshena, WI 54135<br/><a href="mailto:llcorn@frontier.com">llcorn@frontier.com</a></p>                          | 5/15/2020           | 715-799-3846     |
| <p>Cedar Kakkak<br/>PO Box 1165<br/>Keshena WI 54135<br/><a href="mailto:ckakkak@mitw.org">ckakkak@mitw.org</a></p>  | 4/14/2021           | 715-701-0193     |
| <p>Jesse Waukau<br/>(b)(6)</p>   | 4/14/2022           | (b)(6)           |

A MOTION

HILARY WAUKAU: I move for Final Approval of Amendment to Ordinance 93-2 College of the Menominee Nation Authorizing the Granting of Degrees.

RICHARD AWONOHOPAY: I second the Motion.

CHAIRMAN: All those in favor of the Motion raise your right hand. Opposed. The Motion is carried: 9 for, 0 opposed, 0 abstentions and 0 absent.

*P.O.  
College*

(b)(6)

Glen T. Miller, Chairman  
MENOMINEE INDIAN TRIBE OF WISCONSIN



# MENOMINEE INDIAN TRIBE OF WISCONSIN

P.O. Box 910  
Keshena, WI 54135-0910

96-16

## TO WHOM IT MAY CONCERN:

The Tribal Legislature approved The Initiative: Charter of the College of the Menominee Nation on Thursday, October 3, 1996, pursuant to Article VIII, Section 4 of the Menominee Constitution.

(b)(6)

John H. Teller, Chairman  
Menominee Tribal Legislature

MENOMINEE TRIBAL LEGISLATURE  
OCTOBER 3, 1996

## A MOTION

**LOUIS DIXON:** I move to adopt the Charter for the College of the Menominee Nation based on the Petition for Initiative submitted here this evening.

**ROBERT DEER:** I second the Motion.

**CHAIRMAN:** All those in favor of the Motion raise your right hand. Opposed. The Motion is carried: 8 for, 0 opposed, 0 abstentions and 1 absent (Shawanokasic).

#7 on agenda

(b)(6)

John H. Teller, Chairman  
MENOMINEE INDIAN TRIBE OF WISCONSIN

**PETITION FOR INITIATIVE**  
**CHARTER**  
**FOR THE**  
**COLLEGE OF THE MENOMINEE NATION**

**ARTICLE I.**  
**THE COLLEGE OF THE MENOMINEE NATION**

**Section 1.    Creation.**

**The College of the Menominee Nation is hereby chartered by the people of the Menominee Indian Tribe of Wisconsin and shall continue to be a college under the name and style of the College of the Menominee Nation at the will of the people of the Menominee Tribe.**

**Section 2.    Purpose of the College.**

**The College of the Menominee Nation is founded upon the highest educational ideals of the Menominee people. The College shall be obligated to provide quality higher education of the Menominee people such that each student enrolled at the College may pursue his or her individual goals and may advance the interests of the Menominee Nation on its reservation and in the surrounding**

**community. In fulfilling this obligation, the College shall always act to preserve and protect the history, traditions, values and aspirations of the Menominee people.**

**Section 2.1. In pursuit of this purpose, the College shall be dedicated to maintaining high academic standards in order to provide the Menominee people with the best higher education possible.**

**Section 2.2. The College shall be dedicated to research and development activities that will lead to the development of educational strategies that enhance each student's learning capacity. In this effort, the College shall strive to preserve the Menominee way of learning, which is learning by doing. The College shall be further dedicated to developing educational concepts which will be embodied in tasks that have the potential to provide significant benefit to the student, the student's family, the Menominee Nation, American Indian people or the world at large. These strategies should enhance students' success and provide the resources which will allow students to reach their full academic potential.**

**Section 2.3. In fulfilling the College's purpose, the College shall negotiate, execute and implement appropriate agreements with other colleges and universities chartered by the State of Wisconsin if such agreement will benefit the College and the needs of the Menominee students enrolled at the College. In addition, the College may negotiate, execute and implement agreements with any public or**

**private entity in aid of the purposes for which the College is Chartered.**

**Section 2.4. The College shall also make recommendations for legislation and other actions by the Menominee Tribal Legislature, actions would assist in such physical and economic development of the College, academic well being of the students, and shall from-to-time give the Legislature such information and recommend such measure (s) as may be deemed advantageous to the College and its students.**

**Section 3. Obligation of the Menominee Tribal Legislature.**

**The Menominee Tribal Legislature shall assist the College in fulfilling its obligations to the Menominee people by promptly deliberating and considering requests for assistance received from the College as a priority item on its agenda.**

**Section 3.1. The Legislature shall create policy for the Nation that encourages the Nation's employees to continue their education by enrolling in appropriate classes at the College. In order to encourage employees to further their education, the Legislature shall consider adopting a policy that links merit pay increases to educational level.**

**Section 3.2. The Legislature shall negotiate with College a plan to develop and implement appropriate training and technical assistance programs for officials and employees of the Menominee Nation commencing in January 1997, and continuing each year thereafter.**

**Section 4. Powers of the College.**

**The College of the Menominee Nation shall have power, including; but not limited to:**

- 1. Subject to the provisions in Article \_\_\_, the College may sue and be sued;**
- 2. Make and use a common seal and alter it at pleasure;**
- 3. Take and hold lease and convey all real, personal and mixed property as the purposes of the College may require;**
- 4. Contract and be contracted with;**
- 5. Designate an agent of the College to accept service of process;**
- 6. Exercise all the general powers possessed by any corporation as set out in the Constitution and Bylaws of the Menominee Indian Tribe of Wisconsin at Article XIII, Section 1.**

**Section 5. Assets of the College.**

The initial assets, and all subsequent assets acquired by the College from whatever source, shall be the assets of the College.

**Section 6. Principal Office of the College.**

The principal office of the College shall be located on the Menominee Indian Reservation in Keshena, Wisconsin. The College may have such other offices as the Board of Directors may designate.

**Section 7. Participation by Enrolled Members of the Menominee Indian Tribe.**

The Board of Directors shall call an annual business meeting for the enrolled members, which shall be held on the \_\_\_\_\_ for the purposes of receiving reports on the operation of the College for the past year, for the appointment of a Director by the Menominee Tribal Legislature and of transaction such other business as may come before the meeting. In the event of failure, through oversight or otherwise, to hold the annual business meeting on the required date, a subsequent meeting upon due notice, shall be held in lieu of the regularly scheduled meeting. Any action taken at such subsequent meeting shall be valid as if it had been taken at the regularly-scheduled annual business meeting.

## **ARTICLE II.**

### **OFFICERS, QUALIFICATIONS FOR OFFICE, TERMS AND CONDITIONS OF OFFICE, VACANCIES, OATHS, BONDS AND VIOLATIONS**

#### **Section 1. Officers.**

**The officers of the College shall be the members of the College Board of Directors (who shall be known as Board members) and the President of the College. The Board of Directors shall consist of seven (7) directors to be appointed by the Menominee Tribal Legislature.**

#### **Section 2. Terms of Office of Board Chairperson and Board Members.**

**The terms of office of the existing Board Chairperson and Directors shall not be changed as a result of the enactment of this Charter.**

#### **Section 3. Qualification for Appointment as Board Member.**

**The qualifications for appointment as a Board Member are as follows:**

- 1. A demonstrated long-term interest in education and/or job training.**
- 2. Enrollment in the Menominee Indian Tribe of Wisconsin.**

- 3. General knowledge about post-secondary education.**
- 4. Special expertise which will help the Board of Directors, the President and the President's staff fulfill the mission of the College.**
- 5. Twenty-five years of age except in the instance where the Legislature chooses to appoint the President of the Student Council of the College to the Board of Directors.**

**Each candidate for a position on the Board of Directors shall submit to the Legislature a written statement which demonstrates individual qualifications for the position.**

**Section 4. The Legislature shall require each candidate to appear at a legislative confirmation hearing so that the candidate may present an oral statement in support of his or her candidacy and respond to appropriate questions from any Legislator.**

**Section 4.1. At the conclusion of the legislative confirmation hearing, the Legislature shall give due and proper consideration to the candidate's qualifications, and shall choose to appoint or decline to appoint the individual to the College Board of Directors based solely on his or her individual qualifications to hold such office. The motion to appoint a suitable individual shall contain an appropriate statement as to that individual's qualifications for office.**

**Section 5. Vacancy in Office of Board Chairperson or Board Member.**

Whenever any vacancy shall occur in the office of the Board Chairperson or in the office of any Board member, it shall be filled for the unexpired term by a special appointment by the majority vote of the Board of Directors.

For the purpose of selecting the candidates from which the vacancy will be filled, the Board shall publish notice of vacancy for thirty days after such vacancy shall occur. If a vacancy shall occur in the office of Board chairperson, the Board shall select a new Chairperson from among the existing Board members. The Board of Directors shall select an appropriate person to fill the vacancy based solely on their qualifications for the office and the person's qualifications shall be entered with the official record of the Board's proceedings.

**Section 6. Resignation of a Board Director.**

Any Director having entered upon the duties of the office may resign the same in writing to the Board of Directors.

**Section 7. Oath of Office - Bonds of Officers - Approval of Bonds.**

Every person appointed to any office under this Charter shall, before entering upon the duties of office, take and subscribe an oath of office as provided for in the Bylaws at Article IV, and file the same with Clerk of the Secretary of the Menominee Tribal Legislature. Any Board member or administrative officer of the

**College shall severally, before they enter upon the duties of their respective offices, execute to the College of the Menominee Nation bonds in such form, amounts and upon such conditions as deemed necessary by the Board for the protection of the College.**

**Section 8. Violations by Officers - Penalty - Forfeiture.**

**Any officer of the College, or any person employed in the services of the College, who shall willfully violate or evade any of the provisions of law, or commit any fraud upon the College, or convert any of the public property to his or her own use or knowingly permit any other person to convert it, or by gross or culpable neglect of duty allow the same to be lost to the College, shall be deemed guilty of misdemeanor and, in addition to the penalties imposed by Menominee law, or other applicable federal law, and upon conviction, shall forfeit the office and be excluded forever from receiving or holding any office under the Charter of the College of the Menominee Nation and shall be liable to refund to the College at the suit of any member of the Menominee Nation or officer of the College any amount lost to said College by reason of such violation of law.**

### **ARTICLE III.**

#### **POWERS AND DUTIES OF OFFICERS.**

##### **Section 1. Powers and Duty of Board Chairperson.**

**The Board Chairperson shall take care that the purposes of the College are duly observed and implemented. The Chairperson shall take care that all other officers and administrative officers of the College discharge their respective duties and, to that end, may maintain an action of mandamus for other appropriate action against any delinquent officer. The Chairperson shall address the Menominee Tribal Legislature annually in September of each calendar year on the state of the College, proposing therein plans and programs for the physical and economic development of the College and academic well being of the students. As part of the message, the Chairperson shall set forth goals of the College that the College should accomplish in the fiscal year that begins on July 1 of the next calendar year. The Legislature shall review the proposed goals, and give proper consideration to the appropriation request of the College for sufficient funding to implement the goals.**

**Section 1.1. The Chairperson shall sign all contracts for the College by authority of the Board of Directors.**

**Section 1.2. The Chairperson shall be a member of any board, commission or department of the College. The Chairperson may appoint or designate a representative to serve in the place of the Chairperson on such board, commission or department for the term of office not to exceed the Chairperson's own term. Such representative shall be members of the Menominee Indian Tribe.**

**Section 2. Board of Directors, Election of the Chairperson and Vice Chairperson, and Their Duties.**

**At the first meeting of the Board of Directors in June of each year, the Board shall proceed to elect, by secret ballot from their membership, a Chairperson and Vice Chairperson. The Chairperson shall preside over the meetings of the College Board of Directors, and, while the Chairperson is absent or unable for any reason to discharge this or her required duties, the Vice Chairperson shall discharge the duties of the Chairperson and act in the Chairperson's place. While performing the duties of the Chairperson, any acts performed by such person shall have the same force and validity as performed by the Chairperson.**

**Section 3. Executive Committee.**

**There is hereby established a four-person Executive Committee consisting of the Chairperson, the Vice Chairperson, one other additional member of the Board of Directors to be chosen by the Board, and the President of the College. The**

**Executive Committee shall establish its own rules and procedures. It shall be chaired by the Board Chairperson.**

**Section 4. Board to Appoint College Administrative Officers, Terms of Office.**

**The Board of Directors shall appoint administrative officers, including but not limited to, a President of the College and such other administrative officers as necessary for the proper management of the College's affairs. The appointment of administrative officers shall require the affirmative vote of the majority of all the members of the Board of Directors. All administrative officers shall hold their respective offices for a term established by the Board of Directors from and after the first business day in January of even numbered years. All administrative officers so appointed shall, unless otherwise provided for by the Board of Directors; continue in office until their successors are appointed and have been deemed qualified. Nothing in this Charter shall be construed as legislating out of office any appointed official of the College or any administrative officer appointed by the Board of Directors.**

**Section 5. Finance Officer, Powers and Duties.**

**The Finance Officer shall be nominated by the President of the College and confirmed by the Board of Directors. The Finance Officer shall have the duty to keep regular books of account for the college in which the Finance Officer shall**

**enter all indebtedness of the College and shall, at all times, show the precise financial condition of the College and of the several boards, the amount of orders, certificates or other evidences of indebtedness outstanding.**

**Section 5.1 The Finance Officer shall keep accounts of orders drawn on the treasury in separate books, and shall note thereon, the cancellation thereof whenever the same shall be canceled, and shall keep such other books and records as shall be convenient for the preservation of the accounts of all transactions and businesses of the College, and all books, lists and records heretofore kept, or which shall be kept, in the Finance Officer's office. Copies certified by the Finance Officer shall be competent evidence of all matters shown by the books.**

**Section 5.2. The Finance Officer shall, as soon as may be after the close of each fiscal year, report to the Board of Directors on the financial condition of the College. The Board of Directors shall approve such report and forward a copy to the Menominee Tribal Legislature. In addition, the fiscal year report shall be published in a local newspaper selected by the Board for the publication of official notices.**

**Section 5.3. The Finance Officer shall counter-sign all contracts made in behalf of the College, and no such contract shall be valid until so counter-signed. The Finance Officer shall keep a book, and shall enter therein all contracts which shall be open to inspection by all interested parties. The Finance Officer shall not directly or indirectly be interested in any contract or job to which the College is a party.**

**Section 5.4. All claims and demands against the College shall be presented to the Finance Officer for audit and adjustment as appropriate.**

**Section 5.5. The Finance Officer shall give separate bonds for the safekeeping of the funds of the College in such sums as may be required by the Board of Directors.**

**Section 5.6. The Finance Officer shall as soon as may be after the close of each fiscal year, but not later than the following June 30, exhibit to the Board of Directors a full and detailed account of all receipts and expenditures for the last fiscal year and a state of the treasury report, which account and report shall be filed with the Menominee Tribal Legislature.**

**Section 5.7. The Finance Officer shall ensure that an annual audit of the College is conducted by an independent certified public accounting firm as of the last day of business of each fiscal year.**

**Section 6. College Officers - to Deliver College Property to Successors.**

**If any person having been an officer in the College shall fail within ten (10) days after notification and request, to deliver to his or her successor in office all property, books, paper and effects of every description, in the possession of the officer belonging to the College, or pertaining to the office held, such person shall forfeit and pay for the use of the College a fine as determined by the Board of Directors, in addition to all damages caused by such neglect or refusal to deliver, and such successor may recover the possession of such books, papers, and effects in the manner described by Menominee law.**

**Section 7. College Officers - No Interest in College Contracts.**

**No Board member or other officer or employee shall be a party to or interested in any job or contract with the College, and any such contract, the amount so paid may be recovered by a joint or several action from the parties to such contract and the Board member or other officer or employee interested in the same.**

**Section 8. Board of Directors may Prescribe Additional Duties for Officers - Appoint Additional Officers.**

**The Board of Directors shall have power to assign additional duties to any officer, not inconsistent with this Charter, and to appoint such other officers as may be necessary to carry into effect the provisions of this Charter and prescribe their duties, unless otherwise provided for in this chapter.**

**ARTICLE IV.**

**COLLEGE BOARD OF DIRECTORS, MEETINGS,  
REGULAR AND SPECIAL**

**Section 1. Meetings.**

**The Board of Directors shall hold stated meetings, and the Chairperson may call special meetings, by notice to each of the members. At such special meeting, no business shall be transacted other than that designated in the call. In case a quorum is not present at any stated meeting, the members present may adjourn to a designated time, and all business transacted at such adjourned meeting shall have the same validity as if done at a stated meeting.**

**Section 2. Board of Directors - Power to Remove Officers.**

**The Board of Directors shall have power to remove from office any officer of the College, but no officer shall be removed except from cause, nor unless first furnished with a copy of the charges, nor until such person shall have had reasonable opportunity to be heard in person or by counsel in his or her own defense. Continued absence from the meetings of the Board of Directors, and neglect of duty in the case of other officers, unless for good reason, shall be deemed a good cause of removal.**

**The Board of Directors shall fix a time and place for removal hearing of such officer and shall provide not less than ten (10) day's notice. The Board shall have power to petition the Menominee court to issue subpoenas to compel the attendance of witnesses and the production of papers at any hearing. The Board shall hear the evidence and determine whether or not to remove the officer. In the event of removal, the Board of Directors may declare the office vacant.**

**Section 3. Board of Directors - Power to Award Degrees.**

**The Board of Directors shall have power to award degrees upon satisfactory completion of the requirements for the degree awarded.**

**Section 4. Board of Directors - Power to Make Policy.**

**The Board of Directors shall have full power and authority to make, enforce, alter, amend or repeal any policy for the good order of the College.**

**Section 5. Style of Policy, Subject and Title.**

**The style of all policies shall be “The Board of Directors of the College of the Menominee Nation do hereby adopt the following as policy.” The subject of every policy statement shall be expressed in its title, and no policy shall embrace more than one subject.**

**Section 6. Policy - How Passed.**

**All policy of the Board of Directors shall be passed by an affirmative vote of a majority of all members of the Board, by ayes and nays which shall be entered in the record of the Board.**

**Section 7. Majority Vote for Appropriations.**

**No appropriations shall be made without a vote of majority of all the members of the Board of Directors.**

**Section 8. Board of Directors to Audit Accounts of Officers - Examination of Books.**

**The Board of Directors shall examine, audit and adjust the accounts of the Finance Officer and all other officers and agents of the College at such times as they deem proper, and also at the end of each year, and before the term for which the officers and agents to exhibit their books, accounts and vouchers for such examination and settlement.**

**Section 9. Board of Directors to have Control of College Finances and Property.**

**The Board of Directors shall have the management and control of finances and all property of the College, and may provide for the sale of any such property, in such manner as it shall consider for the interest of the College, provided, however, that no real estate belonging to the College shall be sold unless ordered sold by a vote of three-fourths of all the members of the Board.**

**Section 10. Creation of Bylaws.**

**The Board of Directors shall create Bylaws to govern the conduct of the business before the Board of Directors.**

**Section 11. Indemnification.**

**The College shall indemnify any officer or administrative officer of the College made or threatened to be made party to a proceeding by reason of the former of present official capacity of the person against judgment, penalties or fines assessed against the person with respect to settlements and reasonable expenses, including attorneys' fees and disbursements, incurred by the person complained of in the proceeding, the person:**

- 1. Has not been indemnified by another organization for the same judgments, penalties, fines, and reasonable expenses, including attorneys' fees and disbursements, incurred by the person in connection with the proceeding with respect to the same acts or omissions;**
- 2. Acted in good faith;**
- 3. Received no improper personal benefit through conflict of interest or otherwise; and**
- 4. In case of acts or omissions occurring in his/her official capacity, the person reasonably believed that the conduct was in the best interest of the College.**

**Section 12. Insurance.**

**The Board of Directors may purchase and maintain insurance on behalf of a person, in that person's official capacity, against any liability asserted against and incurred by the person in or arising from that capacity.**

**ARTICLE V.  
SOVEREIGN IMMUNITY**

**Section 1. Immunity of the Menominee Indian Tribe of Wisconsin.**

**The Menominee people, in authorizing the establishment by charter of the College of the Menominee Nation, does not waive nor authorize the College Board of Directors to waive or limit the right of the Menominee Indian Tribe of Wisconsin to sovereign immunity from suit; nor does it waive or limit, or authorize the College Board of Directors to waive or limit any exceptions and immunities from taxation to which the nation is or may in the future be entitled, and to which the Menominee Indian Tribe of Wisconsin, its members, and its businesses are entitled by law.**

**Section 2. Immunity of the College of the Menominee Nation.**

**For the purpose of enabling the College to enter into business agreements, either to secure debts or to provide services or products, the College Board of Directors shall be authorized to agree by specific written agreement with any party**

**to sue and be sued in the Menominee Tribal Courts in its capacity as a tribal college upon any contract, claim, or obligation arising out of its authorized activities. For the same purpose, the College Board of Directors shall be authorized to agree by specific written agreement with any party to waive any immunity from suit on breach of contract claim that it might otherwise have.**

**In seeking redress of grievances against the College, persons subject to tribal jurisdiction shall exhaust all remedies available to them under Menominee law before seeking redress of grievance against the College of the Menominee Courts.**

## **ARTICLE VI. AMENDMENTS TO THE CHARTER**

**This Charter is adopted pursuant to the inherent sovereign power of the people of the Menominee Indian Tribe of Wisconsin and may be amended only by the people in accordance with the provisions of Article VIII of the Constitution and Bylaws of the Menominee Indian Tribe of Wisconsin.**

*Present College  
Charter*

**MENOMINEE NATION**

**MENOMINEE TRIBAL LEGISLATURE**

**AMENDMENT TO ORDINANCE NO. 93-2**

**COLLEGE OF THE MENOMINEE NATION**

**FINAL APPROVAL**

**BE IT ORDAINED BY THE LEGISLATURE OF THE MENOMINEE INDIAN TRIBE OF WISCONSIN:**

Ordinance No. 93-2, College of the Menominee Nation, §4, Powers of the College Board, is hereby amended as follows:

1. Renumber subparagraphs (a) through (q) to subparagraphs (b) through (r), respectively.
2. Insert subparagraph (a), which reads as follows:
  - "a. To grant degrees to students who have successfully completed their course of work at the College of the Menominee Nation."

**CERTIFICATION**

The undersigned Officers of the Menominee Tribal Legislature do hereby certify that the foregoing amendment to Ordinance No. 93-2, College of the Menominee Nation, was adopted at a regular meeting of the Menominee Tribal Legislature held on September 02, 1993 at which a quorum was present, by a vote of 9 for, 0 opposed, 0 abstentions, and 0 absent.

The undersigned also certify that the foregoing Ordinance has been posted in accordance with the Menominee Constitution and Bylaws.

(b)(6)

**GLEN T. MILLER, Chairman  
MENOMINEE INDIAN TRIBE OF WISCONSIN**

9-2-93

**DATE**

(b)(6)

**LORENE A. POCAN, Secretary  
MENOMINEE INDIAN TRIBE OF WISCONSIN**



**MENOMINEE INDIAN TRIBE OF WISCONSIN  
RESOLUTION NO. 16-18**

**Resolution to Authorize the College of Menominee Nation on Behalf of the  
Menominee Indian Tribe to Apply for the Native Youth Community Program  
Grant**

**WHEREAS**, we, the Menominee people, are indigenous to what is now known as the State of Wisconsin, our place of origin was at the mouth of the Menominee River where the five clans of the Menominee were created and include the Awāēhsaeh (Bear), Kenēw (Eagle), Mahwāēw (Wolf), Mōs (Moose), and Otāēqciah (Crane), and we continue to live on our ancestral land that was granted by the Māēc-Awāētok (Great Spirit); and

**WHEREAS**, the Menominee Indian Tribe of Wisconsin (the "Tribe") is a federally recognized Indian Tribe as provided by the Menominee Restoration Act, Act Dec. 22, 1973, Pub. L. No. 93-197, 87 Stat. 770, which appears generally as 25 U.S.C. §§ 903 et seq.; and

**WHEREAS**, the Tribe, acting through its duly elected governing body, the Menominee Tribal Legislature (the "Legislature"), has powers to make and enforce laws, negotiate with Federal, State and Local governments and otherwise exercise its powers consistent with the limitations imposed by its Constitution and Bylaws; and

**WHEREAS**, the United States Department of Education, Office of Elementary and Secondary Education, Office of Indian Education has funds available through the Fiscal Year (FY) 2016 Application for New Grants Under The Indian Education Demonstration Grants Program (CDFR 84.299 A), Native Youth Community Project (NYCP) priority;

**WHEREAS**, College of Menominee Nation can be authorized by the Tribe to apply for the NYCP grant on behalf of the Tribe;

**NOW, THEREFORE, BE IT RESOLVED**, that the Legislature, in regular session assembled, hereby authorize the College of Menominee Nation to apply for the U.S. Department of Education, Office of Elementary and Secondary Education, Office of Indian Education's FY 2016 New Grants Under The Indian Education Demonstration Grants Program, NYCP priority, serving as the lead application in place of the Tribe.

**CERTIFICATION**

We, the undersigned officers of the Menominee Tribal Legislature hereby certify that the foregoing resolution was duly **adopted** at a meeting held on May 5, 2016 with a quorum present, by a vote of 6 for 0 opposed, 0 abstentions and 2 absent.

The undersigned further certify that the foregoing resolution has not been amended or rescinded in any way.

**MENOMINEE INDIAN TRIBE OF WISCONSIN**

(b)(6)

**JOAN DELABREAU, CHAIRWOMAN  
MENOMINEE TRIBAL LEGISLATURE**

**DATE: May 05, 2016**

(b)(6)

**MYRNA WARRINGTON, SECRETARY  
MENOMINEE TRIBAL LEGISLATURE**



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

July 1, 2015

Dear Superintendent/Project Director

Congratulations! I am pleased to inform you that you have been awarded a 2015 Title VII Indian Education Formula grant program.

Please read closely the information included in this letter. There are important instructions to be followed that are critical to the successful implementation of your project. Your success is important to meet the program mission of providing Indian students with the opportunity to meet the same challenging state standards as all other students and meet the unique educational and culturally related academic needs of American Indian and Alaska Native students.

Grant Award Notice (GAN)

The GAN and attachments are available for download from the G5, electronic system for grants management and payment. The GAN specifies the amount and duration of the grant award, as well as other pertinent information concerning your grant.

G5

The Department of Education's electronic system for grants management and payment is called G5. The website to access G5 is [www.g5.gov](http://www.g5.gov). Additional information about G5 can be found in Attachment A.

Access to G-5 requires:

- A DUNS number issued by Duns and Bradstreet
- PR number of grant
- User ID and password
- New User ID's and passwords must be obtained for new staff members to the project.

Hours of Operation: 8:00 AM to 6:00 PM, Monday - Friday, EST

- G5 HELP DESK Toll-Free: 1-888-336-8930
- Email: [edcaps.user@ed.gov](mailto:edcaps.user@ed.gov)

[www.ed.gov](http://www.ed.gov)

400 MARYLAND AVE., SW, WASHINGTON, DC 20202

*The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.*



**US Department of Education  
Washington, D.C. 20202**

*Indian Ed  
TITLE VII*

S060A151201

**GRANT AWARD NOTIFICATION**

| <b>1</b> RECIPIENT NAME<br><br>MENOMINEE TRIBAL SCHOOL<br>PO BOX 910<br>KESHENA, WI 54135   | <b>2</b> AWARD INFORMATION<br><br>PR/AWARD NUMBER      S060A151201<br>ACTION NUMBER        1<br>ACTION TYPE            New<br>AWARD TYPE            Formula |            |              |                        |            |          |            |              |             |              |        |       |      |      |          |                        |     |     |       |  |             |
|---|---|------------|--------------|------------------------|------------|----------|------------|--------------|-------------|--------------|--------|-------|------|------|----------|------------------------|-----|-----|-------|--|-------------|
| <b>3</b> PROJECT STAFF<br><br>RECIPIENT STATE DIRECTOR<br>Annette Westphal            (715) 799-5154<br><u>amwestphal@mitw.org</u><br>EDUCATION PROGRAM CONTACT<br>Bernard Garcia              (202) 260-1454<br><u>Bernard.Garcia@ed.gov</u><br>EDUCATION PAYMENT HOTLINE<br>G5 PAYEE                    888-336-8930<br>HELPDESK<br><u>edcaps.user@ed.gov</u>   | <b>4</b> PROJECT DESCRIPTION<br><br>84.060A<br>Formula Grants to LEAs   |            |              |                        |            |          |            |              |             |              |        |       |      |      |          |                        |     |     |       |  |             |
| <b>5</b> KEY PERSONNEL<br><br>N/A   |   |            |              |                        |            |          |            |              |             |              |        |       |      |      |          |                        |     |     |       |  |             |
| <b>6</b> AWARD PERIODS<br><br>BUDGET PERIOD      07/01/2015 - 06/30/2016<br>FEDERAL FUNDING PERIOD    07/01/2015 - 06/30/2016<br><br>FUTURE BUDGET PERIODS<br><br>N/A   |   |            |              |                        |            |          |            |              |             |              |        |       |      |      |          |                        |     |     |       |  |             |
| <b>7</b> AUTHORIZED FUNDING<br><br>CURRENT AWARD AMOUNT      \$52,590.00<br>PREVIOUS CUMULATIVE AMOUNT    \$0.00<br>CUMULATIVE AMOUNT          \$52,590.00  |   |            |              |                        |            |          |            |              |             |              |        |       |      |      |          |                        |     |     |       |  |             |
| <b>8</b> ADMINISTRATIVE INFORMATION<br><br>DUNS/SSN            030175194<br>REGULATIONS        CFR PART Not Available<br>EDGAR AS APPLICABLE<br>2 CFR AS APPLICABLE<br>ATTACHMENTS        1, 11, 12, 13, 14, 3, 8, 9, E-3, OIE - L, OIE - M, OIE - N  |   |            |              |                        |            |          |            |              |             |              |        |       |      |      |          |                        |     |     |       |  |             |
| <b>9</b> LEGISLATIVE AND FISCAL DATA<br><br>AUTHORITY:                    PL PL 107-110 VII ESEA AS AMENDED BY THE NO CHILD LEFT<br>BEHIND ACT OF 2001<br>PROGRAM TITLE:                INDIAN EDUCATION - GRANTS TO LOCAL EDUCATIONAL AGENCIES<br>CFDA/SUBPROGRAM NO:        84.060A<br><br><table border="1"> <thead> <tr> <th>FUND CODE</th> <th>FUNDING YEAR</th> <th>AWARD YEAR</th> <th>ORG. CODE</th> <th>CATEGORY</th> <th>LIMITATION</th> <th>ACTIVITY</th> <th>CFDA</th> <th>OBJECT CLASS</th> <th>AMOUNT</th> </tr> </thead> <tbody> <tr> <td>0101A</td> <td>2015</td> <td>2015</td> <td>ES000000</td> <td>PR/Award # S299A100076</td> <td>000</td> <td>060</td> <td>4101A</td> <td></td> <td>\$52,590.00</td> </tr> </tbody> </table> |   | FUND CODE  | FUNDING YEAR | AWARD YEAR             | ORG. CODE  | CATEGORY | LIMITATION | ACTIVITY     | CFDA        | OBJECT CLASS | AMOUNT | 0101A | 2015 | 2015 | ES000000 | PR/Award # S299A100076 | 000 | 060 | 4101A |  | \$52,590.00 |
| FUND CODE   | FUNDING YEAR  | AWARD YEAR | ORG. CODE    | CATEGORY               | LIMITATION | ACTIVITY | CFDA       | OBJECT CLASS | AMOUNT      |              |        |       |      |      |          |                        |     |     |       |  |             |
| 0101A   | 2015  | 2015       | ES000000     | PR/Award # S299A100076 | 000        | 060      | 4101A      |              | \$52,590.00 |              |        |       |      |      |          |                        |     |     |       |  |             |

*Orig: Admin  
cc: T. School  
Smerce*

## MEMORANDUM OF UNDERSTANDING

**This Memorandum of Understanding (MOU) between the College of Menominee Nation, the Menominee Indian School District, Menominee Tribal School, and Mawaw Ceseniyah is designed to formalize responsibilities of each party based on funding through the U.S. Department of Education's "Application for New Grants under the Indian Education Demonstration Grants Program". The overall purposes of the coordination between the organizations are to support the proposed project titled "Preparing Native Youth for the Future through the Sustainability Leadership Cohort (SLC)" to:**

- Build on existing community-wide networks to support Native Youth in the community with their participation in the Sustainability Leadership Cohort (SLC) program; and
- Develop an enhanced SLC model program that incorporates Science, Technology, Engineering, Mathematics + Culture and Language (STEM + CL) into student learning at the elementary and high school level.

**This MOU covers generally all arrangements between the College of Menominee Nation and the other parties and generally calls for:**

- College of Menominee Nation, through the Sustainable Development Institute (SDI), will be the lead agency on this project and will:
  - Oversee the funding and disbursement of funds;
  - Oversee all aspects of the coordination and planning of the Sustainability Leadership Cohort (SLC) program, with an integrated leadership component;
  - Provide resources such as facilities, technology, and educational skills labs to help the program succeed;
  - Provide outreach and public awareness on what the program involves and how parents and youth can participate; and
  - Provide CMN faculty assistance in the integration of existing related projects, the inclusion of Education student intern mentoring, and development of campus resources for use in the project.

**The Menominee Indian School District will participate in the College of Menominee Nation in the proposed Sustainability Leadership Cohort project, specifically:**

- Allow access of CMN to meet with teachers and students in order to recruit for SLC participants, and establish programming times related to the SLC model, including ACT prep assistance;
- Provide de-identified data to CMN/SDI staff such as GPAs, standardized test scores, attendance rates, and records of suspensions and expulsions for high school SLC participants;
- Allow access of CMN to meet with in-service teachers to serve as partners in the STEM+CL teams for development and incorporation of lesson plans into elementary grades as part of the community service project component; and
- Assign an MISD staff person to participate in quarterly update meetings.

**The Menominee Tribal School (MTS) will participate with the College of Menominee Nation in the proposed Sustainability Leadership Cohort project, specifically:**

- Allow access of CMN to meet with in-service teachers to serve as partners in the STEM+CL teams for development and incorporation of lesson plans into elementary grades as part of the community service project component; and
- Assign an MTS staff person to participate in quarterly update meetings.

**Community organizers of Mawaw Ceseniyah: Center for Menominee Language, Culture and the Arts will participate in the College of Menominee Nation in the proposed Sustainability Leadership Cohort project, specifically:**

- Serve as partners in the STEM+CL teams for the development of lesson plans that reflect language, culture and art in a culturally appropriate manner; and
- Provide other guidance and assist in setting up place-based activities for the SLC participants and their STEM+CL support teams to attend.

**This MOU** takes effect upon final signature of the leaders of the identified parties, and upon successful award of the proposed project.

**This MOU** shall remain in effect for the duration of four years after successful award of the proposed project.

**This MOU** may be terminated by either party with a 60-day written notice to the others.

(b)(6)

S. Verna Fowler  
President  
College of Menominee Nation  
Date

5/27/16



Wendell Waukau  
Superintendent  
Menominee Indian School District  
Date

(b)(6)

Christopher M. Caldwell  
Director of SDI  
College of Menominee Nation  
Date

(b)(6)

Lori Corn  
Principal  
Menominee Tribal School  
Date

(b)(6)

Ron Corn Jr.  
Community Organizer  
Mawaw Ceseniyah  
Date

Benjamin Grignon  
Community Organizer  
Mawaw Ceseniyah  
Date

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**COLLEGE OF MENOMINEE NATION**  
**SUSTAINABLE DEVELOPMENT INSTITUTE**  
**DEPARTMENT OF EDUCATION PROPOSAL (CFDA 84.299A)**

**BUDGET NARRATIVE**

**1. PERSONNEL:**

*Principal Investigator/Project Director:*

SDI Director - Chris Caldwell, will devote 5% of full-time salary for each year of the project towards project activities, and 2% of full-time salary each year of the projects towards administrative activities. He will be responsible for overall project management, day-to-day supervision of SDI staff, collaborative efforts with other CMN personnel, maintain good communication with all project partners and resources, and will ensure goals and activities are met in a timely manner and completed within budgeted amounts, and expenditures and reports are in compliance with USDOE policies. He will also lead efforts to develop and refine the leadership component of the expanded SLC model based on the Wildland Fire Leadership program. This will be done through access to resources in the Bureau of Indian Affairs (BIA) Midwest Regional Office.

| <b>POSITION &amp; COMMITMENT</b>                       | <b>YR 1</b> | <b>YR 2</b> | <b>YR 3</b> | <b>YR 4</b> | <b>TOTAL</b> |
|--|-------------|-------------|-------------|-------------|--------------|
| Project Director (SDI Director), 5%<br>time commitment | \$ 3,150    | \$ 3,213    | \$ 3,277    | \$ 3,343    | \$12,983     |
| Project Director (SDI Director), 2%<br>time commitment | \$ 1,260    | \$ 1,285    | \$ 1,311    | \$ 1,337    | \$ 5,193     |

***Key Personnel (Project Coordinator):***

Sustainability Education Coordinator - Cherie Thunder, will devote 70% of full-time salary for each year of the project. She will be responsible for assisting the project director with preparation and implementation of the annual SLC program, including recruitment, retention, and leading SLC program activities.

| <b>POSITION &amp; COMMITMENT</b>                             | <b>YR 1</b> | <b>YR 2</b> | <b>YR 3</b> | <b>YR 4</b> | <b>TOTAL</b> |
|--|-------------|-------------|-------------|-------------|--------------|
| Sustainability Education Coordinator,<br>70% time commitment | \$33,313    | \$33,979    | \$34,659    | \$35,352    | \$137,303    |

***Key Personnel (ACT/College Prep & Readiness Coordinator)***

Dean of Continuing Education, Brian Kowalkowski, will devote 10% of full-time salary for each year of the project, and 2% of full-time salary for each year of the project towards administrative activities. He will be responsible for the development and refinement of the ACT prep/college readiness component of the expanded SLC program. This includes connecting existing, relevant CMN programs and resources to this project.

| <b>POSITION &amp; COMMITMENT</b>                     | <b>YR 1</b> | <b>YR 2</b> | <b>YR 3</b> | <b>YR 4</b> | <b>TOTAL</b> |
|--|-------------|-------------|-------------|-------------|--------------|
| Dean of Continuing Education, 10%<br>time commitment | \$6,178     | \$6,301     | \$6,427     | \$6,556     | \$25,462     |
| Dean of Continuing Education, 2%<br>time commitment  | \$ 1,236    | \$ 1,261    | \$ 1,286    | \$ 1,312    | \$ 5,095     |

***Key Personnel CMN Faculty (Multi-Media):***

CMN Faculty/Staff member will devote 50% of full-time salary for each year of the project. He will be responsible for the continuation of the digital storytelling component of the SLC summer institute and other support as SLC students compose, edit and finalize their digital storytelling projects.

| <b>POSITION &amp; COMMITMENT</b>           | <b>YR 1</b> | <b>YR 2</b> | <b>YR 3</b> | <b>YR 4</b> | <b>TOTAL</b> |
|--|-------------|-------------|-------------|-------------|--------------|
| Faculty (Multi-media), 50% time commitment | \$21,000    | \$21,420    | \$22,063    | \$22,725    | \$87,208     |

***Key Personnel: CMN Faculty (Teacher Education):***

CMN Faculty member, Dr. Cyndi Pyatskowitz, will devote 2% of full-time salary for each year of the project. She will be responsible identifying and providing pre-service teachers from the CMN Teacher Education program and providing mentorship to the student interns as they work on the STEM+CL projects.

| <b>POSITION &amp; COMMITMENT</b>                         | <b>YR 1</b> | <b>YR 2</b> | <b>YR 3</b> | <b>YR 4</b> | <b>TOTAL</b> |
|--|-------------|-------------|-------------|-------------|--------------|
| Faculty (Teacher Education), 2% time commitment (Summer) | \$ 1,000    | \$ 1,020    | \$1,040     | \$1,061     | \$4,121      |

***Administrative***

The SDI Administrative Assistant will devote 15% of full-time salary for each year of the project. She will be responsible for providing overall administrative assistance to project personnel.

| <b>POSITION &amp; COMMITMENT</b>                 | <b>YR 1</b> | <b>YR 2</b> | <b>YR 3</b> | <b>YR 4</b> | <b>TOTAL</b> |
|--|-------------|-------------|-------------|-------------|--------------|
| Administrative Assistant, 15% time<br>commitment | \$5,250     | \$5,355     | \$5,462     | \$5,571     | \$21,638     |

## **2. FRINGE BENEFITS:**

Fringe benefits for CMN staff and faculty will be according to currently approved College of Menominee fringe benefit rates (2011/2012). These include (when applicable); FICA, retirement, disability insurance, life insurance, tuition remission, worker's compensation, unemployment insurance, health insurance, dental insurance. For the purposes of this proposal, fringe benefits were estimated at 35% of allocated time and effort for each person assigned to this project.

| <b>Fringe Type (35%)</b>  | <b>YR 1</b> | <b>YR 2</b> | <b>YR 3</b> | <b>YR 4</b> | <b>TOTAL</b> |
|---------------------------|-------------|-------------|-------------|-------------|--------------|
| <b>Project Activity</b>   | \$ 22,624   | \$ 23,077   | \$23,613    | \$ 24,163   | \$ 93,477    |
| <b>Administrative</b>     | \$ 2,711    | \$ 2,765    | \$ 2,877    | \$ 2,935    | \$ 11,288    |
| <b>Total Fringe Costs</b> | \$ 25,335   | \$ 25,842   | \$ 26,490   | \$ 27,098   | \$ 104,765   |

## **3. TRAVEL:**

We estimate that there will be a need for local mileage for staff to visit schools through the year, as well as site visits for meetings in different community areas. The current approved GSA rate is \$0.54/mile, and we estimate 1000 miles per year. We have also budgeted in domestic travel for a representative from each organization (CMN, SDI, MISD, and MTE) to attend the Project

Director’s meeting in Washington D.C., the first three years of the grant per the notice in the grant. In year 4 there is only one travel budgeted for the project director’s meeting.

|                            | <b>YR 1</b> | <b>YR 2</b> | <b>YR 3</b> | <b>YR 4</b> | <b>TOTAL</b> |
|----------------------------|-------------|-------------|-------------|-------------|--------------|
| <b>Staff Local Mileage</b> | \$ 540      | \$ 540      | \$ 540      | \$ 540      | \$ 2,160     |
| <b>Domestic Travel</b>     |             |             |             |             |              |
| <b>(DC Training)</b>       | \$ 6,000    | \$ 6,000    | \$ 6,000    | \$ 1,500    | \$ 24,000    |
| <b>Total Travel Costs</b>  | \$ 6,540    | \$ 6,540    | \$ 6,540    | \$ 2,040    | \$ 26,160    |

**4. EQUIPMENT: N/A**

**5. SUPPLIES:**

We estimate general projects supplies (i.e. staples, paper, folders, any other office materials), as well as specific supplies for specific events such as the SLC field activities, SLC prep components, as well as refreshments during SLC activities to maintain the flow of any SLC activity/workshop and/or event we may have. These costs will also cover hosting the end of year event SLC Community Report Out & Assessment recognition banquet that is titled Oskeh-Mamaceqtawak Keketowak (“Youth Speak”).

We are budgeting for seven workstations, one for each staff member in the first year of the grant. These computers- five laptops and two desktop units- will be necessary for both projects works in the office and in the field. Laptops with docking workstations provide for this flexibility.

| <b>SUPPLIES</b>  | <b>YR1</b>      | <b>YR2</b>     | <b>YR3</b>     | <b>YR4</b>     | <b>TOTAL</b>    |
|--|-----------------|----------------|----------------|----------------|-----------------|
| General Project Supplies   | \$2,500         | \$2,500        | \$2,500        | \$2,500        | \$10,000        |
| Computer Workstations - 7  | \$8,400         | \$0.00         | \$0.00         | \$0.00         | \$8,400         |
| SLC (Digital Storytelling)   | \$500           | \$500          | \$500          | \$500          | \$2,000         |
| SLC Field Activities (Includes craft materials, safety gear, etc.) | \$2,000         | \$2,000        | \$2,000        | \$2,000        | \$8,000         |
| SLC (ACT Prep Materials, incl. software)                           | \$1,500         | \$1,500        | \$1,500        | \$1,500        | \$6,000         |
| SLC Youth Speak Event  | \$1,500         | \$1,500        | \$1,500        | \$1,500        | \$6,000         |
| <b>Total Supplies Cost</b>   | <b>\$16,400</b> | <b>\$8,000</b> | <b>\$8,000</b> | <b>\$8,000</b> | <b>\$40,400</b> |

## **6. CONTRACTUAL:**

Contractual costs for Mawaw Cēseniyah are the community organizers (Ben Grignon and Ron Corn Jr.) participation in the project. The total amount that will be contracted is \$6,000 for each year of the project (\$3,000/ community organizer). The Mawaw Cēseniyah community organizers will be responsible for linking SLC teams with culture keepers, helping to organize culture, language, and the arts, activities around the STEM+CL themes.

Contractual costs for an external evaluator are necessary because we will be running a program that overlaps for the entire 4 years of the project. While we have included internal program evaluation, as well as community (parent and students, both participating and not participating) evaluations, there is a need to make sure we do not miss anything.

| <b>Contracts</b>              | <b>YR1</b>      | <b>YR2</b>      | <b>YR3</b>      | <b>YR4</b>      | <b>TOTAL</b>     |
|-------------------------------|-----------------|-----------------|-----------------|-----------------|------------------|
| Mawaw Cēseniyah:              | \$6,000         | \$6,000         | \$6,000         | \$6,000         | \$24,000         |
| Mawaw Cēseniyah (Team travel) | \$3,000         | \$1,500         | \$1,500         | \$0.00          | \$6,000          |
| External Evaluator            | \$20,000        | \$20,000        | \$20,000        | \$20,000        | \$80,000         |
| <b>TOTAL CONTRACT COSTS</b>   | <b>\$29,000</b> | <b>\$27,500</b> | <b>\$27,500</b> | <b>\$26,000</b> | <b>\$110,000</b> |

**7. CONSTRUCTION: (N/A)**

**8. OTHER:**

| <b>Other Direct/Indirect Costs</b>   | <b>YR1</b>      | <b>YR2</b>      | <b>YR3</b>      | <b>YR4</b>      | <b>TOTAL</b>     |
|--|-----------------|-----------------|-----------------|-----------------|------------------|
| Direct-Printing & Photocopying   | \$2,000         | \$2,000         | \$2,000         | \$2,000         | \$8,000          |
| Direct-Space Rental (CMN Offices)  | \$500           | \$500           | \$500           | \$500           | \$2,000          |
| Indirect-Participant Stipends –<br>(In-service teachers)<br>\$500/teacher/year * 5 teachers                    | \$2,500         | \$2,500         | \$2,500         | \$2,500         | \$10,000         |
| Indirect-Participant Stipend: SLC<br>Students (\$1,000/student * 20<br>students/year)                          | \$20,000        | \$20,000        | \$20,000        | \$20,000        | \$80,000         |
| Indirect-Participant Stipends - (CMN<br>Education Students) 5 students @<br>\$10/hr. * 40 hrs. /wk. * 10 wks.) | \$20,000        | \$20,000        | \$20,000        | \$20,000        | \$80,000         |
| Travel for student activities (MITW<br>Buses)  | \$2,500         | \$ 2,500        | \$2,500         | \$2,500         | \$10,000         |
| <b>TOTAL OTHER COSTS</b>   | <b>\$47,500</b> | <b>\$47,500</b> | <b>\$47,500</b> | <b>\$47,500</b> | <b>\$190,000</b> |

**9. TOTAL DIRECT COSTS:**

| <b>Other Direct Costs</b>    | <b>YR1</b> | <b>YR2</b> | <b>YR3</b> | <b>YR4</b> | <b>TOTAL</b> |
|------------------------------|------------|------------|------------|------------|--------------|
| <b>TOTAL ALL DIRECT COST</b> | \$154,662  | \$146,716  | \$149,055  | \$149,895  | \$600,328    |

**10. INDIRECT COSTS:**

Indirect costs are calculated in accordance with College of Menominee Nation's Indirect Cost Rate Agreement with the Department of Health and Human Services. Currently, CMN is using a rate of 32% of modified total direct costs (MTDC), per DHHS Agreement effective 6/4/2013 until amended.

|                             | <b>YR1</b> | <b>YR2</b> | <b>YR3</b> | <b>YR4</b> | <b>TOTAL</b> |
|-----------------------------|------------|------------|------------|------------|--------------|
| <b>Indirect Costs @ 32%</b> | \$ 49,492  | \$ 46,949  | \$ 47,698  | \$ 47,966  | \$192,105    |

**11. TRAINING: (N/A)**

**12. TOTAL COST:**

|                           | <b>YR1</b> | <b>YR2</b> | <b>YR3</b> | <b>YR4</b> | <b>TOTAL</b> |
|---------------------------|------------|------------|------------|------------|--------------|
| <b>TOTAL PROJECT COST</b> | \$ 246,654 | \$ 236,165 | \$ 239,253 | \$ 240,361 | \$ 962,433   |

**COLLEGES AND UNIVERSITIES RATE AGREEMENT**

EIN: 1391773613A3

DATE: 09/01/2015

ORGANIZATION:

FILING REF.: The preceding agreement was dated 06/04/2013

College of Menominee Nation

P.O. Box 1179

N172 S. T. H. 47/55

Keshena, WI 54135-

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

**SECTION I: Facilities And Administrative Cost Rates**

RATE TYPES:      FIXED                  FINAL                  PROV. (PROVISIONAL)      PRED. (PREDETERMINED)

EFFECTIVE PERIOD

| <u>TYPE</u> | <u>FROM</u> | <u>TO</u>  | <u>RATE (%)</u> | <u>LOCATION</u> | <u>APPLICABLE TO</u> |
|-------------|-------------|------------|-----------------|-----------------|----------------------|
| PRED.       | 07/01/2015  | 06/30/2019 | 32.00           | On Campus       | All Programs         |
| PROV.       | 07/01/2019  | 06/30/2021 | 32.00           | On Campus       | All Programs         |

**\*BASE**

Modified total direct costs, consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel and up to the first \$25,000 of each subaward (regardless of the period of performance of the subawards under the award). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of \$25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.

ORGANIZATION: College of Menominee Nation  
AGREEMENT DATE: 9/1/2015

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SECTION II: SPECIAL REMARKS

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TREATMENT OF FRINGE BENEFITS:

Other. See Special Remarks Section of this Agreement.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

Equipment Definition -

Equipment means an article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

FRINGE BENEFITS:

- FICA
- Retirement
- Disability Insurance
- Life Insurance
- Tuition Remission
- Worker's Compensation
- Unemployment Insurance
- Health Insurance
- Dental Insurance

In-kind salaries and wages are included in the base.

The next indirect cost rate proposal based on actual costs for the fiscal year ending 06/30/18 is due in our office by 12/31/18.

ORGANIZATION: College of Menominee Nation

AGREEMENT DATE: 9/1/2015

**SECTION III: GENERAL**

**A. LIMITATIONS:**

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rates would be subject to renegotiation at the discretion of the Federal Government.

**B. ACCOUNTING CHANGES:**

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

**C. FIXED RATES:**

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

**D. USE BY OTHER FEDERAL AGENCIES:**

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

**E. OTHER:**

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

College of Menominee Nation

(INSTITUTION)



(SIGNATURE)

CHAD WANKECHON

(NAME)

INTERIM PRESIDENT

(TITLE)

9-3-15

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Arif M. Karim -A

Digitally signed by Arif M. Karim -A  
DN: c=US, o=U.S. Government, ou=HHS, ou=PSC,  
ou=People, cn=Arif M. Karim -A  
0.9 2342 19200300 100 1.1=2000212665  
C=30+44902292426-0500

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

9/1/2015

(DATE) 5775

HHS REPRESENTATIVE:

Uyen Tran

Telephone:

(214) 767-3261

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

**1. Project Director:**

|         |             |              |            |         |
|---------|-------------|--------------|------------|---------|
| Prefix: | First Name: | Middle Name: | Last Name: | Suffix: |
|         | Christopher |              | Caldwell   |         |

Address:

|           |                    |
|-----------|--------------------|
| Street1:  | P.O. Box           |
| Street2:  |                    |
| City:     | Keshena            |
| County:   | Menominee          |
| State:    | WI: Wisconsin      |
| Zip Code: | 54135-1179         |
| Country:  | USA: UNITED STATES |

|                               |                             |
|-------------------------------|-----------------------------|
| Phone Number (give area code) | Fax Number (give area code) |
| 715.799.6226 Ext. 3145        | 715.526.5845                |

Email Address:

|                         |
|-------------------------|
| ccaldwell@menominee.edu |
|-------------------------|

**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:

|  |
|--|
|  |
|--|

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 |
|--|----------------|-------------------|-----------------|

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

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

Name of Institution/Organization

College of the Menominee Nation

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                      | 72,387.00          | 73,834.00          | 75,525.00          | 77,257.00          | 0.00               | 299,003.00 |
| 2. Fringe Benefits                | 25,335.00          | 25,842.00          | 26,490.00          | 27,098.00          | 0.00               | 104,765.00 |
| 3. Travel                         | 6,540.00           | 6,540.00           | 6,540.00           | 6,540.00           | 0.00               | 26,160.00  |
| 4. Equipment                      |                    |                    |                    |                    |                    |            |
| 5. Supplies                       | 16,400.00          | 8,000.00           | 8,000.00           | 8,000.00           | 0.00               | 40,400.00  |
| 6. Contractual                    | 29,000.00          | 27,500.00          | 27,500.00          | 26,000.00          | 0.00               | 110,000.00 |
| 7. Construction                   |                    |                    |                    |                    |                    |            |
| 8. Other                          | 5,000.00           | 5,000.00           | 5,000.00           | 5,000.00           | 0.00               | 20,000.00  |
| 9. Total Direct Costs (lines 1-8) | 154,662.00         | 146,716.00         | 149,055.00         | 149,895.00         | 0.00               | 600,328.00 |
| 10. Indirect Costs*               | 49,492.00          | 46,949.00          | 47,698.00          | 47,966.00          | 0.00               | 192,105.00 |
| 11. Training Stipends             | 42,500.00          | 42,500.00          | 42,500.00          | 42,500.00          |                    | 170,000.00 |
| 12. Total Costs (lines 9-11)      | 246,654.00         | 236,165.00         | 239,253.00         | 240,361.00         | 0.00               | 962,433.00 |

**\*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: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): Department of Health and Human Services

The Indirect Cost Rate is 32.00%.

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

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

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

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

PR/Award # S299A160076

|   |   |  |
|---|---|--|
| Name of Institution/Organization<br>College of the Menominee Nation | Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. |  |
|---|---|--|

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

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

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

ED 524