

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

APPLICATION FOR GRANTS
UNDER THE

FY18 Professional Development 84.299B

CFDA # 84.299B

PR/Award # S299B180005

Grants.gov Tracking#: GRANT12685145

OMB No. 1810-0580, Expiration Date: 09/30/2018

Closing Date: Jul 30, 2018

PR/Award # S299B180005

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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"/>
* 3. Date Received: <input type="text" value="07/27/2018"/>	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="College of Menominee Nation"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="1391773613A3"/>	* c. Organizational DUNS: <input type="text" value="9658016080000"/>	
d. Address:		
* Street1:	<input type="text" value="N172 Hwy 47/55"/>	
Street2:	<input type="text" value="PO Box 1179"/>	
* City:	<input type="text" value="Keshena"/>	
County/Parish:	<input type="text" value="WI"/>	
* State:	<input type="text" value="WI: Wisconsin"/>	
Province:	<input type="text"/>	
* Country:	<input type="text" value="USA: UNITED STATES"/>	
* Zip / Postal Code:	<input type="text" value="54135-1179"/>	
e. Organizational Unit:		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text"/>	* First Name:	<input type="text" value="Kelli"/>
Middle Name: <input type="text"/>		
* Last Name:	<input type="text" value="Chelberg"/>	
Suffix: <input type="text"/>		
Title:	<input type="text" value="Department Chair, Teacher Education"/>	
Organizational Affiliation: <input type="text"/>		
* Telephone Number: <input type="text" value="715-799-5600"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="kchelberg@menominee.edu"/>		

Application for Federal Assistance SF-424

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

U: Tribally Controlled Colleges and Universities (TCCUs)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

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-061418-001

* 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:

84-299B2018-1

Title:

FY18 Professional Development 84.299B

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

Add Attachment

Delete Attachment

View Attachment

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

Espaḗhkawak akehoh Mamāceqtawak Kaḗhkenohamowekowak:
Aspiring Native Educators

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="1,444,000.00"/>
* 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="1,444,000.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

College of Menominee Nation

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	79,500.00	81,488.00	83,524.00	58,691.00	60,158.00	363,361.00
2. Fringe Benefits	17,145.00	17,574.00	18,013.00	12,454.00	12,766.00	77,952.00
3. Travel	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	12,500.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	1,500.00	1,500.00	1,500.00	1,250.00	1,250.00	7,000.00
6. Contractual	30,000.00	26,000.00	22,000.00	12,000.00	12,000.00	102,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	2,909.00	2,498.00	3,511.00	299.00	451.00	9,668.00
9. Total Direct Costs (lines 1-8)	133,554.00	131,560.00	131,048.00	87,194.00	89,125.00	572,481.00
10. Indirect Costs*	41,806.00	41,300.00	40,812.00	27,806.00	28,375.00	180,099.00
11. Training Stipends	224,640.00	227,140.00	228,140.00	5,000.00	2,500.00	687,420.00
12. Total Costs (lines 9-11)	400,000.00	400,000.00	400,000.00	120,000.00	120,000.00	1,440,000.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2015 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Department of Health and Human Services

The Indirect Cost Rate is 32.00%.

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

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

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

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
PR/Award # S299B180005

Name of Institution/Organization College of Menominee Nation	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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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

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>Lisa Bosman</p>	<p>TITLE</p> <p>Chief Academic Officer</p>
<p>APPLICANT ORGANIZATION</p> <p>College of Menominee Nation</p>	<p>DATE SUBMITTED</p> <p>07/27/2018</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
4040-0013

1. * Type of Federal Action: <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	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

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:

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

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

Federal Use Only: Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

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.

1243-CMN - Section 427 of GEPA.pdf	Add Attachment	Delete Attachment	View Attachment
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Section 427 of GEPA

College of Menominee Nation's project is focused on providing educational opportunities on a Tribal College, serving high populations of underrepresented, underserved and minority students. College of Menominee Nation ensures equal access to and participation of students and community members with special needs.

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

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

College of Menominee Nation

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr.

* First Name: Diana

Middle Name:

* Last Name: Morris

Suffix:

* Title: Chief Academic Officer

* SIGNATURE: Lisa Bosman

* DATE: 07/27/2018

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

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Kelli	<input type="text"/>	Chelberg	<input type="text"/>

Address:

Street1:	N172 Hwy 47/55
Street2:	PO Box 1179
City:	Keshena
County:	<input type="text"/>
State:	WI: Wisconsin
Zip Code:	54135-9542
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="715-799-5600"/>	<input type="text"/>

Email Address:

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

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

<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
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Abstract

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

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

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

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

The College of Menominee Nation (CMN) in partnership with the schools on the Menominee (Keshena and Neopit, WI) and Oneida (Hobart, WI) Reservations proposes Aspiring Native Educators: Espāēhkawak akekoh Mamāceqtawak Kāēhkenohamowekowak (*Is pay key wuk ah key ko Mama chet taw wuk Kaeh kay no ha mo we ko wuk*) which means “They rise up, those Indian Teachers” in Menominee.

The goal of CMN’s Espāēhkawak akekoh Mamāceqtawak Kāēhkenohamowekowak: Aspiring Native Educator’s project is to provide professional development opportunities and financial support for new and current preservice students to complete their Bachelor of Science degree in Elementary education and apply for WI licensure. Furthermore, we aim to provide highly qualified, licensed teachers to fill positions in our surrounding school districts on and near the Menominee and Oneida reservations by 2023.

The Objectives of Espāēhkawak akekoh Mamāceqtawak Kāēhkenohamowekowak project are: (1) Recruit and select a cohort of 14 student participants; (2) Provide a culturally responsive, quality teacher education Bachelor program that prepares preservice students to teach in their neighborhood schools; (3) Provide monthly professional development for teacher education students and graduates on STEM Project-Based learning activities; (4) Provide PRAXIS (Core and Praxis II), Wisconsin Foundations of Reading Test (WI FORT) and edTPA (Wisconsin’s Teacher Performance Assessment) examination/assessment and academic support to ensure 20 pre-service teacher education students achieve the required qualifying scores in order to be eligible to apply for WI Licensure; (5) Graduate 14 teacher education students with Bachelor of Science degree in education who obtain WI licensure; and (6) Place graduates in

their neighborhood schools with a high percentage of American Indian students and provide two years of induction services (mentoring, continued training, and workshops).

Documentation for Priority Points

Our proposal meets **Absolute Priority 1: Pre-service training for teachers** as it will provide training and support for up to 20 American Indian students who are either currently enrolled in the CMN teacher education program, eligible to apply for entrance into the education program, or have a desire in becoming a classroom teacher by obtaining their Bachelor of Science degree and teacher licensure/certification within three years. Additionally, we will provide two year of induction services, after graduation while they complete their first two years of teaching in one of our four partner schools.

Aspiring Native Educators meets **Competitive Preference Priority 1: Letters of Support**, and we have included four letters of support signed by the authorized administrators from four LEA/BIE schools who agree to continue collaborating with CMN on placement of students for field experience, student teaching, as well as agree to consider hiring our program graduates for employment. In addition, they are willing partners to assist CMN with providing strong induction services through building mentors and ongoing professional development.

In addition, we meet **Competitive Preference Priority 4: Promoting Effective Instruction in Classrooms and Schools** through our Project-Based STEM Seminars that will be held on a monthly basis for CMN pre-service students and graduates. This supports the needs of our local partner schools and provides the necessary training, application, and reflection of best practices in STEM education for our pre-service students and recent graduates.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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

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1. Introduction

This document is a proposal submitted by the College of Menominee Nation (CMN). The purpose of this project is to provide financial assistance and support for up to 14 American Indian students who are either currently enrolled in the CMN teacher education program, eligible to apply for entrance into the education program, or have a desire in becoming a classroom teacher by obtaining their Bachelor of Science degree and teacher licensure/certification within three years. Additionally, these students will be required to work in one of the schools located on one of the surrounding reservations (Menominee, Oneida, Stockbridge Munsee) or in a local school that primarily serves American Indian students. Students will also be provided with two years of induction services to aid in successful transition into their first year of teaching.

The College of Menominee Nation (CMN) is an accredited, bachelor's degree providing, federally recognized Tribal College and University (TCU), and located on the Menominee Indian Reservation in Keshena, Wisconsin, with an urban campus in metropolitan Green Bay. The College serves about 400 students each semester from the Menominee Nation, neighboring tribal nations (Oneida and Stockbridge Munsee), and surrounding communities. In 2003, CMN received ten-year accreditation, and its accreditation was reaffirmed in 2013. In 2008, CMN was approved for a change in degree status to provide a baccalaureate program in Early Childhood/Middle Childhood Elementary Education, with a focus in science and mathematics. CMN now offers four baccalaureate degree programs, 15 associate degree programs, and five one-year technical diplomas. Fifty-nine percent of CMN students are American Indian, from tribes including Brotherton, Cherokee, Chippewa, Crow, Ho-Chunk, Lac Courtes Oreilles, Ojibwa, Menominee, Mohican, Navajo, Oneida, Potawatomi and Stockbridge-Munsee. Our

student body is considered non-traditional, consisting of 76% female, 71% part-time, and 60% ranging in age from 25 to 65.

As a Land Grant institution of higher education chartered by the Menominee People, the College of Menominee Nation infuses learning with American Indian culture and prepares students for leadership, careers, and advanced studies in a multicultural world. The College commits to research and promotion, perpetuation, and nurturance of American Indian language and scholarship. The College of Menominee Nation's teacher education program's mission is one in which we strive to prepare teachers as decision makers who are reflective, collaborative educational leaders committed to equity and social justice for families and community and dedicated to maximizing the potential of all children, especially American Indian children.

CMN's Teacher Education department currently offers a Childhood Development Associate (CDA) credential, an Associate degree in Early Childhood, a Bachelor of Science degree in Early Childhood/Middle Childhood (licensure), and a Bachelor of Arts degree in Education (non-licensure). The education program participates in yearly Wisconsin Department of Instruction (DPI) continuous program reviews and approval; with our most recent visit in May 2018. During the 2017-2018 academic year, 41 students were enrolled in the Associate degree program and 36 students were enrolled in the Bachelor of Science degree program. The two-year Associate degree will serve as a "feeder" program for CMN's Aspiring Native Educators Project; students who subsequently complete their Bachelor's will be eligible for teacher licensure in Wisconsin.

2. Need for the Project

(1) Specific gaps or weaknesses in local capacity identified and addressed

The College of Menominee Nation (CMN) in partnership with the schools on the Menominee (Keshena and Neopit, WI) and Oneida (Hobart, WI) Reservations proposes Aspiring Native Educators: Espāehkawak akekoh Mamāceqtawak Kaehkenohamowekowak (*Is pay key wuk ah key ko Mama chet taw wuk Kaeh kay no ha mo we ko wuk*) which means “They rise up, those Indian Teachers” in Menominee.

The area that is served by CMN’s Aspiring Native Educators project includes all of the schools located on the Menominee Reservation as well as the tribal school located on the Oneida Reservation. The Menominee Indian School District (MISD), Menominee Tribal School (MTS), Menominee Indian Head Start (MIHS), and Oneida Turtle School (OTS) have all agreed to continue to provide opportunities for CMN preservice students for field experience, student teaching, and in the hiring of our graduates. The enrolled number of students in these schools was 1,608 during the 2017-2018 school year.

The Wisconsin Information Data Dashboard (see reference list) provides a snapshot of school’s test results on the required state tests. Students at MISD, MTS, MIHS, and OTS struggle academically and a significant portion of students are not proficient in English/Language Arts (ELA), Math, Science and Social Studies as identified on the Wisconsin State Forward exam. During the 2016-2017 academic year the percentage of students proficient in the following subjects at one of the districts are as follows: ELA -10.4%, math – 3.4%, science – 13.6%, social studies – 25.9%. The data suggests that all of the schools have similar proficiency rates. In 2016-2017, the graduation rate was an average of 77%. There are many factors that contribute to the challenges many Menominee and Oneida students face, however, one of the leading considerations is the lack of highly qualified teachers knowledgeable and

committed to working in rural and impoverished schools that serve a largely American Indian population.

Low proficiency rates exist across all content areas, and we had numerous conversations regarding individual school initiatives and learning goals with MISD, MTS, MIHS, and OTS. A common theme was identified throughout our interviews that each school is investigating how they can incorporate inquiry and STEM project-based learning into their buildings vs. teaching them as individual content subjects. Additionally, the question was posed by one of the administrators “how can we make learning meaningful for our students and have them learning without even realizing they are learning?” When one of our partner schools took a year to focus on science education they saw their scores go up, however, their reading scores took a dip and so now they are returning their focus to improving reading scores. More specifically, the Menominee Tribe and its educational entities are seeking out how they can incorporate a STEM project-based focus in their schools.

All Wisconsin public schools are facing historic teacher shortages. In addition, to fewer teacher candidates, the state of WI teachers experienced a devastating blow in 2011 when Act 10, also known as the WI Budget Repair Bill was passed. The legislation had a significant impact on teachers collective bargaining rights, compensation, retirement, and health insurance and as a result many teachers left the profession and fewer students are entering the profession. As a result, many schools are still struggling to recover. Furthermore, as a result of interviews with superintendents and administrators beyond the teacher shortage and ACT 10 there are several factors associated with finding qualified and licensed teachers.

MISD, MIHS, and MTS administrators all cited the rural location of their schools as one of the challenges in recruiting qualified teachers. Many of their teachers commute 1–1 ½ hours

each way and although initially it does not appear to be a barrier, once teachers begin to have families they begin to seek teaching jobs closer to their homes. In addition, all of the administrators stated independently from one another that they also feel that many new teachers are ill-equipped and prepared to work with an impoverished and diverse population and so consequently end up leaving within a year or two of their hiring date. Not surprisingly, our local schools have had the most success with their homegrown and local teachers, many of whom are CMN graduates.

In addition to gaps and weaknesses in our neighborhood school districts hiring and retaining teachers, our preservice students face numerous barriers to their education at CMN that prevent them from completing their degrees in a timely fashion. It typically takes a CMN Teacher Education student 8–15 years to complete a bachelor’s degree due to poverty, family responsibilities, academic difficulties, work issues, and the numerous state mandated test requirements. Aspiring Native Educators will provide the necessary support for our students that will allow them to complete their degree in a shorter period of time. This support includes financial, academic, and test-taking support that will allow students to complete their degrees, obtain their licenses, and ultimately fill vacancies within CMN student’s neighborhood schools.

Many of our students live in poverty and face many challenges associated with living in poverty. Students come to campus hungry and without food as well as struggle to provide for the basic needs of their families. As a result, a majority of our teacher education students are forced to work full-time as assistant teachers at Head Start or as paraprofessionals within the schools. Working full-time proves to be an extremely challenging task and has a big impact on student’s ability to take more than one or two classes at a time, as well as makes it difficult for them to take time off of work to complete observation hours and fieldwork.

Although all of CMN's education classes are offered after 3:00 pm in order to accommodate many of our working students, the challenges of working full-time and taking several classes proves to be taxing on our students and their families. Currently, 100% of CMN teacher education students are female and many of them have children. A majority of our students are single parents and/or the sole financial provider. We understand the importance of families and encourage our students to be their children's teachers first, however, many of our students struggle with the juggle of work, school, and families. These challenges have a huge impact on CMN teacher education student's ability to successfully obtain their bachelor's degree within a timely fashion and students are forced to take semesters off so as to take a break from the stress and pressure of working and taking classes, tend to family issues, and/or address financial challenges.

In addition to juggling work, family, and issues associated with poverty our students face academic challenges and difficulties with successfully passing state mandated tests/assessments (PRAXIS CORE, PRAXIS II, WI FORT, edTPA). Many of our students enter college behind due to poor educational opportunities in primary and high school years and/or years of being out of school. They struggle with the numerous testing requirements, the financial burden of taking so many assessments, and quite often lack confidence in their skills and abilities and are fearful of taking the test. This leads to students delaying taking the tests and sometimes sitting out or taking semesters off until they can save enough money to pay for the required tests or build up enough confidence to do so.

(2) The extent to which employment opportunities exist and job market analysis

On the Menominee Reservation there is a public (Menominee Indian School District), Menominee Indian Head Start (two centers and a daycare), and Bureau of Indian Education

(BIE) operated and BIE funded/community-controlled school (Menominee Tribal School). Additionally, Oneida Reservation has a BIE tribal school (Oneida Turtle School) and Oneida Head Start (three centers) and there is also a Head Start center on the Stockbridge Munsee Reservation.

Teacher Vacancies: 2018-2019 School Year: As of 7/1/2018

School	# of Teacher Vacancies
Menominee Indian School District	6
Menominee Indian Head Start	4
Menominee Tribal School	4
Oneida Turtle School	6
Total Teacher Vacancies	20 teachers

In interviews with administrators they all acknowledged that not only do they have teacher openings during the traditional time of hiring new teachers (summer) but also have openings that are ongoing during the school year. Many times, new teachers are hired and start teaching and oftentimes become too overwhelmed with their commute and the challenges of acclimating to a new school and culture that they leave in the middle of the school year. This leaves many positions open and oftentimes left unfilled through the remainder of the school year. Additionally, finding qualified substitute teachers is just as much of a critical challenge. Several of the schools have teachers teaching on an emergency teaching license until they are able to complete the required coursework (within three years) and some have resorted to using a temp agency in seeking out individuals to fill long-term teaching positions.

3. Quality of Project Design

(1) Goals, objectives and outcomes clearly specified and measurable

The goal of CMN's Aspiring Native Educator's: Espāehkawak akekoh Mamāceqtawak Kāehkenohamowekowak project is to provide professional development opportunities and financial support for new and current preservice students to complete their Bachelor of Science degree in Elementary education and apply for WI licensure. Furthermore, we aim to provide highly qualified, licensed teachers to fill positions in our surrounding school districts on and near the Menominee and Oneida reservations by 2023.

The Objectives of Espāehkawak akekoh Mamāceqtawak Kāehkenohamowekowak project:

1. Recruit and select a cohort of 12 student participants by December 2018 and 4 more participants by May 2019 .
2. Provide a culturally responsive, quality teacher education Bachelor program that prepares preservice students to teach in their neighborhood schools that have a high percentage of American Indian students from October 2018 – May 2021.
3. Provide monthly professional development for teacher education students and graduates on STEM Project-Based learning activities for Aspiring Native Educator participants to provide opportunities for application of course content and STEM concepts into project-based teaching practices.
4. Provide PRAXIS (Core and Praxis II), Wisconsin Foundations of Reading Test (WI FORT) and edTPA (Wisconsin's Teacher Performance Assessment) examination/assessment and academic support to ensure 14 preservice teacher education students achieve the required qualifying scores in order to be eligible to apply for WI Licensure from Wisconsin's Department of Instruction from May 2019 to May 2021.

5. Graduate 14 teacher education students with Bachelor of Science degree in education who obtain WI licensure by May 2021.
6. Place graduates in their neighborhood schools with a high percentage of American Indian students and provide two years of induction services (mentoring, continued training, and workshops) by May 2023.

	Year 1	Year 2	Year 3	Year 4	Year 5
# Participants to recruit	12	4	3	0	0
# Participants in Coursework	12	12	12	0	0
# Participants to Graduate and Obtain Job	4	3	7	0	0
# Participants in Induction	0	4	7	10	7

(2) Plans for recruiting and selecting participants likely to complete programming

We will recruit in Year 1 through two different recruiting attempts. Our first attempt will be September – October 2018 and the second attempt will be from December – January 2019. We will advertise through email, social media (CMN’s twitter feed and Facebook page), and through each school district/center email system. A flier will be created and distributed to each school as well. In addition, we will review our student records and target students who are within a year or several years of graduating and will make personal contacts with each of them. Lastly, we will communicate with each neighborhood school/center and ask for recommendations of paraprofessionals or support staff that might be eligible to apply for Aspiring Native Educator’s.

Application packets will be made available and informational meetings will be held at both CMN campuses, announcements will be made in each of our education classes, and the project director will visit each neighborhood school to be available to meet with prospective participants as well as answer any questions they might have. These informational meetings will review

degree requirements, WI state licensure requirements, financial information, service requirements, and support activities that will be provided as a result of their participation (test-taking, academic, student teaching placement, and induction).

The application form for Aspiring Native Educators will include: application form, verification of tribal enrollment or descendant status, current audit sheet, unofficial transcript, plan for degree completion, personal essay, verification of PRAXIS CORE or PRAXIS II completion, background check form, and three letters of recommendation from education professionals.

(3) Incorporation of needs of potential employers through program development and appropriate partnerships

We have included signed letters of support from our neighborhood schools. All of the superintendents/administrators were excited with the prospect of gaining highly skilled teachers for their students and buildings. Principals from all of the schools/centers serve on our advisory board and we meet twice a year to keep them informed of changes in our teacher education program as well as learn about new and ongoing initiatives within their schools. This has been an extremely fruitful opportunity for us to learn from our schools and for school administrators to learn from each other and allow for collaborative activities. We will continue to build on our current relationships through setting aside time for additional meetings with each of the individual school administrators to continue to learn about how we can strengthen our partnerships, make improvements to our programming, and begin to establish relationships with administrators and teacher mentors as we transition into induction services and opportunities.

As a result of interviewing administrators, we have identified a need in our community schools for training preservice educators to be able to not only work collaboratively with their

peers but to also have a stronger knowledge base on how to integrate math and science content into daily curriculum and be able to help children in application of everyday math concepts. This need stems from students in each of the neighboring schools lack of proficiency in both math and science. In addition, one administrator stated that when their district focused on bringing up math and science scores their reading scores dipped and consequently they are forced to remove their focus on math and science and return on making reading instruction a priority. They stated the importance of having highly skilled teachers that are prepared to integrate math and science across the curriculum. Providing opportunities for project-based/place-based learning and student application in STEM areas is critical for American Indian student success.

Student learning occurs when students engage in figuring out solutions to real-world problems. It is important for teachers to introduce students to new information, knowledge, and skills within the context of problem solving versus merely giving them facts. Allowing students to make choices within their learning tasks allows students the opportunity to involve them in the learning process as well as increases their motivation to finish the project. Project-based learning also allows for students to practice solving problems, model solutions, and receive feedback from their teachers (Laboy-Rush, 2011).

One of the goals of CMN's Aspiring Native Educator's project is to provide monthly professional development for teacher education students and graduates on STEM Project-Based learning activities for Aspiring Native Educator participants to provide opportunities for application of course content and STEM concepts into project-based teaching practices. The purpose of these seminars is to allow for participants to create lessons and curriculum that can be used in their future classrooms and to assist them in developing opportunities aligned to the

Next Generation Science Standards. We also aim to provide opportunities for participants to understand the importance of children in their classrooms developing critical thinking, research strategies, collaboration, communication, and literacy skills. In addition, participants will learn about ways to assess student knowledge with a project versus formalized tests and assessments.

Our goal is to focus heavily on building projects that are heavily inspired by read-alouds and promote literacy. A few topics that participants may choose to focus on are: endangered animals, water use, environment, recycling, safety, healthy and eating, and sustainability. In addition, we will work with participants on projects that will address a central question regarding an issue or problem facing their reservation.

Another need identified by administrators is the importance of training future teachers in the area of social-emotional support and its impact on student learning, as well as addressing the whole child and the whole family. Our neighborhood schools have a strong base in trauma sensitive teaching and this is an important skill and knowledge our students need to learn.

In addition, we will institute a more formalized approach in understanding individual schools needs through distribution of a survey. We will do this on a yearly basis and will complete a survey analysis to look for common threads and needs so that we can continue to improve and make changes to our teacher education program curriculum and focus.

4. Quality of Project Services

(1) The likelihood that the proposed project will provide participants with learning experiences that develop needed skills for successful teaching:

The Teacher Education program at CMN will continue to comply with Wisconsin's Department of Public Instructions requirements to ensure that we are able to provide culturally responsive instruction based on INTASC Standards and Wisconsin Standards for Teacher

Development & Licensure. In addition, our students learn about Wisconsin's' Educator Effectiveness System during their Introductory courses and become familiar with Danielson's Framework for Teaching early on to begin to identify necessary components of effective teaching to ensure student understanding and proficiency in practice. Supporting students through the process of learning about educator effectiveness allows for the CMN Teacher Education Program to support individual professional growth and develop strong educators prepared to teach in our Reservation schools.

Students are required to complete 110 hours of field experience throughout their teacher education coursework. We have a positive relationship with our Reservation schools and they request our students knowing that they have a strong cultural base and have learned not only content but have also developed the teaching skills (classroom management, instructional strategies, communication skills, planning, and assessment skills) that are required to become a strong, effective, and impactful educator. Furthermore, our goal with completing observations and practice teaching out in the field is for our students to learn from seasoned teachers in the field who provide timely and immediate feedback.

Our STEM project-based monthly seminar will allow for participants application and hands on learning of how to integrate STEM projects into their classrooms based on their course content (i.e. Methods of Science, Methods of Math, Methods of Art, Educational Technology, etc.), field experience in the schools, and application of STEM seminar learning.

The College of Menominee Nation has been central in educating and training many of the teachers in our Reservation schools. In addition, many of our current students work in many of our surrounding schools and centers as paraprofessionals or assistant teachers. Many of these teachers bring a wealth of experience to their classrooms and through the provision of financial

support Aspiring Native Educator's will prove to have a powerful impact on not only our graduates, their families, but also the many children they will have an opportunity to each.

CMN Teacher Education Program Mission Statement:

The College of Menominee Nation's teacher education program prepares teachers as decision makers who are reflective, collaborative educational leaders committed to equity and social justice for families and community and dedicated to maximizing the potential of all children, especially American Indian children.

(2) The extent to which the proposed project prepares participants to adopt teaching to meet the breadth of Indian student needs:

The CMN Teacher Education Program has been intentional in making changes and adjustments to our curriculum as well as creation of new courses to prepare our teacher education graduates to meet the needs of ALL students, however, we place a heavy emphasis on working with American Indian students. The Teacher Education Program is committed to addressing contemporary issues through methodologies that are informed by indigenous knowledge; this is evident in our coursework and in the conversations that we have in our classes.

Aspiring Native Educators has two populations that we aim to impact (1) pre-service American Indian student participants who aspire to become teachers and (2) the American Indian students in our Reservation schools whom they will teach. Our project aims to address pre-service student participants needs through the provision of classroom experiences which incorporates theory and practice as well as strategies critical to engaging students in their classrooms. Introducing evidence-based instructional strategies and assessment methods that are effective with American Indian students is central to all of our courses. Additionally, we aim to

provide background knowledge on boarding schools, historical trauma. The Menominee tribe is leading the effort for mental health and trauma sensitive schools and the CMN teacher education department have instituted a heavy focus on adverse childhood experiences (ACES), historical trauma, and the impact on student's. We believe that our pre-service teachers need to be trauma sensitive and aware as working with students and their social-emotional well-being is crucial knowledge for our program graduates.

As a way of impacting our American Indian students in our reservation schools we are committed to ensuring that our graduates are able to understand and put into practice the latest research in Indian Education and to have high standards for American Indian student achievement and effective instruction. The Menominee are known for their sustainability practices in forestry; our aim in the CMN teacher education department is to create a sustainable program that produces high quality teachers who are able to give back to their communities through their work on making a dent in the achievement gap through strong evidence-based, culturally responsive, trauma sensitive teaching practices.

All students at CMN are required to take at least 12 credits in American Indian history, language, or culture classes. Menominee and Oneida perspectives are prevalent throughout ALL of CMN's classes (general education and program specific). We will continue to honor and value the cultural knowledge our students bring to our program as we seek to impart confidence and the necessary teaching skills to become successful teachers.

CMN's Vision: An American Indian center for lifelong learning, integrating exemplary academic preparation and research to enhance nation building.

(3) The extent to which the applicant will provide job placement activities that reflect the findings of a job market analysis and needs of potential employers:

After interviewing administrator's and through completion of a job market analysis there is a need and a desire to hire American Indian teachers at all of our Reservation schools and centers. We will provide assistance and guidance in the creation of an ePortfolio, resume, cover letter, as well as creating an application on Wisconsin Educator's Career Access Network (WECAN). WECAN is an online service that all of our partnering schools use to post positions and for potential candidates to complete an application. At times, WECAN can be challenging and we will provide training and work with students on how to navigate and upload required documents. In addition, we will provide assistance on navigating Wisconsin's Department of Instruction's Educator Licensing Online System (WI ELO) so that student participants are able to create usernames, passwords, as well as how to create responses and apply for licensure.

The nature of CMN's Teacher Education program and our relationship with the surrounding school districts is one in which administrators will frequently connect with Kelli Chelberg to inquire about potential upcoming student teachers and graduates. Oftentimes, our students are in such high demand that they are typically offered jobs or encouraged to apply during their student teaching semester.

(4) The extent to which the applicant will offer induction services that reflect the latest research on effective delivery of such services:

Induction services will assist Aspiring Native Educators as they transition from "student" role to "teacher" role; and one which actively pursues best teaching practices and differentiated instruction. In the review of literature, Sean (2014) recommends induction be a learning process that provides professional support and includes the following: an orientation to the school to assist in socializing new teachers; mentoring, which culminates into a professional community of practice; collaboration with colleagues to provide additional professional support; structured

observations of beginning teachers conducted by their mentor; release time to meet with mentors and to work on collecting evidence and supporting documentation, and reflection; training for mentors; and participation in a larger formal program that focuses on professional learning.

In the first year, we will begin looking for and working with each of our partner schools to find a building mentor. One of the criteria required of a building mentor is that they are a seasoned teacher, willing to work with new teachers and participate in mentor training, has had an exemplary teaching career; and is recommended by their building administrator. Once we have identified a building mentor, we will begin to train the mentor to work with CMN teacher education graduates. Our goal is for the building mentor to be able to meet with CMN students before graduating and during the student teaching semester so as to begin to build a relationships and mutual respect. Induction services will begin prior to CMN students starting on their first day of teaching.

Once teachers are hired and in their new building we will collaborate with the building mentor and administration to ensure proper support, an orientation to the building, teachers, and staff. We will provide funds to allow for release time for the mentor and new teacher to meet as well as for time for the building mentor to complete structured observations and provide feedback. We will also create a professional community of practice amongst CMN teacher graduates and building mentors to continue professional learning activities and reflection.

(5) The extent to which the applicant will assist participants in meeting the payback requirements:

The CMN teacher education department is committed to ensuring all participants meet the payback requirements. We will meet with all participants prior to the start of the project and will outline and explain all of the project and payback requirements. At this time, we will ask if there

are any questions regarding payback obligations and requirements. All participants will be required to complete and sign a payback agreement in which we will share with the Department of Education.

During the student teaching semester, the project director and student teachers will meet for weekly student teaching seminars. The project director will begin to work with students on completing the required applications and paperwork to sign up for the required credentials to access the Wisconsin Educator Career Access Network. All of our partner schools use this website for posting jobs as well as for applicants to complete district applications.

Furthermore, as a result of monthly mentor/advisory meetings the project director will begin to have conversations with school district administrators to begin to understand their anticipated job vacancies. In addition, the project director will work with partner schools in placing student teachers to aid in potential relationship building and networking. The CMN teacher education department will diligently work with partner schools and CMN graduates to ensure payback requirements.

5. Quality of Project Personnel

(1) The qualifications of the project director and the amount of time this individual will spend:

Kelli Chelberg will serve as the Project Director at 60% during the academic year plus 20% during the summer for years 1-3 and for years 4-5 she will be 40% during the academic year and 20% during the summer months for this proposal. Her educational background includes a BS in Special Education, and M.Ed. in Education and she is currently completing her doctoral degree at Edgewood College (Madison, WI) in Administrative Educational Leadership (Pre-K – 16) with an anticipated completion date of December 2018.

Ms. Chelberg has worked at CMN since September 2012 at which time she became a full-time faculty member teaching and coordinating practicum and student teaching experiences in the education department. She is currently serving as Department Chair and in addition serves as a student teacher supervisor and liaison for our surrounding school districts. Before coming to CMN, Kelli worked as a K-12 special education teacher for eight years in Illinois, Montana (Fort Peck Reservation) and Wisconsin. Kelli and her husband have lived in Wisconsin for seventeen years, both work tirelessly as advocates for education and healthcare, have become an integral part of the community and are knowledgeable of the Menominee and surrounding tribes.

Kelli has collaborated with many tribal and school agencies to improve education for American Indians. More recently, she has worked as a faculty mentor for students; encouraging students to persist and overcome challenges and obstacles. She tirelessly advocates and goes out of her way to ensure student success. Her work has proven to be instrumental and invaluable to many of our recent graduates. Kelli's ability to mentor, advise, motivate, and guide students will prove useful in implementing the proposed project. As project director, Kelli will advise and mentor students as they progress through their coursework, student teaching, as well as enter and progress through their first two years of teaching. She will also be working with students prior to and throughout their coursework to ensure proper preparation for the numerous required tests and assessments (Praxis CORE, Praxis II, Wisconsin Foundations of Reading Test (WI FORT), and edTPA). This will be accomplished through workshops, trainings, and ongoing mentoring.

Kelli will ensure that all grant objectives are completed in a timely and effective manner. She will coordinate recruitment, orientation, enrollment, advising, and induction services for pre-service teachers and perform necessary record keeping, data-collection, and analysis. Kelli has

had successful experience with completion of objectives and activities associated with National Science Foundation and American Indian College Fund grants.

(2) The qualifications of key project personnel and the amount of time spent on the project:

The faculty who are currently employed in the teacher education program will also assist in project implementation through providing the culturally responsive coursework, test preparation, academic tutoring, and field guidance as needed.

Dr. Lauren “Candy” Waukau-Villagomez, faculty member will serve as our lead on ensuring integration of culture and culturally responsive practices across coursework, curriculum, test preparation services, and ensuring academic support at 20% during the academic year plus 10% during the summer for years 1-5.

Dr. Candy has been a faculty member at CMN for the past 7 years and is an elder and enrolled member of the Menominee community. Before joining the faculty at CMN, Candy held an Assistant Professor of Education at D’Youville College in Buffalo, NY. She is a longstanding advocate for Indian education and has been a longtime educator and administrator serving in a variety of capacities across Indian country. Her career started as a Head Start teacher on the Menominee Reservation where she then transitioned into serving as a Junior/Senior High School Guidance Counselor. From there she served as an administrator on the Pine Ridge (South Dakota) and Lac Du Flambeau (Wisconsin) reservations. She returned to serve as a Superintendent of Tribal Education with the Menominee Tribe before moving to D’Youville where she served for 11 years. In 1989, she completed her doctorate degree in administration and also completed a Master’s Degree in Special Education in 2007. Dr. Candy co-authored “Teaching Native America across the Curriculum: A Critical Inquiry” which is a useful book

focused on interdisciplinary approaches to critical curriculum development. Her current research interests include language and literacy instruction and Menominee English. She is currently completing and will be publishing her book this summer titled “A Handbook on Read Aloud for Native American Children”.

Cassandra Watson, faculty member will coordinate the monthly Teacher Education Project-Based STEM Seminars at 20% during the academic year plus 10% during the summer for years 1-3 and 5% during the academic year plus 5% during the summer for years 4-5.

Ms. Watson has been with the teacher education department for the past year, however, for the previous three years she has worked at CMN in the nursing department as a nursing career ladder specialist. Cassandra has her bachelor’s degree in education and has her WI teaching license in chemistry and mathematics. In December 2008, she received her Master of Arts in Teaching and Leadership. She has extensive teaching experience at the high school and college level and has served as an instructional specialist in mathematics as well as ACT Test prep. She teaches CMN’s Methods of Math and Methods of Science courses and is very knowledgeable in math and science teaching best practices. Cassandra will provide instruction and activities for the monthly Project Based STEM seminars and will mentor teachers during their first two years of teaching to ensure inclusion of project based STEM activities across the curriculum.

Full resumes are in other attachments.

(3) The qualifications of Consultants:

Dr. Lisa Bosman of STEM Empowerment Professionals will conduct the external evaluation of this project. She has evaluated education and STEM education improvement initiatives and projects for almost 10 years, including projects awarded through the National Science Foundation (NSF), National Aeronautics and Space Administration (NASA), and American

Indian College Fund, to name a few, as well as projects from private foundations. Dr. Bosman has extensive experience in conducting quantitative and qualitative evaluation methods. In addition to completing her PhD in engineering with an embedded focus in teaching methods, some of her notable post-doctoral training includes the Indigenous Research Methodology Graduate Certificate Program (2017, Sitting Bull College, School of Education, Fort Yates, ND) and Mixed Methods Research Graduate Certificate (2017, University of Michigan, School of Social Work, Ann Arbor, MI). Having grown up just off the Menominee Indian Reservation in northern Wisconsin and then living in South Carolina for a number of years, Dr. Bosman has broad experience working with diverse populations.

STEM Empowerment Professionals will lead the external evaluation in two primary ways:

- (1) Provide developmental, formative, and summative evaluation in a consistent manner to ensure the quality and rigor of the project as it proceeds
- (2) Annually facilitate a private session at an Advisory Board meeting each year.

STEM Empowerment Professionals commonly serve project evaluation needs utilizing a developmental evaluation role (Patton 2010). Here, the goal is to assist project teams in the ability to conceptualize, design, plan, implement, and refine the work as they evolve. When working with federally funded projects, STEM Empowerment Professionals typically creates an iterative and recurring process including design review, implementation study, and reflection where projects gain enhanced capacity to improve. This approach draws upon the key components related to design-based research (Brown 1992), requires continuous interviews with project leaders and stakeholders, and ongoing observation of project activities.

Formative Evaluation: STEM Empowerment Professionals will provide an external, ongoing, independent perspective on the work, regularly interviewing key stakeholders, including pre-

service and in-service teachers and project leaders, and conduct observations where possible.

Findings will be shared with project leaders frequently to inform the ongoing improvement of the work. In its role as evaluator, STEM Empowerment Professionals will serve as a thinking partner and a sounding board in the design and implementation of the project.

Summative Evaluation: STEM Empowerment Professionals will collect data, along with the feedback from an annual Advisory Board meeting, to produce a summative report on the quality, value, and contributions of the project to a diverse set of audiences, including (but not limited to), Department of Education, Tribal Colleges and Universities, educators, and practitioners and the general public. Once a year, during an Advisory Board meeting, STEM Empowerment Professionals will facilitate a private session with project leaders to collect their candid feedback. This session will provide project leaders and advisors/mentors with an opportunity to give uncensored feedback on the project's progress as well as voice the concerns and suggestions that stakeholders may not be entirely comfortable sharing with the project leaders directly. This feedback will be summarized and presented to the project team anonymously.

The other consultants to be used will be a building or site mentor at each of our four partner schools starting in year 1. Mentors will be required to be American Indian teachers or teachers employed in the schools with a minimum of three years of teaching experience. Mentors will be selected by a collaborative team of CMN faculty, school administrators and will be exemplary classroom teachers.

6. Quality of Management Plan

(1) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits:

The costs of Aspiring Native Educator's outlined in the Budget Narrative Attachment are both adequate and reasonable. A significant amount of funding has been designated for participant stipends, test fees, and necessary support.

The funds we have designated for student support are sufficient to attract and maintain quality students to complete the necessary program and licensure requirements and apply for licensure within the first three years of the project. We have included required travel costs for the Director's conference each year as well as miscellaneous travel expenses related to staff travel to visit schools and CMN student participants.

Aspiring Native Educator's allows CMN to provide financial assistance to participants as well as provides for opportunities to review our program and course offerings to ensure our teacher education program graduates have been given the necessary skills needed for teaching a large number of American Indian children. A contract with participants will ensure that individuals who receive financial assistance from Espāehkawak akekoh Mamāceqtawak Kāehkenohamowekowak will serve American Indian children for two years for every year of assistance that they receive. A majority of participants will be from the Menominee and Oneida reservations and we anticipate more than 95% of them will remain to work on their home reservation.

The costs are reasonable in relation to the amount it would cost to send 20 students away to a Wisconsin public in-state college. Costs for public in-state college per student: \$19,084 annually or \$76,336 for four years vs. \$48,600 if participants took three years to complete their degree. A review of our records indicate that we have quite a few students in the pipeline (or have temporarily stepped out) that would only require 1-2 years to complete their degree with licensure. In addition, many of our students have no desire to leave their homes or their

reservation and the CMN teacher education program is an ideal fit for students to be able to stay on their reservation, raise their families on the reservation, and ultimately teach on their reservation. In addition, in considering students attending a local Tribal College and University (TCU) have an opportunity to not only receive a degree they also learn about their own tribal culture and values (Gasman, Samayoa et al. 2017). Furthermore, these costs are reasonable as many of the participants would not graduate at a college off of the reservation based on attrition rates of students leaving public colleges and universities.

(2) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project:

Data analysis will be ongoing by all CMN teacher education faculty members at monthly department meetings. Each semester Aspiring Native Educator's project members will monitor achievement of project objectives, gather and analyze quantitative data (test scores, grades, etc.) and qualitative data (feedback from students and anecdotal data) and will complete semester evaluations and Interim and Final Reports for the Department of Education.

At the end of Year 2 (after our first graduates have completed a year of teaching), the project staff will determine school administrators' satisfaction with project participants who are teaching in their schools and will interview participants and building mentors to gauge overall satisfaction on participants educator preparation. Analysis will include monthly reports as well as consideration of anecdotal data collected each semester by the project staff and will be completed annually by the evaluation team.

In the 5th year project staff will administer a written survey to all 14 participants in all aspects of their experience and the CMN teacher education program. Each building mentor and participants peers and colleagues will be interviewed to provide feedback on participant teaching

performance; strengths and weaknesses and areas needed for improvement. An analysis will be completed of each participant student teaching evaluations; a review of all the data collected will be completed and a final report will be written.

Data to be collected and analyzed by Objective include:

1. Recruit and select a cohort of 14 student participants by May 2020. Quantitative: # of participants, # of payback contracts signed, Praxis CORE/II Content Exam Scores, # of background checks passed. Qualitative: Participant satisfaction surveys, Participant evaluations of courses and instructors.
2. Provide a culturally responsive, quality teacher education Bachelor program that prepares preservice students to teach. Quantitative: # of credits earned; GPA; amount of student stipend earned. Qualitative: Participant evaluations of courses and instructors, # of courses revised; annual performance reports to the Department of Education; participant satisfaction survey, partner school survey; Interview notes with partner schools/participant employers; student teaching evaluations; CMN graduate survey; CMN employer survey, participant survey and focus group one year after graduation; participant survey and focus group two years after graduation.
3. Provide monthly professional development for teacher education students and graduates on STEM Project-Based learning activities. Quantitative: # of seminars held. Qualitative: monthly participant seminar survey/feedback; participant lesson plans and activities; application of project-based learning in coursework, field experience, and/or student teaching semester.
4. Provide PRAXIS (Core and Praxis II), Wisconsin Foundations of Reading Test (WI FORT) and edTPA (Wisconsin's Teacher Performance Assessment) and academic

support. Quantitative: documentation of PRAXIS/WI FORT/EDTPA and academic support and participation; ETS/WI FORT/EDTPA Score Reports; #'s and scores of participants PRAXIS/WI FORT/EDTPA. Qualitative: Participants evaluation of support received; faculty evaluation of support given.

5. Graduate 14 teacher education students with Bachelor of Science degree in education who obtain WI licensure by May 2021. Quantitative: # of bachelor's in education graduates; # of students who have been endorsed for licensure; participant edTPA scores. Qualitative: scores on INTASC based student eportfolios.
6. Place graduates in their neighborhood schools with a high percentage of American Indian students and provide two years of induction services. Quantitative: # of participants employed, % of AI students in schools where participants are employed, WI state Educator Effectiveness Scores. Qualitative: Building mentors reports; Field Experience Coordinator observation reports; CMN employer survey; administrator surveys (after first semester, end of first year, and at the end of the second year; participant survey and focus group with graduates after first and second year of teaching.

(3) The extent to which the time commitments of the project director and the principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project:

Aspiring Native Educator's was designed to be participant centered as well as to utilize the strengths of our teacher education faculty members.

Ms. Kelli Chelberg, Department Chair and Aspiring Native Educator's Director, will be 60% during the academic year plus 20% during the summer for years 1-3. She will be 40% during the academic year plus 20% during the summer in years 4 and 5. She will oversee grant

management, project evaluation and reporting, recruitment, identification and advisement of participants, and communication and arrangement of field experience and student teaching placements with local school partners. Additionally, she will serve as student teacher supervisor, provide edTPA guidance and instruction, will organize and provide induction services, and will be the liaison between CMN graduates, building mentor teachers and school administration.

Dr. Lauren Waukau-Villagomez, Full-time Faculty/Instructional Coach and cultural consultant will be 20% during the academic year plus 10% during the summer for years 1- 5. She will assist with recruitment, teach education courses including independent studies needed for graduation, ensure culturally responsive curriculum and content in teacher education coursework, and provide WI FORT and PRAXIS examination support.

Cassandra Watson, faculty member will coordinate the monthly Teacher Education Project-Based STEM Seminars at 20% during the academic year plus 10% during the summer for years 1-2 and 5% during the academic year plus 5% during the summer for years 4-5. She will plan and lead the STEM Project-based Seminars for students throughout years 1-5 In addition, she will teach Methods courses specific to Math and Science to ensure cohesion of curriculum between the Methods courses and project-based STEM Seminar content.

Documentation for Priority Points

Our proposal meets **Absolute Priority 1: Pre-service training for teachers** as it will provide training and support for up to 14 American Indian students who are either currently enrolled in the CMN teacher education program, eligible to apply for entrance into the education program, or have a desire in becoming a classroom teacher by obtaining their Bachelor of Science degree and teacher licensure/certification within three years. Additionally, we will

provide two year of induction services, after graduation while they complete their first two years of teaching in one of our four partner schools.

Aspiring Native Educators meets **Competitive Preference Priority 1: Letters of Support**, and we have included four letters of support signed by the authorized administrators from four LEA/BIE schools who agree to continue collaborating with CMN on placement of students for field experience, student teaching, as well as agree to consider hiring our program graduates for employment. In addition, they are willing partners to assist CMN with providing strong induction services through building mentors and ongoing professional development.

In addition, we meet **Competitive Preference Priority 4: Promoting Effective Instruction in Classrooms and Schools** through our Project-Based STEM Seminars that will be held on a monthly basis for CMN pre-service students and graduates. This supports the needs of our local partner schools and provides the necessary training, application, and reflection of best practices in STEM education for our pre-service students and recent graduates.

References

Gasman, M., et al. (2017). "Minority Serving Institutions: Incubators for Teachers of Color." *Teacher Educator* **52**(2): 84-98.

Laboy-Rush, D. (2011). Integrated STEM education through project-based learning. *Learning.com*.

Sean, K. (2014). "Understanding beginning teacher induction: A contextualized examination of best practice." *Cogent Education*, Vol 1, Iss 1 (2014)(1).

University of Wisconsin – Green Bay. Tuition and Cost. <http://www.collegesimply.com>

Wisconsin Information System for Education; Data Dashboard.

<http://wisedash.dpi.wi.gov/Dashboard/portalHome.jsp>

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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MENOMINEE INDIAN SCHOOL DISTRICT



P.O. BOX 1330

KESHENA, WISCONSIN 54135-1330

715/799-3824

FAX 715/799-4659

July 11, 2018

Office of Indian Education

To Whom It May Concern:

I am writing this letter in support of the College of Menominee Nation's Aspiring Native Educator's Project. Menominee Indian School District is committed to working closely with CMN in not only providing practicum and student teaching experiences to preservice teachers but also in hiring CMN graduates to teach in our schools.

We have a high need in our district to hire highly qualified teachers who understand the unique needs of our community as well as are a part of the community in which they serve. This project has the potential for the Menominee Reservation to grow their own educators as well as provide excellent educational opportunities and culturally sensitive teachers that advocate for our children.

Any additional support provided by CMN's Aspiring Native Educator's Project will have a significant impact in the lives of students pursuing their teaching degrees at CMN.

Sincerely,

(b)(6)

Wendel Waukau
District Administrator
Menominee Indian School District



Menominee Tribal School

W6817 Church Street
PO Box 39
Neopit, WI 54150
Office: (715) 756-2354
Fax: (715) 756-2364

July 13, 2018

Office of Indian Education

To Whom It May Concern:

I am writing this letter in support of the College of Menominee Nation's Aspiring Native Educator's Project. The Menominee Tribal School is committed to working closely with CMN in not only providing practicum and student teaching experiences to preservice teachers but also in hiring CMN graduates to teach in our schools.

We have a high need in our district to hire highly qualified teachers who understand the unique needs of our community as well as are a part of the community in which they serve. This project has the potential for the Menominee Reservation to grow their own educators as well as provide excellent educational opportunities and culturally sensitive teachers that advocate for our children.

Any additional support provided by CMN's Aspiring Native Educator's Project will have a significant impact in the lives of students pursuing their teaching degrees at CMN.

Respectfully yours in Education,

(b)(6)

Lori L. Corn
Menominee Tribal School Principal

Where the Bear Walks, there is power.

PR/Award # S299B180005

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MENOMINEE INDIAN TRIBE OF WISCONSIN

Early Childhood Services-Head Start/Early Head Start/Day Care

P.O. Box 910

Keshena, WI 54135-0910

July 11, 2018

Office of Indian Education

To Whom It May Concern:

I am writing this letter in support of the College of Menominee Nation's Aspiring Native Educator's Project. Menominee Early Childhood Services is committed to working closely with CMN in not only providing practicum and student teaching experiences to preservice teachers but also in hiring CMN graduates to teach in our schools. The majority of our teachers have graduated from or are currently attending CMN and we have experienced the benefits of these individuals receiving their education through the CMN Teacher Education program.

We have a high need in our programs to hire highly qualified teachers who understand the unique needs of our community as well as are a part of the community in which they serve. This project has the potential for the Menominee Reservation to grow their own educators as well as provide excellent educational opportunities and culturally sensitive teachers that advocate for our children.

Any additional support provided by CMN's Aspiring Native Educator's Project will have a significant impact in the lives of students pursuing their teaching degrees at CMN. Feel free to contact me at gpyawasay@mitw.org or 715-799-3384 with any questions.

Sincerely,

(b)(6)

Gary Pyawasay, Administrator
Early Childhood Services
Menominee Indian Tribe of Wisconsin

ONEIDA NATION SCHOOL SYSTEM

Oneida Nation
Elementary
P.O. Box 365
N7125 Seminary Road
Oneida, WI 54155
(920) 869-1676
FAX (920) 869-1684



Oneida Nation High School
P.O. Box 365
N7210 Seminary Road
Oneida, WI 54155
(920) 869-4308
FAX (920) 869-4045

July 11, 2018

Office of Indian Education

To Whom It May Concern:

I am writing this letter in support of the College of Menominee Nation's Aspiring Native Educator's Project. The Oneida Nation School System is committed to working closely with CMN in not only providing practicum and student teaching experiences to preservice teachers but also in hiring CMN graduates to teach in our schools.

We have a high need in our district to hire highly qualified teachers who understand the unique needs of our community as well as are a part of the community in which they serve. This project has the potential for the Oneida Reservation to grow their own educators as well as provide excellent educational opportunities and culturally sensitive teachers that advocate for our children.

Any additional support provided by CMN's Aspiring Native Educator's Project will have a significant impact in the lives of students pursuing their teaching degrees at CMN.

Sincerely,

Yvette Peguero

(b)(6)

Elementary Principal, Oneida Nation Elementary
(920)869-4621
ypeguero@oneidanation.org

STEM Supporting Narrative

We meet **Competitive Preference Priority 4: Promoting Effective Instruction in Classrooms and Schools** through our Project-Based STEM Seminars that will be held on a monthly basis for CMN pre-service students and graduates. This supports the needs of our local partner schools and provides the necessary training, application, and reflection of best practices in STEM education for our pre-service students and recent graduates.

As a result of interviewing administrators, we have identified a need in our community schools for training preservice educators to be able to not only work collaboratively with their peers but to also have a stronger knowledge base on how to integrate math and science content into daily curriculum and be able to help children in application of everyday math concepts. This need stems from students in each of the neighboring schools lack of proficiency in both math and science. In addition, one administrator stated that when their district focused on bringing up math and science scores their reading scores dipped and consequently they are forced to remove their focus on math and science and return on making reading instruction a priority. They stated the importance of having highly skilled teachers that are prepared to integrate math and science across the curriculum. Providing opportunities for project-based/place-based learning and student application in STEM areas is critical for American Indian student success.

Student learning occurs when students engage in figuring out solutions to real-world problems. It is important for teachers to introduce students to new information, knowledge, and skills within the context of problem solving versus merely giving them facts. Allowing students to make choices within their learning tasks allows students the opportunity to involve them in the

learning process as well as increases their motivation to finish the project. Project-based learning also allows for students to practice solving problems, model solutions, and receive feedback from their teachers (Laboy-Rush, 2011).

One of the goals of CMN's Aspiring Native Educator's project is to provide monthly professional development for teacher education students and graduates on STEM Project-Based learning activities for Aspiring Native Educator participants to provide opportunities for application of course content and STEM concepts into project-based teaching practices. The purpose of these seminars is to allow for participants to create lessons and curriculum that can be used in their future classrooms and to assist them in developing opportunities aligned to the Next Generation Science Standards. We also aim to provide opportunities for participants to understand the importance of children in their classrooms developing critical thinking, research strategies, collaboration, communication, and literacy skills. In addition, participants will learn about ways to assess student knowledge with a project versus formalized tests and assessments.

Our goal is to focus heavily on building projects that are heavily inspired by read-alouds (in keeping with the oral tradition) and promote literacy. A few topics that participants may choose to focus on are: endangered animals, water use, environment, recycling, safety, healthy and eating, and sustainability. In addition, we will work with participants on projects that will address a central question regarding an issue or problem facing their reservation.

Our STEM project-based monthly seminar will allow for participants application and hands on learning of how to integrate STEM projects into their classrooms based on their course content (i.e. Methods of Science, Methods of Math, Methods of Art, Educational Technology, etc.), field experience in the schools, and application of STEM seminar learning. Based on the

monthly professional development for teacher education students and graduates on STEM

Project-Based learning activities we will collect the following data: Quantitative: # of seminars held. Qualitative: monthly participant seminar survey/feedback; participant lesson plans and activities; application of project-based learning in coursework, field experience, and/or student teaching semester.

Laboy-Rush, D. (2011). Integrated STEM education through project-based learning. *Learning.com*.

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1391773613A3

DATE:09/01/2015

ORGANIZATION:

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

College of Menominee Nation

P.O. Box 1179

N172 S. T. H. 47/55

Keshena, WI 54135-

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

SECTION I: Facilities And Administrative Cost Rates

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

EFFECTIVE PERIOD

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

*BASE

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

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

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

Other. See Special Remarks Section of this Agreement.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

Equipment Definition -

Equipment means an article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

FRINGE BENEFITS:

- FICA
- Retirement
- Disability Insurance
- Life Insurance
- Tuition Remission
- Worker's Compensation
- Unemployment Insurance
- Health Insurance
- Dental Insurance

In-kind salaries and wages are included in the base.

The next indirect cost rate proposal based on actual costs for the fiscal year ending 06/30/18 is due in our office by 12/31/18.

ORGANIZATION: College of Menominee Nation

AGREEMENT DATE: 9/1/2015

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rates would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

College of Menominee Nation

(b)(6)

(SIGNATURE)

CHAD WAWKECHON

(NAME)

INTERIM PRESIDENT

(TITLE)

9-3-15

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Arif M. Karim - A

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

9/1/2015

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HHS REPRESENTATIVE:

Uyen Tran

Telephone:

(214) 767-3261

KELLI L. CHELBERG

(b)(6)

EDUCATION:

- Dec. 2019 **Doctoral Degree in Educational Leadership (Ed.D)** candidate,
Edgewood College, Madison WI
- May 1999 **Master of Science in Special Education (M.S.Ed),**
Southern Illinois University at Edwardsville, Edwardsville, IL
- May 1994 **Bachelor of Science in Special Education (B.S.Ed),**
Greenville College, Greenville, IL

TRAINING:

- Spring 2018 **edTPA Qualified Scorer, Pearson**

CERTIFICATES:

- June 2018 **Indigenous Research Methodology Certificate**
Sitting Bull College – Fort Yates, ND
- June 2017 **Graduate Certificate in Mixed Methods Research**
University of Michigan, School of Social Work, Ann Arbor, MI
- Summer 2015 **Distance Teaching and Learning Certificate**
University of Wisconsin - Madison, Madison, WI

PROFESSIONAL EXPERIENCE:

- Early Childhood/Elementary Education Faculty** August 2012 - Present
College of Menominee Nation, Keshena, WI
- Teacher Education Department, Department Chair;
 - Teach Education and Social Science courses;
 - Develop semester schedules and write and update policies;
 - Expand department offerings with the development of new education programming;
 - Supervise student teachers;
 - edTPA Coordinator;
 - Field Experience Coordinator;
 - Mentor Pre-Engineering Students;
 - Program Review Committee;
 - Board Committee on Academic Quality

- Adjunct Instructor, Teacher Education Department** August 2003 – May 2012
College of Menominee Nation, Keshena, WI
- Adjunct Instructor for education and humanities classes

- K-4 Cognitive Disabilities Teacher** September 2001 – May 2002
Olga Brener Intermediate School, Shawano, WI

Self-Contained/Resource Teacher - Grades K-1 August 1999–May 2001
Poplar Elementary School, Fort Peck Reservation, Poplar, MT

Self-Contained/Resource Teacher – Grades 4 – 6 August 1994–May 1999
Shiloh Village School, O'Fallon, IL

CERTIFICATIONS AND LICENSURE:

WI Superintendent/Administrators License
WI Director of Pupil Services License
Pre-K -12 Emotional Behavior Disabilities License
Pre-K -12 Specific Learning Disabilities License
Pre-K -12 Intellectual Disabilities License

CONFERENCE PRESENTATIONS:

Chelberg, K., Waukau-Villagomez, L., & Watson, C. (2018). Culturally Responsive Teaching and Practices for Native American Children. *Wisconsin Indian Education Association Conference* (Keshena, WI)

Bosman, L., Chelberg, K., & Fernhaber, S. (2018). Beyond STEM; From science lesson to author. *Purdue University STEM Education Conference* (West Lafayette, IN)

Chelberg, K. & Pyatskowitz, C. (2015). Honoring our Youngest Learners: Enacting our Vision for Native Early Childhood Education. *Native Early Childhood Education Symposium; Honoring our Youngest Learners* (Albuquerque, NM)

Chelberg, K., & Pyatskowitz, C. (2014). Sacred Little Ones: We Make a Path: Using Menominee Language and Culture in Early Childhood Emergent Literacy Instruction. *Word Indigenous Peoples Conference on Education* (Honolulu, HI)

PUBLICATIONS:

Bosman, L., Chelberg, K., & Fernhaber S. Introduction to Engineering: A constructivist-based approach to encourage engagement and promote accessibility. *Global Journal of Engineering Education*

Winn, R., Bosman, L., & Chelberg, K. (2016). Our HEROs: Engaging and Inspiring Native Engineers. *Journal of American Indian Higher Education*

Bosman, L., Winn, R., & Chelberg, K. (2016). STEM Recruitment and Retention: Student Success at the College of Menominee Nation. *Tribal College Journal*

Chelberg, K. (2015). Families Read and Succeed Together at CMN. *Tribal College Journal*

RESEARCH/GRANT EXPERIENCE:

2016 - 2018 National Science Foundation; Pre-Engineering Education Collaborative II

- 2015 - 2016 TEACH Articulation Grant with Northeast Wisconsin Technical College and Lac Courte Oreilles Tribal College
- 2013 - 2016 Wisconsin Department of Public Instruction; Wisconsin State Personnel Grant
- 2012 – 2015 American Indian College Fund; Wakanyeja "Sacred Little Ones" - Tribal College Readiness and Success by Third Grade.

AWARDS AND HONORS:

- 2018 Mellon Faculty Fellowship Fellow: American Indian College Fund
- 2017 Blanchard Pre-Dissertation Faculty Grant: American Indian College Fund
- 2015 CMN Leadership Academy

MEMBERSHIPS:

- AIRA:** American Indigenous Research Association
- ASEE:** American Society for Engineering Education

Lauren Waukau-Villagomez

- Born & raised on Menominee Indian Reservation
- Enrolled Menominee
- Tribal Elder

Highlights of	Ed.D. in Educational Administration
Qualifications	Public School Experience in Grades K-12 Bureau of Indian Affairs Experience in Grades K-8 Assistant Professor of Education: D'Youville College, Buffalo, New York
Professional Experiences	Instructor: College of Menominee Nation, Keshena, Wisconsin 2011-Present Assistant Professor of Education: D'Youville College, Buffalo, New York: 2000 - 2011 Menominee Indian Headstart: Program Supervision, Development, and Implementation: 1996-1997 Menominee Indian Tribe of Wisconsin: Superintendent of Tribal Education: 1994 - 1997 Lac Du Flambeau Public School in Wisconsin: Principal K-8: 1990 - 1994 Wounded Knee District School on Pine Ridge Reservation in South Dakota: Principal K-8: 1989 - 1990 Menominee Indian School District: 1979 -1986 Junior/Senior High School Guidance Counselor 1981-1986 Headstart Teacher 1979 &1980
Education	M.S. (Special Education Childhood): 2007 - D'Youville College Ed.D. (Administration; Minor in Educational Theory & Policy): 1989 - The Pennsylvania State University

M.S. (Guidance and Counseling): 1975 - University of Wisconsin
-Stout

B.S. (Preschool and Child Development): 1972 - University of
Wisconsin at Madison

Special Training

**Department of Public Instruction: Addressing the American Indian
Student Achievement Gap in Wisconsin (2017)**

Oneida, Wisconsin

**University of Wisconsin System/ Wisconsin 2016 Wisconsin edTPA
Implementation Conference**

“Using Data to Create Sustainable Systems”

Wisconsin Dells, Wisconsin

CDI/CDA Headstart Advisor Teacher Training (1996)

Community Development Institute

Albuquerque, New Mexico

Native American Service Learning Institute (1995)

National Indian Youth Leadership Project

Zuni, New Mexico

Marion College Stars Program (1994)

Children At-Risk

Dysfunctional Family Issues

University of Wisconsin Oshkosh (1982)

Group Counseling

Seminar in Career Education

Career Development and Practice

Practicum in Career Counseling

Publications:

A Handbook on Read Aloud for Native American Children. Lauren Waukau-Villagomez & Samantha Villagomez 2018 –in progress

Foreward for *The Man Who Dreamed of Elk Dogs* by Paul Goble
Bloomington, Indiana: Wisdom Tales, 2012.

Teaching Native America Across the Curriculum: A Critical Inquiry.
Curry Malott, Lisa Waukau & Lauren Waukau- Villagomez. Peter Lang
Publishing. August, 2009

“Critical Challenges for Becoming a Teacher in Native North
America,” Chapter Six in *A Call to Action*, Curry Malott
(editor), (2008)

Community

Collaborator and Educational Advisor Wisconsin Nicianak 4-Health
Program 2017- present

Research Interests:

Read Alouds & Native American Children

Storytelling & Native American Children

Culturally Responsive Teaching

CASSANDRA WATSON

(b)(6)

EDUCATION:

Saint Xavier University, Chicago, IL

Master of Arts in Teaching & Leadership December 2008

- Collaborative action research project entitled "Increasing Student Unit Test Scores: Building the Bridge From Formative to Summative Assessment"
- Coursework: Cooperative Learning, Positive Discipline & Effective Motivation, Technology for Educators, Authentic Assessment, Developing Students' Cognitive Abilities, Developing Teachers as Leaders

University of Wisconsin – Madison, Madison, WI

Bachelor of Science May 2005

Double Major: Secondary Education 6-12 in Chemistry
Secondary Education 6-12 in Mathematics

- Coursework: Inclusive Schooling, Multiple Intelligence Design, Literacy Across the Curriculum

TEACHING EXPERIENCE:

Early Childhood/Elementary Education Faculty

August 2017 - Present

College of Menominee Nation, Keshena, WI

- Instruct education courses.
- Member and co-chair of the Committee for Academic Quality.
- Participate in program review for the three education degrees.
- Support the operations of the Department of Education SLC grant program.

Nursing Career Ladder Job Placement Specialist

December 2014 - August 2017

College of Menominee Nation, Keshena, WI

- Worked individually with nursing students to prepare essential job-seeking items.
- Conducted career essential skill workshops to groups of students.
- Assisted students through the nursing licensure process.
- Supported the operations of the HPOG and HCOP grant programs.
- Recruited, interviewed, and accepted students into various programs.
- Collaborated with senior leadership to improve process efficiency.

Menominee Math Academic Lead - Instructional Specialist

October 2015 - May 2016

University of Wisconsin - Madison PEOPLE Program, Madison, WI

- Provided direct academic training, support, and supervision to tutorial staff.
- Supported high school students in the Academic Center for Enrichment site at the Menominee Indian High School.
- Planned and monitored the academic support services for the students; working in large group instruction and individually with the students.
- Prepared the students for the ACT college entrance exam.

Mathematics & Science Test Prep and MathZone Teacher

May 2012 - August 2014

Huntington Learning Center, Geneva, IL

- Worked individually with students on basic standardized test taking skills.
- Reviewed key concepts of mathematics and science with students.
- Prepared students for taking both the ACT and SAT.
- Performed coordinator duties from July 2014 – August 2014.

Adjunct Mathematics Faculty

August 2007 - August 2014

Elgin Community College, Elgin, IL

- Communicated important lessons in pre-algebra, algebra and basic geometry to beginning college students.
- Worked to build great rapport with the students.
- Conveyed strategies for succeeding in college.
- Participated in curriculum redesign for the basic and intermediate algebra courses.
- Taught in the Summer Bridge Program.

Adjunct Mathematics Faculty

September 2010 - July 2014

Kishwaukee College, Malta, IL

- Communicated important lessons in arithmetic, algebra and basic geometry to beginning college students.
- Worked to build great rapport with the students.
- Conveyed strategies for succeeding in college.

Math & Science Teacher – Grades 9-12

August 2007 - June 2010

Hiawatha High School, Kirkland, IL

- Taught multiple sections of Geometry, Algebra 2, Trigonometry and Chemistry classes.
- Mapped these courses for the district.
- Member of the Math & Science School Improvement Plan Team.

Science Teacher – Grades 10-12

August 2005 - June 2007

Crystal Lake South High School, Crystal Lake, IL

- Taught multiple sections of Chemistry and Physical Science classes.
- Cooperated with colleagues through course mapping and common assessment designing.
- Co-advisor of the Environmental Club.
- Staff Development Classes: Discipline with Love & Logic, Conversational Spanish, Textbook Selection Course, Assessment for Learning

PROFESSIONAL MEMBERSHIPS:**National Council of Teachers of Mathematics**

February 2004 - May 2006

Alpha Chi Sigma Professional Fraternity

December 2000 - Present

- AXΣ is a Professional Chemistry Co-ed Fraternity focused on promoting the chemical profession.
- Ran a chemistry tutoring program for all undergraduates.
- Held national office while a professional member.

Documentation for Priority Points

Our proposal meets **Absolute Priority 1: Pre-service training for teachers** as it will provide training and support for up to 14 American Indian students who are either currently enrolled in the CMN teacher education program, eligible to apply for entrance into the education program, or have a desire in becoming a classroom teacher by obtaining their Bachelor of Science degree and teacher licensure/certification within three years. Additionally, we will provide two year of induction services, after graduation while they complete their first two years of teaching in one of our four partner schools. (pgs. 9-16)

Aspiring Native Educators meets **Competitive Preference Priority 1: Letters of Support**, and we have included four letters of support signed by the authorized administrators from four LEA/BIE schools who agree to continue collaborating with CMN on placement of students for field experience, student teaching, as well as agree to consider hiring our program graduates for employment. In addition, they are willing partners to assist CMN with providing strong induction services through building mentors and ongoing professional development. (pg. 11 and See attachment)

In addition, we meet **Competitive Preference Priority 4: Promoting Effective Instruction in Classrooms and Schools** through our Project-Based STEM Seminars that will be held on a monthly basis for CMN pre-service students and graduates. This supports the needs of our local partner schools and provides the necessary training, application, and reflection of best practices in STEM education for our pre-service students and recent graduates. (pgs. 5, 11-12)

Description of Payback Support

The CMN teacher education department is committed to ensuring all participants meet the payback requirements. We will meet with all participants prior to the start of the project and will outline and explain all of the project and payback requirements. At this time, we will ask if there are any questions regarding payback obligations and requirements. All participants will be required to complete and sign a payback agreement in which we will share with the Department of Education.

During the student teaching semester, the project director and student teachers will meet for weekly student teaching seminars. The project director will begin to work with students on completing the required applications and paperwork to sign up for the required credentials to access the Wisconsin Educator Career Access Network. All of our partner schools use this website for posting jobs as well as for applicants to complete district applications.

Furthermore, as a result of monthly mentor/advisory meetings the project director will begin to have conversations with school district administrators to begin to understand their anticipated job vacancies. In addition, the project director will work with partner schools in placing student teachers to aid in potential relationship building and networking. The CMN teacher education department will diligently work with partner schools and CMN graduates to ensure payback requirements.

Description of Proposed Recruitment Activities

We will recruit in Year 1 through two different recruiting attempts. Our first attempt will be September – October 2018 and the second attempt will be from December – January 2019. We will advertise through email, social media (CMN’s twitter feed and Facebook page), and through each school district/center email system. A flier will be created and distributed to each school as well. In addition, we will review our student records and target students who are within a year or several years of graduating and will make personal contacts with each of them. Lastly, we will communicate with each neighborhood school/center and ask for recommendations of paraprofessionals or support staff that might be eligible to apply for Aspiring Native Educator’s.

Application packets will be made available and informational meetings will be held at both CMN campuses, announcements will be made in each of our education classes, and the project director will visit each neighborhood school to be available to meet with prospective participants as well as answer any questions they might have. These informational meetings will review degree requirements, WI state licensure requirements, financial information, service requirements, and support activities that will be provided as a result of their participation (test-taking, academic, student teaching placement, and induction).

The application form for Aspiring Native Educators will include: application form, verification of tribal enrollment or descendant status, current audit sheet, unofficial transcript, plan for degree completion, personal essay, verification of PRAXIS CORE or PRAXIS II completion, background check form, and three letters of recommendation from education professionals.

Description of Funds

Recruitment, Preparation, and Professional Development

We have included signed letters of support from our neighborhood schools. All of the superintendents/administrators were excited with the prospect of gaining highly skilled teachers for their students and buildings. Principals from all of the schools/centers serve on our advisory board and we meet twice a year to keep them informed of changes in our teacher education program as well as learn about new and ongoing initiatives within their schools. This has been an extremely fruitful opportunity for us to learn from our schools and for school administrators to learn from each other and allow for collaborative activities. We will continue to build on our current relationships through setting aside time for additional meetings with each of the individual school administrators to continue to learn about how we can strengthen our partnerships, make improvements to our programming, and begin to establish relationships with administrators and teacher mentors as we transition into induction services and opportunities.

As a result of interviewing administrators, we have identified a need in our community schools for training preservice educators to be able to not only work collaboratively with their peers but to also have a stronger knowledge base on how to integrate math and science content into daily curriculum and be able to help children in application of everyday math concepts. This need stems from students in each of the neighboring schools lack of proficiency in both math and science. In addition, one administrator stated that when their district focused on bringing up math and science scores their reading scores dipped and consequently they are forced to remove their focus on math and science and return on making reading instruction a priority. They stated the importance of having highly skilled teachers that are prepared to integrate math and science across the curriculum. Providing opportunities for project-

based/place-based learning and student application in STEM areas is critical for American Indian student success.

Student learning occurs when students engage in figuring out solutions to real-world problems. It is important for teachers to introduce students to new information, knowledge, and skills within the context of problem solving versus merely giving them facts. Allowing students to make choices within their learning tasks allows students the opportunity to involve them in the learning process as well as increases their motivation to finish the project. Project-based learning also allows for students to practice solving problems, model solutions, and receive feedback from their teachers (Laboy-Rush, 2011).

One of the goals of CMN's Aspiring Native Educator's project is to provide monthly professional development for teacher education students and graduates on STEM Project-Based learning activities for Aspiring Native Educator participants to provide opportunities for application of course content and STEM concepts into project-based teaching practices. The purpose of these seminars is to allow for participants to create lessons and curriculum that can be used in their future classrooms and to assist them in developing opportunities aligned to the Next Generation Science Standards. We also aim to provide opportunities for participants to understand the importance of children in their classrooms developing critical thinking, research strategies, collaboration, communication, and literacy skills. In addition, participants will learn about ways to assess student knowledge with a project versus formalized tests and assessments.

Our goal is to focus heavily on building projects that are heavily inspired by read-alouds and promote literacy. A few topics that participants may choose to focus on are: endangered animals, water use, environment, recycling, safety, healthy and eating, and sustainability. In addition, we

will work with participants on projects that will address a central question regarding an issue or problem facing their reservation.

Another need identified by administrators is the importance of training future teachers in the area of social-emotional support and its impact on student learning, as well as addressing the whole child and the whole family. Our neighborhood schools have a strong base in trauma sensitive teaching and this is an important skill and knowledge our students need to learn.

In addition, we will institute a more formalized approach in understanding individual schools needs through distribution of a survey. We will do this on a yearly basis and will complete a survey analysis to look for common threads and needs so that we can continue to improve and make changes to our teacher education program curriculum and focus.

The Teacher Education program at CMN will continue to comply with Wisconsin's Department of Public Instructions requirements to ensure that we are able to provide culturally responsive instruction based on INTASC Standards and Wisconsin Standards for Teacher Development & Licensure. In addition, our students learn about Wisconsin's Educator Effectiveness System during their Introductory courses and become familiar with Danielson's Framework for Teaching early on to begin to identify necessary components of effective teaching to ensure student understanding and proficiency in practice. Supporting students through the process of learning about educator effectiveness allows for the CMN Teacher Education Program to support individual professional growth and develop strong educators prepared to teach in our Reservation schools.

Students are required to complete 110 hours of field experience throughout their teacher education coursework. We have a positive relationship with our Reservation schools and they

request our students knowing that they have a strong cultural base and have learned not only content but have also developed the teaching skills (classroom management, instructional strategies, communication skills, planning, and assessment skills) that are required to become a strong, effective, and impactful educator. Furthermore, our goal with completing observations and practice teaching out in the field is for our students to learn from seasoned teachers in the field who provide timely and immediate feedback.

Our STEM project-based monthly seminar will allow for participants application and hands on learning of how to integrate STEM projects into their classrooms based on their course content (i.e. Methods of Science, Methods of Math, Methods of Art, Educational Technology, etc.), field experience in the schools, and application of STEM seminar learning.

The College of Menominee Nation has been central in educating and training many of the teachers in our Reservation schools. In addition, many of our current students work in many of our surrounding schools and centers as paraprofessionals or assistant teachers. Many of these teachers bring a wealth of experience to their classrooms and through the provision of financial support Aspiring Native Educator's will prove to have a powerful impact on not only our graduates, their families, but also the many children they will have an opportunity to each.

CMN Teacher Education Program Mission Statement:

The College of Menominee Nation's teacher education program prepares teachers as decision makers who are reflective, collaborative educational leaders committed to equity and social justice for families and community and dedicated to maximizing the potential of all children, especially American Indian children.

After interviewing administrator's and through completion of a job market analysis there is a need and a desire to hire American Indian teachers at all of our Reservation schools and centers. We will provide assistance and guidance in the creation of an ePortfolio, resume, cover letter, as well as creating an application on Wisconsin Educator's Career Access Network (WECAN). WECAN is an online service that all of our partnering schools use to post positions and for potential candidates to complete an application. At times, WECAN can be challenging and we will provide training and work with students on how to navigate and upload required documents. In addition, we will provide assistance on navigating Wisconsin's Department of Instruction's Educator Licensing Online System (WI ELO) so that student participants are able to create usernames, passwords, as well as how to create responses and apply for licensure.

The nature of CMN's Teacher Education program and our relationship with the surrounding school districts is one in which administrators will frequently connect with Kelli Chelberg to inquire about potential upcoming student teachers and graduates. Oftentimes, our students are in such high demand that they are typically offered jobs or encouraged to apply during their student teaching semester.

Induction services will assist Aspiring Native Educators as they transition from "student" role to "teacher" role; and one which actively pursues best teaching practices and differentiated instruction. In the review of literature, Sean (2014) recommends induction be a learning process that provides professional support and includes the following: an orientation to the school to assist in socializing new teachers; mentoring, which culminates into a professional community of practice; collaboration with colleagues to provide additional professional support; structured observations of beginning teachers conducted by their mentor; release time to meet with mentors

and to work on collecting evidence and supporting documentation, and reflection; training for mentors; and participation in a larger formal program that focuses on professional learning.

In the first year, we will begin looking for and working with each of our partner schools to find a building mentor. One of the criteria required of a building mentor is that they are a seasoned teacher, willing to work with new teachers and participate in mentor training, has had an exemplary teaching career; and is recommended by their building administrator. Once we have identified a building mentor, we will begin to train the mentor to work with CMN teacher education graduates. Our goal is for the building mentor to be able to meet with CMN students before graduating and during the student teaching semester so as to begin to build a relationships and mutual respect. Induction services will begin prior to CMN students starting on their first day of teaching.

Once teachers are hired and in their new building we will collaborate with the building mentor and administration to ensure proper support, an orientation to the building, teachers, and staff. We will provide funds to allow for release time for the mentor and new teacher to meet as well as for time for the building mentor to complete structured observations and provide feedback. We will also create a professional community of practice amongst CMN teacher graduates and building mentors to continue professional learning activities and reflection.

The costs of Aspiring Native Educator's outlined in the Budget Narrative Attachment are both adequate and reasonable. A significant amount of funding has been designated for participant stipends, test fees, and necessary support.

The funds we have designated for student support are sufficient to attract and maintain quality students to complete the necessary program and licensure requirements and apply for

licensure within the first three years of the project. We have included required travel costs for the Director's conference each year as well as miscellaneous travel expenses related to staff travel to visit schools and CMN student participants.

Aspiring Native Educator's allows CMN to provide financial assistance to participants as well as provides for opportunities to review our program and course offerings to ensure our teacher education program graduates have been given the necessary skills needed for teaching a large number of American Indian children. A contract with participants will ensure that individuals who receive financial assistance from Espāehkawak akekoh Mamāceqtawak Kāehkenohamowekowak will serve American Indian children for two years for every year of assistance that they receive. A majority of participants will be from the Menominee and Oneida reservations and we anticipate more than 95% of them will remain to work on their home reservation.

The costs are reasonable in relation to the amount it would cost to send 20 students away to a Wisconsin public in-state college. Costs for public in-state college per student: \$19,084 annually or \$76,336 for four years vs. \$48,600 if participants took three years to complete their degree. A review of our records indicate that we have quite a few students in the pipeline (or have temporarily stepped out) that would only require 1-2 years to complete their degree with licensure. In addition, many of our students have no desire to leave their homes or their reservation and the CMN teacher education program is an ideal fit for students to be able to stay on their reservation, raise their families on the reservation, and ultimately teach on their reservation. In addition, in considering students attending a local Tribal College and University (TCU) have an opportunity to not only receive a degree they also learn about their own tribal culture and values (Gasman, Samayoa et al. 2017). Furthermore, these costs are reasonable as

many of the participants would not graduate at a college off of the reservation based on attrition rates of students leaving public colleges and universities.

Gasman, M., et al. (2017). "Minority Serving Institutions: Incubators for Teachers of Color." Teacher Educator **52**(2): 84-98.

Description of Location of Required Elements

1. Description of Recruitment: pp. 10-11 and attachment
2. Description of Funds: pp. 11-18, pp. 25-26 and attachment
3. Description of Payback Support: pp. 18-19 and attachment
4. Description of Priority Points: pp. 29-30 and attachment
5. Description of STEM Narrative: pp. 11-14 and attachment

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Budget Justification Year 1

A. Senior Personnel

Project Director: Kelli Chelberg will serve at the PD for the project. She will have overall responsibility for this project. Her effort are estimated at 60% per academic year and 20% during the summer months. Her base salary is \$60,000.

- AY 2018-2019= \$36,000
- Summer 2019 = \$12,000

SUBTOTAL SENIOR PERSONNEL = \$48,000

B. Other Personnel

Culturally Responsive Faculty Member/Test Preparation Support/Instructor: Dr. Lauren “Candy” Waukau-Villagomez will serve as instructor, assist with test preparation support, and will provide input for culturally responsive curriculum and projects. Her effort is estimated at 20% per academic year and 10% during the summer months. Her base salary is \$60,000.

- AY 2018-2019=\$12,000
- Summer 2019=\$6,000

Project-Based STEM Seminar Instructor: Cassandra Watson will serve as the instructor for the project-based STEM monthly seminars. Her effort is estimated at 20% per academic year and 10% during the summer months. Her base salary is \$45,000.

- AY 2018-2019=\$9,000
- Summer 2019=\$4500

SUBTOTAL OTHER PERSONNEL= \$31,500

C. Fringe Benefits

Fringe Benefits: Fringe benefits have been budgeted at the following percentages and amounts as listed in the table below in relation to the percent personnel time has been estimated in the grant.

Fringe Rate Calculation	
Variable Fringe Rate	
Unemployment, Workman's Comp, Federal Taxes	9.00%
Variable Rate	9.00%
Fixed Fringe Costs	
Health Insurance	\$ 9,012.00
Dental Insurance	\$ 456.00
Disability Insurance	\$ 447.12
Life Insurance	\$ 74.88
Fixed Costs	\$ 9,990.00

PD: At 60% effort during the AY the fringe is estimated at \$9,234 and at 20% during the summer months the fringe is estimated at \$1,080. Total = \$10,314

Other Personnel:

Dr. Waukau-Villagomez: At 20% effort during the academic year, the fringe is estimated at \$3,078 and during the summer months at 10% the fringe is estimated at \$540.

- Total: \$3,618

Cassandra Watson: At 20% effort during the academic year, the fringe is estimated at \$2,808 and during the summer months 10% of fringe is estimated at \$405.

- Total: \$3,213

SUBTOTAL FRINGE BENEFITS: \$17,145

D. Travel

Out of State Travel: Per Department of Education requirements, funds should be budgeted for the project leaders to attend one project director's workshop year. Travel has been budgeted for the Project Director at \$2,500 per meeting and includes lodging, per diem, and transportation.

- Required Travel = \$2,500 per year

SUBTOTAL TRAVEL: \$2,500

E. Supplies

Miscellaneous Program Supplies (F&A does apply): Supplies include miscellaneous expenses such as marketing materials, local travel, tangible office supplies, etc....

- Supplies = \$1,500 per year

SUBTOTAL SUPPLIES: \$1,500

F. Contractual

External Evaluator: External Evaluator will provide developmental, formative, and summative evaluation in a consistent manner to ensure the quality and rigor of the project as it proceeds and annually facilitate a private session at an Advisory Board meeting each year. Initial evaluation will require extensive work in the beginning years (making a plan, coordinating visits, developing instruments, etc.), and the evaluator will receive a total of 5% over the course of 5 years.

- External Evaluator=\$24,000

Building/Site Mentor: Stipends will be issued to cover mentors time and for training. At each school we will establish a building mentor. We will train each mentor and create opportunities for relationship building between CMN students/future graduates and mentor. Each mentor will receive \$1500/year X 4 mentors=\$6,000.

- Four building mentors @ \$1,500 = \$6000 per year

SUBTOTAL CONTRACTUAL: \$30,000

G. Other

EdTPA Fee: Required Assessment fee for student teachers/graduating students – 4 students X \$300

- Test Fee: 4 students @ \$300 = \$1,200

Miscellaneous Program Supplies (F&A does NOT apply): Supplies include participant meals, PRAXIS test fees, vehicle rental for field trips, books, and items for participant support.

- Supplies: \$1,709

SUBTOTAL OTHER: \$2,909

H. Direct Costs

Direct Costs include all items listed in A-G.

TOTAL DIRECT COSTS: \$133,544

I. Indirect Costs

The college's most recent approved Indirect Cost Rate is 32%. This has been applied to all Direct Costs (excluding Participant Costs).

SUBTOTAL INDIRECT COSTS: \$41,806

J. Training Stipends

Student Stipends: Based on 12 participants at \$1,800/9 months would be \$194,900. Assuming that on average 6 of the students have on average 2 children, at an additional 9 months, cost for dependents is \$29,700.

- Total Stipends for year one is \$224,640.

SUBTOTAL STUDENT TRAINING STIPENDS: \$224,640

TOTAL YEAR ONE REQUEST: \$400,000

Budget Justification Year 2

A. Senior Personnel

Project Director: Kelli Chelberg will serve at the PD for the project. She will have overall responsibility for this project. Her effort is estimated at 60% per academic year and 20% during the summer months. An annual increase of 2.5% has been added to her base salary.

- AY 2019-2020= \$36,900
- Summer 2020 = \$12,300

SUBTOTAL SENIOR PERSONNEL = \$49,200

B. Other Personnel

Culturally Responsive Faculty Member/Test Preparation Support/Instructor: Dr. Lauren “Candy” Waukau-Villagomez will serve as instructor, assist with test preparation support, and will provide input for culturally responsive curriculum and projects. Her effort is estimated at 20% per academic year and 10% during the summer months. An annual increase of 2.5% has been added to her base salary.

- AY 2019-2020=\$12,300
- Summer 2020=\$6,150

Project-Based STEM Seminar Instructor: Cassandra Watson will serve as the instructor for the project-based STEM monthly seminars. Her effort is estimated at 20% per academic year and 10% during the summer months. An annual increase of 2.5% has been added to her base salary.

- AY 2018-2019=\$9,225
- Summer 2019=\$4613

SUBTOTAL OTHER PERSONNEL= \$32,288

C. Fringe Benefits

Fringe Benefits: Fringe benefits have been budgeted at the following percentages and amounts as listed in the table below in relation to the percent personnel time has been estimated in the grant.

Fringe Rate Calculation	
Variable Fringe Rate	
Unemployment, Workman's Comp, Federal Taxes	9.00%
Variable Rate	9.00%
Fixed Fringe Costs	
Health Insurance	\$ 9,012.00
Dental Insurance	\$ 456.00
Disability Insurance	\$ 447.12
Life Insurance	\$ 74.88

Fixed Costs	\$ 9,990.00
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PD: At 60% effort during the AY and 20% during the summer the fringe is estimated at \$10,572.

- Total = \$10,572

Other Personnel:

Dr. Waukau-Villagomez: At 20% effort during the AY, and 10% during the summer the fringe is estimated at \$3,708.

- Total=\$3,708

Cassandra Watson: At 20% effort during the academic year and 10% during the summer the fringe is estimated at \$3,293.

- Total=\$3,293

SUBTOTAL FRINGE BENEFITS: \$17,574

D. Travel

Out of State Travel: Per Department of Education requirements, funds should be budgeted for the project leaders to attend one project director’s workshop year. Travel has been budgeted for the Project Director at \$2,500 per meeting and includes lodging, per diem, and transportation.

- Required Travel = \$2,500 per year

SUBTOTAL TRAVEL: \$2,500

E. Supplies

Miscellaneous Program Supplies (F&A does apply): Supplies include miscellaneous expenses such as marketing materials, local travel, tangible office supplies, etc....

- Supplies = \$1,500 per year

SUBTOTAL SUPPLIES: \$1,500

F. Contractual

External Evaluator: External Evaluator will provide developmental, formative, and summative evaluation in a consistent manner to ensure the quality and rigor of the project as it proceeds and annually facilitate a private session at an Advisory Board meeting each year. Initial evaluation will require extensive work in the beginning years (making a plan, coordinating visits, developing instruments, etc.), and the evaluator will receive a total of 5% over the course of 5 years.

- External Evaluator=\$20,000

Building/Site Mentor: Stipends will be issued to cover mentors time and for training. At each school we will establish a building mentor. We will train each mentor and create opportunities for relationship building between CMN students/future graduates and mentor. Mentors will be required to meet with each CMN graduate at minimum twice a month and will provide ongoing

onsite support. In addition, mentors will communicate with Project Director on a monthly basis. Each mentor will receive \$1500/year X 4 mentors=\$6,000 per year.

- Four Building Mentors @ \$1,500=\$6,000

SUBTOTAL CONTRACTUAL: \$26,000

G. Other

EdTPA Fee: Required Assessment fee for student teachers/graduating students – 4 students X \$300

- Test Fee: 3 students @ \$300 = \$900

Miscellaneous Program Supplies (F&A does NOT apply): Supplies include participant meals, PRAXIS test fees, vehicle rental for field trips, books, and items for participant support.

- Supplies: \$1,598

SUBTOTAL OTHER: \$2,498

H. Direct Costs

Direct Costs include all items listed in A-G.

TOTAL DIRECT COSTS: \$131,560

I. Indirect Costs

The college's most recent approved Indirect Cost Rate is 32%. This has been applied to all Direct Costs (excluding Participant Costs).

SUBTOTAL INDIRECT COSTS: \$41,300

J. Training Stipends

Student Stipends: Based on 12 participants at \$1,800/9 months would be \$194,900. Assuming that on average 6 of the students have on average 2 children, at an additional 9 months, cost for dependents is \$29,700.

- Total Stipends for year one is \$224,640.

CMN Graduate Stipend: Based on 4 graduates in Year 1 a stipend will be provided for students to participate in professional development and induction activities (not limited to mentoring, project-based STEM seminars, time to meet with mentor teacher). 4 graduates X \$625 = \$2,500

- Total Graduate Stipends = \$2,500

SUBTOTAL STUDENT TRAINING STIPENDS: \$227,140

TOTAL YEAR TWO REQUEST: \$400,000

Budget Justification Year 3

A. Senior Personnel

Project Director: Kelli Chelberg will serve at the PD for the project. She will have overall responsibility for this project. Her effort are estimated at 60% per academic year and 20% during the summer months. There is an annual increase of 2.5%.

- Total: \$50,430

SUBTOTAL SENIOR PERSONNEL = \$50,430

B. Other Personnel

Culturally Responsive Faculty Member/Test Preparation Support/Instructor: Dr. Lauren “Candy” Waukau-Villagomez will serve as instructor, assist with test preparation support, and will provide input for culturally responsive curriculum and projects. Her effort is estimated at 20% per academic year and 10% during the summer months. There is an annual increase of 2.5%.

- Total: \$18,911

Project-Based STEM Seminar Instructor: Cassandra Watson will serve as the instructor for the project-based STEM monthly seminars. Her effort is estimated at 20% per academic year and 10% during the summer months. There is an annual increase of 2.5%.

- Total: \$14,183

SUBTOTAL OTHER PERSONNEL= \$33,094

C. Fringe Benefits

Fringe Benefits: Fringe benefits have been budgeted at the following percentages and amounts as listed in the table below in relation to the percent personnel time has been estimated in the grant.

Fringe Rate Calculation	
Variable Fringe Rate	
Unemployment, Workman's Comp, Federal Taxes	9.00%
Variable Rate	9.00%
Fixed Fringe Costs	
Health Insurance	\$ 9,012.00
Dental Insurance	\$ 456.00
Disability Insurance	\$ 447.12
Life Insurance	\$ 74.88
Fixed Costs	\$ 9,990.00

PD: At 60% effort during the AY and 20% during the summer the fringe is estimated at \$10,836.

- Total = \$10,836

Other Personnel:

Dr. Waukau-Villagomez: At 20% effort during the AY, and 10% during the summer the fringe is estimated at \$3,801.

- Total=\$3,801

Cassandra Watson: At 20% effort during the academic year and 10% during the summer the fringe is estimated at \$3,376.

- Total=\$3,376

SUBTOTAL FRINGE BENEFITS: \$18,013

D. Travel

Out of State Travel: Per Department of Education requirements, funds should be budgeted for the project leaders to attend one project director's workshop year. Travel has been budgeted for the Project Director at \$2,500 per meeting and includes lodging, per diem, and transportation.

- Required Travel = \$2,500 per year

SUBTOTAL TRAVEL: \$2,500

E. Supplies

Miscellaneous Program Supplies (F&A does apply): Supplies include miscellaneous expenses such as marketing materials, local travel, tangible office supplies, etc....

- Supplies = \$1,500 per year

SUBTOTAL SUPPLIES: \$1,500

F. Contractual

External Evaluator: External Evaluator will provide developmental, formative, and summative evaluation in a consistent manner to ensure the quality and rigor of the project as it proceeds and annually facilitate a private session at an Advisory Board meeting each year. Initial evaluation will require extensive work in the beginning years (making a plan, coordinating visits, developing instruments, etc.), and the evaluator will receive a total of 5% over the course of 5 years.

- External Evaluator=\$16,000

Building/Site Mentor: Stipends will be issued to cover mentors time and for training. At each school we will establish a building mentor. We will train each mentor and create opportunities for relationship building between CMN students/future graduates and mentor. Mentors will be required to meet with each CMN graduate at minimum twice a month and will provide ongoing onsite support. In addition, mentors will communicate with Project Director on a monthly basis. Each mentor will receive \$1500/year X 4 mentors=\$6,000 per year.

- Four Building Mentors @ \$1,500=\$6,000

SUBTOTAL CONTRACTUAL: \$22,000

G. Other

EdTPA Fee: Required Assessment fee for student teachers/graduating students – 4 students X \$300

- Test Fee: 7 students @ \$300 = \$2,100

Miscellaneous Program Supplies (F&A does NOT apply): Supplies include participant meals, PRAXIS test fees, vehicle rental for field trips, books, and items for participant support.

- Supplies: \$1411

SUBTOTAL OTHER: \$3,511

H. Direct Costs

Direct Costs include all items listed in A-G.

TOTAL DIRECT COSTS: \$131,048

I. Indirect Costs

The college's most recent approved Indirect Cost Rate is 32%. This has been applied to all Direct Costs (excluding Participant Costs).

SUBTOTAL INDIRECT COSTS: \$40,812

J. Training Stipends

Student Stipends: Based on 12 participants at \$1,800/9 months would be \$194,900. Assuming that on average 6 of the students have on average 2 children, at an additional 9 months, cost for dependents is \$29,700.

- Total Stipends for year one is \$224,640.

CMN Graduate Stipend: A stipend will be provided for students to participate in professional development and induction activities (not limited to mentoring, project-based STEM seminars, time to meet with mentor teacher). Based on 4 graduating participants in year 1 + 3 graduating participants in year 2 = 7 graduates X \$500 = \$3500.

- Total Graduate Stipends = \$3500

SUBTOTAL STUDENT TRAINING STIPENDS: \$228,140

TOTAL YEAR THREE REQUEST: \$400,000

Budget Justification Year 4

A. Senior Personnel

Project Director: Kelli Chelberg will serve at the PD for the project. She will have overall responsibility for this project. Her effort are estimated at 40% per academic year and 20% during the summer months.

- Total: \$34,461

SUBTOTAL SENIOR PERSONNEL = \$34,461

B. Other Personnel

Culturally Responsive Faculty Member/Test Preparation Support/Instructor: Dr. Lauren “Candy” Waukau-Villagomez will serve as instructor, assist with test preparation support, and will provide input for culturally responsive curriculum and projects. Her effort is estimated at 20% per academic year and 10% during the summer months.

- Total: \$19,384

Project-Based STEM Seminar Instructor: Cassandra Watson will serve as the instructor for the project-based STEM monthly seminars. Her effort is estimated at 5% per academic year and 5% during the summer months.

- Total: \$4,846

SUBTOTAL OTHER PERSONNEL= \$24,230

C. Fringe Benefits

Fringe Benefits: Fringe benefits have been budgeted at the following percentages and amounts as listed in the table below in relation to the percent personnel time has been estimated in the grant.

Fringe Rate Calculation	
Variable Fringe Rate	
Unemployment, Workman's Comp, Federal Taxes	9.00%
Variable Rate	9.00%
Fixed Fringe Costs	
Health Insurance	\$ 9,012.00
Dental Insurance	\$ 456.00
Disability Insurance	\$ 447.12
Life Insurance	\$ 74.88
Fixed Costs	\$ 9,990.00

PD: At 40% effort during the AY and 20% during the summer the fringe is estimated at \$7,405.

- Total = \$7,405

Other Personnel:

Dr. Waukau-Villagomez: At 20% effort during the AY, and 10% during the summer the fringe is estimated at \$3,896.

- Total=\$3,896

Cassandra Watson: At 5% effort during the academic year and 5% during the summer the fringe is estimated at \$1,153.

- Total=\$1,153

SUBTOTAL FRINGE BENEFITS: \$12,454

D. Travel

Out of State Travel: Per Department of Education requirements, funds should be budgeted for the project leaders to attend one project director's workshop year. Travel has been budgeted for the Project Director at \$2,500 per meeting and includes lodging, per diem, and transportation.

- Required Travel = \$2,500 per year

SUBTOTAL TRAVEL: \$2,500

E. Supplies

Miscellaneous Program Supplies (F&A does apply): Supplies include miscellaneous expenses such as marketing materials, local travel, tangible office supplies, etc....

- Supplies = \$1,250 per year

SUBTOTAL SUPPLIES: \$1,250

F. Contractual

External Evaluator: External Evaluator will provide developmental, formative, and summative evaluation in a consistent manner to ensure the quality and rigor of the project as it proceeds and annually facilitate a private session at an Advisory Board meeting each year. Initial evaluation will require extensive work in the beginning years (making a plan, coordinating visits, developing instruments, etc.), and the evaluator will receive a total of 5% over the course of 5 years.

- External Evaluator=\$6,000

Building/Site Mentor: Stipends will be issued to cover mentors time and for training. At each school we will establish a building mentor. We will train each mentor and create opportunities for relationship building between CMN students/future graduates and mentor. Mentors will be required to meet with each CMN graduate at minimum twice a month and will provide ongoing onsite support. In addition, mentors will communicate with Project Director on a monthly basis. Each mentor will receive \$1500/year X 4 mentors=\$6,000 per year.

- Four Building Mentors @ \$1,500=\$6,000

SUBTOTAL CONTRACTUAL: \$12,000

G. Other

Miscellaneous Program Supplies (F&A does NOT apply): Supplies include participant meals, books, and items for participant support.

- Supplies: \$299

SUBTOTAL OTHER: \$299

H. Direct Costs

Direct Costs include all items listed in A-G.

TOTAL DIRECT COSTS: \$87,194

I. Indirect Costs

The college's most recent approved Indirect Cost Rate is 32%. This has been applied to all Direct Costs (excluding Participant Costs).

SUBTOTAL INDIRECT COSTS: \$27,806

J. Training Stipends

CMN Graduate Stipend: A stipend will be provided for students to participate in professional development and induction activities (not limited to mentoring, project-based STEM seminars, time to meet with mentor teacher). Based on 3 graduating participants in year 2 + 7 graduating participants in year 3 = 10 graduates X \$500 = \$5000.

- Total Graduate Stipends = \$5000

SUBTOTAL STUDENT TRAINING STIPENDS: \$5,000

TOTAL YEAR FOUR REQUEST: \$120,000

Budget Justification Year 5

A. Senior Personnel

Project Director: Kelli Chelberg will serve at the PD for the project. She will have overall responsibility for this project. Her effort are estimated at 40% per academic year and 20% during the summer months. An annual increase of 2.5% has been added to her base salary.

- Total: \$35,322

SUBTOTAL SENIOR PERSONNEL = \$35,322

B. Other Personnel

Culturally Responsive Faculty Member/Test Preparation Support/Instructor: Dr. Lauren “Candy” Waukau-Villagomez will serve as instructor, assist with test preparation support, and will provide input for culturally responsive curriculum and projects. Her effort is estimated at 20% per academic year and 10% during the summer months. An annual increase of 2.5% has been added to her base salary.

- Total: \$19,869

Project-Based STEM Seminar Instructor: Cassandra Watson will serve as the instructor for the project-based STEM monthly seminars. Her effort is estimated at 5% per academic year and 5% during the summer months. An annual increase of 2.5% has been added to her base salary.

- Total: \$4,967

SUBTOTAL OTHER PERSONNEL= \$24,836

C. Fringe Benefits

Fringe Benefits: Fringe benefits have been budgeted at the following percentages and amounts as listed in the table below in relation to the percent personnel time has been estimated in the grant.

Fringe Rate Calculation	
Variable Fringe Rate	
Unemployment, Workman's Comp, Federal Taxes	9.00%
Variable Rate	9.00%
Fixed Fringe Costs	
Health Insurance	\$ 9,012.00
Dental Insurance	\$ 456.00
Disability Insurance	\$ 447.12
Life Insurance	\$ 74.88
Fixed Costs	\$ 9,990.00

PD: At 40% effort during the AY and 20% during the summer the fringe is estimated at \$7,590.

- Total = \$7,590

Other Personnel:

Dr. Waukau-Villagomez: At 20% effort during the AY, and 10% during the summer the fringe is estimated at \$3994.

- Total=\$3,994

Cassandra Watson: At 5% effort during the academic year and 5% during the summer the fringe is estimated at \$1,182.

- Total=\$1,182

SUBTOTAL FRINGE BENEFITS: \$12,766

D. Travel

Out of State Travel: Per Department of Education requirements, funds should be budgeted for the project leaders to attend one project director's workshop year. Travel has been budgeted for the Project Director at \$2,500 per meeting and includes lodging, per diem, and transportation.

- Required Travel = \$2,500 per year

SUBTOTAL TRAVEL: \$2,500

E. Supplies

Miscellaneous Program Supplies (F&A does apply): Supplies include miscellaneous expenses such as marketing materials, local travel, tangible office supplies, etc....

- Supplies = \$1,250 per year

SUBTOTAL SUPPLIES: \$1,250

F. Contractual

External Evaluator: External Evaluator will provide developmental, formative, and summative evaluation in a consistent manner to ensure the quality and rigor of the project as it proceeds and annually facilitate a private session at an Advisory Board meeting each year. Initial evaluation will require extensive work in the beginning years (making a plan, coordinating visits, developing instruments, etc.), and the evaluator will receive a total of 5% over the course of 5 years.

- External Evaluator=\$6,000

Building/Site Mentor: Stipends will be issued to cover mentors time and for training. At each school we will establish a building mentor. We will train each mentor and create opportunities for relationship building between CMN students/future graduates and mentor. Mentors will be required to meet with each CMN graduate at minimum twice a month and will provide ongoing onsite support. In addition, mentors will communicate with Project Director on a monthly basis. Each mentor will receive \$1500/year X 4 mentors=\$6,000 per year.

SUBTOTAL CONTRACTUAL: \$12,000

G. Other

Miscellaneous Program Supplies (F&A does NOT apply): Supplies include participant meals, books, and items for participant support.

- Supplies: \$451

SUBTOTAL OTHER: \$451

H. Direct Costs

Direct Costs include all items listed in A-G.

TOTAL DIRECT COSTS: \$89,125

I. Indirect Costs

The college's most recent approved Indirect Cost Rate is 32%. This has been applied to all Direct Costs (excluding Participant Costs).

SUBTOTAL INDIRECT COSTS: \$28,375

J. Training Stipends

CMN Graduate Stipend: A stipend will be provided for students to participate in professional development and induction activities (not limited to mentoring, project-based STEM seminars, time to meet with mentor teacher). Based on 5 graduating participants in year 3 = 5 graduates X \$500 = \$2,500.

- Total Graduate Stipends = \$2,500

SUBTOTAL STUDENT TRAINING STIPENDS: \$2,500

TOTAL YEAR FOUR REQUEST: \$120,000