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
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<td>Attachment - 3 (1237-GLITC letter of support_2018DoE)</td>
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<tr>
<td>Attachment - 1 (1243-Budget Justification Narrative_Final_7.27.18)</td>
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</table>

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**

<table>
<thead>
<tr>
<th><em>1. Type of Submission:</em></th>
<th><em>2. Type of Application:</em></th>
<th><em>If Revision, select appropriate letter(s):</em></th>
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<tr>
<td>Preapplication</td>
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<tr>
<td>Application</td>
<td>Continuation</td>
<td><em>Other (Specify):</em></td>
</tr>
<tr>
<td>Changed/Corrected Application</td>
<td>Revision</td>
<td></td>
</tr>
</tbody>
</table>

*3. Date Received:* 07/30/2018  

4. Applicant Identifier:  

5a. Federal Entity Identifier:  

5b. Federal Award Identifier:  

State Use Only:  

6. Date Received by State:  

7. State Application Identifier:  

8. APPLICANT INFORMATION:  

   *a. Legal Name:* Board of Regents of UW System for UW-Milwaukee  

   *b. Employer/Taxpayer Identification Number (EIN/TIN):*  

   *c. Organizational DUNS:*  

   *d. Address:*  
   - **Street1:** Office of Sponsored Programs  
   - **Street2:** PO Box 340  
   - **City:** Milwaukee  
   - **County/Parish:** Milwaukee  
   - **State:** WI: Wisconsin  
   - **Province:**  
   - **Country:** USA: UNITED STATES  
   - **Zip / Postal Code:** 53201-0430  

   *e. Organizational Unit:*  
   - **Department Name:** Academic Affairs  
   - **Division Name:** Electa Quinney Institute  

   *f. Name and contact information of person to be contacted on matters involving this application:*  
   - **Prefix:** Mr.  
   - **First Name:** Thomas  
   - **Last Name:** Marcussen  
   - **Title:** Director  
   - **Telephone Number:** 414-229-4257  
   - **Fax Number:** 414-229-5000  
   - **Email:** grant-notice@uwm.edu  

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**PR/Award # S299B180045**  

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**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.):

* 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.
Application for Federal Assistance SF-424

16. Congressional Districts Of:
   a. Applicant: WI-004
   b. Program/Project: WI-004

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

17. Proposed Project:
   a. Start Date: 07/01/2019
   b. End Date: 06/30/2022

18. Estimated Funding ($):
   a. Federal
   b. Applicant
   c. State
   d. Local
   e. Other
   f. Program Income
   g. TOTAL

   * 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

   * 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: Mr.
   * First Name: Thomas
   Middle Name:
   * Last Name: Marcusen
   Suffix:

   * Title: Director, Office of Sponsored Programs

   * Telephone Number: 414-229-4537
   Fax Number: 414-229-5000

   * Email: marcusen@uum.edu

   * Signature of Authorized Representative: Thomas R Marcusen  Date Signed: 07/30/2018
**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

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**

<table>
<thead>
<tr>
<th>Budget Categories</th>
<th>Project Year 1 (a)</th>
<th>Project Year 2 (b)</th>
<th>Project Year 3 (c)</th>
<th>Project Year 4 (d)</th>
<th>Project Year 5 (e)</th>
<th>Total (f)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Personnel</td>
<td>64,914.00</td>
<td>66,871.00</td>
<td>68,817.00</td>
<td>53,495.00</td>
<td>55,277.00</td>
<td>309,474.00</td>
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<tr>
<td>2. Fringe Benefits</td>
<td>20,689.00</td>
<td>21,543.00</td>
<td>22,444.00</td>
<td>19,554.00</td>
<td>20,396.00</td>
<td>104,626.00</td>
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<td>3. Travel</td>
<td>1,500.00</td>
<td>1,500.00</td>
<td>1,500.00</td>
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<td>4. Equipment</td>
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<tr>
<td>5. Supplies</td>
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<td>3,000.00</td>
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<td>6. Contractual</td>
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<tr>
<td>7. Construction</td>
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<td>8. Other</td>
<td>8,400.00</td>
<td>8,400.00</td>
<td>8,400.00</td>
<td>8,400.00</td>
<td>8,400.00</td>
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<tr>
<td>9. Total Direct Costs (lines 1-8)</td>
<td>98,503.00</td>
<td>101,314.00</td>
<td>104,261.00</td>
<td>77,549.00</td>
<td>80,173.00</td>
<td>461,800.00</td>
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<tr>
<td>10. Indirect Costs*</td>
<td>7,208.00</td>
<td>7,433.00</td>
<td>7,669.00</td>
<td>6,204.00</td>
<td>6,414.00</td>
<td>34,928.00</td>
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<tr>
<td>11. Training Stipends</td>
<td>210,160.00</td>
<td>202,160.00</td>
<td>202,160.00</td>
<td>7,500.00</td>
<td>7,500.00</td>
<td>629,480.00</td>
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<tr>
<td>12. Total Costs (lines 9-11)</td>
<td>315,871.00</td>
<td>310,907.00</td>
<td>314,090.00</td>
<td>91,253.00</td>
<td>94,087.00</td>
<td>1,126,208.00</td>
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</table>

*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: 01/01/2018 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?  
     - Yes  
     - No  
   Or,  
   - Complies with 34 CFR 76.564(c)(2)?  
     - Yes  
     - No  
   - The Restricted Indirect Cost Rate is __%.  

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**Tracking Number:** GRANT12686605  
**Funding Opportunity Number:** ED-GRANTS-061418-001  
**Received Date:** Jul 30, 2018 12:17:40 PM EDT
SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

<table>
<thead>
<tr>
<th>Budget Categories</th>
<th>Project Year 1</th>
<th>Project Year 2</th>
<th>Project Year 3</th>
<th>Project Year 4</th>
<th>Project Year 5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Personnel</td>
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<td>2. Fringe Benefits</td>
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<td>3. Travel</td>
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<td>4. Equipment</td>
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<td>5. Supplies</td>
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<td>6. Contractual</td>
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<td>7. Construction</td>
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<td>9. Total Direct Costs (lines 1-8)</td>
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<td>10. Indirect Costs</td>
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<td>11. Training Stipends</td>
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<tr>
<td>12. Total Costs (lines 9-11)</td>
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</table>

SECTION C - BUDGET NARRATIVE (see instructions)
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 1685-1688), 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. §§601-617), 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 525 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.

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 11968; (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).


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.
DISCLOSURE OF LOBBYING ACTIVITIES

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

1. * Type of Federal Action:
   - a. contract
   - b. grant
   - c. cooperative agreement
   - d. loan
   - e. loan guarantee
   - f. loan insurance

2. * Status of Federal Action:
   - a. initial filing
   - b. initial award
   - c. post-award

3. * Report Type:
   - a. initial filing
   - b. material change

4. Name and Address of Reporting Entity:
   - Prime
   - SubAwardee
   - Name: UW-Milwaukee
   - Street 1: PO Box 340
   - Street 2: 
   - City: Milwaukee
   - State: WI
   - Zip: 53221
   - Congressional District, if known: 01-004

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

6. * Federal Department/Agency:
   - Department of Education

7. * Federal Program Name/Description:
   - Indian Education -- Special Programs for Indian Children
   - CFDA Number, if applicable: 14.299

8. Federal Action Number, if known:

9. Award Amount, if known:
   - $ 

10. a. Name and Address of Lobbying Registrant:
    - Prefix: Not Applicable
    - * First Name: 
    - Middle Name: 
    - Last Name: 
    - Street 1: PO Box 340
    - Street 2: 
    - City: Milwaukee
    - State: WI
    - Zip: 53221

b. Individual Performing Services (including address if different from No. 10a):
    - Prefix: 
    - * First Name: 
    - Middle Name: 
    - Last Name: 
    - Street 1: PO Box 340
    - Street 2: 
    - City: Milwaukee
    - State: WI
    - 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. 1952. 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 A. Marcussen
   - Name: 
   - Prefix: 
   - * First Name: 
   - Middle Name: 
   - Last Name: 
   - Suffix: 
   - Title: 
   - Telephone No.: 
   - Date: 07/30/2018

Federal Use Only:
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 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 concerns 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.
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
1. Project Director:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>First Name</th>
<th>Middle Name</th>
<th>Last Name</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr.</td>
<td>Margaret</td>
<td>A.</td>
<td>Noodin</td>
<td>Ph.D.</td>
</tr>
</tbody>
</table>

Address:

- Street 1: Electa Quinney Institute - Bolton Hall 187
- Street 2: 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) | Email Address:
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>414-229-5355</td>
<td></td>
<td><a href="mailto:noodin@uwm.edu">noodin@uwm.edu</a></td>
</tr>
</tbody>
</table>

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
- [x] 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
- [x] 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
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

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

* Attachment: 1234-ABSTRACT_07.30.18_Final.pdf  Add Attachment  Delete Attachment  View 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 K3-8th 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)

* Mandatory Project Narrative File Filename: 1244-Grant Narrative_Final.pdf

Add Mandatory Project Narrative File  Delete Mandatory Project Narrative File  View Mandatory Project Narrative File

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

Add Optional Project Narrative File  Delete Optional Project Narrative File  View Optional Project Narrative File
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 9th 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 4th and 8th 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 %)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>American Indian</th>
<th>White</th>
<th>American Indian</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Basic Proficiency</td>
<td>Proficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Arts</td>
<td>73%</td>
<td>49%</td>
<td>24%</td>
<td>40%</td>
</tr>
<tr>
<td>Math</td>
<td>73%</td>
<td>49%</td>
<td>24%</td>
<td>40%</td>
</tr>
<tr>
<td>Science</td>
<td>69%</td>
<td>42%</td>
<td>24%</td>
<td>40%</td>
</tr>
</tbody>
</table>

(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 4th grade in Language Arts will face considerable challenges in becoming good readers and writers as they enter the middle school years (Jucl, 1988; Grissmer, Flanagan, Kawata, & Willliamson, 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 %)

<table>
<thead>
<tr>
<th>Subject</th>
<th>American Indian</th>
<th>White</th>
<th>American Indian</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Basic Proficiency</td>
<td>Proficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Arts</td>
<td>76%</td>
<td>51%</td>
<td>19%</td>
<td>33%</td>
</tr>
<tr>
<td>Math</td>
<td>82%</td>
<td>57%</td>
<td>14%</td>
<td>34%</td>
</tr>
<tr>
<td>Science</td>
<td>50%</td>
<td>42%</td>
<td>23%</td>
<td>39%</td>
</tr>
</tbody>
</table>

(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


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 K3-8th 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 years or amount of funding was utilized with a 1-to-1 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 ESI 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 (GLIIC), 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 GLIIC, 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’s 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.
Other Attachment File(s)

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Maurina Paradise

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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

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. Maanwi-zhoozhoooshkwaade: 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
Center for Research on Learning and Teaching
(Funded at $20,000.)

Gilbert Whitaker Fund for the Improvement of Teaching Stage I Grant 2007
Center for Research on Learning and Teaching
(Funded at $15,000.)

BOOKS


ARTICLES AND BOOK CHAPTERS


POETRY


“We Are Returning Always” in Cream City Review, Volume 38 No. 1, 2014.


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.
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 complements 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 Parrins
Chief Financial Officer and Interim Chief Executive Officer
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 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,

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)

SELECTED CONFERENCE PRESENTATIONS


“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, 27th 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


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

Member, Chancellor’s Latino Advisory Committee, 2001
Maurina Paradise

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

Conservation Services Division
Colorado Dept. of Agriculture, Lakewood, CO

Marketing and Client Relations, June. 2007 – Aug. 2010
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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 – 12th 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,

Dr. Keith P. Posley
Interim Superintendent of Schools

KPP/AA/Ima
BIBLIOGRAPHY


**Websites**


Wisconsin Department of Public Instruction (2018). Wisconsin Forward Exam Data and Results.

Retrieved from https://dpi.wi.gov/assessment/forward/data
Budget Narrative File(s)

* Mandatory Budget Narrative Filename: 1234-Budget Justification Narrative_Final_7.27.18.doc

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