

**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 # S299B180045**

**Grants.gov Tracking#: GRANT12686065**

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

Closing Date: Jul 30, 2018

PR/Award # S299B180045

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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.).

There were problems converting one or more of the attachments. These are: [1243-Budget Justification Narrative\\_Final\\_7.27.18.docx](#), [Original\\_1243-Budget Justification Narrative\\_Final\\_7.27.18.docx](#)

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="07/30/2018"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="Board of Regents of UW System for UW-Milwaukee"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="391805963"/>	* c. Organizational DUNS: <input type="text" value="6279063990000"/>	
<b>d. Address:</b>		
* Street1: <input type="text" value="Office of Sponsored Programs"/>	Street2: <input type="text" value="PO Box 340"/>	
* City: <input type="text" value="Milwaukee"/>	County/Parish: <input type="text" value="Milwaukee"/>	
* 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="53201-0430"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text" value="Academic Affairs"/>	Division Name: <input type="text" value="Electa Quinney Institute"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Thomas"/>	Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Marcussen"/>	Suffix: <input type="text"/>	
Title: <input type="text" value="Director"/>		
Organizational Affiliation: <input type="text"/>		
* Telephone Number: <input type="text" value="414-229-4357"/>	Fax Number: <input type="text" value="414-229-5000"/>	
* Email: <input type="text" value="grant-notice@uwm.edu"/>		

**Application for Federal Assistance SF-424**

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

H: Public/State Controlled Institution of Higher Education

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:**

Office of Elementary and Secondary Education (OESE), Department of Education: Indian Education Discretionary Grants Programs--Professional Development of Education

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="315,871.00"/>
* 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="315,871.00"/>

**\* 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

Board of Regents of UW System for UW-Milwaukee

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	64,914.00	66,871.00	68,917.00	53,495.00	55,277.00	309,474.00
2. Fringe Benefits	20,689.00	21,543.00	22,444.00	19,554.00	20,396.00	104,626.00
3. Travel	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	7,500.00
4. Equipment						
5. Supplies	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	15,000.00
6. Contractual						
7. Construction						
8. Other	8,400.00	8,400.00	8,400.00			25,200.00
9. Total Direct Costs (lines 1-8)	98,503.00	101,314.00	104,261.00	77,549.00	80,173.00	461,800.00
10. Indirect Costs*	7,208.00	7,433.00	7,669.00	6,204.00	6,414.00	34,928.00
11. Training Stipends	210,160.00	202,160.00	202,160.00	7,500.00	7,500.00	629,480.00
12. Total Costs (lines 9-11)	315,871.00	310,907.00	314,090.00	91,253.00	94,087.00	1,126,208.00

**\*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: 07/01/2018 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): DHHS

The Indirect Cost Rate is  %.

(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 # S299B180045

Name of Institution/Organization Board of Regents of UW System for UW-Milwaukee	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>Thomas R Marcussen</p>	<p>TITLE</p> <p>Director, Office of Sponsored Programs</p>
<p>APPLICANT ORGANIZATION</p> <p>Board of Regents of UW System for UW-Milwaukee</p>	<p>DATE SUBMITTED</p> <p>07/30/2018</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

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

\* Name: UW-Milwaukee

\* Street 1: PO Box 340    \* Street 2: \_\_\_\_\_

\* City: Milwaukee    \* State: WI: Wisconsin    \* Zip: 53221

Congressional District, if known: WI-004

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

<b>6. * Federal Department/Agency:</b> Department of Education	<b>7. * Federal Program Name/Description:</b> Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299
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<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
---	---

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

Prefix \_\_\_\_\_ \* First Name Not Applicable 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: PO Box 340    \* Street 2: \_\_\_\_\_

\* City: Milwaukee    \* State: WI: Wisconsin    \* Zip: 53221

**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: Thomas R Marcussen

\* Name: Prefix \_\_\_\_\_ \* First Name \_\_\_\_\_ Middle Name \_\_\_\_\_  
\* Last Name \_\_\_\_\_ Suffix \_\_\_\_\_

Title: \_\_\_\_\_ Telephone No.: \_\_\_\_\_ Date: 07/30/2018

**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.**

## 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

Board of Regents of UW System for UW-Milwaukee

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

Prefix: Mr. \* First Name: Thomas Middle Name:

\* Last Name: Marcussen Suffix:

\* Title: Director, Office of Sponsored Programs

\* SIGNATURE: Thomas R Marcussen

\* DATE: 07/30/2018

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

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

**1. Project Director:**

Prefix: Dr.	First Name: Margaret	Middle Name: A.	Last Name: Noodin	Suffix: Ph.D.
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Address:

Street1:	Electa Quinney Institute - Bolton Hall 187
Street2:	PO Box 413
City:	Milwaukee
County:	Milwaukee
State:	WI: Wisconsin
Zip Code:	53201-0413
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
414-229-5355	

Email Address:  
noodin@uwm.edu

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?  
 Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?  
 Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?  
 Yes Provide Exemption(s) #:  1  2  3  4  5  6

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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## Abstract

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

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

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

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## You may now Close the Form

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\* Attachment:

## ABSTRACT

**Purpose:** The EQI Teacher Training and Administrative Leadership – STEM Focus program is a partnership between the University of Wisconsin-Milwaukee’s School of Education (SoE), the Electa Quinney Institute (EQI), Indian Community School (ICS), and Milwaukee Public Schools (MPS). This project’s focus is to increase the number of qualified American Indian individuals that have chosen careers to become Teachers and Administrators in schools throughout the State of Wisconsin. EQI will provide a supportive learning environment for students enrolled at UWM that fosters student success, student engagement, and contributes to excellence and certification to teachers and administrators for schools with high populations of American Indian children.

**Proposed Outcomes:** UWM will provide support and training to 10 American Indian individuals to receive training to become teachers or administrators in educational institutions throughout the State of Wisconsin. The four outcomes for the TTAL – STEM Focus program: 1) Recruit traditional and non-traditional students 2) Continuation of student participants for all years of the program 3) Graduation rate of 100% for all student participants 4) Support all student participants to find qualifying jobs within twelve months of completion of the program and 5) Provide two years of induction services during the award period to participants after graduation, certification, or licensure, while they are completing their first two years of work as teacher in local education agencies or Bureau of Indian Education funded schools.

**Applicable Priorities:** The TTAL – STEM Focus program meets **Absolute Priority 1 and Absolute Priority 2:** Support and training to American Indian student participants to complete pre-service education program before the end of the program to meet all the requirements of state certification. Each student will select a degree program, subject area that

leads to a degree in teaching or administrative leadership. Given the documented shortage in science, technology, engineering and math, the EQI team will share information about opportunities in STEM related fields. **Competitive Preference Priority 1:** EQI established a partnership with ICS nearly 20 years ago to improve the educational outcomes of American Indian children. ICS is a K3-8<sup>th</sup> grade elementary school serving American Indian students in the Greater Milwaukee Area. EQI received a letter of support and commitment from ICS, a local LEA, to support future teachers and administrators. MPS is the largest school district in Wisconsin. As of the 2015-16 school year, MPS served nearly 76,000 students in 154 schools. The MPS district is committed to the success of this endeavor and received a letter of support from the Interim Superintendent of Schools. **Competitive Preference Priority 4: Partnerships with STEM affiliates:** The EQI team will recruit and train teachers who have degrees in the STEM fields. Several initiatives exist at UWM; the School of Education - Milwaukee Area Collaborative Science and Mathematics Teacher Education Program; the School of Information Studies, and the STEM-Inspire Program. The Project Director will continue to network and build partnerships with faculty in all professional schools at UWM to improve and build a pipeline of American Indian students to consider the fields of science, technology, engineering, math or computer science thus meeting the preference priority of meeting the needs of documented teacher shortage.

**Project Site Location:** The UWM School of Education will offer traditional class offerings (face-to-face) and online courses.

**Population to be Served:** The TTAL-STEM Focus program will serve ten American Indian students who have declared majors in Teaching and Administrative Leadership, five students in the teacher training and another five in the administrative leadership training.

## Project Narrative File(s)

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

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## NEED FOR PROJECT

**The need for financial and educational support of American Indians is clear after a review of the basic statistics.** The status of American Indians is addressed in *The Tenth Annual Report of the Wisconsin Poverty Project* (Smeeding and Thornton, 2018) which shows poverty continues to persist disproportionately impacting families with children. While some safety nets exist with nutrition programs in the communities and schools, increased childcare expenses, medical bills, transportation costs continue to rise. The official poverty rate in Wisconsin rose to 11.8 percent in 2016. The report also revealed that the high poverty rate in Milwaukee County is matched only by the poverty rate of Menominee County, which is home to the Menominee nation. The Wisconsin Poverty Measure is based on costs related to food, housing, clothing, and transportation by lower-income families, adjusting for differences in the costs of living in Wisconsin and throughout the U.S. (Institute for Research on Poverty, 2018). According to the U.S. Census Bureau, one-third of American Indian children live in poverty (2017). American Indian children have the highest rate of economic and health disparities among all other racial groups (Jones, J. 2017).

American Indians also rank the highest with unemployment of any racial or ethnic group (Bureau of Labor Statistics, 2012). In terms of education, American Indian students were the only group that did not improve their reading and math testing scores in grades 4 and 8 from 2005-2011 (The Education Trust, 2013). The national average High School graduation rate, within 4 years of the first time they start 9<sup>th</sup> grade, is 82%, but for American Indians it is 70%. In Milwaukee, American Indian students have a graduation rate of 59% and the lowest GPA among all ethnic groups in Milwaukee Public Schools (Milwaukee Public Schools District Report Card, 2011).

Approximately, 13.7% of Wisconsin's American Indian population live in Milwaukee County, estimates are from 7,000 to 10,000 American Indians (U.S. Census Bureau, 2008). Nearly 40% of the American Indian population are under 25 years of age compared to 26% for Non-Hispanic Whites (NHW). In terms of educational attainment, nearly 14% will not graduate from high school and only 18% will obtain a bachelor's degree compared to 40% of NHW (American Community Survey, 2010-2014). American Indian children are three times more likely to have teenage mothers and 72% of those teenage mothers are single parents solely responsible for their children. Additionally, 18.2 % of American Indian teenage mothers will drop out of high school, only 25% will graduate with a high school diploma, and only 8% will obtain a college degree. All these factors impact the success of the children.

The **Gaps in Services, Infrastructure and Opportunities** this project plans to address are focused on the preparation of American Indian Teachers and Administrators. For Wisconsin to be a leader in education, it must address the lack of diversity in the teaching and administrative staff in schools. The increasing diversity of the student population requires institutions of higher education to build a more diverse workforce. According to the Wisconsin Department of Public Instruction (2016), only 10 out of 4,155 certified principals/assistants in the State of Wisconsin are American Indian. Only 200 out of 67,000 teaching positions throughout the State of Wisconsin are held by American Indians. Not only are American Indian students unlikely to have an American Indian teacher, they are not likely to consider education as a career with so few American Indian role models in the field. The magnitude of having a teacher that looks like students can have tremendous impact on the children and parents. The demographic profile of teachers in the U.S shows the great majority being female and white (84%), followed by African Americans at 7% and Hispanics at 60%.

The most recent (2016-2017) Wisconsin Forward Exam standardized test scores for students in 4<sup>th</sup> and 8<sup>th</sup> grade show how a much larger number of American Indians have a lower level of competency in core areas compared to the percent of white students:

**Figure 1: Grade 4, (rounded to the nearest %)**

Subject	American Indian	White	American Indian	White
	Basic Proficiency		Proficient	
Language Arts	73%	49%	24%	40%
Math	73%	49%	24%	40%
Science	69%	42%	24%	40%

<https://dpi.wi.gov/assessment/forward/data>

In *Figure 1*, an astounding difference in academic achievement persists with 73 % of American Indian children at the lower level of Basic Proficiency in Language Arts and Math. Research indicates that children with lower scores in 4<sup>th</sup> grade in Language Arts will face considerable challenges in becoming good readers and writers as they enter the middle school years (Juel,1988; Grissmer, Flanagan, Kawata, & Williamson, 2000). Also *Figure 1* illustrates that only 24% of American Indian students will be at the higher level of Proficient compared to 40% of white students.

As children matriculate through elementary grades the achievement gaps increase. Figure 2 shows the percentage of American Indians at the Basic Proficiency level with an increase in the number of students remaining at the lower level of Basic Proficiency in Language Arts and Math and a slight improvement in Science scores.

**Figure 2: Grade 8, (rounded to the nearest %)**

Subject	American Indian	White	American Indian	White
	Basic Proficiency		Proficient	
Language Arts	76%	51%	19%	33%
Math	82%	57%	14%	34%
Science	50%	42%	23%	39%

<https://dpi.wi.gov/assessment/forward/data>

Explanations for disparities in the achievement gap of low-income, diverse students has a long and complex history in the United States. The intergenerational effects of the American Indian Boarding School system continue to undermine academic success of today's students. Unfortunately, many American Indian children know family and community members who were subject to harsh conditions, forced adoption, punishment for speaking indigenous languages and forced assimilation (Davis, 2001; Evans-Campbell, 2008; Brave Heart, 2000; Brave Heart and DeBruyn, 1998). The U.S. policies of termination, assimilation, and delayed democratic participation have had a lasting impact on American Indian students, families, and tribal communities. This traumatic history, coupled with a lack of cultural competence among many teachers and administrators contributes to an overall lack of confidence and academic success among American Indian students.

An analysis of **Employment Opportunities in Local education agency (LEA) and BIE funded schools** in Wisconsin shows a tremendous opportunity exists for American Indian teachers and administrators to work in schools with high percentages of American Indian students.

The State of Wisconsin has three funded Bureau of Indian Education schools and one private American Indian tribal school near Milwaukee, the largest urban center of the state. A review of employment opportunities indicates that teachers from early childhood to adolescent years are continuously sought after by: Lac Courte Oreilles Ojibwa School (K-12), Menominee Tribal School (K-8), Oneida Nation Elementary School (K-8), and the Indian Community School in Milwaukee (K-8) posts for teachers and Directors of Instruction. It is part of our mission to have American Indian students to work with BIE funded schools or non-BIE funded schools with high percentages of American Indian students for their field placement.

Most of the students who are interested in pursuing professions in teaching and administration will have more opportunities in **Non-BIE funded schools in Wisconsin**. Given the low number of BIE funded schools in the Greater Milwaukee Area and throughout the State of Wisconsin, most American Indian teachers and administrators will work in majority non-native schools. This does not mean that schools do not have American Indian students, on the contrary, in the surrounding Milwaukee area, 11 school districts have close to 750 American Indian students. It is our goal to strengthen the network of American Indian Educational professionals in Wisconsin by supporting membership in American Indian educators' organizations at both the local and national levels, this endeavor will streamline job announcements in schools with high American Indian student populations. Students at all levels will attend resume workshops and discuss the importance of using standard and focused networks to locate positions and represent American Indians in education. An EQI Alumni page on the EQI website will provide students an additional opportunity to summarize their accomplishments and represent a cohort of scholars. In addition, all students can also access the Wisconsin Education Career Access Network for teachers and administrators who can search a

database of employers and teacher training colleges of employment in all twelve Cooperative Educational Service Agencies (CESA) in the State of Wisconsin. It is our intent to have all teachers and administrators of our program to create user accounts and we will work with each student to update their resume and personal statements.

## QUALITY OF THE PROJECT DESIGN

The following narrative explains how The Teacher Training and Administrative Leadership (TTAL) – STEM Focus program meets: **Absolute Priority 1: Pre-Service Training for Teachers, Absolute Priority 2: Pre-Service Training for Administrators, Competitive Preference Priority 1: Letters of Support and Competitive Preference Priority 4: Partnerships with STEM affiliates.**

At its core, UWM's **Teacher Training** and Administrative Leadership (TTAL – STEM - Focus) program at the University of Wisconsin-Milwaukee will provide support and training to American Indian individuals who are interested in becoming teachers with American Indian student populations. Each student participant will have the opportunity to declare subject areas of interest and grade level interest. Once the student applicant has determined a program area, academic advisors will work with each student to determine a program plan that leads to a degree from the School of Education and meets all the requirements for full state certification. The **Teacher Training** program will provide two years of induction services during the award period to participants after graduation and certification. This will take place while they are completing their first two years of work as teacher in local education agencies or Bureau of Indian Education funded schools. The preparation and pre-service training provided to all future teachers meets **Absolute Priority 1: Pre-Service Training for Teachers** at the University of Wisconsin-Milwaukee.

The Teacher Training and **Administrative Training** (TTAL – STEM Focus) program at the University of Wisconsin-Milwaukee will provide support and training to American Indian individuals who are interested in becoming education administrators at schools with American Indian student populations. UWM will provide support and training to American Indian

individuals to complete a graduate degree and meet the requirements for State licensure as an education administrator. The Administrative Training program will provide two years of induction services, during the award period to participants after graduation or licensure, while they are completing their first two years of work in local education agencies or Bureau of Indian Education funded schools. The preparation and pre-service training provided to all future administrators meets **Absolute Priority 2: Pre-Service Training for Administrators** at the University of Wisconsin-Milwaukee.

Nearly twenty years ago, UWM's Electa Quinney Institute (EQI) was established through a partnership with the Indian Community School (ICS) of Milwaukee. ICS is a K3-8<sup>th</sup> grade elementary school serving American Indian students in the Greater Milwaukee Area. ICS provides each child with a range of educational opportunities and social support as they matriculate through elementary and middle school grades. ICS serves close to 350 urban American Indian students, providing the skills and knowledge for each child to sustain and preserve American Indian languages and cultures, achieve academic success and gain a sense of identity through the inclusion of American Indian history and the use of indigenous pedagogical models for instruction. EQI serves as a resource for research, publication and dissemination of knowledge related to American Indian education and a system of support for American Indian teachers at all levels, from early childhood to university. This innovative partnership between a public institution of higher education and a private tribal elementary school (a local educational agency) is demonstrated with a letter of support from the Head of School. In addition to the partnership with ICS, the Milwaukee Public School district is committed to the success of this endeavor and provided a letter of support from the Interim Superintendent of Schools, Dr. Keith P. Posley. MPS is the largest school district in Wisconsin. As of the 2015-16 school year, MPS

served nearly 76,000 students in 154 schools. The letters of support from a local LEA and the largest school district in the state, confirms meeting **Competitive Preference Priority 1.**

EQI funds and directs research across several schools and colleges and has a particular interest in the advancement of American Indians in science. Projects led by the current Director of EQI have been funded by the National Institutes of Health (NIH) and National Science Foundation (NSF). The EQI team is committed to recruiting and training teachers who have degrees in science, technology, engineering and mathematics (STEM). Several initiatives specific to STEM education exist at UWM including: Milwaukee Area Collaborative Science and Mathematics Teacher Education Program in the School of Education and the STEM-Inspire Program in the School of Information Studies. The Project Director will continue to network and build partnerships with faculty in all professional schools at UWM to improve and build a pipeline of American Indian students considering teaching in the fields of science, technology, engineering, math or computer science thus meeting **Competitive Preference Priority 4: Partnerships with STEM affiliates.**

#### Goals, Objectives and Outcomes

The next section provides the **goals, objectives and outcomes** for the Teacher Training and Administrative Leadership – STEM Focus program. The four goals include: the number of participants to be recruited for the cohort, number of participants expected to continue in the project year, number of participants expected to graduate, and the number of participants expected to find qualifying jobs within twelve months of completion.

The **first goal is to recruit participants for the 2019-2024 cohort.** The **objective** of the TTAL – STEM Focus program is to create a pipeline of American Indian students pursuing careers as teachers in STEM education or administrators with a background in STEM education

at the elementary, secondary and post-secondary levels. Classroom teachers are the leaders and role models who motivate students and encourage them to dream about attending college and finding their place in the world. A STEM focus in teacher training will ensure that American Indian students see members of their own community in STEM classrooms and as leaders in supporting STEM research and instruction. The **outcomes** in Year 1 are to recruit ten American Indian students for the TTAL – STEM Focus program: five students in the teacher training and another five in the administrative leadership training.

The **second goal is to have one-hundred percent continuation of participants** in all years of the program. Given the dismal representation of American Indian teachers and administrators in Wisconsin especially in BIE school districts and non-BIE school districts, an **objective** of the EQI team is to provide a comprehensive support system with professional staff, mentors and professional development opportunities for students and education professionals in the field. The University of Wisconsin-Milwaukee uses the Campus Student Success Collaborative, an interactive website which will allow project staff to check on progress and performance with each required course in the program. The approach provides a combination of academic advising, holistic coaching and innovation indigenous community events to provide support and information while building community. Our proven track record with other American Indian students, combined with a system which includes regular communication with students, mentors and advisors will ensure student success. The **outcomes in Years 1-5** are to have all American Indian students continue in the TTAL – STEM Focus program to become teachers and administrators

The **third goal addresses the number of participants expected to graduate**. The program is expected to start in Fall 2019 with continued support for each student up to three

years, followed by two years of induction. The **outcomes in Year 4** are to have a 100% graduation rate, 5 students in the teacher training track and another 5 students in the administrative leadership track (total of 10). At the beginning of the program, project staff along with academic advisors in UWM's School of Education will review transcripts and determine an academic plan to ensure graduation in three years. In some cases, programs require taking classes all year long, during all the terms of every year (fall/winter/spring/summer). This number reflects the continued pipeline of applicants in the Milwaukee and greater Wisconsin area.

The **fourth goal outlines the number of participants expected to find qualifying jobs within twelve months of completion.** The fourth and fifth years of the program will be induction years where each student will work at school with a high percentage of American Indian students for field placement work. The two years of induction will count towards the balance of their payback agreement. An **objective** is to build and support a network of American Indian professionals. Development of an alumni network will allow American Indian students to interact with professionals and learn about the many stages in career levels, opportunities, and best practices for their success in the workplace. EQI will host a yearly event to celebrate, connect and build collaborations in all sectors of the community. The **outcomes in Years 4-5** are to have all 10 participants working in a school setting with a high American Indian student population.

#### Recruitment and Outreach Plan for traditional and non-traditional students

For many American Indian students, going to college has been a nontraditional path after high school. Although many of their peers of different races have been increasing their enrollment in higher education, American Indians have the lowest enrollment among the targeted minority populations at UWM which include African Americans, Hispanics and Southeast Asian

students. The mission of EQI is to **recruit qualified non-traditional and traditional American Indian individuals** to consider UWM. For the past four years, the project staff at the Electa Quinney Institute has created, implemented and evaluated partnerships that foster youth development. EQI has accomplished this in four ways: recruitment and outreach to American Indians through summer camps for middle and high school students; campus visits for American Indian youth throughout the year; promotion of dual enrollment courses (American Indian high school students can enroll in college credit courses), and cultural activities or event programming with American Indian student and community-wide groups.

For the non-traditional older student, EQI plans and organizes visits to local tribal communities and urban social centers where potential students and their families meet and talk with staff about the program. The face-to-face interaction is the best way to build relationships and trust between the student and the university. These meetings allow the students to ask questions about enrollment, cost, housing, support systems, and cultural activities. Not only is EQI prepared to answer the frequently asked questions but we also share exciting information about how students can learn about research opportunities.

To encourage traditional and non-traditional students to consider higher education, the Electa Quinney Institute demonstrates cultural competence across campus by working with several schools and colleges at UWM to support courses with an indigenous focus. Several partners in the School of Education have revised courses to be more inclusive and accurate regarding the way all teachers are prepared to serve American Indian students.

Wisconsin's state online source for economic and labor market information streamlines occupational labor market data to show the **Needs of Potential Employers as Identified by a Job Market Analysis** (accessed WisConomy.com). The occupation of teachers in preschool,

elementary and secondary schools shows projected employment patterns in the Education Industry. The projected employment for teachers graduating before 2026 shows an annual growth of 17% or nearly 400 teaching positions open in the State of Wisconsin. For administrators, the projected annual growth rate is 22% or nearly 300 administrator positions in the State of Wisconsin (Wisconsin Long Term Occupation Employment Projections, 2016-2026).

The Electa Quinney Institute for American Indian Education is **committed to facilitating and building partnerships with BIE-Funded schools and non-BIE Funded schools to meet their employment needs**. The EQI project team participates in city-wide, regional, statewide and national events sharing best practices in recruitment and retention practices for American Indian students, cultural programming, curriculum development, and language preservation curriculum. Participation in a myriad of activities at all these different levels allows the EQI project team to build relationships, increase communication, and identify employment needs. Our proven track record of providing internships for students, engaging in community-wide research, and presence in Wisconsin's American Indian community will lend itself to higher numbers of American Indian students to pursue teaching and administrative leadership professions.

## QUALITY OF PROJECT SERVICES

The following five factors are central tenets of creating the quality of project services for the TTAL – STEM Focus program: Experiential Learning Environments for Skill Development, Adaptive Teaching and Administrative Practices, Job Market Analysis and Placement, Induction Services with Best Research Practices in Education, and Assistance in Service Obligation Agreements.

To create an **Experiential Learning Environment for Skill Development** in the classroom and administration, the EQI project team will implement the TTAL program based on four principles: student engagement, faculty engagement, learning environments and administrative infrastructure. The EQI project team partners regularly with many UWM student support centers including the Office of Central Advising, American Indian Student Services, the Office of Undergraduate Research, and many others. From previous experience we understand student success is based on all four principles. Student engagement takes place both in the classroom and beyond through scheduled student and faculty interactions on campus and in the community. Faculty working with EQI supported students are asked to demonstrate a high level of multicultural competency and a basic knowledge of American Indian education. The student-teachers and administrators will receive the required subject matter, but we propose to create a learning environment where future teachers and administrators can engage in discussion and connect with local schools and community organizations to explore ideas specific to American Indian education. These discussions and experiences will improve future communication skills, management skills, and collaboration in the classroom or within administration.

A key component for success in the classroom and administration is **Adaptive Teaching and Administrative Practices**. In any profession, job duties and responsibilities are outlined for

key personnel but in a school setting, teachers and administrators are on the frontline with students, parents, and teaching staff to engage in discussions about curriculum, societal issues, and daily events. As classroom sizes range in number, diversity of student population, educational levels of parents, and family composition, teachers and administrators must learn to negotiate and navigate a complex setting. Given the constant stream of information and influence of virtual communities in today's world, teachers and administrators must be prepared to meet the needs of American Indian students in a complex social system. As part of the Teacher Training and Administrative Leadership – STEM Focus program students will look closely at indigenous pedagogical models for methods of classroom management, motivation, lesson planning and assessment.

Another central component of the project is to **assist employers and students in Job Market Analysis and Placement**. A fundamental mission of the Electa Quinney Institute for American Indian Education is to promote, facilitate and increase the number of qualified American Indian Teachers and Administrators. As stated earlier, EQI will work with local schools and districts to meet their employer needs in BIE funded and non-BIE funded schools. Throughout the program, the EQI project team will communicate regularly with student participants to ensure their resumes are updated, communication skills are developed, and networks are established with educators in the field.

This project coordinates the features of existing **Induction Services with Best Research Practices**. To prepare for classroom environments where students and teachers must both navigate numerous cultural differences, pre-service teachers and administrators will meet regularly to discuss goals and expectations. Pre-service teachers and administrators will also engage in diverse field experiences combined with guided discourse about the beliefs,

assumptions, dispositions, and concerns they, and their students, will encounter. Research indicates that pre-service teachers with a high level of self-esteem and cultural competency are more able to treat cultural differences as learning opportunities rather than as deviations from academic or mainstream norms (Lee, 2010). By providing an induction experience that acknowledges cultural differences and social barriers, the program will prepare teachers and administrators to not only perform as content experts and instructors, but also to excel as confident leaders in their school community.

At the beginning of the program, each student will meet with at least one member of the project team to review the TTAL Student Manual. This manual will **Assist in Service Obligation Agreements** and responsibilities for completing the program in five funded years. Each year students will gain an understanding of tuition support, book support, one-time laptop allowance, and semester stipend. Given our experience with previous cohorts, we know that a yearly review with participants about fulfilling the service obligation and reiterating the payback is teaching for at least two year or amount of funding was utilized with a 1-to1 month ratio. Each student will be matched with a mentor to support their first and second year of teaching of the program.

A significant addition to this program is working on student engagement and student learning and how as they matriculate through UWM's School of Education they understand how persistence, satisfaction, learning and obligation are all interconnected values (Kuh G.D., Cruce Shoup, R., Kinz, J., Whitt, & Associates, 2005). The practice of meeting with each student about the mission and vision of the program to increase the number of qualified American Indian individuals in teaching and administration professions and how their successful completion of the project can lead to a positive track record in their personal life but also shows how the

University of Wisconsin-Milwaukee can be a leader in promoting and fostering future American Indian professionals. All of these experiences allow the students to articulate the skills gained, outcomes, and impacts of their work to be included on their resume. Through reflective exercises we work with each student to help them understand the needs of employers, employment needs and ongoing partnerships.

## QUALITY OF PROJECT PERSONNEL

The EQI Project team is comprised of a diverse team **with qualifications, relevant training, experience, and cultural competence for all key personnel** on the TTAL – STEM Focus program.

*Dr. Margaret A. Noodin, Director of the Electa Quinney Institute for American Indian Education*

Dr. Noodin will serve as the **Project Director**. She received a PhD in English and Linguistics from the University of Minnesota. As an Associate Professor at the University of Wisconsin-Milwaukee, Dr. Noodin teaches courses in indigenous language acquisition and revitalization, American Indian literature and Great Lakes history. As a speaker of Anishinaabemowin she teaches Introductory, Intermediate and Advanced Anishinaabemowin. Additionally, she has worked with tribal Directors of Education for the Ho-Chunk, Oneida, Menominee and several Ojibwe nations, along with the School of Education to create a World Languages Certificate that prepares certified proficient teachers of several indigenous languages.

At UWM, Dr. Noodin is the current PI for the 2016-2020 Indian Education Discretionary Grant which has recruited students from several nations including: Grand Traverse/Grand River Band Ottawa, Lac Courte Oreilles Band of Lake Superior Chippewa Indians, Bad River Band of Lake Superior Chippewa Indians, Menominee Indian Tribe of Wisconsin, and Oneida Nation of Wisconsin.

Dr. Noodin is also the PI on a joint National Science Foundation grant with Lac Courte Oreilles Ojibwe Community College (Wisconsin) and Saginaw Chippewa Tribal College (Michigan) working to improve the creative use of living tribal languages. This collaborative research project: Expanding the Documentary Record for Two Algonquian Languages of the

Great Lakes will work with PIs at each institution to preserve two endangered languages: Anishinaabemowin and Menominee.

Additionally, Dr. Noodin is the PI with the Great Lakes Inter-Tribal Council for the NIH funded Great Lakes NARCH - Promoting Traditional Ecological Knowledge in Health Research grant. This pipeline program focuses on recruiting and preparing American Indian students for college in STEM and Health Sciences careers.

Dr. Noodin is a strong advocate for education and community engagement through relevant research and teaching. In Milwaukee she has worked with the First Nations Program in the Milwaukee Public Schools, the Milwaukee School of Languages, the Milwaukee Indian Community School, the Audubon Center and the Urban Ecology Center.

*Dr. Patricia T. Nájera, Project Coordinator*

Dr. Nájera's role at Electa Quinney Institute is to advance research, teaching and learning opportunities with UWM's faculty/staff/students fostering collaborative partnership with American Indian communities and tribes across a variety of disciplines in higher education. Dr. Nájera's **qualifications** and **relevant training** have occurred over a twenty-five-year span in the workforce. For twenty of those years, Dr. Nájera has been working in facilitating university-community partnerships on interdisciplinary projects at UWM, facilitating connection with public and private schools in the Greater Milwaukee area, and community development activities. Dr. Nájera is widely sought after in partnership development activities at the University of Wisconsin-Milwaukee, City of Milwaukee, and neighborhood group activity.

Dr. Nájera **cultural competence** is far-reaching given her extensive work in Milwaukee's diverse community. In her current position, Dr. Nájera has increased her understanding of the American Indian population in Wisconsin, the Great Lakes Region and throughout the U.S. As a

daughter of immigrants from South American, Dr. Nájera understands the opportunities and challenges of being part of the diverse rainbow of cultures and communities. A distinguishing quality of Dr. Nájera is her understanding that the identity and status of American Indians is very different from Latins, African American, Southeast Asians, and others. Her strong understanding of sovereign nations, indigenous pedagogy, and the ongoing exclusion in many different groups allows her to advocate for the needs of American Indians. Dr. Nájera is passionate about working with the American Indian community, and her volunteer efforts led to her understanding about the needs of American Indian high school students. To that end, Dr. Nájera led preliminary discussions to develop a university-community partnership with Gerald L. Ignace Indian Health Center (GLIHC), the Native Wellness Garden in Milwaukee and several local high schools to support youth entering the workforce. The Native Youth Engaged in Land and Language Arts (NYELLA) is poised to provide opportunities for native youth to work, participate in creative programming, and share their findings in a writing project. After initial discussions with key staff at GLIHC, we are amending our original proposal to include younger students from the Youth Empowerment Project (YEP) to transition to the NYELLA program.

As a recent PhD graduate in Urban Studies at the University of Wisconsin-Milwaukee, Dr. Nájera is often consulted with by other diverse graduate students about balancing a PhD program, working fulltime, and home life. Dr. Nájera will be leading the orientation, monthly seminars, and professional development opportunities. Dr. Nájera will facilitate a blended forum, online and face-to-face sessions with American Indian students about pedagogy, teaching practices, and real-world dilemmas facing schools.

*Maurina Paradise, Administrative Manager*

Since 2013, Ms. Paradise has been responsible for generating and managing all fiscal related reports related to all grants awarded to EQI. Ms. Paradise's **qualifications and relevant training** is evident with her nearly 20 years of work experience and her current administrative management of public and private grants totaling nearly 2 million dollars. These fiscal duties include establishing and reviewing all budgets, adhering to the fiscal rules established by UW System, state and federal government policy; preparing planning budgetary documents; establishing memorandums of understanding with various organizations within the university and university system and external community partners; building annual and long term budget requests; and management of all expenditures tracking over a dozen funding lines ensuring that EQI maintains its fiduciary responsibility to all funding sources. Furthermore, Ms. Paradise's nearly 20 years of work experience in various aspects of office support and management have covered the full spectrum of the public and private sectors, including for-profit and not-for-profit. Ms. Paradise is a key member of the EQI team ensuring that all aspects of each project are managed on a timely basis.

Ms. Paradise's **cultural competence** is extensive, and she is a leader in the Multicultural Network committee and across the UWM campus sharing information about American Indians, striving to use her privilege as a white woman and create space for the voice and visibility of the American Indian students and staff. Ms. Paradise participates with the student drumming group by learning to understand and sing in Anishinabemowin; motivated, not by any requirement, but by her own volition to learn and better understand the culture and the community she is working with and representing. In addition to the duties directly related to EQI, Ms. Paradise is an instructor for American Indian Studies teaching AIS 101: Introduction to American Indian studies. Every year nearly one hundred students enroll in AIS 101 to gain a better understanding

of American Indians, analyze the historical context and influences of social issues and politics, and how to critically think about American Indian history and culture as a citizen of the United States. Having learned that the majority of UWM's college students did not receive any or minimal education of American Indian history and culture in elementary or high school preparation Ms. Paradise constructs her syllabus to cover as much of this information that can be fit in a single semester course. Ms. Paradise's experience in the classroom will provide opportunities to share her perspectives about curriculum ideas at elementary and secondary levels.

## QUALITY OF THE MANAGEMENT PLAN

In order to ensure **the costs are reasonable in relation to the number of persons to be served**, the EQI project outlines the scope of the plan, projected outcomes and timeline so that a small but effective team can work together efficiently. Schedules will be utilized and special resources will be created for student outreach and recruitment (interview questions, interview scoring sheet, student manual and staff manual). The initial phase of outreach and recruitment require a concentrated team effort. A combined effort from the entire EQI project team facilitated the recruitment of fifteen American Indian students for the 2012-2016 cohort. We interviewed students from the current program to learn about improvements or changes that could be made to this proposed program. Since the completion of the 2012-2016 cohort, the EQI project team has streamlined and managed recruiting and on-boarding costs.

Many lessons were learned from the current and previous grant in terms of administration. A key component to guarantee the **adequacy of procedures for ensuring feedback and continuous improvement in the operation of the project** is the delegation of assignments to key personnel on the project. In the beginning of each year, the project team creates a schedule to plan milestones and outcomes. When students are selected for the TTAL – STEM Focus project, each student will review the requirements of the program and estimated total benefit amount of training in months/years and estimated total amount of funded support. Each student is required to sign a Service Obligation Agreement to be a participant of the project. In addition, each student will meet with an academic advisor in the School of Education to review their area of study and create a program plan highlighting: core course numbers, course titles, and term of completion. This program allows the advisor, the student and the EQI team to monitor the program of study and support completion.

To evaluate the progress of the student and management team, student evaluations will take place at mid-point and at the end of each semester to check in with all students. This in-person evaluation will allow student participants to reflect on teaching practices, mentoring opportunities, and general support from the EQI team.

In addition, the key personnel will invite the senior leadership in the School of Education Departments including: Administrative Leadership, Curriculum and Instruction, Educational Policy and Community Studies, Educational Psychology and Exceptional Education to learn about the TTAL – Stem Focus program. In this forum, students and faculty can engage in networking and begin an informal discussion about their lessons in the field of education.

The time commitments of the **Project Director (PD)**, **Project Coordinator (PC)**, **Administrative Manager (AM)**, and **Project Assistant (PA)** are appropriate and adequate to meet the objectives of the proposed project.

The **Project Director** will dedicate 20% of her time each year to the project. The PD will work with key personnel at the Electa Quinney Institute to create a project workplan for the Teacher Training and Administrative Leadership – STEM Focus program. This includes developing a project plan with all the goals, objectives, outcomes planned in Years 1-5. The PD will work closely with the project team to ensure all scheduling, milestones, a communication plan, activities, and budget allocation are being monitored. In addition, the PD will facilitate conversations with faculty, educators in schools, and tribal organizations to build and support a network of American Indian professionals. Development of the educator networks will allow American Indian students to interact with professionals and learn about the many stages in career levels, opportunities, and best practices for their success in the workplace. EQI will host a yearly event to celebrate, connect and build collaborations in all sectors of the community.

In addition, the **Project Coordinator (PC)** and **Administrative Manager (AM)** will each dedicate 25% of their time to the project. The PC will work as lead staff in coordinating all activities related to the recruitment and outreach, selection of participants through interviews and application materials, facilitate mentor and mentee matches based on mutual interests. In addition, the PC will initiate conversations with employers about their needs in STEM related areas. This information will be shared with student participants. The AM is responsible for establishing the application process, maintaining the data on all recruitment, application, and admissions to the program; coordinating with the UWM admissions office (undergraduate and graduate); partnering with financial aid to ensure all tuition and stipend payments are processed correctly and that all budget information is reported to the PD. Additionally, the AM will be responsible for training and supervising the research assistant on the financial policies and procedures of UWM.

A new aspect for the TTAL-STEM Focus project is to hire a Project Assistant – graduate student (PA) who can assist in the administrative responsibilities, or other academic support projects. The PA will work directly under the supervision of the AM to assist with the submission of financial processes including tuition and stipend payments. Additionally, the PA will serve as the primary contact for grant participants and assist with all questions, scheduling, and coordination of mentors. The PA will be a part of this grant during the first three years as support for the additional administrative work needed for this grant.

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## **Maurina Paradise**

Electa Quinney Institute for  
American Indian Education  
UW-Milwaukee  
PO BOX 413, Bolton Hall 187  
Milwaukee, WI 53201

[paradim@uwm.edu](mailto:paradim@uwm.edu)

(414) 943-9817

### **EDUCATION:**

M.P.A. Environmental Policy, Natural Resource Management, 2006  
School of Public and Environmental Affairs, Indiana University, Bloomington, IN

M.A. Journalism, 2006  
School of Journalism, Indiana University, Bloomington, IN

B.S., Public Affairs: Legal Studies, 2002  
School of Public and Environmental Affairs, Indiana University, Bloomington, IN

### **EMPLOYMENT:**

Associate Instructor 2016 –  
American Indian Studies,  
University of Wisconsin-Milwaukee, Milwaukee, WI

Finance and Operations Manager, 2013 -  
Electa Quinney Institute  
University of Wisconsin-Milwaukee, Milwaukee, WI

Program Assistant, Sept. 2010 – Dec. 2012  
Conservation Services Division  
Colorado Dept. of Agriculture, Lakewood, CO

Marketing and Client Relations, June. 2007 – Aug. 2010  
Fairfield and Woods, P.C., Denver, CO

Associate Instructor: Visual Communications 2006  
School of Journalism  
Indiana University, Bloomington, IN

Finance & Communications Associate, 2005-2006  
Colorado Veterinary Medical Association, Denver, CO

Support Staff, 1997-1999  
Turning Point, South Bend, IN

Assistant Manager, 1997 - 1998  
Turtle Creek Apartments, South Bend, IN

### **SOFTWARE SKILLS**

Adobe Creative Suite  
HTML coding and various website content management systems  
Microsoft Office: Word, Excel, Access, PowerPoint, Outlook, Publisher (Office 2010)  
Contact and General database management

**Margaret Ann (Noori) Noodin**

Department of English  
PO Box 413 UW-Milwaukee  
Milwaukee, WI 53201

noodin@uwm.edu  
www.ojibwe.net  
(734) 276-2059

**EDUCATION**

Ph.D. Literature and Linguistics, 2001  
Department of English, University of Minnesota, Minneapolis, MN

M.F.A. Creative Writing, Poetry, 1990  
Department of English, University of Minnesota, Minneapolis, MN

B.A. English, 1987  
Department of English, University of Minnesota, Minneapolis, MN

B.S. Secondary Education, 1987  
College of Education, University of Minnesota, Minneapolis, MN

**EMPLOYMENT**

Director 2014 -  
Electa Quinney Institute for American Indian Education  
University of Wisconsin-Milwaukee, Milwaukee, WI

Associate Professor 2013 -  
Department of English and American Indian Studies  
University of Wisconsin-Milwaukee, Milwaukee, WI

Director 2009 – 2013  
Comprehensive Studies Program  
University of Michigan, Ann Arbor, MI

Lecturer 2006 - 2013  
Departments of English and American Culture  
University of Michigan, Ann Arbor, MI

Adjunct Lecturer 2002 - 2009  
Department of English  
Eastern Michigan University, Ypsilanti, MI

Director of Marketing Finance 1999 - 2005  
Borders Group Inc., Ann Arbor, MI

**HONORS, AWARDS AND RESEARCH GRANTS**

University of Wisconsin-Milwaukee Research Growth Initiative Award  
Noodin, M.; Perley, B.; Mayes, p. Ganawendamaw: Emerging Anishinaabe Environmental Ideologies  
(Funded at \$201,865)

University of Wisconsin-Milwaukee Academic Staff Professional Development Award 2015  
Noodin, M.; Najera, P. Change, Challenge and Action: The Life and Legacy of Electa Quinney  
(Funded at \$4000)

Woodland Indian Arts Initiative 2015  
Noodin, M.; Najera, P.; Blaeser, K. American Indian Faculty  
Collaboration in Theater.  
(Funded at \$3000)

New Initiatives/New Infrastructure Grant 2012  
Noodin, M.; Teasley, S.; Lonn, S. Learning Analytics in Retention and Success  
University of Michigan Instructional Technology  
(Funded at \$150,000)

Global Intercultural Experience for Undergraduates Program Award 2009  
Noodin, M. *Maamwi-zhoozhooshkwaade: Speaking Together at Bkejwanong First Nation.*  
University of Michigan Center for Global and Intercultural Study  
(Funded at \$25,000)

Gilbert Whitaker Fund for the Improvement of Teaching Stage II Grant 2009  
Noodin, M. The Anishinaabemowin Preservation and Proficiency Project. University of Michigan  
Center for Research on Learning and Teaching  
(Funded at \$20,000.)

Gilbert Whitaker Fund for the Improvement of Teaching Stage I Grant 2007  
Noodin, M. The Anishinaabemowin Preservation and Proficiency Project. University of Michigan  
Center for Research on Learning and Teaching  
(Funded at \$15,000.)

## BOOKS

*Weweni: A Collection of Anishinaabe Poetry.* Detroit: Wayne State University Press, 2015.

*Bawaajimo: A Dialect of Dreams in Anishinaabe Language and Literature.* East Lansing: Michigan  
State University Press, 2014.

*Ogimaakwe Mitigwaki (Queen of the Woods): A Novel.* Ed. Margaret Noori. East Lansing: Michigan  
State University Press, 2011.

## ARTICLES AND BOOK CHAPTERS

“*Aki: The Spirit of the Land is in Our Language*” in *Honor the Earth: Indigenous Responses to  
Environmental Degradation in the Great Lakes.* Phil Belfy, ed. 2014.

“*Megwa Baabaamiiyaayaang Dibaajomoyaang: Anishinaabe Literature as Memory in Motion.*”  
*Oxford Handbook of Indigenous American Literature*, eds. James H. Cox and Daniel Heath  
Justice, Oxford University Press (US), 2014.

- “Anishinaabemowin: Language, Family and Community.” *Bringing our Languages Home: Language Revitalization for Families*. Ed. Leanne Hinton. Berkeley: Heydey Press, 2013.
- “*Bundling the Day and Unraveling the Night*.” Special double issue of *SAIL: Studies in American Indian Literatures and American Indian Quarterly: The SAI and Its Legacies*. Studies in American Indian Literature 25.2 (2013): 237 – 240.
- “*Beshaabiiag G’gikenmaaigowag: Comets of Knowledge*.” *Centering Anishinaabeg Studies: Understanding the World through Stories*. Eds. Jill Doerfler, Niigaanwewidom James Sinclair and Heidi Kiiwetinepinesiiik Stark. East Lansing: Michigan State University Press, 2013.
- “*Ezhi-waanimazinbiiganankewag: The Way They Write Circular Images*.” Papers of the Forty First Algonquian Conference held at Concordia University in October 2009. Eds. Karl S. Hele and J. Randolph Valentine (2013): 195 – 207.
- “Louise Erdrich Anishinaabehibiiian.” *Louise Erdrich: Critical Insights*. Ed. P. Jane Hafen. Ipswich, Massachusetts: Salem Press Inc., 2012.
- “*Weweni Nd’nisidotami Ezhi-Anishinaabebiiageyaang– Carefully We Understand How We Write Anishinaabemowin*.” Papers of the Fortieth Algonquian Conference held at the University of Minnesota–Twin Cities in October 2008. Eds. Karl S. Hele and J. Randolph Valentine (2012): 346 – 357.
- “*Waasechibiiwaabikoonsing Nd’anami’aami (Praying through a Wired Window): Using Technology to Teach Anishinaabemowin*.” Studies in American Indian Literature 23.2 (2011): 3 – 24.
- “*Ezhi-Anishinaabebiiige Noongwa: Tradition in Contemporary Anishinaabe Text*.” *The Crossroads of Africaness and Indianess in the Landscape of the Americas*. Spec. issue of *Black Magnolias: A Literary Journal*. Eds. Chezia Thompson-Cager and Liegh McInnis (2011): 28 - 40.
- “Native American Narratives from Early Art to Graphic Novels: How We See Stories / *Ezhi-g’waabmaaninig Aadizookaanag*.” *Multicultural Comics: From Zap to Blue Beetle*. Ed. Frederick Luis Aldama. Austin: University of Texas Press, 2010.
- “*Wenesh Waa Oshkii-Bimaadizijig Noondamowaad: What Will the Young Children Hear?*” *Indigenous Language Revitalization: Encouragement, Guidance and Lessons Learned*. Eds. Jon Reyhner, Louise Lockard. Flagstaff: Northern Arizona University, 2009.

## POETRY

- "Umpaowastewin." Poetry Magazine. January, 2015.
- “Waawoono:Howling” and “Mii Miigwanag Miizhangidwaa: What We Gave Them” In Verse Wisconsin Issue 113, April 2014.
- “We Are Returning Always” in Cream City Review, Volume 38 No. 1, 2014
- “Mi to Argentina” Thought Making” “On the Way Home” and “Together Between” in Contemporary Native American Poets edited by Allison Hedge Coke, Fulcrum Press, 2014.

- “Ishkwa Ikidowinan” a translation of “After Words” by Kim Blaeser , “Dinebikeyah” and “Waagaamitigoog” by Margaret Noodin in Hayden’s Ferry Review (2014) 55 – 60.
- “Dine Land (*Dinebikayah*).” *Yukhika Latuhse: She Tells Us Stories a Journal of the Oneida Nation Arts Program* 8 (2012) 24 - 25.
- “Lexiconography 1 / Aabjito’ikidowinan 1 / Used Words 1.” Broadsided Press (2012).  
<http://www.broadsidedpress.org/bsides/2012/93c-Lexicon.pdf>
- “*Waawaateseg / Fireflies*” and “*N’gii Zhibiiamaag Niijaanisag Chigamigong / A Poem for the Children of the Great Lakes.*” *The Great Lakes: Love Song and Lament*. Spec. issue of *The Michigan Quarterly Review* (2011) L.3, 310 – 313.
- “*Dibikiziigwaagaame: Night Syrup.*” *Sing: Poetry from the Indigenous Americas*. Ed. Allison Adelle Hedge Coke. Tuscon: University of Arizona Press, 2011. 184.
- “*Anishinaabemowin Dopwin, Bazgem.*” *Sovereign Bones: New Native American Writing* edited by Eric Gansworth. New York: Nation Books, 2007. 107 – 116.
- “*Nengatch Gwa.*” *Yellow Medicine Review: A Journal of Indigenous Literature, Art & Thought, Winter* (2007) 60.

## OUTREACH ACTIVITIES AND SERVICE

- Instructor for Minowakiing Anishinaabemoyaang, a weekly gathering of Anishinaabe language speakers in the Milwaukee area.
- Member, Miskwaasiniing Nagamojig Womens Hand Drum Group
- Book Review Editor, *Studies in American Indian Literatures Journal*
- President, Division of Language Change, MLA
- Vice-President, Birchbark House Nonprofit Publishing, ongoing
- Board Member, Anishinaabemowin-Teg, ongoing
- Board Member, Ojibwemodaa: Grassroots Indigenous Multimedia, ongoing
- President, *Studies in American Indian Literatures Association*, 2012 - 2014
- Member of the World Languages Committee, Michigan Department of Education, 2006.



## GREAT LAKES INTER-TRIBAL COUNCIL, INC.

P.O. Box 9, Lac du Flambeau, Wisconsin 54538  
Phone: 715-588-3324 Fax: 715-588-7900

TTY: 715-588-1774 Email: [glitc@glitc.org](mailto:glitc@glitc.org)

July 9, 2018

Angela Hernandez-Marshall  
Indian Education Professional Development Grants Program  
OESE/OIE  
U.S. Department of Education  
400 Maryland Ave, SW, 3W113  
Washington, DC 20202-6200

Dear Ms. Hernandez-Marshall,

Great Lakes Inter-Tribal Council Inc. (GLITC) supports Electa Quinney Institute for American Indian Education's application for the Professional Development grant. We have an established partnership with the University of Wisconsin-Milwaukee and the Electa Quinney Institute to foster Native American students to consider science and health professional careers. We understand that one of the priorities of this grant is to prepare qualified students to become educators of science, technology, engineering, math or computer science and this compliments the goals and objectives of our Great Lakes Native American Research Center for Health (GLNARCH).

GLNARCH strives to provide excellent student career enhancement opportunities for Native American students. For the past five years, our staff has worked closely with the University of Wisconsin-Milwaukee's faculty and staff in developing and implementing quality programs, measuring outcomes and impacts, and building community with students from many different tribal affiliations in the Great Lakes Region. This program has demonstrated tremendous impact with students who participate in the program, graduate from high school and continue their education in the trades or a four-year degree program. Through collaboration, coordination, and partnership, we know the importance of the University of Wisconsin-Milwaukee's program to train future teachers and administrators for schools with Native American children.

GLITC is committed to working with the Electa Quinney Institute to support future teachers and administrators in schools that serve Native American youth. We are committed to the success of this endeavor, look forward to collaborating with Electa Quinney Institute in promoting the success of this project, and support Electa Quinney Institute's grant application.

(b)(6)

John Parins  
Chief Financial Officer and Interim Chief Executive Officer



## INDIAN COMMUNITY SCHOOL

July 3, 2018

Angela Hernandez-Marshall  
Indian Education Professional Development Grants Program  
OESE/OIE  
U.S. Department of Education  
400 Maryland Ave, SW, 3W113  
Washington, DC 20202-6200

Dear Ms. Hernandez-Marshall,

As the Head of School of the Indian Community School (ICS) located in Franklin, Wisconsin, I fully support the application of the Electa Quinney Institute (EQI) for the Professional Development grant. ICS is a K3-8<sup>th</sup> grade elementary school serving Native American students in the Greater Milwaukee Area. ICS provides each child with the best educational opportunities as they matriculate through elementary school. ICS serves close to 370 urban Native American students, we provide the skills and knowledge for each child to sustain and preserve Native American culture, academic achievement, and a sense of identity through indigenous teachings, language and ways of learning.

Since 1999, ICS has had a strong partnership with EQI, supporting aspiring teachers who are preparing to enter the workforce, these future teachers and administrators are able to work in classrooms, engage in language tables, attend cultural events and obtain administrative management skills. We value EQI's efforts to continue providing aspiring Native American teachers and will continue to offer field placement opportunities and notification of future employment positions related to teaching and administration. Through this partnership, future Native American teachers learn about ICS being a place which cultivates an enduring cultural identity and critical thinking by weaving indigenous teachings with a distinguished learning environment.

UWM's School of Education is one of our strongest public universities that educates and trains future teachers and administrators in the Greater Milwaukee Area. We will work with UWM's School of Education and EQI to support future teachers and administrators in MPS. We are committed to the success of this endeavor and look forward to collaborating with EQI in promoting the success of this project.

Sincerely,

(b)(6)

Jason Dropik  
Head of School

## Patricia Torres Najera

### EDUCATION

Ph.D. Urban Studies, 2018  
Department of Urban Studies, University of Wisconsin, Milwaukee, WI

M.S. Urban Studies, 2011  
Department of Urban Studies, University of Wisconsin, Milwaukee, WI

B.S. Economics, 1991  
Department of Economics, University of Wisconsin, Milwaukee, WI

### EMPLOYMENT

Director of Partnerships and Fund Development  
Electa Quinney Institute  
University of Wisconsin, Milwaukee, WI  
2013 - Present

Assistant Director, Center for Urban Initiatives and Research  
University of Wisconsin-Milwaukee  
1998 – 2013

Community Organizer  
Milwaukee Inner City Congregations Allied for Hope (M.I.C.A.H)  
1992 – 1998

### SELECTED CONFERENCE PRESENTATIONS

*“Perspectives from Ganawandemaw: Protection of Language Revitalization and Language Ideologies in the Great Lakes Region”* in Montreal, Canada, October 2017.

*“Gendered Divisions in the Space of Activism”* International Colloquium on Latinos in the United States in Havana, Cuba, October 2017.

*“This Bridge Called My Job: Intermediary Staff as Agents of Change”* Imagining America/Artists & Scholars in Public Life Conference in Syracuse, New York, October 2013.

*“Co-Located Boundary Spanning Leader: An emerging model of community-campus partnerships”* International Association for Research on Service-Learning and Community Engagement Conference in Omaha, Nebraska, November 2013.

*“Pathways to Art”* Community Engaged Scholars Network at the University of Wisconsin – Milwaukee, June 2013.

*“Creative Collaborations-Community Based Learning through the Arts”* at Imagining American Conference in New York, October 2012.

*“A framework for effective University – Community Partnerships”* Coalition of Urban

Metropolitan Universities (CUMU) Conference in Baltimore, Maryland, October 2009.

## **CIVIC APPOINTMENTS**

City of Milwaukee, Business Improvement and Neighborhood District  
Member, 27<sup>th</sup> Street Business Improvement District, 2017 – Present

City of Milwaukee, Department of City Development  
Chair, City Plan Commission, Re-appointment Mayor Tom Barrett, 2006-Present  
Member, City Plan Commission, Appointment by Mayor John O. Norquist, 1999-2006

## **OUTREACH ACTIVITIES AND RESEARCH**

Emerge Wisconsin, 2017

Spotted Eagle, Inc., 2015-2017

Member, Strategic Planning Committee, 2015-2017

Milwaukee Public Schools

Member, School Governance Councils, 1993 - 2018

UW – School of Medicine and Public Health,

Member, Grants Review Committee, 2007-2011

Modjeska Youth Theater Company

Member, Production and Marketing Committee, 2007-2008

UWM - Chancellor Advisory Council for Hispanic Affairs

Member, Executive Committee, 2005-2006

YWCA of Greater Milwaukee

Member, Workforce Development Committee, 2002-2006

UWM - Roberto Hernandez Center

Member, Strategic Planning Committee, 2000-2003

Latino Health Organization

Member, Fundraising Committee, 1997-1999

## **UNIVERSITY SERVICE**

Chancellor's Committee on Hispanic Serving Institute Committee, 2017-present

Community Engaged Scholars Network Committee, 2013

Department of Urban Studies – 50th Anniversary Committee, 2013

Best Place to Work Planning Team – Code of Conduct Committee, 2012

Digital Futures Committee, 2011

Graduate School – Research and Planning, 2011

Clarke Square's Economic Development Committee, 2011

Milwaukee Community Engaged Research Network (MCERN), 2010

Proposal Reviewer, US Department of Housing Development, 2003

Member, Statewide Advisory Committee, Alternative to Incarceration Conference, 2002

Member, Chancellor's Latino Advisory Committee, 2001

## **Maurina Paradise**

Electa Quinney Institute for  
American Indian Education  
UW-Milwaukee  
PO BOX 413, Bolton Hall 187  
Milwaukee, WI 53201

[paradim@uwm.edu](mailto:paradim@uwm.edu)

(414) 943-9817

### **EDUCATION:**

M.P.A. Environmental Policy, Natural Resource Management, 2006  
School of Public and Environmental Affairs, Indiana University, Bloomington, IN

M.A. Journalism, 2006  
School of Journalism, Indiana University, Bloomington, IN

B.S., Public Affairs: Legal Studies, 2002  
School of Public and Environmental Affairs, Indiana University, Bloomington, IN

### **EMPLOYMENT:**

Associate Instructor 2016 –  
American Indian Studies,  
University of Wisconsin-Milwaukee, Milwaukee, WI

Finance and Operations Manager, 2013 -  
Electa Quinney Institute  
University of Wisconsin-Milwaukee, Milwaukee, WI

Program Assistant, Sept. 2010 – Dec. 2012  
Conservation Services Division  
Colorado Dept. of Agriculture, Lakewood, CO

Marketing and Client Relations, June. 2007 – Aug. 2010  
Fairfield and Woods, P.C., Denver, CO

Associate Instructor: Visual Communications 2006  
School of Journalism  
Indiana University, Bloomington, IN

Finance & Communications Associate, 2005-2006  
Colorado Veterinary Medical Association, Denver, CO

Support Staff, 1997-1999  
Turning Point, South Bend, IN

Assistant Manager, 1997 - 1998  
Turtle Creek Apartments, South Bend, IN

### **SOFTWARE SKILLS**

Adobe Creative Suite  
HTML coding and various website content management systems  
Microsoft Office: Word, Excel, Access, PowerPoint, Outlook, Publisher (Office 2010)  
Contact and General database management



July 27, 2018

Angela Hernandez-Marshall  
Indian Education Professional Development Grants Program  
OESE/OIE  
U.S. Department of Education  
400 Maryland Ave, SW, 3W113  
Washington, DC 20202-6200

Dear Ms. Hernandez-Marshall,

On behalf of Milwaukee Public Schools, I am writing in support of the application for the Professional Development grant by the Electa Quinney Institute for American Indian Education. The district has firsthand knowledge of qualified American Indian students who are interested in pursuing teaching degrees in education at UWM. The district also has certified American Indian teachers interested in pursuing further licensure.

The district understands that to transform the future of Milwaukee’s children it must be done through education. Through collaboration, coordination and partnership, three urban public education institutions, Milwaukee Public Schools, Milwaukee Area Technical College, and the University of Wisconsin—Milwaukee, are working to ensure student success. The multi-pronged approach is elevating student success, educating parents and families about their roles in learning, aligning curriculum and services from K4 – 12<sup>th</sup> grades, creating and cultivating a culture of learning, and engaging students to lift their voice for peace and justice.

The University of Wisconsin—Milwaukee’s School of Education is a strong public university that educates and trains future teachers and administrators in Milwaukee Public Schools. The district understands qualified students accepted into this program will need field placements to complete their studies and careers after certification. The district will work with the University of Wisconsin--Milwaukee’s School of Education and the Electa Quinney Institute to support future teachers and administrators in Milwaukee Public Schools. The district is committed to the success of this endeavor and looks forward to collaborating with the Electa Quinney Institute in promoting the success of this project.

Best,  
(b)(6)



Dr. Keith P. Posley  
Interim Superintendent of Schools

KPP/AA/lma

## BIBLIOGRAPHY

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