

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



**APPLICATION FOR GRANTS  
UNDER THE**

**2016 Professional Development Grant Application**

**CFDA # 84.299B**

**PR/Award # S299B160003**

**Grants.gov Tracking#: GRANT12202801**

OMB No. 1894-0006, Expiration Date: 11/30/2017

Closing Date: Jul 01, 2016

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

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="06/28/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="Fond du Lac Tribal College"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="41-0965719"/>	* c. Organizational DUNS: <input type="text" value="0395823660000"/>

**d. Address:**

* Street1: <input type="text" value="1720 Big Lake Road"/>
Street2: <input type="text"/>
* City: <input type="text" value="Cloquet"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="MN: Minnesota"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="55720-9702"/>

**e. Organizational Unit:**

Department Name: <input type="text"/>	Division Name: <input type="text" value="Tribal College"/>
--	---

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

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Robert"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Peacock"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="CEO"/>	

Organizational Affiliation: <input type="text" value="Fond du Lac Reservation"/>
---

* Telephone Number: <input type="text" value="218-878-7504"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="robertpeacock@fdlrez.com"/>
--

**Application for Federal Assistance SF-424**

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

I: Indian/Native American Tribal Government (Federally Recognized)

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-051716-001

\* Title:

Office of Elementary and Secondary Education (OESE): Office of Indian Education (OIE): Indian Education Discretionary Grants Programs: Professional Development Grants Program CFDA Number 84.299B

**13. Competition Identification Number:**

84-299B2016-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Fond du Lac Teacher Training Project

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.

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="1,286,379.00"/>
* 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="1,286,379.00"/>

**\* 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

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

 \*\* I AGREE

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

**Authorized Representative:**Prefix:  \* First Name: Middle Name: \* Last Name: Suffix: \* Title: \* Telephone Number:  Fax Number: \* Email: \* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Jason Hollinday</p>	<p>TITLE</p> <p>Chairman</p>
<p>APPLICANT ORGANIZATION</p> <p>Fond du Lac Tribal College</p>	<p>DATE SUBMITTED</p> <p>06/28/2016</p>

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\* Name:

\* Street 1:     Street 2:

\* City:     State:     Zip:

Congressional District, if known:

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> <input type="text" value="N/A"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Indian Education -- Special Programs for Indian Children"/>
	CFDA Number, if applicable: <input type="text" value="84.299"/>

<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>
--	--

**10. a. Name and Address of Lobbying Registrant:**

Prefix:     \* First Name:     Middle Name:

\* Last Name:     Suffix:

\* Street 1:     Street 2:

\* City:     State:     Zip:

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix:     \* First Name:     Middle Name:

\* Last Name:     Suffix:

\* Street 1:     Street 2:

\* City:     State:     Zip:

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature:

\* Name: Prefix:     \* First Name:     Middle Name:

\* Last Name:     Suffix:

Title:     Telephone No.:     Date:

**NOTICE TO ALL APPLICANTS**

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

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

**To Whom Does This Provision Apply?**

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

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

**What Does This Provision Require?**

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

be discussed in connection with related topics in the application.

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

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

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

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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

**Estimated Burden Statement for GEPA Requirements**

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

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

GEPA_2016.pdf	Add Attachment	Delete Attachment	View Attachment
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**427 GEPA**

The Fond du Lac Reservation Tribal College is committed to providing the best possible education for all students. This includes a varied curriculum housed in a safe, healthy, and equally assessable environment.

The Fond du Lac Tribal College shares classroom space with the Fond du Lac Tribal and Community College and utilizes both facilities and space in a two level campus building that provides equal access for all to classrooms, services and administration. The College is in full compliance with the Americans with Disabilities Act.

Assistive Technology is any tool (e.g., computers and communication devices) allowing individuals with disabilities to use their own unique abilities to reach their educational, employment or communication goals and live as independently as possible. Fond du Lac Tribal College will take every step possible to ensure that new technology is acquired and applications are adopted to provide equitable access to and participation in all college program activities for students, faculty, staff and others with special needs.

Fond du Lac Reservation Transportation provides transportation services for all students, including the use of specially equipped vehicles as required by any particular handicap. Special arrangements are made for door-to-door service, if necessary.

Fond du Lac's faculty and staff constantly review barriers that can impede equitable access or participation, including gender, race, national origin, color, disability or age, and determine whether these or any other barriers present Fond du Lac Tribal students, faculty, staff and community members from participating in our institutions activities.

(b)(6)

Date 6/23/16

Robert "Sonny" Peacock, President Fond du Lac Tribal College

## CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

<b>* APPLICANT'S ORGANIZATION</b> Fond du Lac Tribal College	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Kevin"/> Middle Name: <input type="text" value="R."/>
* Last Name: <input type="text" value="Dupuis"/>	Suffix: <input type="text" value="Sr."/>
* Title: <input type="text" value="Chairman"/>	
* SIGNATURE: <input type="text" value="Jason Hollinday"/>	* DATE: <input type="text" value="06/28/2016"/>

## Abstract

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

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

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

---

## You may now Close the Form

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

\* Attachment:

### **Abstract:**

Planned as a collaboration between a tribal college (Fond du Lac Tribal College) and a four year degree granting institution (Winona State University) this project will prepare ten newly licensed American Indian teachers in elementary education with a major in Elementary Education, and an Anishinaabe emphasis throughout the curriculum, with the goal of increasing American Indian educational success. The ten new teachers that graduate from the proposed project will be able to implement Best Practices in American Indian Education and support other teachers, both Native and non-Native, to enhance American Indian education.

The project will support participants through:

- Paying project participants a stipend,
- Provide financial support for books, computers, tuition, and fees.
- The project proposes two full time positions and collaborates with the staff from Winona State University for program management, oversight and student academic and social advising also known as holistic advising. These efforts have proven to be successful in the retention of American Indian students in higher education.

Classes will be offered at the FDLTC (Fond du Lac Tribal College) site for the purpose of transitioning the student to the four year college life. Project staff and key personnel will work in collaboration at both sites to provide academic assistance, instructional support and the needed resources to ensure the project participants success. Students will utilize both campuses to increase their options of successful college life. With the support of the Fond du Lac Ojibwe school, students will become involved in the community activities for a much needed experience. This

allows students to have a pre-service experience at a tribal school as well as the opportunity to apply for positions in the future, while completing their year of induction.

To meet the requirements of **Absolute Priority 1**: Pre-service Training for Teachers and **Competitive Preference Priority 1**: This application includes a letter of support signed by the authorized educational LEA or Department of the Interior Bureau-Education funded school (Fond du Lac Ojibwe School) or other entity in the applicants service area that agrees to consider program graduates for qualifying employment. **Competitive Preference Priority 2**: The application submitted by Fond du Lac Tribal College is eligible to participate in the Professional Development program. **Competitive Preference Priority 3**: This consortium application of Fond du Lac Tribal College and Winona State University meet the requirements of 34CFR 75.127 through 75.129 and includes an Indian tribe, Indian organization or Indian IHE. This application meets the documents required and are included with the submittal of this application.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

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

# Fond du Lac Tribal College Fond du Lac Teacher Program

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Indian Education Professional Development  
Program

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## A. Need for the Project:

The proposed project is a partnership between Fond du Lac Tribal College (FDLTC) and Winona State University (WSU). Fond du Lac Tribal College will serve as the fiscal agent of the project and Winona State University will serve as the degree granting institution. The project will serve northeastern Minnesota, a rurally isolated area with five major Indian reservations as well as an urban American Indian population in Duluth.

Figure 1. Map of the Proposed Project area



Every person has the right to dream, to look to a future without a ceiling (Cleary & Peacock, 1998). When American Indian students in America's classrooms look to their teachers they should see a model, an American Indian teacher who reinforces the importance of their education and enhances their educational experience. Research indicates when students see teachers that reflect their racial or ethnic background they see school as a more welcoming place. Yet, despite ongoing research and efforts to hire, train, and license more American Indian teachers to fill our classrooms, the efforts continue to be futile. There is a general lack of American Indian teachers serving Indian students in the nations tribal and public school systems. Only 38 percent of the teachers in tribal and 15 percent of the teachers in high Indian enrollment public schools were American Indian (Pavel, 1999). This partnership project aims to address this

need through the recruitment, retention and graduation of ten new licensed elementary teachers in Minnesota.

Planned in collaboration with Winona State University, The Fond du Lac Elementary Teacher Education Program, Niindaa'iwedaa o'o gikendaasowin (Let's send this knowledge forward) will prepare ten newly licensed American Indian teachers, in northeastern Minnesota with the goal of increasing American Indian educational attainment and increasing the population of American Indian teachers in Minnesota. There is a general lack of American Indian teachers serving in both public and tribal schools. According to the Minnesota Department of Education data from 2010-2011 there are: 18,225 American Indian K-12 youth and a total of 238 American Indian teaching staff. This statewide 76:1 teacher student ratio is even worse in northeastern Minnesota (table 1) where 18 American Indian teachers serve 1,599 students-a ratio of 89:1.

**Table 1: American Indian (AI) Representation in Reservation Area Schools 2010-2011**

Reservation Area Schools	% of AI Students	% AI Teachers	# of AI Teachers
	2010/11	2010/11	2010/11
<b>Bois Fort (Northwoods)</b>	32%	0%	0
<b>Fond du Lac (Cloquet)</b>	18.1%	1.9%	1.9
<b>Leech Lake (Deer River)</b>	36%	1.5%	1
<b>Mille Lacs (Onamia)</b>	35.5%	0%	0
<b>Grand Portage (Cook County)</b>	18%	2.6%	.85
<b>Urban AI (Duluth)</b>	6%	1.7%	10

According to the Education Minnesota Teacher's union, there is a teacher shortage facing Minnesota schools (2015). An identified area of shortage as indicated by the state Department of Education remains in three areas: Special Education, Math & Science and teachers of color. In

tribal schools where upwards of forty percent of the native student population attend school, less than half the teachers working in these tribal schools are Native American. The Educator Licensing Division of the Minnesota Department of Education recent report to the Minnesota state legislators reporting on the supply and demand of teachers in Minnesota indicates that 96.5% of Minnesota teachers are Caucasian. As of 2013 – 2014 data reporting, American Indian teachers represent .4% of the teaching force (MDE, 2015). Further, The White House Native Youth report indicates reservation based and other schools serving high populations of Native students face enormous obstacles in recruiting and retaining teaching talent (2014).

Few teacher education programs recruit and retain American Indian students interested in becoming teachers. Further, most teacher education programs do not provide pre-service teachers with preparation in American Indian history, culture and language. Few focus on how to teach Native students (Klug & Whitfield, 2003) or offer more than one, if any multicultural education courses (Moran & Rampey, 2008). Further, fewer schools adequately incorporate Native cultures into the curriculum. Teachers need to understand the complex characteristics of ethnic groups within the U.S. society and the ways in which race, ethnicity, language and social class interact to influence student behavior and academic achievement (Banks, J.A. et. 2001). Furthermore, because of the unique history of American Indians and the relationship with formal education, teachers need to be aware of the unique needs of American Indian students. This program will prepare teachers grounded in best practices in American Indian education.

There is an ongoing lack of American Indian teachers in regional tribal schools and public schools serving high populations of American Indian students. The Fond du Lac Band of Lake Superior Chippewa has a K-12 bureau school that focuses on the unique educational and

cultural needs of American Indian students but has only 50% American Indian teachers. The Fond du Lac Tribal College is aware of the difficulties that tribal schools have had in recruiting qualified American Indian teachers. This project aims to increase that number and build local capacity.

In addition, Fond du Lac Tribal College will build upon its previous success of training a cohort of American Indian teachers through previous Professional Development grants. Fond du Lac Tribal College has had three previous grants funded and successfully graduated close to fifty American Indian students who have become teachers and or administrators in public and/or reservations schools.

This project aims to build upon the strong relationship that has been built between with FDLTC and WSU. This relationship is working to prepare the FDLTC to independently offer an Elementary Education degree. This project will strengthen that effort. The collaborative effort aims to provide an educational program grounded in an (Ojibwe) Anishinaabe perspective.

The recent release of Adjusted Cohort Graduation Rate data from the U.S. Department of Education emphasizes that Minnesota is amongst the top ten states with the highest American Indian student population in the U.S but with the lowest graduation rates of these students nationwide. The achievement gap between American Indian and Caucasian students remains as wide as ever. In 2014, the Minnesota Department of Education Office of Indian Education reported a 42% graduation rate of American Indian students, the worst graduation rate in the nation for American Indian students. The Minnesota Chippewa Tribe has called this a state of emergency (MDE, 2014). Further, nation wide American Indian students graduation rate is 67%.

This data clearly shows schools are failing to reach American Indian children and families.

Worse yet, according to the Department of Education data, BIA schools graduation rate is 50%.

The National Education Association (NEA) indicates the number one predictor of student academic success is the quality of the teacher (2014). To increase the dire graduation rates of American Indian students, American Indian children need high quality, highly effective teachers. According to the recent White House Native Youth report, (2014) investments and targeted reforms regarding native youth and education are urgent. While progress has been made, American Indian students continue to have worse educational outcomes than the general population in nearly all measures (White House Native Youth Report, 2014). This project aims to address this disparity and add ten new American Indian teachers to the work force.

### **B. Quality of the project design**

The proposed project will recruit, retain and graduate ten new licensed American Indian teachers. The project will:

- Increase the number of qualified American Indian educators who earn a Minnesota Teaching license;
- Ensure that they are highly effective and well-prepared to meet the educational needs of American Indian youth through delivering a four year degree program with a Tribal College/University partnership;
- Provide Place-based educational opportunities to project participants at Fond du Lac Tribal College.

- Provide induction services support to ensure classroom effectiveness and career retention.

Participants recruited for the program will have a strong interest in working with American Indian communities. Participants will also have an AA degree or Equivalency transfer so they are able to complete the licensure program within the grant time period.

**Table 2: Goals, Objectives, and Outcomes of the Proposed Project**

<b>Goals</b>	<b>Date</b>	<b>Objectives</b>	<b>Outcomes</b>
<b>1. Increase the number of fully licensed American Indian teachers available to serve Minnesota tribal, charter and public schools with high American Indian Enrollments.</b>	Jan.-May 2017	1.1 In collaboration with WSU Program, FDLTC will recruit ten (10) American Indian participants into the FDLTC Elementary Education Program.	1.1 Enrollment records will confirm ten (10) Project participants.
	Fall 2017- Spring 2020	1.2 Deliver teacher training program on the FDLTC campus.	1.2 Ten (10) project participants will be enrolled in coursework and taking classes on either FDLTC or WSU campus.
	May 2018	1.3 Ten (10) participants will be retained yearly, and ten (10) will graduate by 5/20.	1.3 Registrar records confirm ten (10) participants yearly and ten (10) graduates.
	May 2020	1.4 Assist 100% of graduates in obtaining full state licensure by Spring 2020.	1.4 State records confirm at least (ten) 10 graduates earn

			licensure by Sept. 2020.
	Yearly May 31	1.5 By 5/31 yearly, 80% of participants will report satisfaction with FDLTC/WSU program.	1. Survey results will confirm 80% of graduates will report being satisfied or highly satisfied.
<b>2. Enhance the knowledge, skills, and abilities of participants, so that they are prepared to provide high quality education to American Indian youth.</b>	Yearly by May 30	2.1 By 6/30 yearly, convene at least one meeting of project faculty and staff to identify unmet needs of American Indian youth in area tribal and public schools, and discuss program evaluation.	2.1 Minutes will confirm topics addressed at meetings.
	Yearly by May 30	2.2 By 6/30 WSU School of Education faculty members who teach in project will modify their curricula to better train pre-service teachers to meet the needs of American Indian youth.	2.2 Course curriculum/ syllabi will reflect improvements and modifications.
	May 2020	2.3 Participants will have completed, the required EdTPA during the student teaching phase.	2.3 100% of the students will have submitted the EdTPA to the State Board of Teaching.
	Yearly May 31	2.5 Students will maintain a 2.75 GPA.	2.5 Participant transcripts will show required grades.

<b>Goal 3.</b> <b>Increase the number of graduates from FDLTC/WSU Program who are employed in tribal and public schools serving American Indian communities.</b>	June 30 2019-2020	3.1 100 % of graduates will receive placement information and support.	3.1 Placement information on program website; contacts in student files.
	May 30 2021	3.2 At least 80% of graduates will be employed in local tribal or public schools serving at least five percent American Indian students.	3.2 Placement records will confirm positions secured by graduates.
	September 30 2019- 2020	3.3 80% of graduates will report satisfaction with placement services.	3.3 Survey results will confirm satisfaction at 80%.
<b>Goal 4.</b> <b>Provide induction services to graduates of the program employed in tribal or public schools serving American Indian students.</b>	September, 2019-2020	4.1 80% of all FDLTC/WSU project newly employed teachers will be paired with mentors and will receive at least two visits from project staff.	4.1 Program records will confirm that 80% of new teachers have mentors and staff visits. Observation records from mentors & Project Advisor.
	September 2019-May 2020	4.2 80% of all new employed graduates will participate in ongoing quarterly mentor sessions to review progress.	4.2 Complete mentor report goals and confirm participation of mentor sessions.

Research consistently demonstrates the importance of culture in the learning process (Moran & Rampey, 2008; Reybold, et, 2006; Bradbury, 2006; Klug & Whitfield, 2003). According to recent data, only 13% of American Indian students have completed a bachelors degree or higher (2014). HeavyRunner and DeCelles (2002) argue that student retention in higher education is one of the most challenging issues facing educators today. American Indian students consistently have the lowest retention rate in higher education. Bergstrom, Miller-Cleary, and Peacock (2003) assert training effective Native teachers is critical in undoing the historical trauma education has inflicted upon Native people.

This project will provide retention strategies proven to retain Native students in bachelors degree granting programs. Students in the program will receive extensive preparation in American Indian culture and history, as well as support on addressing the needs and learning styles of American Indian youth. Project participants will learn how to create, adapt, and integrate culturally relevant curriculum to meet the needs of American Indian students at the elementary level. The project will deliver Winona State University's elementary education degree (Teach21) program at the Fond du Lac Tribal College. With the exception of tribal colleges, there are only a handful of higher education institutions that accommodate the needs of American Indian students (Bergstrom, 2009).

With the emphasis of Place-based Education the program will be delivered through traditional classroom methods, ITV/Teleconference methods, and many culturally responsive teaching strategies at the Fond du Lac Tribal College campus. All courses will be delivered on the FDLTC campus. The Project Advisor and Director, with the WSU coordinator will work together to oversee the technological and advising components of the project to ensure the best

possible educational opportunities are provided that retain American Indian students in a bachelors degree program.

FDLTC and WSU have built a relationship that will develop more American Indian Teachers. FDLTC has a need to produce teachers from the local area and Winona State University has an excellent history of providing high quality teacher education. The WSU College of Education curriculum addresses Minnesota licensure standards, which are based on the Standards of Effective Practice for beginning Teachers. All WSU licensure programs are approved by the Minnesota Board of Teaching and provide students with the knowledge, skills, and dispositions of highly effective teachers. The WSU Teach21 program will emphasize: Faculty model Best Practices in small classes and fosters participants' development of the dispositions needed to promote a positive learning environment. The Project Director along with the WSU coordinator will work to hire faculty to deliver WSU's elementary education degree curriculum on the FDLTC campus. This collaborative process will prioritize the hiring of American Indian faculty who meet the criteria of WSU to teach courses. This will allow for local adjunct faculty to work with the WSU faculty in providing place based education strategies.

As Dr. Terrell Awe Agahe Portman, Dean of Education at Winona State University, states:

“Our graduates hold the “WSU Guarantee” of being extraordinary teachers. We take this charge seriously by admitting the best and the brightest prospective teachers. Ongoing academic mentoring and monitoring helps our students succeed and our academic programs continually improve. WSU College of Education students are scholars, servant leaders, and dedicated to the profession of teaching. The hallmark of a

WSU College of Education graduate is a caring, compassionate educator who has the ability to transform the lives of their students through learning.”

In year-one, project participants will begin the transition from a community college setting to a four-year institution by participating in a bridge project. This project will be implemented in much the same way as the Native American Summer Bridge (NASB) Programs have been implemented throughout the country. White House Native Youth Report those Native students who do go on to college are often ill equipped (2014). This project aims to address this challenge through the place-based education approach with the summer intensive workshop courses. This will consist of immersing students into the local Anishinaabe language, culture and community opportunities at Fond du Lac Tribal College and the surrounding communities that involve relationship building with the environment as well as the people. These experiences will provide project participants the knowledge, skills and abilities to provide placed based education strategies in their future classrooms.

The project will offer participants each summer an experience grounded in place based education that meets the needs of any prerequisite course work needed for participants to complete the project in the grant funded time frame.

During the school year Project participants will be placed in schools with a high number of American Indian students for student teaching, in order to enable them to achieve clinical experiences in education, and develop the skills and sensitivity needed to work with American Indian students (Moran & Rampey, 2008). Faculty and cooperating teachers assess students' content mastery and ability to use best practices in teaching and interacting with students and colleagues.

The student teaching experience will consist of the participants being placed with knowledgeable and experienced teachers within a tribal or a public school that serves a high population of American Indian students. A focus in evidence based learning and student assessment will support the development of highly effective teachers. Huling (2001) recommends that future teachers have rigorous preparation and authentic experiences to enable them to cope with increasing complexity, challenges and diversity of schools and classrooms.

The Project Director and Project Advisor along with Winona State University will administer a document, which involves a signed agreement that defines the responsibilities the Advisor has to support the participants as well as the responsibilities of participants. Under this model, the Project Director, Advisor, and Winona State College of Education have access to participants' transcripts and provide mentoring/advisement related to participants during required individual monthly meetings. The following assessments for licensure and project completion will be implemented:

- **Field Experience assessment.** Participants are observed and evaluated by cooperating teachers and faculty during their general and content methods field experiences. Lesson observation forms, mid-term evaluations, and final performance checklists are based on the standards of effective Practice assessed in the particular field experience. Supervising faculty consult with cooperating teachers concerning participants' progress, complete a final performance checklist, share it with the student and faculty member, and determine their grade for the field experience.
- **Assessment in Coursework.** The faculty have identified in which course each licensure standard is assessed and maintain a file of the assessment tools used for each standard and examples of relevant student work. These assessment tools are also recorded on the WSU-COE

assessment plan. Faculty use a variety of assessment tools, including integrated units, power point presentations, lesson presentations, face-to-face and online discussions, journals, case studies, research projects, exams, projects, web pages, and flipped classrooms. Assessment tools are aligned with rubrics, which are disseminated during the course.

- **Completion of edTPA.** Minnesota requires candidates complete and pass the edTPA assessment for licensure. This assessment uses teaching materials (e.g. lesson plans, assignments, video and classroom assessments of learning) to evaluate the teaching and student learning. edTPA also provides research-based expectations about what should be expected of teacher candidates in planning for instruction, delivering instruction, assessing learning, analyzing the impact of their teaching and supporting students' academic language development.
- **Student Teaching.** During student teaching, the cooperating teacher and the faculty supervisor observe and evaluate each student's progress. At mid-term, the cooperating teacher, student college supervisor meet to evaluate progress and formulate goals for the second half of the experience. At the completion of the student-teaching experience, the cooperating teacher and faculty supervisor complete a written evaluation and confer with the student. The college supervisor, in consultation with the cooperating teacher, submits a final student teaching grade.
  - **Criteria for Licensure Recommendation.** The Dean or her designee completes a Licensure Recommendation Checklist prior to recommending each student for licensure. This checklist is maintained in the student's file. Candidates who apply to the Minnesota board of Teaching for licensure must achieve the following criteria, which are documented as follows (Table 3):

**Table 3: Criteria and Evidence for Full Teaching Licensure**

<b>Criterion</b>	<b>Evidence</b>
<b>Satisfied criteria for admission to Teacher Education and to student teaching;</b>	Student database Letter in student's file.
<b>Completed a baccalaureate degree;</b>	Transcript.
<b>Successfully completed a student teaching experience in area at level of licensure;</b>	Student Teaching Evaluations.
<b>Completed course requirements for a teacher licensure program;</b>	Student database, reference letter from academic major, Transcript.
<b>Passed (NES) MTLE Basic exam &amp; Pedagogy &amp; Content Exam</b>	Pearson score report in student's file.
<b>Completed and the edTPA that supports attainment of standards required for the licensure area.</b>	edTPA-Pearson score.

The project will establish linkages with agencies and organizations serving American Indian students through:

- Tribal college/Winona State University partnership
- Fond du Lac Ojibwe School
- Local Public Schools
- Project online bulletin board
- Program workshops and retreats
- Invited speakers
- Field experience placements

The project will produce high quality pre-service teachers for field placements and program graduates for employment. Participants will have field placements in schools with large American Indian populations; which will allow them to establish linkages with teachers,

administrators (including American Indian Education staff) and community members. Induction services will continue to provide linkages with community members and educators from the target population.

Research confirms that the key to increasing student achievement among American Indian students is to ground them first in Native values and belief systems (Reybold, Flores, and Riojas-Cortez 2006; Warford, 2006; Sorkness and Kelting-Gibson, 2006; Klug & Whitfield, 2003; Cleary Peacock, 1998). Teachers must be trained to support the co-existence of two cultures: the Western view and the Native view in education (Deloria and Wildcat, 2001). Project outcomes are aligned with these philosophies and grounded in the research that indicates best practice for American Indian students.

This project combines a multicultural-based curriculum, WSU's elementary education degree guided by Anishinaabe history and culture, practices, all delivered on a tribal college campus. This project delivery stresses active and cooperative learning environments, higher order thinking skills, contextualized environments for pre-service teachers, and student-centered programs, which are needed to increase student achievement (Stickey, 2003).

### **C. Quality of the project services**

Project faculty and staff, WSU admissions staff and FDLTC will collaborate to recruit American Indian students with strong academic abilities and commitment to work with American Indian communities. The program will promote participation by groups typically underrepresented in teacher education-addressing barriers of race, color, national origin, gender, age, or disability (GEPA). The recruitment plan to identify candidates from underrepresented groups includes:

- (a) Providing program information to Fond du Lac Tribal & Community College students and the Fond du Lac Reservation community;
- (b) Providing program information to educational personnel who are not certified or licensed;
- (c) Providing information to American Indian advocates and counselors at tribal/community colleges;
- (d) Networking with WSU program graduates or previous participants in a professional development program who work with American Indian students and schools;
- (e) Sending announcements to American Indian newspapers and tribal offices;
- (f) Maintaining the WSU/FDLTC website to provide information for potential participants;
- (g) Noting in all application materials program deliver on the Fond du Lac Tribal College campus;
- (h) Noting in all application/program materials that accommodations are available to individuals with disabilities, including accessible facilities and materials in alternative formats;
- (i) Noting in program descriptions that the program accommodates students who are parents.
- (j) All these recruitment practices will promote broad access by underrepresented groups.

All these recruitment practices will promote broad access by underrepresented groups.

Project applicant credentials will be reviewed by a committee. Selection criteria for project participants will include: GPA, test scores, teacher recommendations, and serious intent in working with American Indian communities.

WSU's Elementary Education Licensure program is based on the Standards of Effective Practice, and have been approved by the Minnesota Board of Teaching. WSU's program provides a matrices identifying the courses where each state standard is met and each syllabi identify the activities and assessments used to prepare pre-service teachers on each standard. To ensure project participants are successful an advisement checklist will be used that identifies the sequence of courses needed for licensure. WSU's education curriculum has three major parts: foundations, methods, and clinical experience.

The project partnership will continually review the curriculum to ensure American Indian history, culture and teachings be reflected in the delivery of courses. Research has shown this to be one of the most effective strategies for teaching American Indian students. Participants also learn to teach across cultures and diverse populations in order to prepare them for the classroom (Santamaria, 2009, Fleming 2007). A culturally relevant approach not only facilitates academic success but encourages participants to identify appropriate classroom materials and navigate the multitude of relationships in an academic setting (Burk, 2007).

Drawing from best practices in the retention of American Indian students in higher education, the program will implement components of research based models that center on educating native students in a holistic approach. For example, The Family Education Model "is a powerful family-centered, culturally appropriate program for marginal and disadvantaged

students” which has increased retention and graduation rates of those who have replicated the model, (Maeneete 2002).

These retention efforts support the Fond du Lac Tribal College’s mission regarding the retention of American Indian students. Tribal colleges are unique in that they provide a small almost home-like feel for many American Indian students which have proven to be effective in retaining students. Some of the strategies that will be used in the program to build “family” will include team building, leadership training, social activities, outdoor activities, and attendance at cultural events. Participants’ families will be invited to events to enlist their support. The Project Advisor will be key in these activities.

In order to ensure the students will be able to perform at a high level within the program, applicants must complete the following requirements before being accepted into the program:

- **Tests.**
  - All students must register or take the NES (National Evaluation Series) previously known as Minnesota Teacher Licensure Exam (MTLE) basic skills exam.
  - All students are required to take the second component of the MTLE during the second year of the program. This is comprised of the pedagogy and content areas.
  - All sections of the NES/MTLE require passing scores before the Minnesota Board of Teaching will grant a teaching license.
- **GPA.**
  - A 2.75 GPA (both overall and in Education courses) is required.

- **Experience.**
  - Complete 15 hours of clinical experience

Once accepted into the program, students must exhibit satisfactory performance in class and field experiences. The minimum acceptable passing grade is a “C” in all required classes. Students identified as having difficulties may be required to enter into contracts to enhance future success. Winona’s Teach21 reserves the right to dismiss a student who does not maintain the required level of scholarship or whose conduct is not in harmony with the policies of the Teach21 or the Minnesota Board of Teaching Code of Ethics.

If a project participant exits the program before graduation, project staff will replace him/her with another eligible participant who is able to graduate within the timeline of this project.

As a part of the program’s retention strategies, the program will require that all participants meet monthly with Project staff to address any academic issues and or personal challenges. Tutors will provide additional academic support, and the WSU Career Counseling office will provide career placement services.

Placement of graduates in American Indian teaching positions will be facilitated with the close cooperation of WSU faculty and staff and FDLTC Program Director, including continuous networking by the Project Director and Project Coordinator, as well as the assistance provided by the WSU Career Services Staff and Teacher Education Faculty. (Further details are provided in Table 4). The Project Advisor will work closely with graduates during their induction, cooperating with graduates’ employers to match an experienced teacher with each new graduate. This mentoring is intended to support new teachers in maximizing student achievement and also

assist with teacher retention. Each mentor will meet with a newly hired teacher to provide one-on-one orientation to the school's structure, mission, curriculum, and policies. The mentor will observe the teacher on a culturally responsive lesson once per semester and provide feedback. Teacher education programs that prepare teachers within the context of functioning elementary and secondary schools are widely discussed and debated (Lapan & Minner, 1997). Studies show that effective preparation of good teachers includes intensive practical experience with K-12 students under carefully supervised conditions in collaboration with experienced teachers (Holmes Group, 1990; Carnegie Forum on Education, 1986; Wise & Darling-Hammond, 1987). School-based programs are a particularly effective way of recruiting minority teachers into the profession because they can stay in their home communities, which provide the social supports needed to enable them to graduate at a very high rate (Prater, Miller & Minner, 1997). The Project Director will also conduct two observations a year using the Observation Evaluation Form developed by the School of Education. After the first six weeks of teaching, the Project Advisor, mentor and newly hired teacher will work together to set one or two goals for the newly hired teacher to promote achievement.

The collaboration between Fond du Lac Tribal College and Winona State University will reflect a partnership in: recruiting and retaining participants, curriculum development /enhancement, and ongoing assessment and evaluation. Other American Indian practitioners from local schools, specifically the Fond du Lac Ojibwe School and will provide expertise for these programs in the areas of Best Practice of American Indian learners, special education, and American Indian history, culture and language. Community members and elders will also participate as guest speakers in the program to provide further collaboration with tribal members to ensure success.

During induction, the Project Advisor will conduct observations of newly-hired teachers. The Project Advisor will meet with each mentor to discuss individual teaching objectives that have been met and/or identify new ones for the project participant. All new teachers will also be active in the learning institute and on-line discussion, which will provide feedback to participants, and other team members.

Through discussions (one-to-one or online), the Project staff and faculty and participants will share information and research received at conferences that pertain to Best Practice and models that support student achievement.

#### **D. Quality of the project personnel**

##### **The qualifications, including relevant training and experience, of the project director: (see attached job description)**

- Experience in post secondary education is required,
- knowledge of Minnesota's Teacher licensure requirements,
- Master's degree in Education is required,
- at least three year's documented experience teaching K-12 is required,
- experience as an administrator,
- demonstrated research skills,
- strong writing skills and oral presentation skills,
- knowledge of educational technologies that can be effective in making presentations,
- knowledge of conflict resolution techniques and organizational behavior,
- strong knowledge of American Indian culture,
- ability to interact successfully with college and university professors,
- students, and other college and university personnel,

- ability to work in collegial environment,
- ability to communicate effectively orally and in writing is required.

**The qualifications, including relevant training and experience, of key personnel.  
(see attached job description)**

- Bachelor's degree required
- preferred in education,
- business Indian Studies,
- counseling, social work or similar,
- MN teaching license preferred,
- three years experience working with American Indian students in Higher education is required,
- knowledge of traditional and contemporary American Indian value systems and lifestyles,
- demonstrated experience working with college curricula and college programs,
- understanding of culturally responsive,
- holistic advising,
- computers skills such as Microsoft office tools such as: Outlook, Excel, Power Point, web design and on-line classes,
- knowledge of Ojibwe language and culture, good communication, oral and written skills.

**The qualifications, including relevant training and experience of project consultants.**

- Evaluator: Dr. Amy Bergstrom, an enrolled member of the Red Lake Band of Ojibwe will be retained as a project consultant to provide annual evaluation services to the project. Dr. Bergstrom is an Associate Professor and has extensive research and publications as they relate to American Indian education and native teacher education retention. (See CV in Other Attachments).
- WSU/FDLTC coordination: The Dean of WSU will assign a mentor to work with the Project Director and Project Advisor to facilitate the courses through the on-line, hybrid, or any other services to strengthen the project.

- Adjunct Faculty: WSU Dean and the Project director will work together to allow as often as possible the local community to become a part of the faculty to deliver the coursework.
- Local Experts: Local Anishinaabe experts (whether it be language, culture, teachers etc.) will work with the faculty to assist in the project for the success of the students to be as inclusive as often as possible

### **E. Quality of the management plan**

The project includes a consortium agreement between WSU and FDLTC. (The Consortium Agreement is included in the Other Attachments). The Fond du Lac Reservation and Fond du Lac Tribal College recognize the need for American Indian teachers. Many tribal colleges are responding to the need to training American Indian teachers by forming partnerships with four-year institutions to develop such programs (Pavel, 2001). Each partner has enthusiastically committed to:

- Support the mission and goals of the project
- Collaborate to recruit and retain American Indian students in the program.
- Provide support for placement of graduates into American Indian schools.
- Collaborate in designing and implementing the Professional Development program to promote educational access, achievement, and success for American Indian students.
- Collaborate in evaluating the impact of the program on students and during induction.
- Collaborate in identifying unmet educational needs of American Indian students.

Each of these points has a direct relationship to project goals and objectives. Both, FDLTC and WSU are committed to working together to support the project. The Project Director will meet with members within one month of project notification to begin project implementation.

The budget is both reasonable and cost effective. The Project Director position will provide grant management oversight, curriculum guidance, teach required courses as needed and be the liaison for the FDLTC to WSU. In addition, this position will: represent the program in state and national conferences, will disseminate data on project and work cooperatively with the Fond du Lac Ojibwe School and community. This position is critical to project success.

The Project Advisor position will provide holistic advising and support to project participants. This position will work with the Project Director and WSU Faculty and staff to ensure project participants needs are met and appropriate support is given for both academic and social success. In addition, this position will facilitate family events, monthly talking circle, implement the Family Education Model and represent the project to outside constituents and schools.

The significant portion of grant funds, will support the ten pre-service teachers participating in the program an appropriate strategy for a program designed to prepare American Indian teachers. As discussed in the Budget Narrative, all costs directly relate to objectives and expected results.

Costs are budgeted to be consistent with the FDLTC policies. Thus, salaries and fringe benefits of grant-funded personnel are commensurate with college positions. Air transportation

for out-of state travel is budgeted at discounted rates, while all in-state travel is budgeted at the College's mileage rate. The budget Narrative provides specific detail on all line items.

This project will significantly enhance FDLTC and WSU's capacity to prepare American Indian teachers through: developing and refining the curriculum to meet the needs of American Indian youth more effectively, offer induction services to new teachers via distance technology and on site-sessions, and promote program sustainability through building faculty expertise in multicultural areas.

The project will also improve the capability of faculty to prepare pre-service teachers to serve American Indian participants. This will be a continuous process during the project as faculty will meet regularly with the Project Director and WSU Project staff to discuss educational needs of participants. After Federal funding ends, the FDLTC and WSU will continue to administer and receive surveys from graduates concerning the improvement of the program.

Ongoing contact with program graduates will allow FDLTC and WSU-Teach21 to improve the curriculum to better meet the needs of future program participants. In addition, FDLTC will continue to develop the College's own bachelor's four year teacher education degree using lessons learned from this project. Contact with graduates will allow for curriculum enhancements through discussing Best Practice in American Indian education and sharing new curriculum that is effective with American Indian Communities. In addition to email and phone conversations, project staff will continually stay in contact with the students.

Program graduates will support the achievement of K-12 American Indian students well beyond the grant period. They will serve as positive role models to American Indian children

and will interact with American Indian communities. They will provide their districts with Best Practice and curriculum that meets the educational needs of American Indian students. They will also expose non-Indian children to American Indian history, culture and language.

The project team will consist of a Project Director a Project Advisor and a WSU College of Education adjunct faculty member. The team will meet monthly to assess the performance of participants. Feedback will be shared with participants during the mandatory monthly meeting, or sooner if a concern has been identified. A culturally appropriate method of conducting monthly meetings will be held each semester to solicit feedback from program participants. In addition, the Advisor will be in contact with tutors, faculty, and instructors to gauge progress of project participants. This will allow for continuous support to project participants to ensure they will complete the program in the two-year time frame of the grant.

As itemized in the budget narrative, will contribute the time of appropriate faculty and staff. The Project Director, working closely with WSU, oversees the curriculum, monitors the program, facilitates the partnership between the two institutions, works with the evaluator, supervises the staff, ensures that all applicable laws and regulations are observed, and confirms that all activities work toward achieving goals and objectives. Project staff will work cooperatively to recruit students, monitors their progress, arrange cultural presentations, and conduct induction activities. In conjunction with the Advisor, the Project Director will provide individualized support, implement study circles, and serves as a liaison/advocate for students. Position descriptions (see Other Attachments) provide clear detail on staff responsibilities.

The Project Advisor will inform participants of payback requirements and will provide student records quarterly reports addressing GPRA and performance indicators to the Office of Indian Education. (See Attachment: Table 4 Management Plan)

The Project Director and Project Advisor will commit 100% time to this project respectively.

**Table 4: Management Plan: Responsibilities, Timelines, & Milestones**

<b>Key: PD-Project Direct, PA-Project Advisor, WSU C-WSU Coordinator, WSU T21 F-WSU Teach21 School of Education Faculty, EVAL-Evaluator</b>				
<b>Goal 1: Enrollment and graduation records will confirm the number of participants/ graduates.</b>				
<b>Objectives</b>	<b>Activities/Milestones</b>	<b>Timeline</b>	<b>GPRA</b>	<b>Personnel</b>
<b>1.1 In collaboration with WSU Teach21 Program, FDLTC will recruit 10 American Indian participants into the FDLTC Teacher Program.</b>	Ads, community/tribal college visits, Consortium involvement.	1/1/2017		PD,PA
<b>1.2 Deliver teacher training program on the Fond du Lac</b>	Mandatory meetings, elder/community participation, WSU support services.	Begin Fall 2017- Spring 2019  All year		PD, PC RC

<b>Tribal College campus.</b>	Preparation of the Education Program			
<b>1.3</b> <b>10 participants will be retained yearly, and 10 will graduate by 5/2019.</b>	Assistance with completing the edTPA.	Yearly May 2019	<b>Goal 1</b>	PD,PA, WSU T21 F
<b>1.4</b> <b>Assist 100% of graduates in obtaining full state licensure by Spring 2019.</b>	Assistance preparing for the NES/MTLE tests. Apply for licensure.	Spring 2018 Spring 2020	<b>Goal 1</b>	PD, PA, WSU T21 F
<b>1.5</b> <b>By 5/31 yearly, 80 % of participants will report satisfaction with FDLTC/WSU program</b>	Administer/analyze survey's.	May: 202018, 2019, 2020		PD, EVAL
<b>Goal 2:</b> <b>Syllabi will show curricular modifications, the portfolio checklist will assess participants' progress, and transcripts will show grades.</b>				
<b>Objectives</b>	<b>Activities/Milestones</b>	<b>Timeline</b>	<b>GPRA</b>	<b>Personnel</b>
<b>2.1</b> <b>By 6/30 yearly, convene at least one meeting of project faculty and staff to</b>	Hold meeting, obtain/share information/data, and develop plans.	May Yearly		PD, PA, WSU T21 F, WSU C

<b>identify unmet needs of American Indian youth in area tribal and public schools, and discuss program evaluation.</b>				
<b>2.2</b>	Address AI Learner Outcomes in courses, meetings with faculty, incorporate elders and community members.	Yearly June: 2018 2019 2020		PD, PA, WSU T21 F, WSU C
<b>By 6/30 CSS SOE faculty members who teach in project will modify their curricula/syllabi to better train pre-service teachers to meet the needs of American Indian youth.</b>				
<b>2.3</b>	Meet monthly w/participants, tutoring, portfolio workshops and checklists.	May 2018		PD,PA, WSU T21 F, WSU C , Tutors, EVAL
<b>Participants will have completed, at the mastery level, one third of their educational courses.</b>				
<b>2.4</b>	Continue mtg., monthly.	May 2019	<b>Goal 2</b>	PD,PA, WSU T21 F, WSU C , Tutors, EVAL
<b>Participants will have completed, at the mastery level, 100% of their courses.</b>				
<b>2.5</b>	Monitor grades as needed	Monthly/semester		PD, PA, WSU T21 F, WSU C
<b>Students will maintain a 2.75 GPA</b>				
<b>Goal 3: Placement records will confirm positions secured by graduates and survey results</b>				

<b>will confirm satisfaction of participants.</b>				
<b>Objectives</b>	<b>Activities/Milestones</b>	<b>Timeline</b>	<b>GPRA</b>	<b>Personnel</b>
<b>3.1 100 % of graduates will receive placement information and support.</b>	Website, consortium members, e-mails.	June 2016 and continual		PD, PA, C WSU T21 F, WSU C consortium
<b>3.2 At least 80% of graduates will be employed in local tribal or public schools serving at least five percent American Indian students.</b>	Networking with consortium, provide reference for grads.	Sept. 2020	<b>Goal 3</b>	PD, PA, consortium, Career office
<b>3.3 80% of graduates will report satisfaction with placement services.</b>	Survey administered/analyzed results shared with consortium.	September 2020		PD, Eval
<b>Goals 4: Program records will confirm mentor assignments and staff visits, attendance records will confirm participation in induction activities.</b>				
<b>Objectives</b>	<b>Activities/Milestones</b>	<b>Timeline</b>	<b>GPRA</b>	<b>Personnel</b>

<b>4.1</b> <b>80% of all FDLTC/WSU project newly employed teachers will be paired with mentors and will receive at least two visits from project staff.</b>	Pair each grad with a mentor, visit each grad. Twice yearly	Fall 2019	<b>Goal 4</b> PD, PA Consortium
<b>4.2</b> <b>80% of all new employed graduates will participate in and coursework and 2 full day workshops.</b>	Mentor logs and coarse work, two day-long retreats.	August 2017	PD, PA,

Good teachers can affect retention and reverse the dismal statistics regarding academic achievement that too many native students face in their educational experience. A study on teachers of American Indian students by Miller Cleary and Peacock (1998) indicated a connection between student performance and teacher/student relationships. Further, when there is a good Native teacher in the classroom, the relationship between the Native teacher and the Native student is enhanced (Swisher, & Tippeconnic, 1999). This project aims to increase the number of American Indian teachers working in today's classrooms.

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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**Indian Organizations  
Indirect Cost Negotiation Agreement**

EIN: 41-0965719

**Organization:**

Fond du Lac Reservation  
1720 Big Lake Road  
Cloquet, MN 55720

**Date:** February 23, 2016

**Report No(s) .:** 16-A-0428(16C)

**Filing Ref.:**

Last Negotiation Agreement  
dated March 2, 2015

The indirect cost rate contained herein is for use on grants, contracts, and other agreements with the Federal Government to which Public Law 93-638 and 2 CFR Part 200 apply for fiscal years beginning on or after December 26, 2014 subject to the limitations contained in 25 CFR 900 and Section II.A. of this agreement. Applicable OMB Circulars and the regulations at 2 CFR 225 will continue to apply to federal funds awarded prior to December 26, 2014. The rate was negotiated by the U.S. Department of the Interior, Interior Business Center, and the subject organization in accordance with the authority contained in applicable regulations.

**Section I: Rate**

Type	Effective Period		Rate*	Locations	Applicable To
	From	To			
Fixed Carryforward	10/01/15	09/30/16	7.77%	All	All Programs

**\*Base:** Total direct salaries and wages, including fringe benefits. The rate applies to all programs administered by the Tribe. To determine the amount of indirect costs to be billed under this agreement, direct salaries and wages and related fringe benefits should be summed and multiplied by the rate. All other program costs should be eliminated from the calculation.

**Treatment of fringe benefits:** Fringe benefits applicable to direct salaries and wages are treated as direct costs; fringe benefits applicable to indirect salaries and wages are treated as indirect costs.

**Section II: General**

Page 1 of 3

**A. Limitations:** Use of the rate contained in this agreement is subject to any applicable statutory limitations. Acceptance of the rate agreed to herein is predicated upon these conditions: (1) no costs other than those incurred by the subject organization were included in its indirect cost rate proposal, (2) all such costs are the legal obligations of the grantee/contractor, (3) similar types of costs have been accorded consistent treatment, and (4) the same costs that have been treated as indirect costs have not been claimed as direct costs (for example, supplies can be charged directly to a program or activity as long as these costs are not part of the supply costs included in the indirect cost pool for central administration).

**B. Audit:** All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based will be compensated for in a subsequent negotiation.

**C. Changes:** The rate(s) contained in this agreement are based on the organizational structure and the accounting system in effect at the time the proposal was submitted. Changes in organizational structure, or changes in the method of accounting for costs that affect the amount of reimbursement resulting from use of the rate(s) in this agreement, require the prior approval of the cognizant agency. Failure to obtain such approval may result in subsequent audit disallowance.

**D. Rate Type:**

1. **Fixed Carryforward Rate:** The fixed carryforward rate is based on an estimate of costs that will be incurred during the period for which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to the rate for a future period, if necessary, to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

2. **Provisional/Final Rate:** Within six (6) months after year end, a final indirect cost rate proposal must be submitted based on actual costs. Billings and charges to contracts and grants must be adjusted if the final rate varies from the provisional rate. If the final rate is greater than the provisional rate and there are no funds available to cover the additional indirect costs, the organization may not recover all indirect costs. Conversely, if the final rate is less than the provisional rate, the organization will be required to pay back the difference to the funding agency.

3. **Predetermined Rate:** A predetermined rate is an indirect cost rate applicable to a specified current or future period, usually the organization's fiscal year. The rate is based on an estimate of the costs to be incurred during the period. A predetermined rate is not subject to adjustment. (Because of legal constraints, predetermined rates are not permitted for Federal contracts; they may, however, be used for grants or cooperative agreements.)

4. **Rate Extension:** Only final and predetermined rates may be eligible for consideration of rate extensions. Requests for rate extensions of a current rate will be reviewed on a case-by-case basis. If an extension is granted, the non-Federal entity may not request a rate review until the extension period ends. In the last year of a rate extension period, the non-Federal entity must submit a new rate proposal for the next fiscal period.

**E. Agency Notification:** Copies of this document may be provided to other federal offices as a means of notifying them of the agreement contained herein.

**F. Record Keeping:** Organizations must maintain accounting records that demonstrate that each type of cost has been treated consistently either as a direct cost or an indirect cost. Records pertaining to the costs of program administration, such as salaries, travel, and related costs, should be kept on an annual basis.

G. Reimbursement Ceilings: Grantee/contractor program agreements providing for ceilings on indirect cost rates or reimbursement amounts are subject to the ceilings stipulated in the contract or grant agreements. If the ceiling rate is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

H. Use of Other Rates: If any federal programs are reimbursing indirect costs to this grantee/contractor by a measure other than the approved rate(s) in this agreement, the grantee/contractor should credit such costs to the affected programs, and the approved rate(s) should be used to identify the maximum amount of indirect cost allocable to these programs.

I. Other:

1. The purpose of an indirect cost rate is to facilitate the allocation and billing of indirect costs. Approval of the indirect cost rate does not mean that an organization can recover more than the actual costs of a particular program or activity.

2. Programs received or initiated by the organization subsequent to the negotiation of this agreement are subject to the approved indirect cost rate(s) if the programs receive administrative support from the indirect cost pool. It should be noted that this could result in an adjustment to a future rate.

3. Each Indian tribal government desiring reimbursement of indirect costs must submit its indirect cost proposal to our office within six (6) months after the close of the Tribe's fiscal year, unless an exception is approved.

Section III: Acceptance

Listed below are the signatures of acceptance for this agreement:

By the Indian Organization:

By the Cognizant Federal Government Agency:

Fond du Lac Reservation  
Tribal Government

U.S. Department of the Interior  
Interior Business Center  
Agency

(b)(6)

(b)(6)

Signature

Signature

Wally Dupuis  
Name (Type or Print)

Deborah A. Moberly  
Name

Chairman  
Title

Office Chief  
Office of Indirect Cost Services  
Title

2/18/2016  
Date

FEB 23 2016  
Date

Negotiated by Jacqueline B. Ross  
Telephone (916) 566-7003

**Niindaa'iwedaa o'o Gikendaasowin  
Consortium to promote American Indian Education**

Niindaa'iwedaa o'o Gikendaasowin (Lets send this knowledge forward) is a Consortium Agreement between Winona State University-Minnesota and the Fond du Lac Band of Lake Superior Chippewa's Fond du Lac Tribal College. The consortium's mission is to enhance educational access, achievement, and success among American Indian students in Minnesota with emphasis on Minnesota's Arrowhead Region containing three federally recognized tribal bands of the Minnesota Chippewa Tribe.

**TERMS OF NIINDAA'IWEDAA O'O GIKENDAASOWIN CONSORTIUM MEMBERSHIP:**

- Support the mission and goals of the Consortium.
- Designate individuals to serve on the Consortium Board.
- Collaborate to recruit and retain American Indian students in the program.
- Provide support for placement of graduates into the workforce.
- Collaborate in designing and implementing the Professional Development program to promote educational access, achievement, and success for American Indian students.
- Collaborate in evaluating the impact of the Professional Development program for students at the post-secondary level and during induction.
- Collaborate in identifying unmet educational needs of American Indian students at the elementary, secondary, and post-secondary levels.

**LEGAL RESPONSIBILITIES OF CONSORTIUM MEMBERS**

1. The Consortium shall meet requirements of 34 CFR 75.127-75.129.
2. The Fond du Lac Band of Lake Superior Chippewa Tribal College is hereby designated as applicant for grants on behalf of the Consortium and is legally responsible for the use of all grant funds, ensuring that the project is carried out by the Consortium in accordance with Federal requirements, and ensuring that indirect cost funds are determined appropriately.
3. Each member of the Consortium is legally responsible for carrying out the activities specified in the proposal and using grant funds in accordance with Federal requirements that apply to the grant.

(b)(6)

Date 6-22-16

Dr. Tarrell Portman, Dean  
College of Education  
Winona State University-Minnesota

(b)(6)

Date 6/23/16

Dr. Robert "Sonny" Peacock, President/CEO  
Fond du Lac Tribal College  
Fond du Lac Band of Lake Superior Chippewa

## *Fond du Lac Education Division*

*Fond du Lac Education  
Administration  
49 University Road  
Cloquet MN 55720  
(218) 878-7261*



*Fond du Lac Ojibwe School  
49 University Road  
Cloquet MN 55720  
(218) 878-7242  
FAX: 878-7266  
www.fdlrezk12.com*

*"Anokii, Nanda-gikendan, Enigok gagwe, Gashkitoon"  
"Work, study, strive, succeed"*

June 1, 2016

Dr. Robert "Sonny" Peacock, Director  
Fond du Lac Tribal College  
Cloquet, MN 55720

Dear Dr. Peacock,

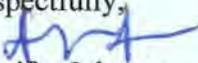
The following letter is being written in support of the proposed Fond du Lac Tribal College (FDLTC) and Winona State University (WSU), Winona MN, Anishinaabe and American Elementary Education program further known as the Niindaa'iwedaa o'oo Gikendaasowin (Let's send this knowledge forward).

The need for this important American Indian teacher Program is grounded in the fact there are too few American Indian teachers in both the Tribal and public schools.

Through the creative collaborative efforts of both FDLTC and WSU, a supportive enriching learning environment will be established in order to prepare American Indian candidates to be successful in their careers. Fond du Lac's mission is to provide access to higher education to under-served populations. WSU's status as a partner is to build a teacher education program that will enhance opportunities for all participants in the program to earn a four-year teaching degree.

I believe strongly that the Department of Education funding of this grant will increase the number of skilled American Indian faculty working in the teaching profession. I look forward to supporting all parties involved in this creative professional development program. I will consider graduates from your program for employment.

Respectfully,

  
Jennifer Johnson  
Fond du Lac Ojibwe School Superintendent  
49 University Rd.  
Cloquet, MN 55720

Office Ph. [218-878-7284](tel:218-878-7284) Cell Ph. [218-591-2083](tel:218-591-2083) [jenniferjohnson@fdlrez.com](mailto:jenniferjohnson@fdlrez.com)

# Fond du Lac Band of Lake Superior Chippewa Reservation Business Committee

1720 Big Lake Rd.  
Cloquet, MN 55720  
Phone (218) 879-4593  
Fax (218) 879-4146



16 June 2016

Fond du Lac Tribal College Board  
Fond du Lac Reservation  
1720 Big Lake Road  
Cloquet, MN 55720

Chairman  
**Wally Dupuis**

Secretary/Treasurer  
**Ferdinand Martineau, Jr.**

Dist. III Representative  
**Kevin R. Dupuis, Sr.**

Executive Director,  
Tribal Programs  
**Chuck Walt**

Executive Director,  
Enterprises  
**Michael Himango**

Dear Tribal College Board:

I enthusiastically support the proposed Fond du Lac Tribal College and Winona State University's American Indian Teacher Education Program. As you are aware there is a critical shortage of American Indian teachers to work in our tribal and public schools. In addition to filling this void, this program would serve as a role model for all students who are considering education as a vocation.

Both Fond du Lac and Winona State University are currently working together on developing a four year teacher education program at Fond du Lac and this grant, the Professional Development Grant is a welcome opportunity for us at this time.

I look forward to the teacher education program returning to Fond du Lac. Fond du Lac Reservation continues its support of the Fond du Lac Tribal College in this and other creative professional development programs as they arise.

Sincerely,  
(b)(6)  
(b)(6)  
Wally Dupuis  
Chairman  
Fond du Lac Reservation

Fond du Lac Tribal College

1720 Big Lake Road, Cloquet, Minnesota 55720

Phone: (218)879-4593

Fax: (218)879-4146

RESOLUTION # 02-16  
APPROVING APPLICATION FOR  
PROFESSIONAL DEVELOPMENT GRANT 84.299B

The Fond du Lac Tribal College Board of Directors, on behalf of the Fond du Lac Tribal College, enacts the following Resolution:

WHEREAS, the Fond du Lac Tribal College was chartered under Ordinance #15/93 of the Fond du Lac Band of Lake Superior Chippewa to provide post secondary educational services to member of the community in a manner consistent with and reflective of the traditions, customs and values of the Anishinaabe people; and

WHEREAS, the Board of Directors of the College has identified the need for training and supporting American Indians to become teachers by offering a baccalaureate program in elementary education in partnership with Winona State University; and

WHEREAS, space and place instruction, holistic advisory support and culturally responsive outreach have proven to be effective in the retention of American Indian students in higher education, and in assisting those students in the completion of licensure requirements;

NOW THEREFORE BE IT RESOLVED, that the Board of Directors of the Fond du Lac Tribal College hereby approves the submission, in partnership with Winona State University, the application for Professional Development Grant 84.299B to support students who are enrolled in the Fond du Lac American Indian Teacher Education program.

CERTIFICATION

We do hereby certify that the foregoing Resolution was duly presented and acted upon by a vote of 3 for, 0 against, 0 silent, with a quorum of 4 being present at a Special Meeting of the Fond du Lac Reservation Tribal College Board of Directors on 21 June, 2016.

(b)(6)

[Redacted Signature]

Vern Zacher, Chairman

(b)(6)

[Redacted Signature]

Michael Rabideaux, Secretary



Job Code: YDRPCF  
 Position ID: T49  
 Created: 04/05/11  
 Revised: 05/24/12

## JOB DESCRIPTION

<b>JOB TITLE:</b>	Retention Coordinator/Project Advisor	
<b>Division/Department:</b>	Fond du Lac Tribal College - Administration	
<b>Location:</b>	Fond du Lac Ojibwe School	
<b>Reports To:</b>	Fond du Lac/College of St Scholastica (FDL/CSS) Teacher Program Director	
<b>Probationary Period:</b>	90 days – Full time	
<b>FLSA Status:</b>	Exempt (salaried)	
<b>Classification:</b>	Child Related CA	
<b>Driver's License:</b>	Class D Driver's License required.	DOT or FTA <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

### GENERAL SUMMARY:

The Fond du Lac Retention Coordinator/Project Advisor is a grant funded position to support the students in the Native Teacher Program with the College of St. Scholastica. This specific program will be delivered on the Fond du Lac Reservation.

### JOB RESPONSIBILITIES:

- Maintains and provides special reports and ledgers (pertaining to grant information; quarterly reports on student data; and any other reports on students as requested).
- Gathering information and data pertaining to students needs, academic progress, financial information and other pertinent information needed to complete necessary reporting requirements.
- Assist with planning and organizing of Tribal College/St. Scholastica Program development
- Maintains student files, academic progress, education plans, contact reports, budgets and assists with the financial aid process.
- Maintains data input and information maintenance of all students on the computer system.
- Develop and maintain a data base for all awards listing pertinent information for grant purposes reporting & due date requirements, payment requirements, budget modification guidelines, no

cost extension guidelines, budget period, allowable indirect costs and personnel time & effort, etc.

- Will provide tutoring to students to master their college course.
- Organize and coordinate cultural activities.
- Meet regularly with student for academic needs.
- Monitor student attendance.
- Refer students to support services as needed.
- Assist students toward achieving educational goals by providing counseling and tutoring services to those who are attending the Native Teacher Program.
- Prepares purchase orders for office supplies, travel, equipment purchases, and students needs; stipends, tuition, books, computer check out, day care. Also monitor equipment, supplies and repair activities.
- Ensures that the confidentiality of all clients is respected with absolutely no infractions.
- Displays a responsive and professional manner in promptly responding to all requests, complaints, and problems.
- Recognizes that each employee is a representative of the Fond du Lac Band of Lake Superior Chippewa and is responsible for demonstrating courtesy, respect, and sensitivity to the needs of all others, including visitors and co-workers.
- Represents the Fond du Lac Band of Lake Superior Chippewa and the department in a positive and professional manner in the community.
- Required to maintain proper attendance including reporting to work on time in accordance with applicable policies.
- Maintains a clean and organized work area.
- Due to changes and modifications in the job from time to time, employees are required to be flexible and assume other responsibilities assigned by management as deemed necessary.

#### **JOB QUALIFICATIONS:**

- Bachelor's degree in: Education, Business, Indian Studies, Counseling, Social Work, or similar field is required.
- Minnesota Teaching License is required.
- Three years experience working with American Indian students in higher education is required.
- Knowledge of traditional and contemporary American Indian value systems and lifestyles.
- Demonstrated experience working with college curricula and college programs is required.
- An understanding of culturally responsive, holistic advising is required.
- Computer skills such as Outlook, Access, Excel, Power Point, web design, on-line classes and

whiteboards are required.

- Knowledge of Ojibwe language and culture is preferred.
- Ability to communicate effectively orally and in writing is required.
- Ability to work independently and establish priorities is required.
- Attention to detail and accuracy is required.
- Ability to establish professional and harmonious working relationships on all projects and with all parties involved.
- Subject to drug and alcohol testing in accordance with the Fond du Lac Reservation's Personnel Policies.
- Subject to pre-employment and annual background checks.
- Travel is required.

**PHYSICAL REQUIREMENTS:**

- Normal physical requirements.

**AUTHORIZATION:**

<b>RBC Date approved:</b>	<b>May 24, 2012</b>		
<b>Human Resources:</b>	(b)(6)	<b>Date:</b>	5.29.12

<b>Employee Name:</b> Please Print			
<b>Employee Signature:</b>		<b>Date:</b>	

(b)(6)  
  
**abergstrom@css.edu**

<b>EDUCATIONAL HISTORY</b>	
2009	University of Minnesota; Ed.D. Educational Policy & Administration
2006	Harvard University Management Development Program Certificate
1998	Harvard University; Ed.M.
1993	University of Minnesota Duluth; BAA

<b>PROFESSIONAL POSITIONS</b>	
2015 to present	Associate Professor
August 2010 to Present	M.Ed. Program Director and Assistant Professor School of Education College of St. Scholastica Duluth, MN
2013-2014	Teacher Quality Grant Team Member The College of St. Scholastica in partnership with Bemidji Public Schools
2010-2013	Research Consultant National Institute for Early Education Research Rutgers University New Brunswick, NJ
2006-2010	Program Director & Instructor Department of Education University of Minnesota Duluth Duluth, MN
2001-2006	Director; Teacher Education Fond du Lac Tribal & Community College Cloquet, MN
1998-2001	Instructor University of Minnesota Duluth Department of Education Duluth, MN

<b>COURSES TAUGHT</b>
<b>Graduate Level</b>  <i>Current Issues and Future Trends in Education (developed &amp; taught; online)</i> <i>Culturally Responsive Instruction (developed &amp; taught; online)</i>

<p><i>Introduction to Educational Research (Co-developed &amp; taught; online)</i></p>
<p><b>Undergraduate Level</b></p> <p><i>American Indian Philosophy</i>  <i>Federal Indian Policy</i>  <i>Historical &amp; Contemporary Issues in American Indian Education</i>  <i>Circle of Life</i>  <i>Professional Development for Teachers</i>  <i>Professional Issues in Teaching</i>  <i>Teaching American Indian Students (online and face to face)</i>  <i>Philosophy &amp; Organization of the Middle School</i>  <i>Educational Psychology</i>  <i>Human Diversity</i>  <i>General Instructional Methods</i>  <i>Secondary School Apprenticeship</i>  <i>Anishinaabe of Lake Superior</i></p>

<b>MEMBERSHIPS</b>	
The National Association of Multicultural Education (NAME)	
The Online Learning Consortium (formally SLOAN)	
Association for Supervision and Curriculum Development (ASCD)	
Minnesota Association of School Administrators (MASA)	
International Society for Technology in Education (ISTE)	
Harvard Club of Minnesota	
Harvard University Alumni Association	
University of Minnesota Alumni Association	

<b>PROFESSIONAL ACTIVITIES</b>	
2015	Chair; School of Education Graduate Faculty Search Committee The College of St. Scholastica
2015	Collegium Summer Colloquy on Faith and Intellectual Life Participant St. John's University
2014-present	School of Education IRB Committee Member The College of St. Scholastica
2014-present	Inclusive Excellence Leadership Team Member The College of St. Scholastica
2014-present	School of Education Marketing & Enrollment Committee Member The College of St. Scholastica

<b>PROFESSIONAL ACTIVITIES</b>	
2014-2015	Doctoral Dissertation Committee Member Hamline University School of Education
2014	Invited Participant Bill & Melinda Gates Foundation Faculty Focus Group Participant Title: <i>Faculty Engagement in Online Learning</i>
2012 - Present	Domestic Abuse Intervention Programs (DAIP) Board/Committee Member
2012-2013	Learning Management Systems Review Committee Member The College of St. Scholastica
2012	Webinar Selection Committee Member The College of St. Scholastica
2011- Present	21 <sup>st</sup> Century Teaching & Learning Annual Conference Co-Founder/Co-Chair The College of St. Scholastica
2011- Present	Graduate Curriculum Committee Member The College of St. Scholastica
2011- Present	School of Education Leadership Team Member The College of St. Scholastica
2011-2014	Graduate Program Directors Committee Member
2011-2012	School of Education Undergraduate Standards Curriculum Committee Member The College of St Scholastica
2011-2012	Center for Teaching Excellence Director Search Committee Member The College of St. Scholastica
2010- 2012	Strategic Diversity Hiring Planning Committee Member The College of St. Scholastica
2009-2010	Administrative Leadership Council College of Education and Human Service Professions University of Minnesota Duluth

<b>PUBLICATIONS</b>
Hinrichs, J. & Bergstrom, A. (2016) Perceptions of Technology Needs of Pre Service Teacher Education Candidates. In <i>Proceedings of Society for Information Technology &amp; Teacher Education International Conference 2016</i> (pp. 2071-2074). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).
Watters, A., Bergstrom, A., & Sandefer, R. (2016). "Patient Engagement, Meaningful Use, and the Potential Impact of EHRs on Cultural Competence in Healthcare." <i>Journal of Cultural Diversity</i> .
Takkunen, C., Bergstrom, A. Educators: Mind the Gap. Duluth News Tribune. June 2012
Bergstrom, A. (2009) <i>Ji-aanjichigeayang 'to change the way we do things': Retention of American Indian students in teacher education</i> . Doctoral Dissertation, University of Minnesota. UMI/ProQuest No. 3358601.
Bergstrom, A. (2006). <i>Language revitalization at White Earth Tribal and Community College</i> . Winds of Change: 13 <sup>th</sup> Annual College Guide for American Indians, Alaska Natives and Native Hawaiians

<b>PUBLICATIONS</b>	
Bergstrom, A. (2004). <i>Gekinoo'imaagejig. "The ones who teach"</i> . Winds of Change, Winter.	
Bergstrom, A., Cleary, L.M., & Peacock, T. (2003). <i>The seventh generation: Native students speak about finding the good path</i> . ERIC Press.	

<b>PRESENTATIONS –partial listing</b>	
October 2013	“Servant Leadership, Innovation, & Collaboration: Faculty Development in a Nationally Ranked Online Program” SLOAN International Conference on Online Learning Orlando, FL.
October 2013	“Promoting Critical Thinking in Online Discussions” SLOAN International Conference on Online Learning Orlando, FL.
October 2012	“Development of an Academically Rich, Technology Based, Nationally Recognized Online Graduate Program”-Co-Presenter SLOAN Consortium Conference Orlando, Florida
February 2012	“Improving academic, social and critical thinking skills in the online environment.”– Co-Presenter Association of Teacher Education Annual Conference San Antonio Texas
June 2011	“Culturally Responsive Pedagogy” 21 <sup>st</sup> Century Teaching & Learning Conference The College of St. Scholastica

<b>OTHER SCHOLARLY ACTIVITY</b>	
2015	First Year Faculty Experience ½ day Workshop Co-Facilitator The College of St. Scholastica
2015	Mn ASCD Spring Conference Attendee “Pedagogy of Confidence”
2014	Technology in Education (TIES) Annual Midwest Conference attendee
2014	MACTE Spring Collaboration Attendee “Tomorrow’s Teachers for Tomorrow’s Students”
2014	Duluth Public Schools Teacher Book Group Facilitator & Planner
2014	Online Learning Consortium International Conference attendee
2013	Technology in Education (TIES) Annual Midwest Conference attendee
2013	SLOAN International Conference attendee

<b>OTHER SCHOLARLY ACTIVITY</b>	
2013	Webinar Participant: "Practical Presence: Giving Interactive, Formative Feedback in Online Learning"
August 2012	New Faculty Orientation Faculty Panel Presenter The College of St. Scholastica
February 2012	"Standards Presentation"-co-presenter The School of Education The College of St. Scholastica
Spring 2012	"Creating Conditions for Flow"-co-presenter Faculty Friday; The College of St. Scholastica
Spring 2011	"Improving academic, social, community, and critical thinking skills in the online environment"- co-presenter Faculty Friday; The College of St. Scholastica

<b>GRANTS</b>	
2013	Faculty Development small grant recipient The College of St Scholastica
2012	Faculty Development small grant recipient The College of St Scholastica
2007	The Grotto Foundation –Principal Investigator Minnesota Indigenous Language Symposium
2007	The Grotto Foundation-Principal Investigator Enweyang Ojibwe Language Immersion Nest Curriculum Development University of Minnesota Duluth
2006	U.S. Department of Education-Principal Investigator American Indian Teacher Training Program Grant
2006	Grotto Foundation-Principal Investigator Minnesota Indigenous Language Teacher Summit
2004	U.S. Department of Education-Principal Investigator American Indian Teacher Training Program Grant
2004	The Grotto Foundation-Principal Investigator Ojibwe Language Seminars
2003	The Grotto Foundation-Principal Investigator Ojibwe Language Seasonal Immersion Camps University of Minnesota Duluth
2002	The Grotto Foundation-Principal Investigator Ojibwe Language Seasonal Immersion Camps University of Minnesota Duluth
2001	U.S. Department of Education-Principal Investigator American Indian Teacher Training Program Grant

<b>GRANTS</b>	
1999	Chancellors Small Grant University of Minnesota Duluth
1998	Chancellors Small Grant University of Minnesota Duluth

<b>Awards</b>	
2004	American Education Publishers Association, Youth non-fiction Book Award for The Seventh Generation: Native Youth Speak About Finding the Good Path.
2003	Skipping Stones Honor Award: National Association of Multicultural Education (NAME) Book Award for The Seventh Generation” Native Youth Speak About Finding the Good Path.
1998	Harvard University Graduate School of Education Student Service Award

## TARRELL AWE AGAHE PORTMAN

Contact Information:

(b)(6)

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 COE Office: (507) 457-2570

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[tarrell-portman@uiowa.edu](mailto:tarrell-portman@uiowa.edu)

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(b)(6)

### Education

<u>Degree</u>	<u>Degree Date</u>	<u>Major</u>	<u>Institution</u>	<u>Attended</u> <u>Year</u>
Ph.D.	May-1999	Counselor Education and Supervision	University of Arkansas at Fayetteville	1994-99
Ed. S.	Transferred to PhD degree after coursework completed just prior to attending MO Leadership Academy	Educational Administration	Southeast MO State University	1988 - 1990
MA.Ed.	May-1988	Guidance & Counseling (K-12)	Southeast MO State University	1983-88
B.S.Ed.	May-1981	Education, Art (K- Elem. (K-8)	Southeast MO State University	1978-81 12),

**Academic Professional Experience**

<b><u>Date</u></b>	<b><u>Position / Employer</u></b>
07/2014 to Present	Dean of the College of Education at Winona State University.
07/2015 to Present	Board of Director, Minnesota Rural Education Association (MREA)
08/2011 to 07/2014	Administrator for the Graduate Certificate in Multicultural Education and Culturally Competent Practice (ME-CCP). Campus wide 15 semester hour interdisciplinary graduate certificate for enhancing cultural competence.
08/2008 to 12/2012	Assistant Dean and Director of the Office of Graduate Ethnic Inclusion (OGEI). Oversee Graduate College Diversity Efforts with 100+ Graduate and Professional Programs on campus. (Name change 2011 to Office of Graduate Inclusion) Graduate College, The University of Iowa. Supervision and budget responsibilities.
05/2012 to 07/2014	Owner/Therapist, Riverside Counseling Services, PLLC. Limited private mental health counseling practice serving rural community.
07/2007 to 05/2009	Chair, Faculty Advisory Committee The University of Iowa, College of Education
05/2005 to 07/2014	Associate Professor The University of Iowa, College of Education, Department of Rehabilitation and Counselor Education
01/2008 to 8/2009	Board of Directors Member and Secretary, National Holmes Scholar Alumni Association (NAHSA)
01/2005 to 08/2009	School Counseling and Counselor Education Program Coordinator The University of Iowa. Led School Counseling program to be the first program in the Nation to emphasize Gifted Education.
10/2006 to 05/2008	Member, Taskforce on Graduate Research The University of Iowa, College of Education
10/2006 to 01/2008	Chair, Taskforce on Graduate Enrollment Trends The University of Iowa, College of Education
02/2005 to 09/2007	President, Seven Feather, Inc. Seven Feathers, Inc
02/2001 to 01/2007	Technology Coordinator The University of Iowa - Division of Counseling, Rehabilitation and Student Development. Recipient of multiple technology grants.
08/1999 to 07/2005	Assistant Professor University of Iowa

08/1997 to 05/1999 Holmes Scholar Graduate Assistant  
University of Arkansas - Fayetteville

10/1995 to 05/1999 Counselor in Residence for Graduate and Married Student Housing - 300  
apartments.  
The University of Arkansas at Fayetteville

08/1995 to 08/1997 National Indian Fellow  
Department of Education, Washington, D.C.

07/1995 to 01/1996 Graduate Assistant in the Office of Multicultural Affairs  
The University of Arkansas, Fayetteville

08/1989 to 05/1995 ACT Test Administrator  
ACT

08/1992 to 05/1995 Comprehensive School Counselor -Secondary  
Neosho R-V Schools, Neosho, Missouri

08/1992 to 03/1994 Mental Health Counselor (Licensed Professional Counselor)  
Professional Counseling Services of Heartland Hospital

08/1991 to 05/1992 Comprehensive School Counselor (K-12), Special Education Coordinator,  
Chapter I - Administrator  
Lutie R-VI Schools, Theodosia, MO

08/1990 to 05/1991 Comprehensive School Counselor -Secondary, Special Education Coordinator -  
Secondary  
Farmington R-7 Schools, Farmington, MO

08/1988 to 05/1990 Comprehensive School Counselor - 7-12  
Greenville R-II Schools, Greenville, MO

08/1984 to 05/1988 Art Instructor  
Puxico R-8 Schools, Puxico, MO

05/1987 to 09/1987 Graduate Assistant in Testing Services  
Southeast MO State University, Cape Girardeau

08/1983 to 05/1984 Elementary Teacher  
Woodland R-4 Schools, Lutesville, MO

08/1981 to 05/1983 Art Instructor  
Oran R-3 Schools, Oran, MO

08/1980 to 05/1981 Continuing Education Office Program Coordinator Southeast MO  
State University, Cape Girardeau

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**Professional License and Certificate**

<b><u>From</u></b>	<b><u>To</u></b>	<b><u>License and Certificate</u></b>	<b><u>Granting Authority</u></b>
10/2006	07/2014	Court Appointed Special Advocate	State of Iowa (CASA)
11/2000	09/2014	Licensed Mental Health Counselor (LMHC)	State of Iowa, State Board of Behavioral Science Examiners
05/2005	07/2014	Licensed Foster/Adoptive Parent	State of Iowa
11/2000	Present	Institutional Research Workshop	The University of Iowa Human Subject Office
05/1988	Present	Licensed School Counselor K-12	Missouri Department of Elementary and Secondary Education
05/1988	Present	Licensed School Psychological Examiner	Missouri Department of Secondary and Elementary Education
05/1981	Present	Teaching License: K-12 Art, K-8 Elementary	Missouri Department of Secondary and Elementary Education
06/2000	07/2007	ASCA Certified National Standards Trainer	American School Counseling Association
07/2000	10/2005	Iowa Professional Teacher Licensure: K-6 State of Iowa, Board of Teacher Elementary Classroom, K-6 Art, Educational Examiners 7-12 Art	
07/2000	10/2005	Licensed School Counselor (K-6 and 7-12)	State of Iowa, Board of Educational Examiners
04/1991	02/2004	Licensed Professional Counselor (LPC)	State of Missouri, Committee for Professional Licensure
04/1993	04/2003	National Certified Counselor (NCC)	National Board Certified Counseling (NBCC)

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**International Experience / Interest****Geographical Area****Geographical Area**      **Level of Interest**

<b>China</b>	Currently working on an articulation agreement for Early Childhood Education with Hebei University.
<b>Canada</b>	In 2006, I was invited to St. Paul University in Ottawa, Canada for an American Indian presentation. I would like to develop academic partnerships with Canadian Institutions working directly with Indigenous or First Nations People.
<b>South Korea</b>	In 2007, I was invited to present in Cheoung Ju National University. I was able to visit Seoul National University and Yonsei University as well as meet with national counseling leaders. A academic partnership has continued since this visit.  In 2013, I was charged the task of working the Korean Multicultural Counseling Association to facilitate a memorandum of understanding between KMCA and the American Multicultural Counseling and Development (AMCD) organization. While in South Korea, I presented at several of the National Universities.
<b>Ireland</b>	In 2008, I had the opportunity to present at Trinity College at the European Psychoanalyst International Conference. I'm particularly interested in Cultural Mediation work being done in Ireland in relation to the translation of skill to practice.
<b>Italy</b>	In 2009, I led a doctoral student research team to Asolo, Italy to conduct a qualitative research field based project examining the L.I.F.E. instructional program with the CIMBA MBA degree program.



Job Code: TCDFC  
 Created: 11/30/10  
 Revised:

## JOB DESCRIPTION

<b>JOB TITLE:</b>	Director, Fond du Lac Tribal College Teacher Program	
<b>Department:</b>	Fond du Lac Tribal College	
<b>Location:</b>	Fond du Lac Tribal College	
<b>Reports To:</b>	Director of Tribal College Programs	
<b>Probationary Period:</b>	6 months	
<b>FLSA Status:</b>	Exempt (salaried)	
<b>Classification:</b>	Child Related	
<b>Driver's License:</b>	Class D Driver's License is required.	DOT or FTA <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

### GENERAL SUMMARY:

This project is a consortium developed to provide support and training of elementary teachers in rule northeastern Minnesota. Participants will earn a bachelor's degree from Winona State University and meet the requirements to obtain elementary teacher state licensure. This project is based on research regarding best practices to support Indian teachers. The project will implement a holistic approach to student academic advising. These efforts have proven to be successful regarding the retention of American Indian students in higher education.

### JOB RESPONSIBILITIES:

- Supervises project personnel.
- Writing reports required by the federal government.
- Working with the Director of Fiscal Operations of the Fond du Lac Tribal and Community College to effectively manage the project's budget.
- Scheduling and attending appropriate meetings and required meetings described in the project narrative.
- Recruiting project participants.
- Acting as a spokesperson for the project to school, Head Start, and other programs.
- Developing appropriate schedules and calendars.
- Implementing a continuous improvement strategy for program evaluation.

- Negotiating with school districts and Indian Head Start programs.
- Working with CSS professors and assistant professors and ad hoc instructors.
- Attend conferences and meetings as required.
- Participate in curriculum development activities.
- Teach required classes.
- Displays a responsive and professional manner in promptly responding to all requests, complaints, and problems.
- Recognizes that each employee is a representative of the Fond du Lac Band of Lake Superior Chippewa and is responsible for demonstrating courtesy, respect, and sensitivity to the needs of all others, including visitors and co-workers.
- Represents the Fond du Lac Band of Lake Superior Chippewa and the department in a positive and professional manner in the community.
- Required to maintain proper attendance including reporting to work on time in accordance with applicable policies.
- Maintains a clean and organized work area.
- Due to changes and modifications in the job from time to time, employees are required to be flexible and assume other responsibilities assigned by management as deemed necessary.

**JOB QUALIFICATIONS:**

- Experience in post secondary education is required.
- Knowledge of Minnesota's Teacher licensure requirements.
- Master's degree in Education is required.
- At least three year's documented experience teaching K-12 is required.
- Experience as an administrator.
- Demonstrated research skills.
- Strong writing skills.
- Strong oral presentation skills.
- Knowledge of educational technologies that can be effective in making presentations.
- Knowledge of conflict resolution techniques and organizational behavior.
- Strong knowledge of American Indian culture.
- Ability to interact successfully with college and university professors, students, and other college and university personnel.
- Ability to work in collegial environment.
- Ability to communicate effectively orally and in writing is required.

- Ability to work independently and establish priorities is required.
- Attention to detail and accuracy is required.
- Ability to establish professional and harmonious working relationships on all projects and with all parties involved.
- Subject to drug and alcohol testing in accordance with the Fond du Lac Reservation’s Personnel Policies.
- Subject to pre-employment and annual background checks.
- Travel is required.

**PHYSICAL REQUIREMENTS:**

- Normal physical requirements.

**AUTHORIZATION:**

<b>RBC Date approved:</b>	<b>November 30, 2010</b>		
<b>Human Resources:</b>		<b>Date:</b>	

<b>Employee Name: Please Print</b>			
<b>Employee Signature:</b>		<b>Date:</b>	

and animal activity as part of a project called *Nature's Notebook*. The *Nature's Notebook* forms are used to record phenology (e.g., timing of leafing or flowering of plants and reproduction or migration of animals) as part of a nationwide effort to understand and predict how plants and animals respond to environmental variation and changes in weather and climate. Contemporary data collected through *Nature's Notebook* are quality-checked, described and made publicly available; data are used to inform decision-making in a variety of contexts, including agriculture, drought monitoring, and wildfire risk assessment. Phenological information is also critical for the management of wildlife, invasive species, and agricultural pests, and for understanding and managing risks to human health and welfare, including allergies, asthma, and vector-borne diseases. Participants may contribute phenology information to *Nature's Notebook* through a browser-based web application or via mobile applications for iPhone and Android operating systems, meeting GPS requirements. The web application interface consists several components: user registration, a searchable list of 877 plant and animal species which can be observed, a "profile" for each species that contains information about the species including its description and the appropriate monitoring protocols, a series of interfaces for registering as an observer, registering a site, registering plants and animals at a site, generating data sheets to take to the field, and a data entry page that mimics the data sheets.

**Frequency of Collection:** On occasion during the Spring and Fall seasons when phenology is changing quickly, we recommend respondents make observations twice per week.

**Estimated Number and Description of Respondents:** In addition to those users already registered, we expect an additional 1,027 users will register each year. These respondents are members of the public, registered with *Nature's Notebook*.

**Estimated Annual Responses:** 501,130.

**Estimated Annual Burden hours:** 17,092.

**Estimated Reporting and Recordkeeping ("Non-Hour Cost") Burden:** We estimate the non-hour cost burden to be \$3.34. This cost applies to new observers and includes material used to mark sites or plants during the first observation. Marking helps to ensure reporting consistency for future observations.

**Public Disclosure Statement:** The Privacy Act, 5 U.S.C. 552, provides that a

Agency may not conduct or sponsor and you are not required to respond to a collection of information unless it displays a currently valid OMB control number.

**Comments:** We are soliciting comments as to: (a) Whether the proposed collection of information is necessary for the agency to perform its duties, including whether the information is useful; (b) the accuracy of the agency's estimate of the burden of the proposed collection of information; (c) how to enhance the quality, usefulness, and clarity of the information to be collected; and (d) how to minimize the burden on the respondents, including the use of automated collection techniques or other forms of information technology. Please note that the comments submitted in response to this notice are a matter of public record. Before including your address, phone number, email address, or other personal identifying information in your comment, you should be aware that your entire comment, including your personal identifying information, may be made publicly available at any time. While you can ask us in your comment to withhold your personal identifying information from public review, we cannot guarantee we will be able to do so.

Date: August 3, 2012.

William Lellis,  
Deputy Associate Director, Ecosystems  
Management  
(777) Doc. 2012-19926 Filed 8-10-12; 8:45 am  
PLING CODE 4311-0007

## DEPARTMENT OF THE INTERIOR

### Bureau of Indian Affairs

#### Indian Entities Recognized and Eligible To Receive Services From the Bureau of Indian Affairs

**AGENCY:** Bureau of Indian Affairs, Interior.

**ACTION:** Notice.

**SUMMARY:** This notice publishes the current list of 566 tribal entities recognized and eligible for funding and services from the Bureau of Indian Affairs by virtue of their status as Indian tribes. The list is updated from the notice published on October 7, 2010 (75 FR 60810) and the October 27, 2010 (75 FR 66124—Supplemental).

**FOR FURTHER INFORMATION CONTACT:** Gail Venev, Bureau of Indian Affairs, Division of Tribal Government Services, Mail Stop 4513-MIB, 1849 G Street

NW., Washington, DC 20240. Telephone number: (202) 513-7841.

**SUPPLEMENTARY INFORMATION:** This notice is published pursuant to Section 104 of the Act of November 2, 1994 (Pub. L. 103-454; 108 Stat. 4791, 4792), and in exercise of authority delegated to the Assistant Secretary—Indian Affairs under 25 U.S.C. 2 and 9 and 209 DM 6.

Published below is a list of federally acknowledged tribes in the contiguous 48 states and in Alaska. This list updates the list published on October 1, 2010, to reflect an addition published in an October 27, 2010 Notice, and one other addition and various name changes and corrections. To aid in identifying tribal name changes, the tribe's former name is included with the new tribal name. To aid in identifying corrections, the tribe's previously listed name is included with the tribal name. We will continue to list the tribe's former or previously listed name for several years before dropping the former or previously listed name from the list.

The listed entities are acknowledged to have the immunities and privileges available to other federally acknowledged Indian tribes by virtue of their government-to-government relationship with the United States as well as the responsibilities, powers, limitations and obligations of such tribes. We have continued the practice of listing the Alaska Native entities separately solely for the purpose of facilitating identification of them and reference to them given the large number of complex Native names.

Date: August 6, 2012.

Michael S. Black,

Acting Assistant Secretary—Indian Affairs.

#### Indian Tribal Entities Within the Contiguous 48 States Recognized and Eligible To Receive Services From the United States Bureau of Indian Affairs

Absentee-Shawnee Tribe of Indians of Oklahoma  
Agua Caliente Band of Cahuilla Indians of the Agua Caliente Indian Reservation, California  
Ak Chin Indian Community of the Maricopa (Ak Chin) Indian Reservation, Arizona  
Alabama-Coushatta Tribe of Texas (previously listed as the Alabama-Coushatta Tribe of Texas)  
Alabama-Quassarte Tribal Town  
Alhuras Indian Rancheria, California  
Apache Tribe of Oklahoma  
Arapaho Tribe of the Wind River Reservation, Wyoming  
Aroostook Band of Micmacs (previously listed as the Aroostook Band of Micmac Indians)  
Assiniboine and Sioux Tribes of the Fort Peck Indian Reservation, Montana

Augustine Band of Cahuilla Indians, California (previously listed as the Augustine Band of Cahuilla Mission Indians of the Augustine Reservation)  
Bad River Band of the Lake Superior Tribe of Chippewa Indians of the Bad River Reservation, Wisconsin  
Bay Mills Indian Community, Michigan  
Bear River Band of the Rohnerville Rancheria, California  
Berry Creek Rancheria of Maidu Indians of California  
Big Lagoon Rancheria, California  
Big Pine Paiute Tribe of the Owens Valley (previously listed as the Big Pine Band of Owens Valley Paiute Shoshone Indians of the Big Pine Reservation, California)  
Big Sandy Rancheria of Western Moon Indians of California (previously listed as the Big Sandy Rancheria of Mono Indians of California)  
Big Valley Band of Pomo Indians of the Big Valley Rancheria, California  
Bishop Paiute Tribe (previously listed as the Paiute-Shoshone Indians of the Bishop Community of the Bishop Colony, California)  
Blackfoot Tribe of the Blackfoot Indian Reservation of Montana  
Blue Lake Rancheria, California  
Bridgport Indian Colony (previously listed as the Bridgport Paiute Indian Colony of California)  
Burns Vista Rancheria of Mc-Wuk Indians of California  
Burns Paiute Tribe (previously listed as the Burns Paiute Tribe of the Burns Paiute Indian Colony of Oregon)  
Cabezon Band of Mission Indians, California  
Cacchi Delhe Band of Wintun Indians of the Colusa Indian Community of the Colusa Rancheria, California  
Caddo Nation of Oklahoma  
Cabo Tribe (previously listed as the Cahito Indian Tribe of the Laytonville Rancheria, California)  
Cahuilla Band of Mission Indians of the Cahuilla Reservation, California  
California Valley Miwok Tribe, California  
Campo Band of Diegueno Mission Indians of the Campo Indian Reservation, California  
Capitan Grande Band of Diegueno Mission Indians of California (Barona Group of Capitan Grande Band of Mission Indians of the Barona Reservation, California; Viejas (Baron Long) Group of Capitan Grande Band of Mission Indians of the Viejas Reservation, California)  
Catawba Indian Nation (aka Catawba Tribe of South Carolina)  
Caveau Nation  
Cedarville Rancheria, California  
Chemehuevi Indian Tribe of the Chemehuevi Reservation, California

Cher-Ae Heights Indian Community of the Trinidad Rancheria, California  
Cherokee Nation  
Cheyenne and Arapaho Tribes, Oklahoma (previously listed as the Cheyenne-Arapaho Tribes of Oklahoma)  
Cheyenne River Sioux Tribe of the Cheyenne River Reservation, South Dakota  
Chickasaw Nation  
Chicken Ranch Rancheria of Mc-Wuk Indians of California  
Chippewa-Cree Indians of the Rocky Eye's Reservation, Montana  
Chitimacha Tribe of Louisiana  
Choctaw Nation of Oklahoma  
Citizen Potawatomi Nation, Oklahoma  
Clarendale Rancheria of Pomo Indians of California  
Cocopah Tribe of Arizona  
Coeur D'Alene Tribe (previously listed as the Coeur D'Alene Tribe of the Coeur D'Alene Reservation, Idaho)  
Cold Springs Rancheria of Mono Indians of California  
Colorado River Indian Tribes of the Colorado River Indian Reservation, Arizona and California  
Comanche Nation, Oklahoma  
Confederated Salish and Kootenai Tribes of the Flathead Reservation  
Confederated Tribes and Bands of the Yakama Nation  
Confederated Tribes of Siletz Indians of Oregon (previously listed as the Confederated Tribes of the Siletz Reservation)  
Confederated Tribes of the Chehalis Reservation  
Confederated Tribes of the Colville Reservation  
Confederated Tribes of the Coor, Lower Umpqua and Siuslaw Indians  
Confederated Tribes of the Goshute Reservation, Nevada and Utah  
Confederated Tribes of the Grand Ronde Community of Oregon  
Confederated Tribes of the Umatilla Indian Reservation (previously listed as the Confederated Tribes of the Umatilla Reservation, Oregon)  
Confederated Tribes of the Warm Springs Reservation of Oregon  
Coquille Indian Tribe (previously listed as the Croquille Tribe of Oregon)  
Corona Indian Rancheria of Wintun Indians of California  
Coushatta Tribe of Louisiana  
Cow Creek Band of Umpqua Tribe of Indians (previously listed as the Cow Creek Band of Umpqua Indians of Oregon)  
Cowwiz Indian Tribe  
Coyote Valley Reservation (formerly Coyote Valley Band of Pomo Indians of California)  
Crow Creek Sioux Tribe of the Crow Creek Reservations, South Dakota

Crow Tribe of Montana  
Death Valley Timbisha Shoshone Tribe (previously listed as the Death Valley Timbisha Shoshone Band of California)  
Delaware Nation, Oklahoma  
Delaware Tribe of Indians  
Dry Creek Rancheria Band of Pomo Indians, California (previously listed as the Dry Creek Rancheria of Pomo Indians of California)  
Duckwater Shoshone Tribe of the Duckwater Reservation, Nevada  
Eastern Band of Cherokee Indians  
Eastern Shawnee Tribe of Oklahoma  
Elem Indian Colony of Pomo Indians of the Sulphur Bank Rancheria, California  
Elk Valley Rancheria, California  
Ely Shoshone Tribe of Nevada  
Enterprise Rancheria of Maidu Indians of California  
Ewingspawpaw Band of Kuniyaay Indians, California  
Federated Indians of Graton Rancheria, California  
Flanzer-Saoter Sioux Tribe of South Dakota  
Fores County Potawatomi Community, Wisconsin  
Fort Belknap Indian Community of the Fort Belknap Reservation of Montana  
Fort Bidwell Indian Community of the Fort Bidwell Reservation of California  
Fort Independence Indian Community of Paiute Indians of the Fort Independence Reservation, California  
Fort McDermitt Paiute and Shoshone Tribes of the Fort McDermitt Indian Reservation, Nevada and Oregon  
Fort McDowell Yavapai Nation, Arizona  
Fort Mojave Indian Tribe of Arizona, California & Nevada  
Fort Sill Apache Tribe of Oklahoma  
Gila River Indian Community of the Gila River Indian Reservation, Arizona  
Grand Traverse Band of Ottawa and Chippewa Indians, Michigan  
Greenville Rancheria (previously listed as the Greenville Rancheria of Maidu Indians of California)  
Grindstone Indian Rancheria of Wintun-Wailiki Indians of California  
Guidville Rancheria of California  
Hahmattoli Pomo of Upper Lake, California  
Hanna'sville Indian Community, Michigan  
Havasupai Tribe of the Havasupai Reservation, Arizona  
Ho-Chunk Nation of Wisconsin  
Hoh Indian Tribe (previously listed as the Hoh Indian Tribe of the Hoh Indian Reservation, Washington)  
Hoopa Valley Tribe, California  
Hopi Tribe of Arizona  
Hopland Band of Pomo Indians, California (formerly Hopland Band of Pomo Indians of the Hopland Rancheria, California)

Houlton Band of Maliseet Indians  
 Hualapai Indian Tribe of the Hualapai Indian Reservation, Arizona  
 Iipay Nation of Santa Ysabel, California (previously listed as the Santa Ysabel Band of Diegueño Mission Indians of the Santa Ysabel Reservation)  
 Inaja Band of Diegueño Mission Indians of the Inaja and Cosmit Reservations, California  
 Ione Band of Miwok Indians of California  
 Iowa Tribe of Kansas and Nebraska  
 Iowa Tribe of Oklahoma  
 Jackson Rancheria of Me-Wuk Indians of California  
 Jamestown S'Klallam Tribe  
 Jamul Indian Village of California  
 Jena Band of Choctaw Indians  
 Jicarilla Apache Nation, New Mexico  
 Kaibab Band of Paiute Indians of the Kaibab Indian Reservation, Arizona  
 Kalapoi Indian Community of the Kalapoi Reservation  
 Karuk Tribe (previously listed as the Karuk Tribe of California)  
 Kasha Band of Toono Indians of the Shewards Point Rancheria, California  
 Kaw Nation, Oklahoma  
 Kewa Pueblo, New Mexico (previously listed as the Pueblo of Santo Domingo)  
 Keweenaw Bay Indian Community, Michigan  
 Kialage Tribal Town  
 Kickapoo Traditional Tribe of Texas  
 Kickapoo Tribe of Indians of the Kickapoo Reservation in Kansas  
 Kickapoo Tribe of Oklahoma  
 Kiowa Indian Tribe of Oklahoma  
 Klamath Tribe  
 Kootenai Tribe of Idaho  
 La Jolla Band of Luiseno Indians, California (previously listed as the La Jolla Band of Luiseno Mission Indians of the La Jolla Reservation)  
 La Posta Band of Diegueño Mission Indians of the La Posta Indian Reservation, California  
 Lac Courte Oreilles Band of Lake Superior Chippewa Indians of Wisconsin  
 Lac du Flambeau Band of Lake Superior Chippewa Indians of the Lac du Flambeau Reservation of Wisconsin  
 Lac Vieux Desert Band of Lake Superior Chippewa Indians, Michigan  
 Las Vegas Tribe of Paiute Indians of the Las Vegas Indian Colony, Nevada  
 Little River Band of Ottawa Indians, Michigan  
 Little Traverse Bay Bands of Odawa Indians, Michigan  
 Lone Pine Paiute-Shoshone Tribe (previously listed as the Paiute-Shoshone Indians of the Lone Pine Community of the Lone Pine Reservation, California)  
 Los Coyote Band of Cahulla and Cupeno Indians, California

(previously listed as the Los Coyotes Band of Cahulla & Cupeno Indians of the Los Coyotes Reservation)  
 Lovelock Paiute Tribe of the Lovelock Indian Colony, Nevada  
 Lower Brule Sioux Tribe of the Lower Brule Reservation, South Dakota  
 Lower Elwha Tribal Community (previously listed as the Lower Elwha Tribal Community of the Lower Elwha Reservation, Washington)  
 Lower Lake Rancheria, California  
 Lower Sioux Indian Community in the State of Minnesota  
 Lummi Tribe of the Lummi Reservation  
 Lytton Rancheria of California  
 Makah Indian Tribe of the Makah Indian Reservation  
 Manchester Band of Pomo Indians of the Manchester Rancheria, California (previously listed as the Manchester Band of Pomo Indians of the Manchester-Palati Arena Rancheria, California)  
 Manzanita Band of Diegueño Mission Indians of the Manzanita Reservation, California  
 Mashantucket Pequot Indian Tribe (previously listed as the Mashantucket Pequot Tribe of Connecticut)  
 Mashpee Wampanoag Indian Tribal Council, Inc. (previously listed as the Mashpee Wampanoag Tribe, Massachusetts)  
 Match-e-be-nash-she-wah Band of Potawatomi Indians of Michigan  
 Mekochee Indian Tribe of Chiro Rancheria, California  
 Menominee Indian Tribe of Wisconsin  
 Mesa Grande Band of Diegueño Mission Indians of the Mesa Grande Reservation, California  
 Mescalero Apache Tribe of the Mescalero Reservation, New Mexico  
 Miami Tribe of Oklahoma  
 Miccosukee Tribe of Indians  
 Middletown Rancheria of Pomo Indians of California  
 Minnesota Chippewa Tribe, Minnesota (Six component reservations: Bois Forte Band (Nett Lake), Fond du Lac Band, Grand Portage Band, Leech Lake Band, Mille Lacs Band, White Earth Band)  
 Mississippi Band of Choctaw Indians  
 Moapa Band of Paiute Indians of the Moapa River Indian Reservation, Nevada  
 Modoc Tribe of Oklahoma  
 Mohegan Indian Tribe of Connecticut  
 Moorootown Rancheria of Maidu Indians of California  
 Morongo Band of Mission Indians, California (previously listed as the Morongo Band of Cahulla Mission Indians of the Morongo Reservation)  
 Muckleshoot Indian Tribe (previously listed as the Muckleshoot Indian

Tribe of the Muckleshoot Reservation, Washington)  
 Narragansett Indian Tribe  
 Navajo Nation, Arizona, New Mexico & Utah  
 Nez Perce Tribe (previously listed as Nez Perce Tribe of Idaho)  
 Nisqually Indian Tribe (previously listed as the Nisqually Indian Tribe of the Nisqually Reservation, Washington)  
 Nooksack Indian Tribe  
 Northern Cheyenne Tribe of the Northern Cheyenne Indian Reservation, Montana  
 Northfork Rancheria of Mono Indians of California  
 Northwestern Band of Shoshoni Nation (previously listed as the Northwestern Band of Shoshoni Nation of Utah (Wasatch))  
 Nottawaseppi Huron Band of the Potawatomi, Michigan (previously listed as the Huron Potawatomi, Inc.)  
 Oglala Sioux Tribe (previously listed as the Oglala Sioux Tribe of the Pine Ridge Reservation, South Dakota)  
 Ohkay Owingeh, New Mexico (previously listed as the Pueblo of San Juan)  
 Omaha Tribe of Nebraska  
 Oneida Nation of New York  
 Oneida Tribe of Indians of Wisconsin  
 Oronogo Nation  
 Osage-Missouri Tribe of Indians, Oklahoma  
 Ottawa Tribe of Oklahoma  
 Paiute Indian Tribe of Utah (Cedar Band of Paiutes, Kanosh Band of Paiutes, Koosharem Band of Paiutes, Indian Peaks Band of Paiutes, and Shivwits Band of Paiutes) (formerly Paiute Indian Tribe of Utah (Cedar City Band of Paiutes, Kanosh Band of Paiutes, Koosharem Band of Paiutes, Indian Peaks Band of Paiutes, and Shivwits Band of Paiutes))  
 Paiute-Shoshone Tribe of the Fallon Reservation and Colony, Nevada  
 Pala Band of Luiseno Mission Indians of the Pala Reservation, California  
 Pascua Yagui Tribe of Arizona  
 Paviotia Band of Nimiaki Indians of California  
 Passamaquoddy Tribe  
 Patuxent Band of Luiseno Mission Indians of the Patuxent & Yemassee Reservations, California  
 Pawnee Nation of Oklahoma  
 Pe-shanga Band of Luiseño Mission Indians of the Pe-shanga Reservation, California  
 Penobscot Nation (previously listed as the Penobscot Tribe of Maine)  
 Peoria Tribe of Indians of Oklahoma  
 Piceayune Rancheria of Chokchoni Indians of California  
 Pineville Pomo Nation, California (previously listed as the Pineville

Rancheria of Pomo Indians of California)  
 Pit River Tribe, California (includes XL Ranch, Big Bend, Likely, Lookout, Montgomery Creek and Roaring Creek Rancheries)  
 Pouch Band of Creeks (previously listed as the Pouch Band of Creek Indians of Alabama)  
 Pokagon Band of Potawatomi Indians, Michigan and Indiana  
 Ponca Tribe of Indians of Oklahoma  
 Ponca Tribe of Nebraska  
 Port Gamble Band of S'Klallam Indians (previously listed as the Port Gamble Indian Community of the Port Gamble Reservation, Washington)  
 Potter Valley Tribe, California  
 Prairie Band Potawatomi Nation (previously listed as the Prairie Band of Potawatomi Nation, Kansas)  
 Prairie Island Indian Community in the State of Minnesota  
 Pueblo of Acoma, New Mexico  
 Pueblo of Cochiti, New Mexico  
 Pueblo of Ileta, New Mexico  
 Pueblo of Jemez, New Mexico  
 Pueblo of Laguna, New Mexico  
 Pueblo of Nambé, New Mexico  
 Pueblo of Picuris, New Mexico  
 Pueblo of Pojuaque, New Mexico  
 Pueblo of San Felipe, New Mexico  
 Pueblo of San Ildefonso, New Mexico  
 Pueblo of Sandia, New Mexico  
 Pueblo of Santa Ana, New Mexico  
 Pueblo of Santa Clara, New Mexico  
 Pueblo of Tano, New Mexico  
 Pueblo of Tesuque, New Mexico  
 Pueblo of Zia, New Mexico  
 Payallup Tribe of the Payallup Reservation  
 Pyramid Lake Paiute Tribe of the Pyramid Lake Reservation, Nevada  
 Quapaw Tribe of Indians  
 Quartz Valley Indian Community of the Quartz Valley Reservation of California  
 Quechan Tribe of the Fort Yuma Indian Reservation, California & Arizona  
 Quileute Tribe of the Quileute Reservation  
 QUILICUT Indian Nation (previously listed as the Quilicuit Tribe of the Quilicuit Reservation, Washington)  
 Ramona Band of Cahuilla, California (previously listed as the Ramona Band of Village of Cahuilla Mission Indians of California)  
 Red Cliff Band of Lake Superior Chippewa Indians of Wisconsin  
 Red Lake Band of Chippewa Indians, Minnesota  
 Redding Rancheria, California  
 Redwood Valley or Little River Band of Pomo Indians of the Redwood Valley Rancheria, California (previously listed as the Redwood Valley Rancheria of Pomo Indians of California)

Reno-Sparks Indian Colony, Nevada  
 Reshigall Rancheria, California  
 Rincon Band of Luiseno Mission Indians of the Rincon Reservation, California  
 Robinson Rancheria Band of Pomo Indians, California (previously listed as the Robinson Rancheria of Pomo Indians of California)  
 Rosebud Sioux Tribe of the Rosebud Indian Reservation, South Dakota  
 Round Valley Indian Tribes, Round Valley Reservation, California (previously listed as the Round Valley Indian Tribes of the Round Valley Reservation, California)  
 Sac & Fox Nation in Kansas and Nebraska  
 Sac & Fox Nation, Oklahoma  
 Sac & Fox Tribe of the Mississippi in Iowa  
 Saginaw Chippewa Indian Tribe of Michigan  
 Saint Regis Mohawk Tribe (previously listed as the St. Regis Band of Mohawk Indians of New York)  
 Salt River Pima-Maricopa Indian Community of the Salt River Reservation, Arizona  
 Samsil Indian Nation (previously listed as the Samish Indian Tribe, Washington)  
 San Carlos Apache Tribe of the San Carlos Reservation, Arizona  
 San Juan Southern Paiute Tribe of Arizona  
 San Manuel Band of Mission Indians, California (previously listed as the San Manuel Band of Serrano Mission Indians of the San Manuel Reservation)  
 San Pascual Band of Diegueño Mission Indians of California  
 Santa Rosa Band of Cahuilla Indians, California (previously listed as the Santa Rosa Band of Cahuilla Mission Indians of the Santa Rosa Reservation)  
 Santa Rosa Indian Community of the Santa Rosa Rancheria, California  
 Santa Ynez Band of Chumash Mission Indians of the Santa Ynez Reservation, California  
 Santee Sioux Nation, Nebraska  
 Sauk-Sisseton Indian Tribe  
 Sault Ste. Marie Tribe of Chippewa Indians of Michigan  
 Scare Valley Band of Pomo Indians of California  
 Seminole Tribe of Florida (previously listed as the Seminole Tribe of Florida (Jasica, Big Cypress, Brighton, Hollywood & Tampa Reservations))  
 Seneca Nation of Indians (previously listed as the Seneca Nation of New York)  
 Seneca Cayuga Tribe of Oklahoma  
 Shakopee Mdewakanton Sioux Community of Minnesota  
 Shawnee Tribe

Sheswold Valley Rancheria of Pomo Indians of California  
 Shingle Springs Band of Miwok Indians, Shingle Springs Rancheria (Verona Tract), California  
 Shinnecock Indian Nation  
 Shoalwater Bay Indian Tribe of the Shoalwater Bay Indian Reservation (previously listed as the Shoalwater Bay Tribe of the Shoalwater Bay Indian Reservation, Washington)  
 Shoshone Tribe of the Wind River Reservation, Wyoming  
 Shoshone-Bannock Tribes of the Fort Hall Reservation  
 Shoshone-Paiute Tribes of the Duck Valley Reservation, Nevada  
 Sisseton-Waluptia Ojibwa of the Lake Traverse Reservation, South Dakota  
 Skokomish Indian Tribe (previously listed as the Skokomish Indian Tribe of the Skokomish Reservation, Washington)  
 Skull Valley Band of Goshute Indians of Utah  
 Smith River Rancheria, California  
 Snoqualmie Indian Tribe (previously listed as the Snoqualmie Tribe, Washington)  
 Soboba Band of Luiseño Indians, California  
 Sokongon Chippewa Community, Wisconsin  
 Southern Ute Indian Tribe of the Southern Ute Reservation, Colorado  
 Spirit Lake Tribe, North Dakota  
 Spokane Tribe of the Spokane Reservation  
 Squaxin Island Tribe of the Squaxin Island Reservation  
 St. Croix Chippewa Indians of Wisconsin  
 Standing Rock Sioux Tribe of North & South Dakota  
 Stillaguamish Tribe of Indians of Washington (previously listed as the Stillaguamish Tribe of Washington)  
 Stockbridge Muncie Community, Wisconsin  
 Suquamish Indian Tribe of Nevada  
 Sisseton Indian Tribe of the Port Madison Reservation  
 Suisunville Indian Rancheria, California  
 Suiunomish Indians of the Suiunomish Reservation of Washington  
 Sycuan Band of the Kumeyaun Nation  
 Tejon Mountain Rancheria of California  
 Tejon Indian Tribe  
 Te-Moak Tribe of Western Shoshone Indians of Nevada (Four constituent bands: Battle Mountain Band, Elko Band, South Fork Band and Wells Band)  
 The Mescalero (Grosk) Nation  
 The Ojibwa Nation (previously listed as the Ojibwa Tribe)  
 The Seminole Nation of Oklahoma  
 Thlopthlecco Tribal Town  
 Three Affiliated Tribes of the Fort Berthold Reservation, North Dakota

Tulacoma O'odham Nation of Arizona  
Tonawanda Band of Seneca (previously listed as the Tonawanda Band of Seneca Indians of New York)  
Tonawanda Tribe of Indians of Oklahoma  
Tonto Apache Tribe of Arizona  
Torres Martinez Desert Cahuilla Indians, California (previously listed as the Torres-Martinez Band of Cahuilla Mission Indians of California)  
Tulalip Tribes of Washington (previously listed as the Tulalip Tribes of the Tulalip Reservation, Washington)  
Tule River Indian Tribe of the Tule River Reservation, California  
Tunica-Biloxi Indian Tribe  
Tusuluna Band of Mc-Wuk Indians of the Tusuluna Rancheria of California  
Turtle Mountain Band of Chippewa Indians of North Dakota  
Tuscarora Nation  
Twenty-Nine Palms Band of Mission Indians of California  
United Auburn Indian Community of the Auburn Rancheria of California  
United Keetoowah Band of Cherokee Indians in Oklahoma  
Upper Sioux Community, Minnesota (Upper Skagit) Indian Tribe  
Ute Indian Tribe of the Ute and Ouray Reservations, Utah  
Ute Mountain Tribe of the Ute Mountain Reservation, Colorado, New Mexico & Utah  
Utu Cuiavai Pima Tribe of the Benton Paiute Reservation, California  
Walker River Paiute Tribe of the Walker River Reservation, Nevada  
Wampanoag Tribe of Gay Head (Aquinnah)  
Washoe Tribe of Nevada & California (Carson Colony), Dresslerville Colony, Woodlands Community, Stewart Community & Washoe Ranches)  
White Mountain Apache Tribe of the Fort Apache Reservation, Arizona  
Wichita and Affiliated Tribes (Wichita, Koshi, Waco & Tawakoni), Oklahoma  
Winton Rancheria, California  
Winebago Tribe of Nebraska  
Winnemucca Indian Colony of Nevada  
Wiyot Tribe, California (previously listed as the Table Bluff Reservation—Wiyot Tribe)  
Wyoosteno Nation  
Yankton Sioux Tribe of South Dakota  
Yavapai Apache Nation of the Camp Verde Indian Reservation, Arizona  
Yavapai Prescott Indian Tribe (previously listed as the Yavapai-Prescott Tribe of the Yavapai Reservation, Arizona)  
Yerington Paiute Tribe of the Yerington Colony & Campbell Ranch, Nevada  
Yocha Bode Wintun Nation, California (previously listed as the Rumsey Indian Rancheria of Wintun Indians of California)

Yomba Sho-shone Tribe of the Yomba Reservation, Nevada  
Ysleta Del Sur Pueblo of Texas  
Yurok Tribe of the Yurok Reservation, California  
Zuni Tribe of the Zuni Reservation, New Mexico

**Native Entities Within the State of Alaska Recognized and Eligible To Receive Services From the United States Bureau of Indian Affairs**

Agdaagux Tribe of King Cove  
Aklavik Native Community  
Aksik Native Community  
Alaina Village  
Alpagaq Native Village (St. Mary's)  
Alukakak Village  
Angoon Community Association  
Aurik Village  
Arctic Village (See Native Village of Venetie Tribal Government)  
Asa'arsarmiut Tribe  
Atkasuk Village (Atkasook)  
Bereav. Village  
Birch Creek Tribe  
Central Council of the Thlingit & Haida Indian Tribes  
Chaiyitvik Village  
Chesin-Na Tribe (previously listed as the Native Village of Chistochina)  
Chevak Native Village  
Chickaloon Native Village  
Chignik Bay Tribal Council (previously listed as the Native Village of Chignik)  
Chignik Lake Village  
Chilkat Indian Village (Klukwan)  
Chilkoot Indian Association (Haines)  
Chinik Eskimo Community (Colovin)  
Chulonaawick Native Village  
Circle Native Community  
Craig Tribal Association (previously listed as the Craig Community Association)  
Cuyung Tribal Council  
Douglas Indian Association  
Egegik Village  
Eklutna Native Village  
Ekvok Village  
Emmonak Village  
Evansville Village (aka Bertles Field)  
Galena Village (aka Loudon Village)  
Gulkana Village  
Hoaly Lake Village  
Holy Cross Village  
Hoonah Indian Association  
Hughes Village  
Huslia Village  
Hydaburg Cooperative Association  
Igagvik Village  
Igupik Community of the Arctic Slope  
Igornaq Traditional Council  
Inaroff Bay Village  
Kaguyas Village  
Kaktovik Village (aka Barrier Island)  
Kasigluk Traditional Elders Council  
Ketsitchee Indian Tribe  
Ketchikan Indian Corporation  
King Island Native Community

King Salmon Tribe  
Klawock Cooperative Association  
Krik Tribe  
Kokhanok Village  
Koyukuk Native Village  
Lovelock Village  
Lima Village  
Manley Hot Springs Village  
Manokotak Village  
McGrath Native Village  
Menista Traditional Council  
Metlakatla Indian Community, Amneth Island Reserve  
Naknek Native Village  
Native Village of Afognak  
Native Village of Akhiok  
Native Village of Akutan  
Native Village of Aleknagik  
Native Village of Ambler  
Native Village of Atka  
Native Village of Barrow Inupiat Traditional Government  
Native Village of Belkofski  
Native Village of Brevig Mission  
Native Village of Buckland  
Native Village of Cantwell  
Native Village of Chenega (aka Chanega)  
Native Village of Chignik Lagoon  
Native Village of Chitina  
Native Village of Chuathbaluk (Russian Mission, Kuskokwim)  
Native Village of Council  
Native Village of Deering  
Native Village of Dismal (aka Inalik)  
Native Village of Eagle  
Native Village of Eek  
Native Village of Ekwok  
Native Village of Elim  
Native Village of Eyak (Cordova)  
Native Village of Fair Pass  
Native Village of Fort Yukon  
Native Village of Gakona  
Native Village of Gambell  
Native Village of Georgetown  
Native Village of Gwich'een Bay  
Native Village of Hamilton  
Native Village of Hooper Bay  
Native Village of Kanaiak  
Native Village of Kasiluk  
Native Village of Kiana  
Native Village of Kipnuk  
Native Village of Kivalina  
Native Village of Kluti Kaah (aka Copper Center)  
Native Village of Kobuk  
Native Village of Koojigruak  
Native Village of Kotzebue  
Native Village of Koyuk  
Native Village of Kwigillinguk  
Native Village of Kwinnagak (aka Quilbhagak)  
Native Village of Larsen Bay  
Native Village of Marshall (aka Fortuna Lodge)  
Native Village of Mary's Igloo  
Native Village of Mekovik  
Native Village of Minto  
Native Village of Norwalek (aka English Bay)

Native Village of Napaimute  
Native Village of Napakiak  
Native Village of Napasiekiak  
Native Village of Nelson Lagoon  
Native Village of Nightmute  
Native Village of Nikolaki  
Native Village of Nootak  
Native Village of Nuiqsut (aka Nootkat)  
Native Village of Nunam Iqia (previously listed as the Native Village of Sheldon's Point)  
Native Village of Nunapituchuk  
Native Village of Ouzinkia  
Native Village of Palmot  
Native Village of Peeryville  
Native Village of Pilot Point  
Native Village of Pitka's Point  
Native Village of Point Hope  
Native Village of Point Lay  
Native Village of Port Graham  
Native Village of Port Heiden  
Native Village of Port Lions  
Native Village of Ruby  
Native Village of Saint Michael  
Native Village of Savoonga  
Native Village of Scammon Bay  
Native Village of Selawik  
Native Village of Shaktoolik  
Native Village of Shishmaref  
Native Village of Shungnak  
Native Village of Stevens  
Native Village of Tanana  
Native Village of Tatulik  
Native Village of Tazlina  
Native Village of Teller  
Native Village of Tetlin  
Native Village of Tunatuliak  
Native Village of Tununak  
Native Village of Tyonek  
Native Village of Unalakleet  
Native Village of Unalga  
Native Village of Venetie Tribal Government (Arctic Village and Village of Venetie)  
Native Village of Wales  
Native Village of White Mountain  
Nemius Native Association  
New Koliganok Village Council  
New Stuyahok Village  
Neshatan Village  
Newtok Village  
Nikolai Village  
Ninilchik Village  
Nome Eskimo Community  
Noorvik Native Community  
Northway Village  
Nulato Village  
Nunakuyamiut Tribe  
Organized Village of Grayling (aka Holikachuk)  
Organized Village of Kake  
Organized Village of Kasen  
Organized Village of Kwethluk  
Organized Village of Saxman  
Orutsarmiut Native Village (aka Bethel)  
Oscarville Traditional Village

Pauloff Harbor Village  
Pedro Bay Village  
Petersburg Indian Association  
Pilot Station Traditional Village  
Platinum Traditional Village  
Portage Creek Village (aka Ohgsookale)  
Pribilof Islands Aleut Communities of St. Paul & St. George Islands  
Qugon Tasyugina Tribe of Sand Point Village  
Qawalangin Tribe of Unalaska  
Rampart Village  
Saint George Island (See Pribilof Islands Aleut Communities of St. Paul & St. George Islands)  
Saint Paul Island (See Pribilof Islands Aleut Communities of St. Paul & St. George Islands)  
Seidovia Village Tribe  
Shageluk Native Village  
Sitka Tribe of Alaska  
Skagway Village  
South Naknek Village  
Siebkins Community Association  
Sun'aq Tribe of Kodiak (previously listed as the Shooonaq Tribe of Kodiak)  
Takatna Village  
Tangirnaq Native Village (formerly Lesnoi Village (aka Woody Island))  
Telida Village  
Traditional Village of Togiak  
Tulaksak Native Community  
Twin Hills Village  
Ugashik Village  
Umkarmit Native Village (previously listed as Umkomitule Native Village)  
Village of Alakanuk  
Village of Anaktuvuk Pass  
Village of Aniak  
Village of Atkasutluk  
Village of Bill Moore's Slough  
Village of Chetanaq  
Village of Clark Point  
Village of Crooked Creek  
Village of Dot Lake  
Village of Eiamna  
Village of Kalsag  
Village of Kaltag  
Village of Kotlik  
Village of Lower Kalsag  
Village of Ohogamiut  
Village of Old Harbor  
Village of Red Devil  
Village of Salamotoff  
Village of Sleetmute  
Village of Solomon  
Village of Stony River  
Village of Venetie (See Native Village of Venetie Tribal Government)  
Village of Wainwright  
Wrangell Cooperative Association  
Yakutat Tlingit Tribe  
Yupit of Andreafski  
(FR Doc. 2012-1630 Filed 8-9-12; 8:43 am)  
BILLING CODE 4310-04-P

**DEPARTMENT OF THE INTERIOR**

**Bureau of Indian Affairs**

**Advisory Board for Exceptional Children**

**AGENCY:** Bureau of Indian Affairs, Interior

**ACTION:** Notice of meeting.

**SUMMARY:** The Bureau of Indian Education (BIE) is announcing that the Advisory Board for Exceptional Children (Advisory Board) will hold its next meeting in Washington, DC. The purpose of the meeting is to meet the mandates of the Individuals with Disabilities Education Act of 2004 (IDEA) for Indian children with disabilities.

**DATES:** The Advisory Board will meet on Thursday, September 27, 2012, from 8:30 a.m. to 4:30 p.m. and Friday, September 28, 2012, from 8:30 a.m. to 4:30 p.m. Eastern Time.

**ADDRESSES:** The meeting will be held at 1649 C Street, NW, MS 3609—Main Interior Building, Room 3074, Washington, DC (telephone number [202] 208-6123).

**FOR FURTHER INFORMATION CONTACT:** Sue Bement, Designated Federal Officer, Bureau of Indian Education, Albuquerque Service Center, Division of Performance and Accountability, 1011 Indian School Road NW, Suite 332, Albuquerque, NM 87104; telephone number (505) 563-5274.

**SUPPLEMENTARY INFORMATION:** In accordance with the Federal Advisory Committee Act, the BIE is announcing that the Advisory Board will hold its next meeting in Washington, DC. The Advisory Board was established under the Individuals with Disabilities Act of 2004 (20 U.S.C. 1400 et seq.) to advise the Secretary of the Interior, through the Assistant Secretary—Indian Affairs, on the needs of Indian children with disabilities. The meetings are open to the public.

The following items will be on the agenda:

- Report from Acting BIE Director
- Report from Supervisory Education Specialist, Special Education, BIE, Division of Performance and Accountability
- Updates from the BIE, Division of Performance and Accountability
- Group work on Annual Report
- Discussion on Consultation Opportunity
- Public Comment (via conference call, September 28, 2012, meeting only)
- BIE Advisory Board Advice and Recommendations

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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

## Year One Budget Narrative (2017)

<b>Line item:</b>	<b>Budget:</b>
<p><b>1) Personnel</b></p> <p><b>Project Director:</b></p> <p>The Salary for the Project Director Position is \$55,000.00. This is appropriate for duties to be expected and credentials of this position. This position will be responsible for grant management and oversight, grant reporting, teaching classes, networking, dissemination of data, assisting in evaluation, project liaison to WSU and other stakeholders such as the Tribal College Board, Tribal Schools and other community entities. This position will be 100% time.</p> <p><b>Project Advisor:</b></p> <p>The salary for the Project Advisor is \$42,000.00. This is appropriate salary and is equitable for services expected. The project advisor will provide holistic advising to project participants to ensure project success. This will include academic advising, cultural support, talking circles, family activities and record keeping of project participants. This position is critical as it will serve as the student support person necessary for the retention of American Indian students in higher education. This position will be 100% time.</p>	<p>55,000.00</p> <p>42,000.00</p>
<p><b><u>2. Fringe:</u></b></p> <p>Fringe benefits are calculated at the Fond du Lac Tribal College fringe benefit rate of 35.29%. This total reflects the total amount of both salaries combined.</p>	<p>34,232.00</p>
<p><b><u>3. Travel:</u></b></p> <p>This category includes required travel to D.C. for Project Director's meeting (\$3,000.00) has been allocated for costs associated with this trip which includes air fare, hotel, per diem and ground transportation. (\$1,000.00) has been allocated for travel between WSU and FDLTCC for meetings, planning, etc. Mileage has been calculated at the current allowed government rate (.545/mile) This is necessary for project success as the premise of this project is to provide face-to face instruction to project participants on the Fond du Lac Tribal College campus. Students will visit the WSU campus to become aware of the campus and its surroundings (environment). This will be a day long trip with the students</p>	<p>6,500.00</p>

on a chartered bus. Students will visit with as many of the faculty during the time there. (\$2,500.00)	
<p><b><u>4. Equipment:</u></b></p> <p>This category will cover the costs associated with two laptop or iPad computers, printer. (\$2,000) has been budgeted for the two laptop/iPad for the Project Director and Project Advisor which includes any necessary software to ensure these two key project personnel can function appropriately and adequately for project success. This is important as the use of multimedia and technology becomes increasingly important.</p>	2,000.00
<p><b><u>5. Supplies:</u></b></p> <p>This category covers the following: Office supplies, telephone, postage, copying, paper, educational materials, advertising, consumables, etc.</p>	2,500.00
<p><b><u>6. Contractual:</u></b></p> <ul style="list-style-type: none"> <li>• An external evaluator will be contracted to provide outside evaluation services. This is necessary to provide project feedback for continuous improvement. This is itemized for an external evaluator to provide this service. This aligned with the going rate for external evaluators. (1,500.00)</li> <li>• Adjunct faculty have been budgeted for WSU overload, and WSU Coordination time to assist with the project and represent WSU in project partnership(20,000).</li> <li>• Tutors will assist the students for completion of the coursework, and studying for NES &amp; MTLE exams. (1,000.00)</li> <li>• A cultural responsive experience for the students to become engaged in place based education with a summer intensive workshops specific to cultural inclusion into the core curriculum. This intensive workshop will include: housing, food, transportation to and from the site, and specialists in the Anishinaabe ways of knowing field expertise. Students will become engaged in the Anishinaabe cultural and linguist environment. (8,000.00)</li> </ul>	30,500.00
<b><u>7. Construction</u></b>	NA
<b><u>8. Other</u></b>	
<b><u>Total Direct Costs</u></b>	172,732.00
<b><u>Indirect Costs:</u></b>	10,105.00

Indirect costs are calculated at 7.7 The indirect cost rate is the Fond du Lac Reservation's current negotiated rate.	
	182,837.00
<b>Training Stipends:</b>  This category covers tuition, books, computers, fees, living stipends for project participants. The breakdown of these costs are as follows:	216,030.00
<ul style="list-style-type: none"> <li>• Tuition &amp; digital life &amp; tests: <math>\\$3,551.50 + (485.00+265.00) \times 10 \times 2</math> semesters= 86,030.00 for student tuition,( fees, &amp; technology) for fall and spring to attend full time. This is required for project completion.</li> <li>• Books: <math>500.00 \times 10</math> students for 2 semesters= \$10,000.00</li> <li>• Stipend: <math>\\$1,200.00 \times 10</math> months <math>\times 10</math> students=\$120,000.00</li> </ul>	
Total Costs Year One	398,867.00

## Year Two Budget Narrative (2018)

<b><i>Line item:</i></b>	<b>Budget:</b>
<p><b><i>1) Personnel</i></b></p> <p><b><i>Project Director:</i></b></p> <p>The Salary for the Project Director Position is \$56,500.00. This is appropriate for duties to be expected and credentials of this position. This position will be responsible for grant management and oversight, grant reporting, teaching classes, networking, dissemination of data, assisting in evaluation, project liaison to WSU and other stakeholders such as the Tribal College Board, Tribal Schools and other community entities. This position will be 100% time.</p> <p><b><i>Project Advisor:</i></b></p> <p>The salary for the Project Advisor is \$43,260.00. This is appropriate salary and is equitable for services expected. The project advisor will provide holistic advising to project participants to ensure project success. This will include academic advising, cultural support, talking circles, family activities and record keeping of project participants. This position is critical as it will serve as the student support person necessary for the retention of American Indian students in higher education. This position will be 100% time.</p>	<p>56,500.00</p> <p>43,260.00</p>
<p><b><u>2. Fringe:</u></b></p> <p>Fringe benefits are calculated at the Fond du Lac Tribal College fringe benefit rate of 35.29%. This total reflects the total amount of both salaries combined.</p>	35,205.00
<p><b><u>3. Travel:</u></b></p> <p>This category includes required travel to D.C. for Project Director's meeting (\$3,000.00) has been allocated for costs associated with this trip which includes air fare, hotel, per diem and ground transportation. (\$1,000.00) has been allocated for travel between WSU and FDLTCC for meetings, planning, etc. Mileage has been calculated at the current allowed government rate (.545/mile) This is necessary for project success as the premise of this project is to provide face-to face instruction to project participants on the Fond du Lac Tribal College campus.</p>	4,000.00
<p><b><u>4. Equipment:</u></b></p> <p>This category will cover the costs associated with upkeep of the two laptop or iPad computers, printer. (\$1,000) This has been budgeted for the continuous</p>	1,000.00

update of the two laptop/iPad for the Project Director and Project Advisor, copy machine and any other related items with technology (smart board) which includes any necessary software to ensure these two key project personnel can function appropriately and adequately for project success.	
<b><u>5. Supplies:</u></b>  This category covers the following: Office supplies, telephone, postage, copying, paper, educational materials, advertising, consumables, etc.	2,000.00
<b><u>6. Contractual:</u></b>  <ul style="list-style-type: none"> <li>• An external evaluator will be contracted to provide outside evaluation services. This is necessary to provide project feedback for continuous improvement. This is itemized for an external evaluator to provide this service. This aligned with the going rate for external evaluators. (1,500.00)</li> <li>• Adjunct faculty have been budgeted for WSU overload, and WSU Coordination time to assist with the project and represent WSU in project partnership (20,000).</li> <li>• Tutors will assist the students for completion of the coursework, and studying for NES &amp; MTLE exams. (1,000.00)</li> <li>• A cultural responsive experience for the students to become engaged in place based education with a summer intensive workshops specific to cultural inclusion into the core curriculum. This intensive workshop will include: housing, food, transportation to and from the site, and specialists in the Anishinaabe ways of knowing field expertise. Students will become engaged in the Anishinaabe cultural and linguist environment. (8,000.00)</li> </ul>	30,500.00
<b><u>7. Construction</u></b>	NA
<b><u>8. Other</u></b>	
<b><u>Total Direct Costs</u></b>	172,465.00
<b><u>Indirect Costs:</u></b>  Indirect costs are calculated at 7.7 The indirect cost rate is the Fond du Lac Reservation's current negotiated rate.	10,393.00
Total	182,858.00

<p><b>Training Stipends:</b></p> <p>This category covers tuition, books, computers, fees, living stipends for project participants. The breakdown of these costs are as follows:</p> <ul style="list-style-type: none"> <li>• Tuition &amp; digital life &amp; tests: <math>\\$3,551.50 + (485.00+265.00) \times 10 \times 2</math> semesters= 86,030.00 for student tuition,( fees, &amp; technology) for fall and spring to attend full time. This is required for project completion.</li> <li>• Books: <math>500.00 \times 10</math> students for 2 semesters= \$10,000.00</li> <li>• Stipend: <math>\\$1,200.00 \times 10</math> months <math>\times 10</math> students=\$120,000.00</li> </ul>	216,030.00
Total Costs Year Two	398,880.00

## Year Three Budget Narrative (2019)

<b>Line item:</b>	<b>Budget:</b>
<p><b>1) Personnel</b></p> <p><b>Project Director:</b></p> <p>The Salary for the Project Director Position is \$58,195.00. This is appropriate for duties to be expected and credentials of this position. This position will be responsible for grant management and oversight, grant reporting, teaching classes, networking, dissemination of data, assisting in evaluation, project liaison to WSU and other stakeholders such as the Tribal College Board, Tribal Schools and other community entities. This position will be 100% time.</p> <p><b>Project Advisor:</b></p> <p>The salary for the Project Advisor is \$44,558.00. This is appropriate salary and is equitable for services expected. The project advisor will provide holistic advising to project participants to ensure project success. This will include academic advising, cultural support, talking circles, family activities and record keeping of project participants. This position is critical as it will serve as the student support person necessary for the retention of American Indian students in higher education. This position will be 100% time.</p>	<p>58,195.00</p> <p>44,558.00</p>
<p><b><u>2. Fringe:</u></b></p> <p>Fringe benefits are calculated at the Fond du Lac Tribal College fringe benefit rate of 35.29%. This total reflects the total amount of both salaries combined.</p>	<p>36,262.00</p>
<p><b><u>3. Travel:</u></b></p> <p>This category includes required travel to D.C. for Project Director's meeting (\$3,000.00) has been allocated for costs associated with this trip which includes air fare, hotel, per diem and ground transportation. (\$1,000.00) has been allocated for travel between WSU and FDLTCC for meetings, planning, etc. Mileage has been calculated at the current allowed government rate (.545/mile) This is necessary for project success as the premise of this project is to provide face-to face instruction to project participants on the Fond du Lac Tribal College campus. Graduation to the WSU campus with family overnight with hotel cost and meals. (5,500)</p>	<p>9,500.00</p>

<p><b><u>4. Equipment:</u></b></p> <p>This category will cover the costs associated with upkeep of the two laptop or iPad computers, printer. (\$1,000) This has been budgeted for the continuous update of the two laptop/iPad for the Project Director and Project Advisor, copy machine and any other related items with technology (smart board) which includes any necessary software to ensure these two key project personnel can function appropriately and adequately for project success.</p>	1,000.00
<p><b><u>5. Supplies:</u></b></p> <p>This category covers the following: Office supplies, telephone, postage, copying, paper, educational materials, advertising, consumables, etc.</p>	2,000.00
<p><b><u>6. Contractual:</u></b></p> <ul style="list-style-type: none"> <li>• An external evaluator will be contracted to provide outside evaluation services. This is necessary to provide project feedback for continuous improvement. This is itemized for an external evaluator to provide this service. This aligned with the going rate for external evaluators. (1,500.00)</li> <li>• Adjunct faculty have been budgeted for WSU overload, and WSU Coordination time to assist with the project and represent WSU in project partnership (10,000).</li> <li>• Tutors will assist the students for completion of the coursework, and studying for NES &amp; MTLE exams. (1,000.00)</li> <li>• A cultural responsive experience for the students to become engaged in place based education with a summer intensive workshops specific to cultural inclusion into the core curriculum. This intensive workshop will include: housing, food, transportation to and from the site, and specialists in the Anishinaabe ways of knowing field expertise. Students will become engaged in the Anishinaabe cultural and linguist environment. (8,000.00)</li> </ul>	20,500.00
<p><b><u>7. Construction</u></b></p>	NA
<p><b><u>8. Other</u></b></p>	
<p><b><u>Total Direct Costs</u></b></p>	172,015.00
<p><b><u>Indirect Costs:</u></b></p> <p>Indirect costs are calculated at 7.7 The indirect cost rate is the Fond du Lac Reservation's current negotiated rate.</p>	10,705.00

Total	182,720.00
<b>Training Stipends:</b>  This category covers tuition, books, computers, fees, living stipends for project participants. The breakdown of these costs are as follows: <ul style="list-style-type: none"> <li>• Tuition &amp; digital life &amp; tests: <math>\\$3,551.50 + (485.00+265.00) \times 10 \times 2</math> semesters= 86,030.00 for student tuition,( fees, &amp; technology) for fall and spring to attend full time. This is required for project completion.</li> <li>• Books: <math>500.00 \times 10</math> students for 2 semesters= \$10,000.00</li> <li>• Stipend: <math>\\$1,200.00 \times 10</math> months <math>\times 10</math> students=\$120,000.00</li> </ul>	216,030.00
Total Costs Year Three	398,750.00

## Year Four Budget Narrative (2020)

<b>Line item:</b>	<b>Budget:</b>
<p><b>1) Personnel</b></p> <p><b>Project Advisor:</b></p> <p>The salary for the Project Advisor is \$44,558.00. This is appropriate salary and is equitable for services expected. The project advisor will provide holistic advising to project participants to ensure project success. This will include academic advising, cultural support, talking circles, family activities and record keeping of project participants. This position is critical as it will serve as the student support person necessary for the retention of American Indian students in higher education. This position will be 100% time.</p>	45,895.00
<p><b><u>2. Fringe:</u></b></p> <p>Fringe benefits are calculated at the Fond du Lac Tribal College fringe benefit rate of 35.29%. This total reflects the total amount of both salaries combined.</p>	16,197.00
<p><b><u>3. Travel:</u></b></p> <p>This category includes required travel to Professional conferences to present the results of the program. (4,000.00) Travel for the Project advisor between WSU and FDLTCC for meetings, planning, etc. Additional visits/observations to and from the public and tribal schools to observe the new teachers during the induction time. Mileage has been calculated at the current allowed government rate (.545/mile) Presentation at conferences to showcase the results of the project. (1,000.00) Allow for any students that have not yet completed the program to attend graduation at the WSU campus with family overnight with hotel cost and meals. (1,000.00)</p>	6,000.00
<p><b><u>4. Equipment:</u></b></p> <p>This category will cover the costs associated with upkeep of the two laptop or iPad computers, printer. (\$1,000) This has been budgeted for the continuous update of the two laptop/iPad for the Project Director and Project Advisor, copy machine and any other related items with technology (smart board) which</p>	500.00

includes any necessary software to ensure these two key project personnel can function appropriately and adequately for project success.	
<b><u>5. Supplies:</u></b>  This category covers the following: Office supplies, telephone, postage, copying, paper, educational materials, advertising, consumables, etc.	500.00
<b><u>6. Contractual:</u></b>  <ul style="list-style-type: none"> <li>• An external evaluator will be contracted to provide outside evaluation services. This is necessary to provide project feedback for continuous improvement. This is itemized for an external evaluator to provide this service. This will be for the final review of the program. This aligned with the going rate for external evaluators. (2,000.00)</li> <li>• Adjunct faculty will work to complete any new course syllabi for the continuation of the program with the cultural standards included into the program for future references. (3,000.00)</li> <li>• Tutors will assist the students for completion of the coursework, and studying for NES &amp; MTLE exams. (1,000.00)</li> <li>• Project Director time for presentations at conferences and any new and updated information to submit. (3,000.00)</li> <li>• Mentors will assist the students through the process of the year of induction. This will assist students during the first year of teaching. (5,000.00)</li> <li>• Two intensive workshops for the students &amp; mentors to assist with the year of induction. (2,000.00)</li> </ul>	16,000.00
<b><u>7. Construction</u></b>	NA
<b><u>8. Other</u></b>	
<b><u>Total Direct Costs</u></b>	85,092.00
<b><u>Indirect Costs:</u></b>  Indirect costs are calculated at 7.7 The indirect cost rate is the Fond du Lac Reservation's current negotiated rate.	4,782.00
<b>Total Costs Year Four</b>	<b>89,874.00</b>

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

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

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Robert		Peacock	

Address:

Street1:	1720 Big Lake Road
Street2:	
City:	Cloquet
County:	
State:	MN: Minnesota
Zip Code:	55720-9702
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
218-878-7504	

Email Address:

robertpeacock@fdlrez.com
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**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

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

No Provide Assurance #, if available:

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

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

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

Name of Institution/Organization

Fond du Lac Tribal College

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	97,000.00	99,760.00	102,753.00	45,895.00		345,408.00
2. Fringe Benefits	34,232.00	35,205.00	36,262.00	16,197.00		121,896.00
3. Travel	6,500.00	4,000.00	9,500.00	6,000.00		26,000.00
4. Equipment	2,000.00	1,000.00	1,000.00	500.00		4,500.00
5. Supplies	2,500.00	2,000.00	2,000.00	500.00		7,000.00
6. Contractual	30,500.00	30,500.00	20,500.00	16,000.00		97,500.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	172,732.00	172,465.00	172,015.00	85,092.00		602,304.00
10. Indirect Costs*	10,105.00	10,393.00	10,705.00	4,782.00		35,985.00
11. Training Stipends	216,030.00	216,030.00	216,030.00			648,090.00
12. Total Costs (lines 9-11)	398,867.00	398,888.00	398,750.00	89,874.00		1,286,379.00

**\*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: 10/01/2015 To: 09/30/2016 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): Department of Interior

The Indirect Cost Rate is 7.77%.

(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 7.77%.

PR/Award # S299B160003

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

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

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

ED 524

**Niindaa'iwedaa o'o Gikendaasowin  
Consortium to promote American Indian Education**

Niindaa'iwedaa o'o Gikendaasowin (Lets send this knowledge forward) is a Consortium Agreement between Winona State University-Minnesota and the Fond du Lac Band of Lake Superior Chippewa's Fond du Lac Tribal College. The consortium's mission is to enhance educational access, achievement, and success among American Indian students in Minnesota with emphasis on Minnesota's Arrowhead Region containing three federally recognized tribal bands of the Minnesota Chippewa Tribe.

**TERMS OF NIINDAA'IWEDAA O'O GIKENDAASOWIN CONSORTIUM MEMBERSHIP:**

- Support the mission and goals of the Consortium.
- Designate individuals to serve on the Consortium Board.
- Collaborate to recruit and retain American Indian students in the program.
- Provide support for placement of graduates into the workforce.
- Collaborate in designing and implementing the Professional Development program to promote educational access, achievement, and success for American Indian students.
- Collaborate in evaluating the impact of the Professional Development program for students at the post-secondary level and during induction.
- Collaborate in identifying unmet educational needs of American Indian students at the elementary, secondary, and post-secondary levels.

**LEGAL RESPONSIBILITIES OF CONSORTIUM MEMBERS**

1. The Consortium shall meet requirements of 34 CFR 75.127-75.129.
2. The Fond du Lac Band of Lake Superior Chippewa Tribal College is hereby designated as applicant for grants on behalf of the Consortium and is legally responsible for the use of all grant funds, ensuring that the project is carried out by the Consortium in accordance with Federal requirements, and ensuring that indirect cost funds are determined appropriately.
3. Each member of the Consortium is legally responsible for carrying out the activities specified in the proposal and using grant funds in accordance with Federal requirements that apply to the grant.

(b)(6)

[Redacted Signature]

Date

6-22-16

Dr. Tarrell Portman, Dean  
College of Education  
Winona State University-Minnesota

(b)(6)

[Redacted Signature]

Date

6/23/16

Dr. Robert "Sonny" Peacock, President/CEO  
Fond du Lac Tribal College  
Fond du Lac Band of Lake Superior Chippewa