

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

APPLICATION FOR GRANTS
UNDER THE

FY18 Professional Development 84.299B

CFDA # 84.299B

PR/Award # S299B180046

Grants.gov Tracking#: GRANT12686081

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

Closing Date: Jul 30, 2018

PR/Award # S299B180046

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

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="07/30/2018"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="Waadookodaading, Inc."/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="39-2034477"/>	* c. Organizational DUNS: <input type="text" value="1876450770000"/>	
d. Address:		
* Street1: <input type="text" value="8575 N. Trepania Road"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Hayward"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="WI: Wisconsin"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="54843-2186"/>	
e. Organizational Unit:		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text"/>	* First Name: <input type="text" value="Brooke"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Ammann"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Director"/>	
Organizational Affiliation: <input type="text" value="Waadookodaading, Inc."/>		
* Telephone Number: <input type="text" value="715 634 8924"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="brooke.ammann@lcoosk12.org"/>		

Application for Federal Assistance SF-424

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

K: Indian/Native American Tribally Designated Organization

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-061418-001

* Title:

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

13. Competition Identification Number:

84-299B2018-1

Title:

FY18 Professional Development 84.299B

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

Add Attachment

Delete Attachment

View Attachment

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

NDK Teacher & Administrator Training Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="392,177.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="392,177.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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

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

Name of Institution/Organization

Waadookodaading, Inc.

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	90,540.00	92,351.00	94,198.00	82,204.00	83,848.00	443,141.00
2. Fringe Benefits	30,189.00	30,446.00	30,707.00	14,026.00	14,259.00	119,627.00
3. Travel	1,563.00	1,563.00	1,563.00	1,563.00	1,563.00	7,815.00
4. Equipment						
5. Supplies	2,400.00	2,400.00	2,400.00	2,400.00	2,400.00	12,000.00
6. Contractual						
7. Construction						
8. Other	43,990.00	33,000.00	33,000.00	3,000.00	3,000.00	115,990.00
9. Total Direct Costs (lines 1-8)	168,682.00	159,760.00	161,868.00	103,193.00	105,070.00	698,573.00
10. Indirect Costs*	13,495.00	12,781.00	12,949.00	7,823.00	7,974.00	55,022.00
11. Training Stipends	210,000.00	210,000.00	210,000.00			630,000.00
12. Total Costs (lines 9-11)	392,177.00	382,541.00	384,817.00	111,016.00	113,044.00	1,383,595.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 10/01/2016 To: 09/30/2017 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): U.S. Department of the Interior

The Indirect Cost Rate is 20.09%.

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

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

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

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

PR/Award # S299B180046

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <input type="text" value="Lorene Wielgot"/>	TITLE <input type="text" value="Grant Writer"/>
APPLICANT ORGANIZATION <input type="text" value="Waadookodaading, Inc."/>	DATE SUBMITTED <input type="text" value="07/30/2018"/>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
4040-0013

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

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

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

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

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

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

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

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

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

1236-GEPA Statement.pdf	Add Attachment	Delete Attachment	View Attachment
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Section 427 GEPA Statement

To ensure compliance with Section 427 provisions for federal grant recipients, Waadookodaading Language Institute (“Waadookodaading”) and Waadookodaading Ojibwe Immersion School (“SCHOOL”) as the institution responsible for providing onsite training will implement the following steps to ensure equitable access to, and participation in, the *Nandagikenjiganashk* (NDK) Project for students, teachers, and other program beneficiaries with special needs.

- 1) Recruitment: All recruitment documents will include a nondiscrimination statement
 - a. Written in Ojibwe and English for those who are first- or second-speakers of Ojibwe and/or English;
 - b. Recorded in Ojibwe and English and made available upon request to any and all candidates and interested parties who are visually impaired or unable to read written documents in either language for any reason;
 - c. Specifying that any reasonable assistance requested so potential candidates and interested parties regardless of potential barriers as described by federal, state, or tribal statute can obtain a reasonable understanding of what the program entails and how it will provide reasonable accommodations for those considering enrollment consistent with all applicable state, federal, and tribal regulations which apply.
- 2) Screening and Placement: All screening and placement policies, procedures, and materials will ensure equitable treatment and accommodation of all qualified applicants with barriers which can impede their equitable access or participations with all policies, procedures and materials

- a. Written in Ojibwe and English for those who are first- or second-speakers of Ojibwe and/or English;
 - b. Recorded in Ojibwe and English and made available upon request to any and all candidates and interested parties who are visually impaired or unable to read written documents in either language for any reason;
 - c. Specifying that any reasonable assistance requested so potential candidates and interested parties regardless of potential barriers as described by federal, state, or tribal statute can obtain a reasonable understanding of what the program entails and how it will provide reasonable accommodations for those considering enrollment consistent with all applicable state, federal, and tribal regulations which apply.
- 3) Ongoing Support: General operating procedures will provide all reasonable and necessary accommodations required for program compliance with all applicable federal, state, and tribal rules, regulations, and policies pertaining to those who may experience barriers which impede their equitable access and participating in all aspects of this NAM grant program.
- 4) Appeal Process: Any candidates, applicants, or participants who feel they have been discriminated against may contact the designated federal, state, tribal or school official responsible for handling such discrimination complaints as stipulated by their applicable rules, regulations, and policies, and/or they may contract this officer directly:
Waadookodaading School Director, 8575 N Round Lake School Rd, Hayward, WI 54843, 715-634-8924.

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 Waadookodaading, Inc.	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Lorene"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Wielgot"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Grant Writer"/>	
* SIGNATURE: <input type="text" value="Lorene Wielgot"/>	* DATE: <input type="text" value="07/30/2018"/>

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Brooke		Ammann	

Address:

Street1:	8575 N. Trepania Road
Street2:	
City:	Hayward
County:	
State:	WI: Wisconsin
Zip Code:	54843
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
715 634 8924	

Email Address:

brooke.ammann@lcoosk12.org

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Abstract: The *Nandagikenjiganashk* (NDK) Project

Consortium Members: Waadookodaading Ojibwe Language Institute, Inc. (lead applicant) and Northland College (secondary applicant).

Purpose and Expected Outcomes: The primary purpose of *The Nandagikenjiganashk Project* is to a) increase the number of highly qualified native educators capable of developing the cultural and scientific skills of the future tribal workforce and b) placing them in schools with high Ojibwe student populations.

Applicable Priorities: Absolute Priority One: Pre-Service training for teachers; Absolute Priority Two: Pre-service administrator training; Competitive Preference Priority 2: Indian organization eligible to participate in the professional development program; Competitive Preference Priority 4: project designed to increase educators of science, technology, engineering, math, or computer science.

Number of Participants: A total of 37 participants will be served: 10 teacher and 5 administrator candidates in Cohort 1 who will receive five full years of grant support, 3 teacher and 1 administrator candidate in Cohorts 2 and 3 who will receive 4- and 3-years of grant support respectively, and 5 teacher and 2 administrator candidates in cohorts 4 and 5 who will receive 2- and 1-years of grant support respectively.

Number and Location of Proposed Sites: The primary instructional, mentoring, induction, and placement sites will be Waadookodaading Ojibwe Immersion School and the Lac Courte Oreilles (LCO) Ojibwe School located on the LCO Reservation near Hayward, Wisconsin, and the additional mentoring, induction, and placement sites may include Hayward, Ashland, Bayfield, Lac du Flambeau, Lakeland, and Crandon School Districts located near Hayward, Ashland, Minocqua (two districts), and Crandon, Wisconsin.

Recruitment, Induction Services, and Payback Support: Public and tribal schools with high proportions of native students in this region typically hire several native academic and cultural support staff who often have two year degrees in education-related fields or Ojibwe language, but are not licensed teachers. This pool of more than 40 native support staff will be our primary recruitment pool. In addition, each school and each tribe have their own recruitment initiatives which seek candidates interested in working in schools with high proportions of native students. Finally, Northland College actively recruits potential students into its educational degree and licensure programs who are native as members of underrepresented groups. Induction services will be provided in the high-proportion native schools where program completers are employed under the general supervision of onsite mentorship teams (teachers and administrators in their field of licensure who are professional and master teachers per DPI licensure rules for initial educators) who will undergo 180 hours of onsite 1:1 supervised induction support following Wisconsin's Professional Development Plan/Portfolio process. Payback support begins with the first recruitment and orientation meetings and continues through each year of the five-year preparation and induction process. It is anticipated all candidates will meet payback requirements through their employment service in schools serving high proportions of native students, so all program staff will not only keep participants informed about the payback requirement and help track the hours invested through the PDPDCS reporting process, they will be actively involved as mentors and supervising/cooperating teachers to help each candidate succeed for as long as it takes to meet payback requirements. Where monetary compensation is required, staff will work with tribal and school hiring authorities to help graduates find gainful employment sufficient to pay off encumbrances if they leave the program or educational field.

Indian Tribe: The Lac Courte Oreilles Band of Lake Superior Chippewa.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

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The *Nandagikenjiganashk* (NDK) Project

a. Need for Project.

Overview. There are 193,896 Ojibwe (Chippewa) in the United States, making this the fourth largest tribal group in the nation (US Census Bureau ACS, 2011-2015). Most (141,570) live in the upper Midwest on or near 22 federally-recognized reservations and tribal lands. Six of these reservations are located in northern Wisconsin, including Lac Courte Oreilles (LCO) which is the largest with 8,001 tribal members (LCO Population Report, 2018).

Six public school districts and one tribal school system serve two-thirds of the Ojibwe students across this region (2,324 of 3,500 students) and sustain native student populations ranging from 20.1% – 90.9% in the public schools and 100% in the tribal schools.

Waadookodaading is an Ojibwe immersion school which operates on the LCO Reservation under the auspices of Waadookodaading Language Institute, Inc. (“Waadookodaading”), its native-owned nonprofit 501(c)(3) parent company (Documentation attached.). Because of its unique immersion curriculum and success in revitalizing Ojibwe language and culture, Waadookodaading provides the type of cultural congruence essential for training the next generation of Ojibwe educators to serve our native students. In this capacity, Waadookodaading is the primary applicant and Waadookodaading Ojibwe School will serve as the field training center for this project.

Northland College is a private four-year Institution of Higher Education (IHE) authorized to certify educators in Wisconsin that has recently begun working directly with the tribe to deliver teacher certification and education degree outreach programs directly to the LCO community. For its recent efforts in the Training Exceptional Educators (TREE) program in coordination with the LCO community, the Association of Independent Liberal Arts Colleges for

Teacher Education recognized Northland College as a Model of Excellence in Partnerships in 2017. It is recognized as a liberal arts college with a strong emphasis on the environment and sustainability and operates the Sigurd Olson Environmental Institute with an outreach learning facility centered in our project area where undergraduates conduct research and oversee projects like *LoonWatch* and the *Timber Wolf Alliance*. Northland is the secondary applicant and partnering 4-year IHE (See the attached Collaboration Agreement.).

1. Gaps and weaknesses. There is an extreme shortage of fully-certified native educators in the seven school districts attended by most Ojibwe children in northern Wisconsin. The six public school districts have a combined administrative pool of 37 administrators, yet only one is native with a 15% contract to serve in a school where 73.5% of the students are native. Unfortunately, the same is true for the LCO tribal schools where one school director is certified but not native, and the other is native but not certified.

This is similarly true for instructional staff where only 38 of 581 “Level L” certified staff are native – with the exception of Waadookodaading where all six teachers are native, fully-licensed, and fully-employed.

To achieve equity based on native student proportions, these seven districts alone will need to hire 12 more certified native administrators and 162 more certified native teachers.

An analysis conducted by the Wisconsin Department of Public Instruction (DPI) (2017) in response to the Department of Education’s ESEA Sec.1111(b)(8)(C) legislation shows huge gaps in instructional quality between the upper quartile of districts serving the highest percentage of high-minority and high-poverty districts and the lower quartile serving the lowest around the state. Schools in the top quartile of percentage of students of color and percentage of students on free and reduce meals are:

- six times more likely to employ unqualified teachers (equity gap = 2.44);
- three times more likely to employ teachers with emergency credentials (equity gap = 2.39);
- one and a half times more likely to employ teachers with less than one year of experience (equity gap = 2.91);
- four times more likely to hire teachers certified out-of-field (equity gap = 2.25).

The Teacher Access Plan for Wisconsin developed to mobilize resources to address these disparities, unfortunately, proposes directing all additional resources toward only nine urban school districts with high African-American student populations and none toward small rural systems like ours which serve native students.

Hiring gaps ultimately are not so much about discrimination in hiring practices as they are about underrepresentation of educators who come from ethnically-diverse and high-poverty communities. Significant candidate pools of highly qualified native teachers and administrators simply do not exist.

The primary reason is infrastructures designed to help every child succeed simply do not function as designed at any level for native candidates. The public schools serving most Ojibwe students have a combined graduation rate of 74.2% for native students and 93.5% for white students (DPI, 2012-2015 five- year average). The Hayward district which serves two-thirds of LCO's native student population is the worst, with native graduation rates averaging only 51.7% compared to 93.0% for white students over the same five-year period.

Not only do fewer native students graduate from high school, they are also less prepared for college. Average ACT Aspire scores for the three largest reporting districts (two smaller districts are partially redacted) illustrate disparities in college-readiness for native vs. white

students of 18.3% for native vs. 40.0% of white students in Reading, 11.9% vs. 39.7% in Math, and 9.5% vs. 34.3% in Science (DPI, 2017, using district averages).

It is not surprising, therefore, that only 27.4% of native students graduating from the six school districts indicate they “intend to go to a 4-year college” compared to 48.6% of the white students (DPI 2012-2016, using district averages).

Nor is it surprising that graduation rates at the closest 4-year public universities are also disparate, with only 39% of native students graduating vs. 56% of white students (NCES IPEDS, retrieved July 17, 2018).

2. Employment opportunities. Guarantees for employment are built into our project design: employers are committed to hiring all successful completers in either the Lac Courte Oreilles Ojibwe School for English medium instruction, Waadookodaading for full Ojibwe medium immersion instruction, or at a proposed 6-12 environmental tribal charter school.

Even though our primary focus is on addressing the shortage of native teachers and administrators in virtually all licensure fields, we also realize our emphasis on licensing educators aligns with critical shortages across Wisconsin in certain licensure fields where, “Wisconsin public schools, like schools across the country, are facing historic teacher [and administrator] shortages” (DPI Legislative Report, 2016, p. 1) where “chronic staffing shortages” include four administrative positions (business manager, director of special education/pupil services, library/media specialists and reading specialists) and twelve teaching positions of special relevance for this project (math, science, bilingual education, world language which includes Ojibwe, career/technical education, engineering/Project-Lead-the-Way, and computer science) (p. 4).

The most current data on the number and type of teacher licenses issued as “emergency

licenses” where positions of shortage can be filled by otherwise unqualified staff indicate 193 of the 1,062 emergency licenses issued last year were in high-priority licensure fields addressed by this project: bilingual/bicultural education (73), broad field science (26), chemistry (21), computer science (8), earth and space science (8), environmental studies (1), mathematics (24), physical science (8), physics (11), and technology education (13).

In addition, “1-year permits” issued to teachers who are in the process of becoming certified or recertified but will take another year to achieve full licensure indicate that 276 of the 1,435 one year permits issued last year were similarly in bilingual/bicultural education (169), broad field science (20), chemistry (15), computer science (1), earth and space science (1), environmental studies (4), mathematics (49), physical science (2), physics (7), and technology education (8).

For administrators, “1-year permits” were also issued last year to 162 administrators as superintendent-district administrator (21), principal (70), director of instruction (12), director of special education/pupil services (36), reading specialist (14), school business administrator (4), and career/technical education coordinator (5).

The State Superintendent’s Working Group on Staffing Issues (DPE, June 2016, Revised July 2016) did a thorough analysis of these data to identify core aspects of the problem and concluded many chronic shortages (particularly in STEM and bilingual education fields) persist despite special efforts to recruit more candidates into these fields because applicant pools are declining sharply across the board, with fewer “top tier” or standout candidates in every applicant pool; substantial numbers of veteran staff have retired or left the profession and experienced educators in high-demand fields are increasingly difficult to retain; the face of the workforce has changed since new teachers are specialists rather than generalists, lack critical

skills and abilities such as the capacity to work with low-income students, and much younger teachers with young families; and rural schools are “shorthanded everywhere” so staff have to take on many more responsibilities than is typical for teachers in larger urban districts (pp. 5-7).

The working group placed special emphasis on the need for educator preparation programs to become more engaged by “working as a partner” with PK-12 schools, e.g. by having more of a presence in the districts they are serving and being more proactive in analyzing market changes and shifting staffing needs and communicating these needs more aggressively to potential teacher and administrator candidates:

At several points during the Working Group meetings, members expressed concern about a lack of alignment between the K-12 system and higher education. Members expressed frustration that there was no place for the K-12 community to connect with higher education and Education Preparation Programs specifically about what is happening in the field, where shortages are, and how to prepare candidates for the classrooms they enter today. Members recommended that the state do more to ensure that connection and alignment is occurring. (p. 19)

b. Project Design. *Nandagikenjiganashk*, “the stem through which all knowledge flows,” is an Ojibwe concept which drives our project design by integrating indigenous and western learning traditions as will be described. For convenience, *Nandagikenjiganashk* is abbreviated as NDK. *Ganawenjiigejig*, “those who take care of things and protect them,” is an Ojibwe concept which drives the environmental sustainability career pathway which will lead to baccalaureate degrees in environmental studies, including options for those in STEM fields seeking education degrees with full licensure as teachers or administrators.

1. Goals and Objectives.

Goal 1: The primary goal of *The Nandagikenjiganashk Project* is to a) increase the number of highly qualified native educators capable of developing the cultural and scientific skills of the future tribal workforce and b) placing them in schools with high Ojibwe student populations.

Objective 1.1: By the end of third project year, 10 native candidates will receive degrees and certifications necessary to teach as fully-licensed teachers in STEM fields which support environmental science (20 credits minimum) in Wisconsin schools as verified by a collaborating 4-Year IHE, the Wisconsin DPI, and approved Professional Development Portfolio as required by Wisconsin Administrative Rule PI34, and an additional 16 native candidates from four subsequent cohorts will make proportional progress toward achieving degrees and certification during the grant period, **for a total of 26 teachers.**

Objective 1.1.1: By the end of the fifth project year, three of these successful program completers will demonstrate levels of Ojibwe competency rated as “Instructionally fluent in Ojibwe” by the Ojibwe Language Specialist following Waadookodaading assessment protocols to ACTFL standards.

Objective 1.2: By the end of the third project year, five native candidates will receive degrees and certifications necessary to serve as administrators in Wisconsin’s schools with passing (“B” or above) specialized environmental education coursework (20 credits minimum) in STEM fields which support environmental science as verified by a collaborating graduate level IHE, the Wisconsin DPI, and approved Professional Development Portfolio as required by Wisconsin Administrative Rule PI34, and an additional six native candidates from four subsequent cohorts will make proportional progress toward achieving degrees and certification during the grant period, **for a total of 11 administrators.**

Objective 1.2.1: By the end of the fifth project year, three of these successful program completers will demonstrate levels of Ojibwe competency rated as “Instructionally fluent in Ojibwe” by the Ojibwe Language Specialist following Waadookodaading assessment protocols to ACTFL standards.

Objective 1.3: By the end of fourth and fifth project year, all successful completers will complete 180 hours of school-based induction experiences annually in a school with a high proportion (20-100%) of native students as verified by the school administrator, supervising educator from a collaborating IHE, and Professional Development Portfolio approved by a PDP Team as required by Wisconsin Administrative Rule PI34.

Objective 1.4: By the end of the fifth project year, all successful completers will procure full-time employment in a school serving a high proportion (20-100%) of native students as verified by the school administrator or project director.

Goal 2: The secondary goal of *The Nandagikenjiganashk Project* is to create during the first project year a seamless Grade 5 – Baccalaureate *Ganawenjiigejig* career pathway in Environmental Science which will graduate five or more environmental scientists and licensed educators annually beginning with its 2020 cohort and place 100% in high proportion native education or STEM-related workforces.

Objective 2.1: By the end of the third project year, the *Ganawenjiigejig Career Pathway* will be fully implemented as a dual credit option for LCO School and Waadookodaading students to be placed in classrooms with college and university students to concentrate studies in environmental science with 80% of the secondary students transitioning to college and 60% of the postsecondary students graduating with four-year degrees in environmental STEM-related fields as verified by official transcripts.

Objective 2.1.1: By the end of the summer following the first year of the grant and every summer thereafter throughout the project period, ten or more native students in *Ganawenjiigejig Career Pathway* will successfully complete a four-week summer program in a STEM-related environmental field with at Sigurd Olson Environmental Institute, with all juniors and seniors earning 3 dual credits with grades of “C” or above, as verified by the project director.

i. Participants expected to be recruited. An initial cohort of ten teacher and five administrator candidates will be recruited in the first five-year cycle of the project. A second cohort of three teacher and one administrator candidates will be recruited in the second project year, and successive cohorts will build as students follow career pathways by two additional teacher and one additional administrator candidate each year thereafter. Ten middle- and high-school students will be recruited into the *Ganawenjiigejig Career Pathway* each summer of the project. Over the five year cycle, a total of 37 participants will be served.

ii. Participants expected to continue. It is anticipated that 80% of the participants in each cohort group will continue and successfully complete the project over five years.

iii. Participants expected to graduate. It is anticipated that 80% of the participants in each cohort group will graduate.

iv. Participants expected to find qualifying jobs. It is anticipated that 100% of all graduates will be placed within twelve months of completion.

2. Recruitment plan. Public and tribal schools with high proportions of native students in this region typically hire several native support staff who often have two year degrees in

education-related fields or Ojibwe language, but are not licensed teachers. Most of our potential participants, therefore, have already been recruited through the employment process. Once placed as aides and support staff, they have access to a career ladder where the tribe helps them obtain a full four-year degree with teacher licensure. Given the size of the noncertified staff pool at LCO schools alone, the target group of ten preservice teacher candidates will be available.

At the administrative level, Waadookodaading already has a pool of six applicants who already hold their bachelor's or master's degrees in education and are certified or certifiable, are fluent Ojibwe speakers, and have committed to working toward their administrative licenses.

A unique feature of the NDK design is that it builds an environmental science pathway which starts in middle school and continues through college. This design draws from the OVAE's *Blueprint for Transforming Career and Technical Education* (2012) by establishing strong collaborations among secondary and postsecondary institutions, employers, and industry partners, specifically through the Project Lead-the-Way (PLTW) environmental sustainability program. PLTW students earn dual credits before they transition to college, so students in the program form another significant pool of potential native candidates who have already self-selected into majors in STEM fields, which through the project will include a new environmental sustainability track with teacher training options. Forty-four students at LCO Ojibwe School have taken PLTW dual credit options over the past four years, and we anticipate an environmental sustainability track will add more students to this pool: most with 6-24 college credits in hand!

In 2003, program designers launched an alternative certification program for nontraditional students which became the largest certification program for teachers of science in the state including all colleges and university. That program has since been purchased by a non-

native corporation, eduCATE-Wisconsin, which continues to be authorized by the Wisconsin DPI to certify teachers and administrators in Wisconsin in all science-related teacher certification fields and in all administrator certification fields. Because of our special relationship with that company, all participants will have direct access to their alternative certification programs in fields which are not available through Northland College (e.g. all administrative licensure fields).

Alternative certification programs are specifically designed to attract and meet the needs of nontraditional students. Not only in areas of shortage, but in all licensure fields, certification is encouraged for potential teachers who are from a minority group currently underrepresented in the teaching workforce, and additional licenses in non-shortage areas can be added.

The alternative certification option allows the NDK project to recruit any native candidate who holds a bachelor's degree in any STEM-related field and would like to become certified to teach or an advanced degree in an education-related field with 20 or more credits in STEM-related coursework and would like to be certified as a school administrator.

3. Employer partnerships. Lac Courte Oreilles and other tribal governments in the region make it a part of their formal mission to “safeguard Mother Earth.” In practice, this responsibility is delegated to the LCO Conservation Department and its staff to manage the 76,465 acres of tribal lands. In addition, all tribes in Wisconsin have fiduciary responsibility to manage the natural resources of more than 62,000,000 acres through the Great Lakes Intertribal Fish and Wildlife Commission (GLIFWC).

GLIFWC currently employs 71 professionals with degrees in STEM-related environmental fields, most as biologists (27) or administrators (10). Currently, two of the administrative positions and 15 of the biology positions are filled by nonnatives, and GLIFWC is committed to filling these positions with native employees once they become available, so they

have adopted a formal employment strategy to increase the number of tribal members GLIFWC hires and retains by:

1) expanding outdoor experiences and increasing awareness of treaty harvest opportunities for upper elementary, middle and high school students, 2) participating in education/job fairs in tribal communities to increase awareness of career opportunities at GLIFWC and the various levels of education required, 3) networking with tribal community colleges and area colleges/universities to improve understanding of GLIFWC's natural resource employment needs, and 4) developing a network to assist tribal members in identifying appropriate natural resources and conservation enforcement degree programs. (GLIFWC, 2018).

The NDK project will not only support each of these strategies, it will add a fifth component: 5) increasing the number of native educators who are qualified to teach and train new native STEM professionals through feeder courses which lead to college degrees and licensure. As Director Isham (2018) noted, "GLIFWC acknowledges that university programs for fisheries and wildlife management require strong math and science skills. Unfortunately, few tribal youths develop these skills in high school making it difficult for students to pursue these academic programs in college."

The demand for educators in STEM fields at the core of this project, therefore, is driven by the demand for highly qualified STEM professionals in each of these fields.

In a recent report to the Northwest Wisconsin Regional Planning Commission, Economic Modeling Specialists International (2017) cites most environment-related occupations in northwest Wisconsin as "hotspots for this kind of talent," specifically mentioning biologists, conservation scientists, ecologists, forestry technicians, and wildlife biologists as the positions

where we should be gearing up.

Wisconsin Job Center (2016) similarly projects strong growth across these sectors using its metrics (reported by SOC Code, 2014-24):

191031	Conservation Scientists	+ 12.25
191032	Foresters	+ 12.75
192041	Environmental Scientists	+ 13.66
192043	Hydrologists	+ 5.88
192042	Geoscientists , except Hydrologists & Geographers	+ 19.81
119121	Natural Science Managers	+ 7.99
194011	Agricultural and Food Science Technicians	+ 11.44
194093	Forest and Conservation Technicians	+ 1.14
194099 *	Life, Physical and Social Science Technicians	+ 10.39
151199 *	Computer Occupations	+ 15.17

To ensure adequate capacity is achieved to fill each of these positions with tribal members, a new environmental charter school is in development which will be the first tribally-authorized tribally-controlled green charter school of its kind in the state. *Ganawenjiigejig* Environmental Center will evolve directly from the *Ganawenjiigejig Career Pathway* and is scheduled to launch in 2019 as part of the LCO Ojibwe School system with a curriculum that combines the best of traditional values about caring for Aki, the land, with the best of modern

science which is discovering new ways to provide such care effectively.

Through their combined effort, LCO Ojibwe School, Waadookodaading, and *Ganawenjiigejig* will partner with other high-proportion public schools participating in the project to help resolve staffing needs through this educator training approach.

Similarly, Northland College sustains working partnerships with multiple tribal- and environmental/eco-employers, including the US Forest Service, USDA, Eco-League (Alliance for Sustainability, Habitat for Humanity, Chequamegon Bay Renewables), Northern Trust Company (investment companies removing fossil fuels from the environment).

Because tribal governments and their affiliated enterprises are among the largest – if not the largest – employers in their respective counties, close educational-business connections will be sustained through ongoing practicums integral to the curriculum pathway at all levels.

c. Project services.

1. Learning experiences geared for high-proportion Indian schools. The unique feature of the NDK design is that it brings native preservice educators at the postsecondary level directly into the classrooms of native secondary students where they will study environmental sustainability together taught by two master teachers using the Project-Lead-the-Way curriculum. Dual credit options have been integrated successfully into the LCO Ojibwe School curriculum for more than a decade, but they have yet to be offered in environmental sustainability. A new twist added by this project will be to extend dual credit pathways all the way through college by holding nongraded blended classrooms in the same facility so students will be less likely to struggle with their transition to higher education where four year colleges are more than an hour's drive.

As the Ganawenjiigejig Career Pathway evolves into Ganawenjiigejig Environmental

Charter School, it also provides opportunity for students who have dropped out of high school (about half of Hayward public school’s native students) to get back into secondary classrooms where they will be with their same-age peers, earning credits which will apply both to a high school diploma they never received and college credits they never thought they could attain – with those who have “made it” supporting them as classmates, tutors, and mentors.

The comprehensive design of NDK is supported by recommendations from the Teacher Access Plan for Wisconsin (2017) developed by the DPI’s ESEA work team. Even though no high-proportion native schools benefited from additional resources to address equity gaps, the DPI team developed a “fishbone” model which isolated four components of teacher training which they felt accounted for the large disparities in staffing at high-minority and high-poverty schools: *preparation* (underexposure to high needs classrooms, lack of effective teaching strategies in high needs environments), *resources* (limited professional opportunities, lack of access to and knowledge of school data, disparate budgets and investments in staffing, disproportionate funding despite greater needs), *school climate* (perceptions of unsafe environments, teacher feelings of worth, and lack of recognition), and *skills gaps* (lack of readily-available best practices unique to high-need environments, lack of targeted professional development opportunities) (p. 18).

The NDK project brings each of these design components directly into this licensure program to serve rural schools with high proportions of native students by uniquely connecting indigenous and western learning traditions. Specifically, NDK staff will draw from native traditions which held learning is borne of experience and is holistic more than segmented: e.g. science is not science “where we distinguish science from culture, art, religion, ethics, and politics . . . even though homes, fishing tools, clothing are imbued with scientific knowledge”

informed by the natural world, the spirit world, and lived experience (Coleman, 2012).

Elders will have a presence throughout the program, where they are traditionally respected as teachers given their vast experience, yet also share a “gift of teaching” which Dewey (1929) described as “a quick, sure and unflagging sympathy with the operations and process of the minds they are in contact with [which causes] their own minds to move in harmony with those of others, appreciating their difficulties, entering into their problems, sharing their intellectual victories” (Dewey, APT, 2010, p. 36).

The proposed school schedule illustrates this blend of traditional and western pedagogies, where the NDK program will be delivered in schools which serve as learning/practicum/ induction centers which provide: 1) high-quality mentoring, coaching, and consultation services for participants to improve their academic and professional licensure performance; 2) access to research materials and information on teaching and learning; 3) assistance to new teachers in using technology in the classroom and the use of data, particularly student achievement data, for classroom instruction through the LCO Data-Driven Decision-Making process which has been formally adopted and implemented at LCO tribal schools (See model in attachments.); 4) clear, timely, and useful feedback on performance, provided in coordination with the participant’s supervisor, as required by Wisconsin’s Administrative Rule PI34 for teacher licensure; and, 5) Periodic meetings or seminars for participants to enhance collaboration, feedback, and peer networking and support which will be face-to-face and online, before, during and after school.

Course/Support Schedule		
MONDAY	TUESDAY-THURSDAY	FRIDAY

Face-to-Face Meetings with Instructors + Online Coursework	Morning Large Group Circle	Field Practicum: Intro to Environmental Education
Face-to-Face Core Subject Class	Face-to-Face Core Subject Class	
Ojibwe Culture Foundation Block (Meal Circles)		
Face-to-Face Core Subject Support	Face-to-Face Core Subject Support	Face-to-Face Core Subject Support
Ojibwe Culture Foundation Block (Classroom)		
Exit Circles for Education Cohort Groups		
Evening Schedule		
Online Core Subject Support	Online Core Subject Support	Native Sports & Activity Circles
	Online Ojibwe Culture Support	

2. Learning experiences aligned with Indian student needs. Ever since the LCO Ojibwe School launched in 1976, the tribe and its educational planners have been working to unlock the mystery of why so few native students make it through college and become teachers.

In 2009, the LCO Tribal Governing Board commissioned a study funded in part by the Otto Bremer Foundation to study why there continue to be so few native teachers here and around the state. The researcher studying the concern examined the experience of eleven teachers (10 Native) who taught at LCO Head Start and were under pressure to complete their 4-year degrees since 2-year degrees were no longer allowable under new Head Start guidelines.

Funded in part by a grant from the Bremer Foundation, this study concluded the 2+2 model in place at the LCO Ojibwe Community College (LCOOCC) these teachers attended was simply not working as designed for its native students:

- Instead of taking two years to earn their associates degree as the first phase of their “2-year” program, participants took an average of 14.2 years;
- Instead of earning 62 credits to earn their associates degree, participants earned an average of 84.2 credits before it was granted;
- Instead of transferring all 62 credits and applying them toward degrees and licensure, participants were only allowed to transfer an average of 41 credits;
- Instead of completing their 2+2 program at a single college per the articulation agreements in place, participants attended an average of three or more;
- Instead of earning their bachelor’s degree with 128 credits, participants averaged more than 200!

The result of this study was an effort by Waadookodaading to restructure its native educator program as presented here, with much more hands-on support and stronger emphasis on the development of language and culture skills.

Following the study, the tribe conducted its own survey in 2012 to determine how high school and college students from LCO perceived the impact of a variety of barriers on their

school success. This 2012 survey was administered on the LCOOCC campus to students (self-selected) who were in school or college as well as those who were not. The responses of younger students and older students are included since both groups will follow the pathway.

Pathways to Success Survey (203 Respondents)						
What difficulties do you face in college OR What keeps you from attending college?	Ages 16-17 ("High School/HS")			Ages 18-24 ("College/C")		
	Rank	#	%	Rank	#	%
Lack of childcare.	7	0	0.0%	4	17	11.0%
Lack of transportation.	4	3	5.6%	2	39	25.2%
Financial need.	2	13	24.1%	1	49	31.6%
College enrollment problems.	6	1	1.9%	5	10	6.5%
Distance from home (homesickness).	5	2	3.7%	7	4	2.6%
Academic problems.	3	9	16.7%	5	10	6.5%
Problems with the college.	7	0	0.0%	8	3	1.9%
Other (unspecified).	1	26	48.2%	3	23	14.8%

The fact that nearly half of the 16-17 year-olds and fifteen percent of the 18-24 year-olds did not select the standard at-risk factors listed as barriers to their college success was quite

revealing, even though it was a design weakness of the survey that it did not ask participants to list what the “Other” barrier was for them.

Additional follow-up questions in the survey fleshed out some interesting factors which may have contributed to their “Other” responses:

- Most (87% HS, 92.5% C) feel their native culture was “Very Important” or “Important” to them (which may or may not have been valued in their school);
- Many (64.7% HS, 48.5% C) have experienced violence such as threats, fighting, bullying, cyber bullying, physical and/or sexual abuse;
- Over half (60.9% HS, 52.3%) have received counseling services;
- Fully a third of each group (33.3% High School/HS, 32.4% College/C) have been raised by foster care, grandparents, or extended families;
- Nearly a quarter (21.7% HS, 24.8% C) have experienced abuse or neglect;
- Significant numbers (8.7% HS, 36.1% C) have or are expecting children;
- Some (8.8% HS, 14.3% C) do not always have a regular place to live;
- Some (4.3% HS, 10.4% C) do not have enough food at home.

Contrary to many popular beliefs, however:

- Most (55.1% HS, 60.2%) hold down summer or part-time jobs, with 8.3% of college-age students working full time;
- Most (69.1% HS, 80.5% C) have not taken illicit drugs/controlled substances;
- Many (57.4% HS, 44.0% C) have never consumed alcohol.

Research increasingly supports the importance of cultural congruity between those who teach and those who learn. Gloria and Robinson-Kurpius (2001) have identified three variables that directly bear on success or failure of native undergraduates: social support, comfort in the

university environment, and self-beliefs (in that order) have on American Indian undergrads that help them persist and graduate from college.

The full-spectrum support the NDK project will provide will generate such congruity.

3. Job placement. In Sawyer County where LCO is located and surrounding counties, schools with high-proportion native student populations are among the largest workforces. With few exceptions, native teachers have always found immediate employment in tribal schools and public schools with high percentages of native students because administrators and school boards are committed to addressing underrepresentation.

An advantage of educator licensing in Wisconsin as most states is that preservice teachers and administrators must complete several practicum experiences, including over 200 hours of “student teaching” under the tutelage of highly qualified cooperating and supervising teachers. These practicums provide potential employers to see these teacher and administrator candidates first-hand in their schools, with trusted staff conducting the required performance observations and prelicensure conferences. The value of placing candidates in tribal schools is that native hiring preferences are in place to ensure qualified native teachers and administrators will be at the top of their candidate lists.

It is also anticipated educational employment opportunities will continue to expand at LCO and nearby reservations as tribally-authorized tribally-controlled charter schools take hold. Recent Wisconsin legislation allows two tribal colleges (including LCOOCC) to authorize as many as six new charter schools anywhere in the state. It is anticipated the *Ganawenjiigejig Charter School* will launch with an anticipated enrollment of 60-100 native students. This will create 4-6 new teaching position and one new administrative position within the first three years of the grant period.

The DPI has also finished negotiating a new Memorandum of Understanding with the tribe which commits the department to working closely with LCO help develop these new charter schools, including revamping teacher licensure requirements which will streamline the licensure process for all teachers, including those who are critically underrepresented in the workforce and want to be certified in fields like Ojibwe.

With these systems in place, we are very confident all program completers will find immediate employment and meet the induction requirement of this grant successfully in timely fashion.

4. Latest research. In committing to this seamless pathway in environmental sustainability, the NDK project design draws directly from several 21st century research initiatives which have been demonstrated to be effective to What Works Clearinghouse standards without reservations:

- Gate's Foundation's "Early College, Early Success" initiative. Early high schools are local colleges/universities that partner with local high schools to take up to two years of dual credits toward high school graduation and an associate's or bachelor's degree. Particularly benefitting racial/ethnic minorities, women, and low income students, this program improved high school graduation rates by 5%, increased postsecondary enrollment by 9%, and reduced likelihood of college remedial coursework by 4%. Remarkably, 22% of Early College students earned a postsecondary degree during the study period compared to only 2% of comparison students. (American Institutes for Research & SRI, 2013)

- Other Dual Enrollment options as reported in the National Education Longitudinal Study. This study found dual enrollment courses significantly increased the likelihood of attaining a degree at any level, but bachelor's degrees in particular. Students who earned six

dual credits or more were significantly more likely to attain degrees. (An, 2012)

- City of New York’s “Accelerated Study in Associate Programs (ASAP)” initiative.

The ASAP program offered multiple levels of support to low-income community college students in need of remedial courses. It required full time enrollment; accelerated skills-based courses taken early for as long as required to achieve proficiency benchmarks, graduation within three years; reduced student/advisor ratios with 35-40 meetings over the 3-year period; career and employment advisement and support with 5-10 sessions over the 3-year period; tutoring in individual, small group, and online settings for a minimum of 25 sessions with instructors and advanced student-mentors; blocked or linked schedules during the first and second semesters in cohorts based on area of concentration; seminars for smaller groups for 3-semester; tuition waivers as required; free transportation and childcare as provided; and, free laptops, textbooks, and classroom/lab supplies (Scrivener et al., 2015). ASAP students earned 43 college level credits vs. 35 for comparison groups and significantly more attained a college degree (40% vs. 22%). Although this program was geared toward Associate Degree nontraditional students, our assumption is that it will work equally well or better with students seeking bachelor’s degrees if they have already earned at least 40-50 credits.

- Boston Program’s “The Forgotten Summer” project. Summer counseling in financial and college literacy (e.g. taking placement exams, obtaining financial aid, and registering for courses) for scholarship applicants contributed to their persistence into the second semester of their second year of college at a level which was statistically significant (72% vs. 64%). (Castleman, Page, & Schooley, 2014)

- Nongraded school options which allow students to advance at their own pace which have been demonstrated to improve the academic achievement of minority and low SES

students with 58% performing better on and 33% performing as well as students attending graded schools. (Goodlad, 1987; Pavan, 1992).

- Project Lead the Way (PLTW) curriculum, a science and engineering curriculum which has not been reviewed by WWC, but has considerable research support from studies which found PLTW students demonstrated higher levels of science and math achievement (Schenk et al., 2011), were more likely to complete four years of high school math and score higher on NAEP assessments (Bottoms & Uhn, 2005, 2007), displayed increased interest and achievement in science and math among middle school girls (Paslov, 2006), and demonstrated increased academic resilience for bachelor completion (Sielaff, 2010).

5. Payback requirements. The project director will bear primary responsibility and the practicum supervisor will bear secondary responsibility for ensuring all payback requirements are met as stipulated in 34 CFR 263. Since each is required to sustain close contact with all program participants, it is also a condition of their employment that they ensure participants clearly understand all payback provisions in formal agreements these participants sign as a condition of entering the program which clearly delineates their payback obligations as cash reimbursements or equal time work-related commitment to serve as educators in high-proportion native schools. Participants will especially be made aware from the onset that the payback provision applies if they drop from the program.

These project staff will also be required to facilitate the payback process through full disclosure of all records related to each participant's time in the program and costs incurred, as well as any reports which must be filed through the PDPDCS or other information management systems which document how the payback provision was met through payment and/or employment records.

These requirements will not only be reviewed as part of the initial program orientation and induction group meetings which all participants are mandated to attend, but will also be communicated formally in writing to each candidate on a semesterly basis by the administrative assistant and in person by the project director or practicum supervisor as documented in writing by a memorandum of understanding signed by participants and program officials.

d. Project Personnel.

1. Director qualifications and time commitments. Since this project includes training at the highest graduate levels, the Program Director will be required to hold a doctorate or specialist degree in education; have successfully completed 24 or more college credits in STEM-related curriculum, preferably in the environmental sciences; have three or more years of documented successful teaching or administrative experience at the K-12 or college level, preferably in a school or university qualifying as a “high proportion Indian” ($\geq 50\%$) school or college with a significant native student enrollment; demonstrate successful experience working with native students and deep understanding of native cultures, preferably as a native applicant as provided in section 7(b) of the Indian Self-Determination and Education Assistance Act.

The project director position is a 0.30 FTE position for the first three years during the degree-completion and certification phase of the project and is a 0.25 FTE position for the final two induction phase. To ensure adequacy of this time commitment, the project director will be supported by a 0.40 FTE administrative assistant in the first three years and 0.25 in the last two.

The resume of Brooke Ammann, the Wadookodaading School Director is attached, since she will be integrally involved with implementation of the project. As a tribal member who received her Master’s Degree in Educational Policy Studies from the Harvard University Graduate School of Education, she will lead the project on an interim basis until a permanent

director is hired during the school year (See attached resume.)

2. Qualifications and training of key project personnel. Other key project personnel will be required to: hold a bachelor's degree in education, preferably an advanced degree; have successfully completed 24 or more college credits in STEM-related curriculum, preferably in the environmental sciences; have three or more years of documented successful teaching or administrative experience at the K-12 or college level, preferably in a school or university qualifying as a "high proportion Indian" ($\geq 50\%$) school or college with a significant native student enrollment; demonstrate successful experience working with native students and deep understanding of native cultures, preferably as a native applicant as provided in section 7(b) of the Indian Self-Determination and Education Assistance Act.

The two current Project-Lead-the-Way teachers will deliver courses beginning this September 2018 as a combined 0.62 FTE. Tammy Moncel holds an BS Degree in Comprehensive General Science Teaching and Comprehensive Biology Teaching with a minor in Earth Science Teaching, and an MS Degree in Curriculum, Instruction, and Assessment, having received a US Satellite NASA Endeavor Fellowship completed in 2013 with leadership distinction. She is licensed in Wisconsin as a secondary Biology/Life Science teacher, is Project-Lead-the-Way certified in five STEM pathways and STEM certified through Columbia University. She has been an instructor at LCO Ojibwe School for the past fourteen years, and has coached the middle school robotics team to fifth place in national competition where all other top finishers were high school students. (See attached resume.)

Wendy Fuller is the second Project Lead-the-Way instructor who will teach in the NDK program. She holds a BS in Wildlife Biology and an MS Degree in Animal Science, and has performed field work for the Colorado Bureau of Land Management to identify and tally

waterfowl mortality caused by environmental pollutants in a potential super-fund cleanup site, implemented and evaluated effectiveness of various hazing techniques used to discourage waterfowl use of contaminated areas, and has collaborated with the Alaska State Fish and Game Department to establish a safe moose harvest quota on military lands. She has taught in Hayward public schools for five years and LCO Ojibwe School for seven years. (See attached resume.)

Cultural competence of all candidates will be considered by the screening committee in three specific ways which they will be able to ascertain through their own experience and native perspectives: the degree applicants demonstrate their capacity to provide social support, comfort in the university environment, and confidence in their self-beliefs.

Time allocations are high enough and job descriptions are clear enough to ensure that these staff will sustain adequate direct interactions with participants to ensure they get the level of support they need to be successful. The four staff engaged in this capacity are the two dual credit instructors who will work with participants daily in their classrooms as a combined 0.62 FTE during the first three years of the project, school-based supervising teacher/administrator mentor as a 0.20 FTE (one day a week) each year of the project, cooperating teacher/administrator mentors who will work weekly with participants each year of the project for a total 0.20 FTE each year of the project, , and the induction practicum supervisor who will work as a 0.60 FTE during final two years of the project. The schedule provided show has these personnel will be in constant contact with participants each, unlike typical university schedules where they may only see their instructor three times a week for only a relatively short classroom session.

3. Consultants and contractors. This project is designed to be a “grow your own” project where the tribe itself nurtures and supports its participants, not something which depends

on others who may not live in this community or be tribal members. For this reason, \$5,000 has been budgeted as an annual “customary gratuity” to be used for tribal elders who will work with participants and lend their support to the project.

In addition, \$30,000 has been allocated for year-round school-based undergraduate and graduate tutors who are native, successful in college, and well-attuned to the breadth of support they can lend to participants who will need all the support they can get.

e. Management Plan. A synopsis of the management plan is provided here since the full document exceeds the page limitations of this narrative (See attachment.).

1. Persons served and cost-effectiveness. A combined total of 37 persons will be served, with ten teacher and five administrator candidates in the first 2018 cohort, three new teacher and one administrator candidates in the 2019 and 2020 cohorts, and five teacher and two administrator candidates in the 2021 and 2022 cohorts.

As new cohorts transition through the NDK program, grant funding will phase out so only the first cohort group will receive the full five years of grant support, the second cycle four years, etc. As grant funds are spent down, new sources of revenue will be tapped to make up the difference, specifically by the new tribal charter school which will provide an ongoing source of revenue since the state will provide more than \$7,200 per year in funding for each dual credit student. This will be in addition to BIE funding, so it represents a new funding source.

The return on investment for students who successfully complete the program and earn their teaching degrees/certification will be huge, since census data show the national median average salary increases significantly for each level of educational attainment (WiseAssets, 2018): No Diploma/\$25,636; HS Diploma/\$35,256; BS Degree/\$59,124; MS Degree/\$69,732; PhD/\$84,396.

These nationally-averaged numbers are comparable to actual salaries paid teachers (\$50,854) and school administrators (\$92,914) in Wisconsin, so it is reasonable to assume successful completers of the NDK program will earn \$954,720 more over the course of their professional careers than peers who did not graduate from high school, \$424,320 more than those with master's vs. bachelor's degrees, and \$586,560 more than those with doctorate vs. master's degrees. Ten successful completers certified as teachers would therefore produce a ROI of \$9,451,200 over the course of a 40-year professional career, and five successful completers certified as administrators would produce a ROI of \$2,836,800.

2. Feedback loops and continuous improvement. For the past five years, LCO Ojibwe School has been implementing data-driven decision-making (DDDM) and performance feedback (PFB) monitoring and intervention models which incorporate multiple ongoing formal and informal feedback loops among all stakeholders as part of a coordinated continuous improvement effort (See attachment.).

Raw data, primarily assessment data and formal/informal communications, are inputted at the student level from three major sources: school/college, home, and the tribe (including tribal government which oversee all educational programs and elders). Similarly, raw data are also inputted from the institutional or systems level from each educational entity involved in education from Early Head Start through college.

These input data are analyzed by the DDDM team which includes teachers and administrators to organize, collate, and process data so it can be focused on identified needs, analyzed, and interpreted to inform decision-making. Their recommendations are communicated as output data to all stakeholders through formal and informal communication channels with feedback loops where they are acted upon by school administrators and governing boards.

In practice, DDDM is not always as neat or tidy as the model would imply, but ultimately the quality of the outputs is directly linked to the quality of inputs and those who manage the process.

3. Adequacy of time commitments. The project director position is 0.30 FTE position for the first three years during the degree-completion and certification phase of the project and is a 0.25 FTE position for the final two induction phase. To ensure adequacy of this time commitment, the project director will be supported by an administrative assistant with a 0.40 FTE in the first three years and a 0.25 FTE in the last two. Curriculum embedded in Project-Lead-the-Way will be delivered by two master's level dual credit instructors with a combined 0.62 FTE, a practicum supervisor as a 0.20 FTE, several school-based teacher and administrator mentors with a combined 0.20 FTE, and the induction instructional supervisor/lead mentor as a 0.60 FTE (during the induction phase of the project only).

Timeline, roles and responsibilities, milestones. Our management plan delineates timelines, roles and responsibilities, and milestones which will be observed and tracked throughout the grant period using Gantt Chart software. Given the length of the document, it is provided as an attachment and will be cited in the Part 6 "Other Attachments" compendium.

Other Attachment File(s)

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Brooke Mosav Ammann

(b)(6)

Education

Dartmouth College A.B., Religion, Native American Studies minor, 1997

Lac Courte Oreilles Ojibwa Community College, Ojibwe language courses, 2002-2004

Harvard University Graduate School of Education Ed.M. Education Policy and Management, 2005

Relevant Experience

Director, Waadookodaading Ojibwe Language Immersion Charter School, September 2010 – Present

- Make recommendations concerning the school's programs of instruction.
- Budget school time and resources to provide for the efficient conduct of school instruction in order to increase student achievement.
- Lead in the development, determination of appropriateness, and monitoring of the instructional program by understanding the individual needs of students in the program; assess the programs designed to meet those needs.
- Work collaboratively with all staff to strengthen the instructional program; maintain high standards of student conduct through a guidance and development program which focuses on prevention, communication with parents and high expectations of conduct.
- Enforce discipline fairly, incorporating building standards from district policy, with sensitivity for diversity issues; hold high expectations for all students and link expectations to instruction; keep abreast and take leadership in successful methods used in other areas that would work with Waadookodaading students; include staff, students and parents in the development of instruction.
- Prepare and submit the school's budgetary requests; encourage collaborative grant writing and development of other support programs with community agencies and families; monitor expenditures of all funds; supervise the maintenance of all required building records and reports; prepare or supervise the preparation of reports, lists and all other paperwork required or appropriate to the school's administration; supervise the daily use of the school facilities for both academic and nonacademic purposes; provide for adequate inventories of property and for the security and accountability for the property.
- Maintain communication with the district to keep the Superintendent informed of the school's operation; establish effective communication and maintain positive relationships with students, staff, parents and community; assume responsibility for all official correspondence and news releases; act as liaison between the school and the community; interpret State, Federal and District activities and policies, encouraging active, hands-on participation in school life; be aware of and have sensitivity to and support issues of diversity. Have working knowledge and skills in handling public and media relations.
- Participate in the recruitment, selection and supervision of all school building personnel; monitor compliance with District policies and standards; evaluate performance and counsel all staff members regarding their individual and group performance; act affirmatively in hiring and promotion to meet the goals and objectives of the plan approved by the Board of Education; facilitate the professional development of all staff through collaborative staff development planning and implementation; delegate and hold others accountable for results; participate actively in all school-related activities and programs; lead the school in developing and implementing a school improvement plan; guide staff in professional development that will enhance their teaching skills to meet the needs of a culturally diverse student population with a variety of learning styles.

Principal Investigator, Administration for Native Americans Native Language Revitalization Implementation Grant, October 2009 – April 2010

- Recruited candidates for language immersion nest teacher training program.
- Recruited master language speakers for Master/Apprentice language learning model to encourage

Brooke Mosav Ammann

Resume

Page 1 of 3

- second language acquisition in community members and teacher trainees.
- Maintained contact with funding agency and ensure timely submission of required reports.
- Facilitated board trainings and developed agendas for Tribal Language Advisory Team.
- Worked in conjunction with early childhood professionals to develop a customized immersion nest teacher training program.

Principal Investigator, Administration for Native Americans Native Language Revitalization Planning Grant, October 2008-September 2009

- Researched language immersion models, curriculum, second language teaching and learning and bilingual education.
- Identified and recruited community members and local language activists for participation in planning process.
- Established St. Croix Chippewa Tribal Language Advisory Team.
- Developed agenda and Tribal Language Advisory Team training for monthly meetings.
- Presented research to community at meetings and through print media.
- Laid the groundwork for language immersion network among Wisconsin tribal language activists.
- Articulated formalized strategic plan for the development of an Ojibwe language immersion nest for preschool children on the St. Croix Chippewa reservation.

Education and Youth Director, St. Croix Chippewa Indians of Wisconsin, March 2002-April 2010

- Administered Bureau of Indian Affairs consolidated education and youth program contracts as approved and assigned by the St. Croix Tribal Council.
- Assisted students with financial aid applications.
- Administered St. Croix Tribal Scholarship program.
- Cultivated and maintained communications with all school officials, from pre-school to post-secondary institutions, to ensure the protection, rights, and educational success of St. Croix Chippewa students.
- Supported and encouraged the academic progress of St. Croix Chippewa students.
- Assisted St. Croix Chippewa Local Indian Education Committees with information dissemination.
- Created and monitored program budgets.
- Established Lac Courte Oreilles Ojibwa Community College Outreach Site on the St. Croix reservation.
- Advised St. Croix Tribal Council regarding education policy.
- Represented the St. Croix Tribe's interests in educational planning for economic development.
- Developed and planned cultural enrichment efforts by promoting Ojibwe language usage for St. Croix Chippewa students from pre-school through post-secondary levels.
- Initiated and developed community based Tribal Education strategic planning.

Adjunct Faculty, Lac Courte Oreilles Ojibwa Community College, September 2002-April 2010

- Taught Introduction to Higher Education course.
- Taught introductory Ojibwe, Ojibwe 3 language courses.
- Taught U.S. Indian Policy and Law course.
- Taught Introduction to Tribal Government course.

Assistant Director, The National Indian Council on Aging, April 2000-November 2001

- Identified and researched topics for informative publications aimed at American Indian and Alaska Native elders, state and federal legislators, and federal funding agencies.
- Advocated at tribal, local, state, and federal levels for American Indian and Alaska Native elders as assigned by the Board of Directors.
- Initiated strategic plan for development of capital campaign and focused grant writing activities.
- Administered program through grant writing, fund-raising, contract development, budget development and management, event planning, staff development, board development, publication production, and website design.
- Reviewed Ethnogeriatric Curriculum, American Indian/Alaska Native Module, for the Stanford University

Geriatric Education Center.

- Conducted research and delivered testimony to the United States Committee on Indian Affairs advocating reauthorization of the Older Americans Act, resulting in successful reauthorization with protected legislative language addressing the specific needs of American Indian/Alaska Native elders.

Other Experience

Teaching Assistant, Harvard University Kennedy School of Government, January 2005

- Assisted Professor Joseph Kalt with Nation Building I course.

Presenter, Lac Courte Oreilles Ojibwa Community College, February 2003

- Native American Cultural Issues Symposium.

Native American Alumni Association of Dartmouth, 2005 – 2008

- Council Member

Awards

Native American Writing Prize, Dartmouth College, 1997

Academic Citation for Exceptional Education Coursework, Dartmouth College, 1997

TAMMY MONCEL

(b)(6)

PROFESSIONAL EXPERIENCE:

Lac Courte Oreilles Ojibwe School

Middle School Science Teacher (2007 – Present)

- *Science and Engineering courses 6-8 and high school
- *Project Lead The Way Certified Teacher (GTT, GTT Advanced, POE, BE, DE)
- *U.S. Satellite NASA Endeavor Fellowship completed 2013 with leadership distinction
- *STEM certification Columbia University
- *FIRST Lego League Robotics coach 2011 and 2012
- *3D GameLab Beta Teacher Boise State University
- *UW – Gear Up Teacher Of The Year 2011

Wisconsin Indianhead Technical College (WITC)

Part – time Basic Education Instructor (2008 – 2009)

- *GED / HSED preparation in all core disciplines

Educate Online (Sylvan Learning Center)

On-line tutor (2006 – 2008)

GoFluent (Paris, France)

Corporate Trainer / Remote instruction (2002 – 2007)

- *Training European executives in American / English customs and language skills

Chisago Lakes High School (Lindstrom, MN)

High School Science Teacher (1998 – 2000)

- *Taught Biology, Physical Science and Agri-Science courses (grades 9 – 12)
- *Developed science curriculum according to graduation standards for the district

EDUCATION:

WALDEN UNIVERSITY

M.S. Ed Degree, December 2011

Curriculum, Instruction and Assessment 4.0 GPA

ST. CLOUD STATE UNIVERSITY

Bachelor of Science Degree, May 1997

Majors: Comprehensive General Science Teaching (grades 5-9)
Comprehensive Biology Teaching (grades 9-12)
Minor: Earth Science Teaching (grades 7-12)

EDUCATOR LICENSES:

WISCONSIN Professional Educator (605 Biology / Life Science and 621 Science)
Successful completion of OTA – 121 (WI online teaching qualification)

Wendy Lea Fuller

(b)(6)

Availability:**Job Type:** Permanent, Temporary, Term**Work Schedule:** Full-Time, Part-Time, Job Sharing**Desired locations:**

United States - WI United States - WY United States - CO United States - MT

Work Experience:**Lac Courte Oreilles Ojibwe Schools**8575 N Trepania Rd
Hayward, WI 54843 United States**08/2012 - Present****Salary:** 41,000.00 USD Per Year**Hours per week:** 40**High School Science Teacher****Duties, Accomplishments and Related Skills:**

Develop and administer curriculum for high school aged science students in the areas of Earth Science, Biology, Physical Science, Chemistry, Botany, Principles of Biomedical Sciences and Astronomy

Incorporate "real-world" analysis situations into curriculum, teaching students the value of accurate research, data collection, and summarizing results. Teach students how to milk roe and milt from Walleye speared in local lakes, fertilize roe and then incubate eggs in a classroom hatchery until hatching.

Include multicultural values in curriculum

Design a six week summer Science, Technology, Engineering, and Math (STEM)course for high school and middle school aged students focusing on the atmosphere and culminating in the launching of a weather balloon.

Evaluate academic websites for their value as effective teaching tools

Attend continuing education classes in the science field, keeping up to date on changing technologies and environmental concerns.

Supervisor: Jessica Hutchinson (715-634-8924)**Okay to contact this Supervisor:** Yes**Hayward Community Schools**15930 W. 5th Street
Hayward, WI 54843 United States**09/2007 - 06/2012****Salary:** 88.00 USD Per Day**Hours per week:** 16**Substitute Teacher****Duties, Accomplishments and Related Skills:**

Substitute for regular educators within all grade levels, following lesson plans and maintaining a learning environment within the classroom.

Supervisor: Craig Olsen (715-634-2163)**Okay to contact this Supervisor:** Yes**Brookhaven Lodge**8613 N State Hwy 27
Hayward, WI 54843 United States**01/2006 - 06/2009****Hours per week:** 70**Lodge owner/operator****Duties, Accomplishments and Related Skills:**

Self-employed. Operate a fly-fishing lodge in northern Wisconsin. Responsible for advertising, general office management, guest relations, food service, and housekeeping

Work closely with local fisheries biologist to maintain health and viability of trout populations within a licensed fish hatchery

Prepared permit application for the construction of an earthen dam to be built across a wetland

Maintained water output data from a high capacity well and filed appropriate year-end reports

Montana State UniversityDepartment of Animal and Range Sciences
P.O. Box 172900
Bozeman, MT 59717-2900 United States

PR/Award # S299B180046

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08/1998 - 07/2004**Salary:** 2,000.00 USD Per Month**Hours per week:** 35**Research Associate****Duties, Accomplishments and Related Skills:**

Collaborate with co-workers and supervisors in designing and implementing research measuring the impact of indigenous elk grazing ranch lands on the economic viability of cattle ranchers

Collect field specimen and data, perform laboratory analysis, compile data and subject to statistical analysis to support research

Write and publish professional papers

Attend and present findings at professional meetings

Provide advice to landowners on various strategies for minimizing impact of elk on rangeland resources

Supervisor: Dr. Michael Tess ((406) 994-3722)**Okay to contact this Supervisor:** Yes**Montana State University**

Department of Animal and Range Sciences

P.O. Box 172900

Bozeman, MT 59715-2900 United States

09/1993 - 12/1997**Salary:** 8,000.00 USD Per Year**Hours per week:** 40**Research Assistant****Duties, Accomplishments and Related Skills:**

Meet with graduate committee to discuss, design and implement research in conjunction with obtaining a Master's of Science degree

Conduct research in conjunction with writing Master's Thesis, present research findings at professional meetings

Supervisor: Dr. Michael Tess ((406) 994-3722)**Okay to contact this Supervisor:** Yes**Montana State University**

Department of Animal and Range Sciences

P.O. Box 172900

Bozeman, MT 59715-2900 United States

09/1994 - 05/1995**Salary:** 8,000.00 USD Per Year**Hours per week:** 8**Teaching Assistant****Duties, Accomplishments and Related Skills:**

Assist professor with correcting undergraduate student assignments; conduct lecture in professors absence.

Supervisor: Dr. Peter Burfening (406-994-5573)**Okay to contact this Supervisor:** Yes**Bureau of Land Management**

455 Emerson Drive

Craig, CO 81625 United States

06/1993 - 08/1993**Salary:** 22,300.00 USD Per Year**Hours per week:** 40**Pay Plan:** GS **Grade:** 05**Biological Technician** (This is a federal job)**Duties, Accomplishments and Related Skills:**

Perform field work under supervision of senior specialist identifying existing environmental conditions of remote areas in preparation for Black-footed ferret reintroduction

Conduct biological surveys establishing baseline data of existing wildlife species in area of interest

Attend public interest review meetings regarding the reintroduction of an endangered species

Supervisor: Mike Albee (303-824-8261)**Okay to contact this Supervisor:** Yes**Department of Army**

Department of Public Works

Fort Richardson, AK 99505 United States

06/1992 - 06/1993**Salary:** 22,300.00 USD Per Year**Hours per week:** 40**Pay Plan:** GS **Grade:** 05**Biological Technician** (This is a federal job)

PR/Award # S299B180046

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Duties, Accomplishments and Related Skills:

Perform field work assisting senior specialists in identifying and tallying waterfowl mortality caused by environmental pollutants in a potential super-fund clean-up site

Collect soil samples along strip-transects determining level and extent of pollutants

Implement and evaluate effectiveness of various hazing techniques used to discourage waterfowl use of contaminated area

Collaborate with Alaska State Fish and Game to establish safe moose harvest quota on military lands

Supervisor: Bill Gossweiler (907-384-3046)

Okay to contact this Supervisor: Yes

Education:

Norda-Project Teaching Ladysmith, WI United States

Professional 12/2011

GPA: 4.0 of a maximum 4.0

Credits Earned: 9 Continuing Education Unit

Major: Education

Relevant Coursework, Licenses and Certifications:

Teaching license for secondary education in the life sciences field

Montana State University Bozeman, MT United States

Master's Degree 08/1997

GPA: 3.5 of a maximum 4.0

Credits Earned: 51 Semester hours

Major: Animal Science

Relevant Coursework, Licenses and Certifications:

Mammal Management, graduate course; Research methods, graduate course; Advanced physiology of reproduction, graduate course.

University of Montana Missoula, MT United States

Bachelor's Degree 05/1992

GPA: 2.9 of a maximum 4.0

Credits Earned: 138 Quarter hours

Major: Wildlife Biology

Relevant Coursework, Licenses and Certifications:

Animal ecology, Principles of Wildlife Management, Plant ecology, Animal Behavior, Mammalogy, Ornithology, Bird Conservation and Management, Mammal Conservation, Ethics and Management of Public Lands, Wildlife Handling Veterinary perspective, Fishery Science, Comparative vertebrate anatomy

Professional Publications:

Torstenson, W. L. F., J. C. Mosley, T. K. Brewer, M. W. Tess, and J. E. Knight. 2006. Elk, mule deer, and cattle foraging relationships on foothill and mountain rangeland. *Rangeland Ecology and Management* 59:80-87.

Torstenson, W. L. F., M. W. Tess, and J. E. Knight. 2002. Elk management strategies and profitability of beef cattle ranches. *J. Range Manage.* 55:117-126.

References:

Name	Employer	Title	Phone	Email
Jessica Hutchinson (*)	Lac Courte Oreilles Ojibwe School	Principal	715-634-8924	jessica.hutchinson@lcoosk12.org
Craig Euneau (*)	Lac Courte Oreilles Ojibwe Schools	NASIS support, former principal	715-634-8924	craig.euneau@lcoosk12.org
Jason Bisonette	Lac Courte Oreilles Ojibwe School	Dean of Students	715-634-8924	jason.bisonette@lcoosk12.org

(*) Indicates professional reference

PR/Award # S299B180046

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Project Director Job Description
Waadookodaading Nandagikenjiganashk (NDK) Project

Reports to:	School Director of Waadookodaading Board if Project Director is School Director
Supervises:	All Project Personnel.
Terms of Employment:	0.30 FTE 12 month employee Years 1-3 and 0.25 FTE Years 4-5.
Compensation:	~\$25,500 annually Yrs. 1-3; ~\$21,250 Yrs. 4-5.
Hours:	12 hrs./wk. Yrs. 1-3; 10 hrs./wk. Yrs. 4-5.

Qualifications:

1. Doctorate or specialist degree in education.
2. 24 or more college credits (“C” or above) in STEM-related curriculum, preferably in the environmental sciences.
3. Three or more years of documented successful teaching or administrative experience at the K-12 or college level, preferably in a school or university qualifying as a “high proportion Indian” (≥50%) school or college with a significant native student enrollment.
4. Documented successful experience working with native students demonstrating deep understanding of native cultures.
5. Tribal member preferred as provided in section 7(b) of the Indian Self-Determination and Education Assistance Act.

Preferred Qualifications:

1. WI DPI certification in Administration 03 or other, Indian language and culture 925, Indian language 926, Indian history and culture 927, Bilingual Education 023, and/or English as a Second Language 395.
2. Prior experience with grant implementation.
3. Advanced Ojibwe oral and written communication skills.

Performance Responsibilities:

1. Provide administrative leadership and oversight to ensure project goals, objectives and milestones are achieved to stipulated benchmarks on-time and on-budget.
2. Maintain internal and external controls following rules, policies and procedures of LCO Schools, Northland College, industry partners, the BIE and Wisconsin DPI, and the federal government and ED including the special payback provisions of 34 CFR 263.
3. Implement the management plan using Gantt software.
4. Facilitate the orderly conduct of business by the coordinating committee by preparing monthly agendas and reports and making recommendations for action on all grant-related personnel, fiscal, and program matters.
5. Maintain the data management plan to ensure accuracy and confidentiality of student records.
6. Ensure accuracy and timely filing of all reports.
7. Maintaining open two-way lines of communication with all students and stakeholders.
8. Perform other duties as assigned.

APPLICATION DEADLINE: OPEN UNTIL FILLED.

Please submit detailed cover letter, resume, and references to:
Chair, Waadookodaading Ojibwe Immersion Institute
Waadookodaading Ojibwe Immersion School
Address: 8575 N Round Lake School Rd, Hayward, WI 54843
Phone: (715) 634-8924

EQUAL OPPORTUNITY EMPLOYER

**Administrative Assistant Job Description
Waadookodaading Nandagikenjiganashk (NDK) Project**

Reports to: NDK Project Director
Supervises: None.
Terms of Employment: 0.40 FTE School Year + 4 week summer STEM Yrs. 1-3 and 0.25 FTE Yrs. 4-5.
Compensation: ~\$12,000 Yrs. 1-3 and ~\$7,680 Yrs. 4-5.
Hours: Flexible as scheduled by Director.

Qualifications:

1. High School Diploma.
2. Three or more years of documented successful secretarial or administrative assistant experience.

Preferred Qualifications:

1. Tribal member preferred as provided in section 7(b) of the Indian Self-Determination and Education Assistance Act.

Performance Responsibilities:

1. Support Project Director in program management as requested by the Director.
2. Generate minutes and reports for governing bodies and ED as required.
3. Maintain all student and staff records accurately and in timely fashion, ensuring the confidentiality of all participants and staff.
4. Maintain financial records to GAAP standards, and submit monthly invoices to the Project Director for filing with Tribal Accounting.
5. Maintain Payback Accounts and file reports each semester with the Project Director and each participant.
6. Maintain Data-Driven Decision-Making and Performance Feedback Monitoring/ Intervention Records ensuring confidentiality as required.
7. Perform other duties as assigned.

APPLICATION DEADLINE: OPEN UNTIL FILLED.

Please submit detailed cover letter, resume, and references to:
Chair, Waadookodaading Ojibwe Immersion Institute

Waadookodaading Ojibwe Immersion School
Address: 8575 N Round Lake School Rd, Hayward, WI 54843
Phone: (715) 634-8924

EQUAL OPPORTUNITY EMPLOYER

Dual Credit Instructor Job Description
Waadookodaading Nandagikenjiganashk (NDK) Project

Reports to: NDK Project Director
Supervises: None.
Terms of Employment: 0.62 FTE School Year + 2 week summer STEM
This position may be shared by two staff members.
Compensation: ~\$32,000 total annually
Hours: 4 instructional/lab/support periods per school year +
Summer STEM for 6 hrs/day for four weeks.

Qualifications:

6. Master's degree in education.
7. 24 or more college credits ("C" or above) in STEM-related curriculum, preferably in the environmental sciences.
8. Three or more years of documented successful teaching or administrative experience at the K-12 or college level, preferably in a school or university qualifying as a "high proportion Indian" ($\geq 50\%$) school or college with a significant native student enrollment.
9. Documented successful experience working with native students demonstrating deep understanding of native cultures.

Preferred Qualifications:

4. Tribal member preferred as provided in section 7(b) of the Indian Self-Determination and Education Assistance Act.
5. WI DPI certification in STEM-related field, preferably related to environmental sustainability.

Performance Responsibilities:

8. Serve as instructional leader to design the grade 5-12 Environmental Sustainability Pathway.
9. Deliver curriculum and support student success in the PLTW Environmental Sustainability program by: a) successfully completing initial and ongoing training through PLTW; b) delivering all coursework and field experiences to PLTW standards; c) managing the PLTW accreditation process for participating schools, colleges, and workplace partners.
10. Direct or codirect the Summer STEM program and teach as assigned.

11. Participate in PLTW regional and national events.
12. Coordinate student support efforts across the curriculum and in the field.
13. Celebrate program success and acknowledging excellence.
14. Perform other duties as assigned.

APPLICATION DEADLINE: OPEN UNTIL FILLED.

Please submit detailed cover letter, resume, and references to:

Chair, Waadookodaading Ojibwe Immersion Institute
Waadookodaading Ojibwe Immersion School
Address: 8575 N Round Lake School Rd, Hayward, WI 54843
Phone: (715) 634-8924

EQUAL OPPORTUNITY EMPLOYER

School Based Supervising Teacher Mentor Job Description Waadookodaading Nandagikenjiganashk (NDK) Project

Reports to: NDK Project Director
Supervises: Practicum and Field-based Teachers and Mentors.
Terms of Employment: 0.20 FTE School Year Total (Will be a shared assignment.)
Compensation: ~\$10,400 per school year.
Hours: 8 hours per week/flexible scheduling

Qualifications:

10. Master's degree in education for teacher mentors; specialist+ degree for administrator mentors.
11. Three or more years of documented successful teaching or administrative experience at the K-12 or college level.
12. Documented successful experience working with native students demonstrating deep understanding of native cultures.

Preferred Qualifications:

6. Tribal member preferred as provided in section 7(b) of the Indian Self-Determination and Education Assistance Act.
7. WI DPI certification in STEM-related field, preferably related to environmental sustainability.
8. Teaching/administrative experience in "high proportion Indian" ($\geq 50\%$) school or college with a significant native student enrollment.

Performance Responsibilities:

1. School-based Teacher/Administrator Mentors will provide 1:1 and 1:small group professional development to participants in the field to:
 - a) Provide guidance and constructive feedback to preservice and probationary teachers in schools where they are assigned;

- b) Assist with the development of individual PDP portfolios in the Standards of Effective Practice as required for licensure;
 - c) Supplement college-based support services by providing preservice and probationary teachers and administrators additional academic, personal, professional, and cultural support.
2. Perform other duties as assigned.

APPLICATION DEADLINE: OPEN UNTIL FILLED.

Please submit detailed cover letter, resume, and references to:

Chair, Waadookodaading Ojibwe Immersion Institute
 Waadookodaading Ojibwe Immersion School
 Address: 8575 N Round Lake School Rd, Hayward, WI 54843
 Phone: (715) 634-8924

EQUAL OPPORTUNITY EMPLOYER

**Cooperating Teacher Mentor Job Description
 Waadookodaading Nandagikenjiganashk (NDK) Project**

Reports to: NDK Project Director
Supervises: Practicum and Field-based Teachers and Mentors.
Terms of Employment: 0.20 FTE School Year Total (Will be a shared assignment.)
Compensation: ~\$10,400 per school year.
Hours: 8 hours per week/flexible scheduling

Qualifications:

- 13. Master’s degree in education for teacher mentors; specialist+ degree for administrator mentors.
- 14. Three or more years of documented successful teaching or administrative experience at the K-12 or college level.
- 15. Documented successful experience working with native students demonstrating deep understanding of native cultures.

Preferred Qualifications:

- 9. Tribal member preferred as provided in section 7(b) of the Indian Self-Determination and Education Assistance Act.
- 10. WI DPI certification in STEM-related field, preferably related to environmental sustainability.
- 11. Teaching/administrative experience in “high proportion Indian” (≥50%) school or college with a significant native student enrollment.

Performance Responsibilities:

- 3. School-based Teacher/Administrator Mentors will provide 1:1 and 1:small group professional development to participants in the field to:

- d) Provide guidance and constructive feedback to preservice and probationary teachers in schools where they are assigned;
 - e) Assist with the development of individual PDP portfolios in the Standards of Effective Practice as required for licensure;
 - f) Supplement college-based support services by providing preservice and probationary teachers and administrators additional academic, personal, professional, and cultural support.
4. Perform other duties as assigned.

APPLICATION DEADLINE: OPEN UNTIL FILLED.

Please submit detailed cover letter, resume, and references to:

Chair, Waadookodaading Ojibwe Immersion Institute
 Waadookodaading Ojibwe Immersion School
 Address: 8575 N Round Lake School Rd, Hayward, WI 54843
 Phone: (715) 634-8924

EQUAL OPPORTUNITY EMPLOYER

**Induction Years Supervisor/Lead Mentor Job Description
 Waadookodaading Nandagikenjiganashk (NDK) Project**

Reports to: NDK Project Director
Supervises: Teachers and Mentors during Induction Years.
Terms of Employment: 0.60 FTE School Year
Compensation: ~\$11,000 per school year.
Hours: 24 hours per week/flexible scheduling

Qualifications:

- 16. Master’s degree in education.
- 17. Three or more years of documented successful teaching or administrative experience at the K-12 or college level.
- 18. Documented successful experience working with native students demonstrating deep understanding of native cultures.

Preferred Qualifications:

- 12. Tribal member preferred as provided in section 7(b) of the Indian Self-Determination and Education Assistance Act.
- 13. WI DPI certification in STEM-related field, preferably related to environmental sustainability.
- 14. Teaching/administrative experience in “high proportion Indian” (≥50%) school or college with a significant native student enrollment.

Performance Responsibilities:

1. Primarily responsible for overseeing and coordinating the induction program for the final two years of the project by:
 - a. Staying in regular contact with all inductees through regular weekly onsite shared group meetings to ensure participants are getting the support they need during their induction period;
 - b. Maintaining open lines of communication with participants and stakeholders and managing two-way feedback loops;
 - c. Modeling effective instruction in high-proportion native schools participating in the project;
 - d. Implementing Performance Feedback (PFB) Monitoring and Intervention components of the program to improve teacher and administrator performance;
 - e. Troubleshooting and addressing concerns about the NDK Career Pathway model;
 - f. Sustaining community connections with native professionals and cultural specialists.
2. Perform other duties as assigned.

APPLICATION DEADLINE: OPEN UNTIL FILLED.

Please submit detailed cover letter, resume, and references to:

Chair, Waadookodaading Ojibwe Immersion Institute
Waadookodaading Ojibwe Immersion School
Address: 8575 N Round Lake School Rd, Hayward, WI 54843
Phone: (715) 634-8924

EQUAL OPPORTUNITY EMPLOYER

**Indian Organizations
Indirect Cost Negotiation Agreement**

EIN: 39-1165322

Organization:

Lac Courte Oreilles Tribal Governing Board
13394 W Trepania Road
Hayward, WI 54843-2186

Date: May 25, 2017

Report No(s) .: 17-A-0892

Filing Ref.:

Last Negotiation Agreement
dated November 2, 2016

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

Section I: Rate

Type	Effective Period		Rate*	Locations	Applicable To
	From	To			
Fixed Carryforward	10/01/16	09/30/17	20.09%	All	All Programs

***Base:** Modified total direct costs: Total direct costs, less capital expenditures and passthrough funds. Passthrough funds are normally defined as payments to participants, stipends to eligible recipients, or subawards, all of which normally require minimal administrative effort.

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

Section II: General

Page 1 of 3

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

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

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

D. Rate Type:

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

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

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

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

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

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

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

I. Use of Other Rates: If any federal programs are reimbursing indirect costs to this grantee/contractor by a measure other than the approved rate(s) in this

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

D. Rate Type:

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

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

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

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

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

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

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

I. Use of Other Rates: If any federal programs are reimbursing indirect costs to this grantee/contractor by a measure other than the approved rate(s) in this

agreement, the grantee/contractor should credit such costs to the affected programs, and the approved rate(s) should be used to identify the maximum amount of indirect cost allocable to these programs.

J. Other:

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

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

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

Section III: Acceptance

Listed below are the signatures of acceptance for this agreement:

By the Indian Organization:

By the Cognizant Federal Government Agency:

Lac Courte Oreilles Tribal
Governing Board
Tribal Government

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

(b)(6) /s/

(b)(6) /s/

Signature
Norma Ross
Name (Type or Print)

Signature
Barbara Campbell
Name

Secretary/Treasurer
Title

Office Chief (A)
Office of Indirect Cost Services
Title

05/23/2017
Date

MAY 25 2017
Date
Negotiated by Christopher D. Swain
Telephone (916) 930-3818



United States Department of the Interior

INTERIOR BUSINESS CENTER
Indirect Cost Services
650 Capitol Mall, Suite 7-400
Sacramento, CA 95814-4706



May 25, 2017

Ms. Norma Ross, Secretary/Treasurer
Lac Courte Oreilles Tribal Governing Board
13394 W Trepania Road
Hayward, WI 54843-2186

Dear Ms. Ross:

Enclosed is the signed original Negotiated Indirect Cost Rate Agreement that was processed by our office. If you have any questions concerning this agreement, please refer to the signature page for the name and contact number of the negotiator.

As a recipient of federal funds, the regulations require you to maintain a current indirect cost rate agreement. For provisional/final indirect cost rates, Indirect Cost Proposals should be submitted on an annual basis, and they are due within six (6) months after the close of your fiscal year. For predetermined rates and approved rate extensions, proposals are due in our office six (6) months prior to the expiration of your current rate agreement. Please note that proposals are processed on a first-in, first-out basis.

Common fiscal year end dates and proposal due dates are listed below:

Fiscal Year End Date	Proposal Due Date
September 30 th	March 31 st
December 31 st	June 30 th
June 30 th	December 31 st

Please visit our website for guidance and updates on submitting future indirect cost proposals. The website includes helpful tools such as a completeness checklist, indirect cost and lobbying certificates, sample proposals, Excel worksheet templates, and links to other websites.

(b)(6)

Barbara Campbell
Office Chief (A)

Enclosure

cc: Self-Determination Specialist, Midwest Regional Office, Bureau of Indian Affairs
cc: Director, Self-Determination Services, Indian Health Services, HQE
Ref: J:\Native Americans\Midwest (Minneapolis MI)\Lac Courte Oreilles Tribal Governing Board (Lcoth207)\FY 2017\Lcot-Issue.ltr.17.docx

Phone: (916) 930-3803
Fax: (916) 930-3804

Website: <http://www.doi.gov/ibc/services/finance/Indirect-Cost-Services>
PR/Award # S299B180046

Email: ICS@ibc.doi.gov

CERTIFICATION AS AN "INDIAN ORGANIZATION"

The Waadookodaading Ojibwe Language Institute is incorporated by the State of Wisconsin and is a 501(c)(3) organization. Its bylaws state its purpose is the education of native students through Ojibwe Language medium instruction. The governing body is the school board, consisting of the following individuals and their tribal affiliation:

NAME, ROLE	TRIBAL AFFILIATION
Jason Schlender, Chairperson	Lac Courte Oreilles Ojibwe
Mark Montano, Vice-Chair	Red Cliff Ojibwe
Keller Paap, Secretary/Treasurer	Red Cliff Ojibwe
Lorene Wielgot, Member	Lac Courte Oreilles Ojibwe
Chato Gonzales, Member	Lac Courte Oreilles Ojibwe
Persia Erdrich, Member	Turtle Mountain Band of Ojibwe
Lisa LaRonge	Lac Courte Oreilles Ojibwe

Waadookodaading operates at the Lac Courte Oreilles Indian Reservation to fulfill its mission to preserve and revitalize the Ojibwe language by creating proficient speakers. By Memorandum dated January 12, 2015, the Tribe expressly delegated an aspect of its educational sovereignty to Waadookodaading relating to the implementation of a system of effective educational instruction utilizing an Indigenous Language Medium Model at the Lac Courte Oreilles School.

The attached documents will attest to Waadookodaading's status as an eligible applicant:

- 501(c)(3) Letter from the IRS (note: when first organized, the school was chartered by the Hayward Community School District)
- Memorandum of Understanding between the Tribe and Waadookodaading

By:

(b)(6)

Jason Schlender, Chairperson
Waadookodaading School Board

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date JUN 05 2009

WAADOOKODAADING INC
C/O HAYWARD COMMUNITY SCHOOLS
PO BOX 860 10665N MAIN ST
HAYWARD, WI 54843

Employer Identification Number:
39-2034477
DLN:
17053344311008
Contact Person:
DONNA ELLIOT-MOORE ID# 50304
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
September 7, 2001
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

WAADOOKODAADING INC

Sincerely,

(b)(6)

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Publication 4221-PC

Letter 947 (DO/CG)

MEMORANDUM OF UNDERSTANDING

REGARDING

THE

IMPLEMENTATION

OF AN

INDIGENOUS LANGUAGE MEDIUM MODEL

AT THE

LAC COURTE OREILLES OJIBWE SCHOOL

PREAMBLE

This Memorandum of Understanding (MOU) establishes the relationships between the Lac Courte Oreilles Band of Lake Superior Chippewa Indians (hereafter Tribe), a sovereign and federally recognized tribe acting on behalf of the Lac Courte Oreilles Ojibwe School Board, and the Waadookodaading Ojibwe Language Institute (hereafter Waadookodaading) acting on behalf of the Waadookodaading Ojibwe Language Institute Board of Directors, a 501(c)3 non-profit entity exercising sovereign delegated authority on behalf of the government of the Lac Courte Oreilles Band of Lake Superior Chippewa Indians. The MOU is based on the principle that the Ojibwe language is a vital component of the Tribe's sovereignty and that the Tribe and Waadookodaading desire to preserve the Ojibwe Language.

Geniinawind sa omaa Waadookodaading-endazhi-wiidoookodaadiyaang niwiinaadamawaanaanig ningikinoo'amaaganinaanig da-nitaa-objiwemotaadiwaad ge mino-bimaadiziwaad. Mii imaa endazhi-maawanji'idiwaad da-objiwemotaadiwaad, da-manaajitoowaad aki, idash da manaaji'idiwaad gakina bemaadizijig. Abinoojiinyag gikinoo'amaajigaazowaad odinwewiniwaa, odizhitwaawiniwaa, miinawaa gwayak ezhiwebak miziwekamig. Nimisawendaamin da-mamino-inendamowaad gikendaasowin da-gagwe-gwayakosidoowaad ezhiwebadinig omaa Akiing. Gakina gegoo gikinoo'amaawag Ojibwemowin miinawaa izhitwaawin. Gakina gegoo nindizhichigemin ondinamang indizhitwaawininaan. Mii ezhidagosidooyaang ezhi-gikinoo'amawangidwaa agiw abinoojiinyag, ani-gikendaasowaad, anitaawichigewaad, idash da-mino-giizhwewaad.

Lac Courte Oreilles Tribe and Waadookodaading Memorandum of Understanding

January 2015

Page 1

Pursuant to its inherent authority as recognized in Article V, Section I (h) of the Amended Lac Courte Oreilles Constitution, The Tribal Governing Board desires to establish a two-track educational system within the Lac Courte Oreilles Ojibwe School; one in which all academic content is delivered in the Ojibwe Language through an indigenous language medium model (Waadookodaading), and the second in which academic content is delivered in the English Language through a culturally based educational model (Lac Courte Oreilles Ojibwe School). This will be accomplished through the establishment of this Memorandum of Understanding (MOU) between the Lac Courte Oreilles Tribal Governing Board operating as the Lac Courte Oreilles Ojibwe School Board and the Waadookodaading Ojibwe Language Institute.

This MOU recognizes that the mission of Waadookodaading is to create proficient speakers of the Ojibwe language who are able to meet the challenges of our rapidly changing world. Waadookodaading is a community and regional center for language revitalization, local environmental understanding and intergenerational relationships. The students are grounded in local language, culture and traditions, while being aware of global concerns. The aim is to foster a love of learning while teaching the skills that will enable students to create solutions for our community and our planet.

The curriculum of Waadookodaading is based on national and state standards, while remaining relevant to local history and custom. In short, seasonal activities are a springboard to study the environment and examine our relationship to the Earth and its peoples as a whole. Curriculum themes originate from traditional subsistence skills and daily practices of the Ojibwe, and tie in to contemporary environmental and social issues such as pollution, energy conservation, sustainability, and personal and public health. To accomplish these goals, the curriculum is interdisciplinary, project-oriented, and collaborative across communities within and outside of the Ojibwe themselves. Taken this way, the components of math, literacy, science, social studies, physical education, and Ojibwe language are built around social and environmental practices as they relate to Ojibwe culture and traditions. The curriculum and lesson planning, instruction and assessment is delivered in the Ojibwe language and follows principles and research based best practices of indigenous language medium education.

I. MISSION OF WAADOOKODAADING.

A. Niwiidookawaanaanig ningikinoo'amaaganinaanig da-nitaa-ojibwomotaadiwaad ge-mino-bimaadiziwaad. *We help our students speak Ojibwe with each other in order to know and live a good life.*

II. PARTIES. The following entities may ratify this MOU in accordance with their respective applicable laws and procedures, and, upon proper ratification, shall be deemed a party to this MOU:

- A. **Tribe.** In its respective sovereign capacity, the Lac Courte Oreilles Band of Lake Superior Chippewa Indians as a federally-recognized Tribe.
- B. **Waadookodaading.** The Waadookodaading Ojibwe Language Institute, a 501(c)3 non-profit entity exercising sovereign delegated authority on behalf of the government of the Lac Courte Oreilles Band of Lake Superior Chippewa Indians.

III. GOVERNING PRINCIPLES AND FUNDAMENTAL ASSUMPTIONS. The parties agree that this MOU is based upon the following governing principles and fundamental assumptions and that the MOU shall be broadly, mutually, and beneficially interpreted in accordance with them:

- A. **Existence of Inherent Rights and Tribal Sovereignty.** The parties acknowledge and recognize:
 - 1. The Tribe's inherent sovereignty and treaty-guaranteed right to educate its children [hereinafter educational sovereignty].
 - 2. The Tribe's ability to establish a system of effective implementation regarding its educational sovereignty.
- B. **Delegation of Educational Sovereign Authority.** The parties acknowledge and recognize that the Tribe has expressly delegated an aspect of its educational sovereignty to Waadookodaading relating to the implementation of a system of effective educational instruction utilizing an Indigenous Language Medium Model.
- C. **Federal Trust Responsibility and Treaty Obligations.** The parties acknowledge and recognize that the Bureau of Indian Education (hereafter BIE) acting on behalf of the United States Department of the Interior (hereafter DOI) and the Bureau of Indian Affairs (hereafter BIA) share in the United States Government's trust responsibility and treaty obligations to work with Tribes on a government-to-government basis to protect their sovereign educational rights.
- D. **BIE's Native American Policies.** The parties acknowledge and recognize the BIE's American Indian and Alaska Native Relations polices as presently set forth in Indian Affairs Manual (IAM) Parts 30-34 (Education Programs), I IAM H (Indian Affairs Directives Handbook), and other directives implementing provisions of the Tribally Controlled Schools Act of 1988 (Pub. L. 100-297, title V, § 5202, as added Pub. L. 107-110, title X, § 1043, Jan. 8, 2002, 115 Stat. 2063.) to:

1. Maintain a governmental relationship with federally-recognized tribal governments consistent with the Native American Languages Act, 25 U.S.C. 2901, *et. seq.*, Executive Order 13592 of December 2, 2011, Improving American Indian and Alaska Native Educational Opportunities and Strengthening Tribal Colleges and Universities, Executive Order 13175 of November 6, 2000, Consultation and Coordination with Indian Tribal Governments, the President's Memorandum of November 5, 2009, Tribal Consultation and the President's Memorandum of April 29, 1994, Government-to-Government Relations with Native American Tribal Governments.
2. Implement programs and activities in a way that honors Indian treaty educational rights and fulfills legally-mandated trust responsibilities to Indian children.
3. Provide quality education opportunities from early childhood through life in accordance with the Tribe's needs for cultural and economic well-being, as a distinct cultural and governmental entity.
4. Administer programs and activities to address and be sensitive to the spiritual, mental, physical, and cultural aspects of the individual within his or her family and tribal context.

E. General Tribal – Waadookodaading Relationship Unaffected. This MOU applies to the parties' governmental relationship and transactions involving the implementation of the Tribe's educational rights pertaining to the establishment of a system of effective educational instruction utilizing an Indigenous Language Medium Model. It is not intended, and should not be construed, to abrogate or otherwise affect any party's authority or responsibility in other areas. Similarly, it is not intended, and should not be construed, to otherwise define or restrict the parties' obligations, relationships and transactions in other areas of their respective authorities, responsibilities, or educational rights.

F. Effect of MOU on other areas of the Waadookodaading Ojibwe Language Institute. The parties' specific intent is that this MOU shall not bind or in any way affect the rights or claims of the other component offices of Waadookodaading.

G. Reservation of Rights, Claims and Defenses.

1. The termination of or withdrawal from this MOU shall be without

resulting liability to the other party or prejudice any claim a party may have against the other party.

2. Except as expressly provided herein, the fact that the Tribe or Waadookodaading is or may have been a party to this MOU shall not be construed as a waiver of any rights, claims or defenses that, absent this MOU, any entities may have under Tribal law, or under other applicable laws of the United States.

IV. PURPOSES. To accomplish the primary purposes of recognizing and implementing the Tribe's educational sovereignty and supporting the advancement of Waadookodaading's mission, the parties intend to:

A. Governmental Relationship. Establish a cooperative, governmental relationship between the Tribe and Waadookodaading that:

1. Ensures the meaningful exercise of the Tribes educational sovereignty pertaining to the instruction of the Ojibwe language through an indigenous language medium model within the Lac Courte Oreilles Ojibwe School;
2. Facilitates consistent and timely communication between the parties; and
3. Fosters effective participation by Waadookodaading in the development and implementation of policies and decisions affecting the Lac Courte Oreilles Ojibwe School relating to this MOU.

B. Exercise of a System of Effective Educational Instruction utilizing an Indigenous Language Medium Model. Establish agreed-upon parameters under which a system of effective educational instruction utilizing an Indigenous Language Medium Model may be implemented within the provisions of and the protections afforded by this MOU within the Lac Courte Oreilles Ojibwe School.

C. Preservation of the Ojibwe Language. Protect, nurture and enhance an educational atmosphere that supports the preservation of the Ojibwe language through a system of effective educational instruction utilizing an Indigenous Language Medium Model within the Lac Courte Oreilles Ojibwe School.

V. RECOGNITION OF THE PARTIES' MUTUAL INTERESTS. Underlying the purposes of and specific agreements contained in this MOU, the parties recognize a number of mutual interests that they wish to address:

A. Tribal Self-Determination and Self-Governance. One of the Tribe's primary

goals is to achieve self-determination and self-governance through the exercise of its retained sovereign educational authority. A key goal of Waadookodaading is to administer its programs and activities in a manner that preserves the Ojibwe language for future generations. Therefore, the parties seek to establish a governmental relationship that promotes collaboration and communication in the preservation of the Ojibwe language that provides for a system of effective educational instruction utilizing an Indigenous Language Medium Model within the Lac Courte Oreilles Ojibwe School, while preserving the authority and autonomy of Waadookodaading

- B. Collaborative Approach in the Implementation of the Tribe's Retained Sovereign Educational Authority.** The Tribe's retained sovereign educational authority includes the right to preserve the Ojibwe language through the establishment of a system of effective educational instruction utilizing an Indigenous Language Medium Model within the Lac Courte Oreilles Ojibwe School, and the parties' want to ensure that the implementation of an Indigenous Language Medium Model protects the autonomy of Waadookodaading to meaningfully implement an indigenous medium of instruction in accordance with the best practices for an Indigenous language medium school and the Native American Language Act. Waadookodaading is tasked with the administration of the Indigenous Language Medium Model within the Lac Courte Oreilles Ojibwe School.
- C. Sustainability of the Ojibwe Language.** Since time immemorial, the Tribe has traditionally utilized the Ojibwe Language in the fulfillment of its educational, subsistence, religious, cultural, medicinal and commercial needs. The Tribe's culture and lifeway depends on the utilization of the Ojibwe language, and the parties' wish to protect and enhance the language medium environment at Lac Courte Oreilles. The Tribe measures the protection of the Ojibwe language in terms of ensuring its sustainability for use by the seventh generation hence. Waadookodaading is a tribal agency responsible for propagating the Ojibwe Language for the benefit of present and future generations. In addition, it is the policy of Waadookodaading to carry out its programs and activities in a manner that is sensitive to the Tribe's traditional practices and beliefs. Therefore, the Tribe and Waadookodaading seek to collaboratively promote and propagate the Ojibwe Language in a manner that preserves and restores the Ojibwe Language at Lac Courte Oreilles.
- D. Consistent Education Policy and Regulatory Framework.** The meaningful implementation of an Indigenous Language Medium Model within the Lac Courte Oreilles Ojibwe School requires a consistent approach in accordance with the best practices for an Indigenous language medium school and the Native American

Language Act. To promote administrative efficiency and avoid confusion, the Tribe recognizes the need of Waadookodaading to carry out the Indigenous Language Medium Model within the Lac Courte Oreilles Ojibwe School free from interference as long as the program is consistent with all applicable policies and regulations. In the event that federal policies and regulations are inconsistent with the best practices of an Indigenous language medium school and the Native American Language Act, the parties will collaboratively seek to establish policy changes or waivers to ensure that the federal regulatory framework provides for an indigenous language medium of instruction in a consistent manner that meets the mission of Waadookodaading.

- E. Implementation of the Federal Trust Responsibility.** The Tribe continually seeks to ensure that the United States Government and its agencies properly discharge the federal trust responsibility to assist in the development of the Tribe's educational capabilities and to take actions for the Tribe's benefit. The Tribe will ensure that the programs and activities will be administered in a manner sensitive to the party's needs, beliefs, and practices, and to provide research, transfer of technology and technical assistance to the parties. Therefore, the parties seek to establish a framework for collaboration, communication and information exchange that will nurture understanding and maximize mutual benefits, and that will enhance the development of the Tribe's educational capabilities necessary to ensure effective participation of Waadookodaading in the processes and procedures established in this MOU.

VI. SPECIFIC AGREEMENTS TO IMPLEMENT THE GOVERNMENTAL RELATIONSHIP. This section sets forth the specific agreements to implement the parties governmental relationship in these areas: (A) MOU administration and implementation; (B) Lac Courte Oreilles Ojibwe School planning and decision-making; (C) system of effective educational instruction utilizing an Indigenous Language Medium Model; (D) Ojibwe language assessment and evaluation; and (E) amendment of the MOU.

A. MOU Administration and Implementation.

1. The parties shall strive to reach consensus in all decisions, actions and processes contemplated by the MOU.
2. Unless otherwise specifically provided in this MOU, the parties shall attempt to resolve any dispute arising under the MOU at the lowest possible level between properly authorized representatives of the parties who have the authority to resolve the dispute in question.

3. To facilitate on-going communication and the resolution of outstanding issues, the parties shall:
 - a. Agree to meet at least quarterly or more frequent as needed to facilitate on-going communication, to review progress made and discuss issues arising under this MOU, to ensure that the parties are faithfully and effectively implementing this MOU and adhering to its terms, and to discuss trends, issues or other matters that may affect the MOU.
 - b. Agree to refer specific questions or issues to designated representatives or an *ad hoc* working group for discussion, development of information, formulation of recommendations, or specific action.
 - c. Agree to provide such data and information as another party might request pertaining to matters addressed by the MOU.
4. The parties shall cooperate in identifying and seeking adequate funding for the enhancement of their infrastructures necessary to improve the implementation of this agreement. However, the parties acknowledge that this MOU does not modify or restrict the budgetary authority of any party.
5. Waadookodaading shall provide Indigenous Language Medium Model sensitivity training to the Tribe's personnel who will be responsible for implementing this MOU. This training shall also be provided to the non-Waadookodaading staff of the Lac Courte Oreilles Ojibwe School. The parties also shall engage in joint and coordinated community education efforts to inform the tribal public about this MOU and its underlying purposes.

B. Lac Courte Oreilles Ojibwe School Planning and Decision-making. The parties recognize that the Tribe's decisions pertaining to the Lac Courte Oreilles Ojibwe School vary in their effects depending on the specific issue in question. For example, the Tribe makes a number of decisions that relate to such matters as the development, revision and implementation of its tribally controlled schools grant with the BIE. This includes decisions that commit to particular actions, and decisions that establish the policies or guidelines that govern these actions. Other administrative decisions relate to such matters as personnel, property and budgets, and do not commit to particular actions or establish policies governing those actions.

The Tribe and Waadookodaading agree that they shall consult on a governmental basis on all Tribal decisions that affect the implementation of the Indigenous Language Medium Model within the Lac Courte Oreilles Ojibwe School. In addition, they agree that the goal of such consultation shall be that any such Tribal decision regarding the Lac Courte Oreilles Ojibwe School should expressly recognize and accommodate the educational programming being delivered by Waadookodaading.

To achieve this end, the Tribe and Waadookodaading specifically agree that:

1. As to decisions that result in particular Tribal education related administrative actions, in policies or guidelines governing those actions, or in projects to be conducted by the Lac Courte Oreilles Ojibwe School:
 - a. The Tribe shall consult with and facilitate effective participation by Waadookodaading at all stages and levels of the decision-making process. This collaboration is recognized as a dynamic process that must include consultation on a consistent and timely basis at the appropriate levels of administration and that must be flexible to deal with ever-changing circumstances and adaptive education related responses.
 - b. The Tribe shall consider the effects of its education related decisions on Waadookodaading and the ability of Waadookodaading to implement an Indigenous Language Medium Model within the Lac Courte Oreilles Ojibwe School. In the establishment of any decision and analysis documents, decision-makers will show how the involvement and information of Waadookodaading was taken into account in analyzing the effects of potential educational actions and in making the decision.
 - c. The Tribe and Waadookodaading will strive to reach consensus. Where consensus cannot be reached:
 - 1) They will attempt to resolve any dispute or disagreement first by good faith discussions between the parties designated representatives. Waadookodaading may raise any matter not resolved at this level to the Tribal Chair, or Tribal Governing Board. The Tribe agrees to delay a final decision on the unresolved matter until this process has had the opportunity to take place within a reasonable amount of time.

- 2) The Tribe may make and implement the decision.
2. During the course of their transactions, the Tribe and Waadookodaading shall ensure that they have identified their representatives with whom the other parties should interact regarding particular decisions or particular types of decisions.
3. Nothing in this MOU shall preclude the Tribe and Waadookodaading from discussing matters or advancing particular requests that are not part of a particular pending educational implementation decision.

C. **System of Effective Educational Instruction Utilizing an Indigenous Language Medium Model.** The Tribe and Waadookodaading acknowledge their mutual interests in undertaking a collaborative approach in the establishment of an Indigenous Language Medium Model within the Lac Courte Oreilles Ojibwe School to ensure the sustainability of the Ojibwe language, in ensuring that the Tribes educational sovereignty is meaningfully exercised, and in providing for the implementation of a system of effective educational instruction utilizing an Indigenous Language Medium Model under which Waadookodaading will exercise its delegated sovereign authority. Specifically, the Tribe and Waadookodaading agree:

1. Manner in which Administrative Services will be Provided for Waadookodaading. The Waadookodaading Ojibwe Language Medium School is a component of the Waadookodaading Ojibwe Language Institute.¹ The school shall have its own Principal / Instructional Leader who shares administrative responsibility with the Executive Director. Operational control, including the financial, human, and property resources will be managed by the Executive Director and the Waadookodaading Ojibwe Language Institute Board of Directors.
2. A Description of the Educational Program of Waadookodaading. Pre-Kindergarten to the 5th grade will be offered with the option of expansion through the 12th grade as funding and other resources are available.
3. The Methods Waadookodaading will use to Enable Pupils to Attain Educational Goals. Students of the Waadookodaading Ojibwe Language Medium School are expected to reach the educational goals established through curriculum approved by the Waadookodaading Ojibwe Language

¹ The Waadookodaading Ojibwe Language Institute consists of the following components: 1) The Waadookodaading Ojibwe Language Medium School; 2) Curriculum and Immersion Teacher Development Office; 3) Language Revitalization Research and Development Office; and 4) Community Language Revitalization Office

Institute Board of Directors, which is aligned with Tribal and federal academic standards in every core subject. Specific grade level benchmarks will be approved by the Waadookodaading Ojibwe Language Institute Board of Directors and used to assure that every student is held accountable to the same standards as the other students in the Lac Courte Oreilles Ojibwe School as these standards are compliant with the Native American Languages Act and the United Nations Declaration on the Rights of Indigenous Peoples.

4. The Method by which Pupil Progress in Attaining the Educational Goals will be Measured. Except as provided for through a waiver of these requirements issued by the Assistant Secretary of Indian Affairs and/or the Secretary of Education, Waadookodaading shall annually administer the mandatory assessment instrument(s) adopted by the BIE, in the same manner, time frame, and at the same grade levels as the Lac Courte Oreilles Ojibwe School. Waadookodaading explicitly agrees to comply with the accountability and assessment provisions in accordance with state and federal Adequate Yearly Progress [AYP] requirements as contained in the No Child Left Behind Act, 20 U.S.C. § 6301 *et seq.*, as they are made applicable to the Lac Courte Oreilles Ojibwe School. The progress of students with disabilities under the Individuals with Disabilities Education Act [IDEA] will be assessed in accordance with their individualized education program [hereafter IEP]. At the third through the eighth grade level, in addition to all BIE assessments, an equivalent measure of literacy and mathematics may be given in Ojibwe. Students will show growth over time through pre- and post- testing, developmental checklists and portfolios. Waadookodaading shall annually report the results of mandated assessments to the Tribe and BIE.

In the implementation of this MOU, the Parties agree to collaboratively develop tribal specific standards and assessments to prove academic achievement and target language acquisition. The parties acknowledge that there are serious issues with forcing language immersion students to take standardized tests administered only in English during their early grades. The parties further acknowledge English medium testing pressures an indigenous language medium program to reduce or eliminate the use of the indigenous medium of instruction contrary to the best practices for an indigenous language medium school and the Native American Languages Act (hereinafter “NALA”), 25 U.S.C. § 2903 (5) which acknowledges that “the policy of the United States is to recognize the right of Indian tribes and other Native American governing bodies to use the Native American languages as a medium of instruction in all schools funded by the Secretary of the Interior.” Furthermore, NALA encourages and supports

the use of Native American languages as a medium of instruction in order to encourage and support – Native American language survival, educational opportunity, increased student success and performance, increased student awareness and knowledge of their culture and history, and increased student and community pride. 25 U.S.C. § 2903 (3). The parties recognize that these benchmarks established in NALA are all measurable. To require an Indigenous language medium program to incorporate early elementary testing reflects a lack of understanding of the basic immersion classroom pedagogy of a school like Waadookodaading, where the goal is to create fluent speakers of the Ojibwe language who are prepared with the academic skills on par with their monolingual peers. At a minimum, the parties recognize that the initial goal (for students in grades PK-5) in a community with an endangered language (majority of speakers over the age of 60) is to develop an indigenous language immersion environment that offers the maximum target language and culture exposure possible to develop target language skills. Intrusions of English, through curricular interventions or testing requirements in anything other than the target language, seriously compromise the educational model.

5. The Governance Structure of Waadookodaading, including the Method to be Followed by Waadookodaading to ensure Parental Involvement. The Waadookodaading Ojibwe Language Institute is a 501(c)3 non-profit entity exercising sovereign delegated authority on behalf of the government of the Lac Courte Oreilles Band of Lake Superior Chippewa Indians. The governing body of Waadookodaading is the Waadookodaading Ojibwe Language Institute Board of Directors who is elected by parents, staff, and members of the Lac Courte Oreilles Community as described within the bylaws of the organization. The bylaws require that two board members are parents of Waadookodaading students, two are staff members and two are community members. The joint faculty-parent-community school governance ensures that parental involvement exists. One or more member(s) of the Lac Courte Oreilles Tribal Governing Board or its designee(s) will serve as liaisons on the Waadookodaading Institute Board.

Parental and extended family involvement will be actively encouraged for every student at Waadookodaading. Parents will be invited to participate at defined times in daily school activities as well as the seasonal camps. Parents and family members are expected to support Ojibwe language learning outside of school and Waadookodaading will facilitate formal and informal opportunities for families to learn and use Ojibwe language.

To the extent that Waadookodaading develops its own policies, Waadookodaading shall be exempt from Lac Courte Oreilles Ojibwe School policies and procedures, except as otherwise provided by law.

6. The Qualifications that Must be Met by the Individuals to be Employed at Waadookodaading. All Waadookodaading teaching staff, including special education aides, will meet either the Tribe's or the Wisconsin Department of Public Instruction (DPI) licensing requirements and possess a current and appropriate license or permit for school personnel as set by the Tribe, the BIE, or the State of Wisconsin. All personnel required to be licensed shall maintain a copy of a current license on file at Waadookodaading. Because Waadookodaading is exercising sovereign delegated authority on behalf of the government of the Lac Courte Oreilles Band of Lake Superior Chippewa Indians, Waadookodaading shall employ all personnel for the school as employees of the Lac Courte Oreilles Ojibwe School. All personnel for Waadookodaading shall be hired on a non-discriminatory basis consistent with federal and Tribal laws governing tribal schools.
7. The Procedures that Waadookodaading will Follow to Ensure the Health and Safety of the Pupils. Waadookodaading shall demonstrate compliance with Tribal and federal laws, codes, rules, and regulations that apply to tribal schools pertaining to health and safety of its pupils.
8. The Procedures that Waadookodaading will Follow regarding the Enrollment of the Pupils. Enrollment is open to all students of the Lac Courte Oreilles Ojibwe School in the covered grades pursuant to the Waadookodaading enrollment policy. No student shall be denied admission into Waadookodaading based on race or ethnic heritage, economic status, or disabilities, except as otherwise provided by law.

If more students apply for admission to Waadookodaading than can be admitted, enrollment will be based on first-come-first-serve amongst siblings of currently enrolled students. Then children of staff have second priority followed by a lottery amongst any and all other applicants. However, Waadookodaading will comply with tribal or federal law to the extent that it requires admission procedures that differ from these. No pupil shall be required to attend Waadookodaading without his or her approval, if the pupil is an adult, or the approval of his or her parents or legal guardian, if the pupil is a minor.

9. The Manner in which Annual Audits of the Financial and Programmatic Operations of Waadookodaading will be Performed. The Lac Courte

Oreilles Ojibwe School shall be the fiscal agent for the Waadookodaading Ojibwe Language Institute as described by a fiscal agreement and/or sub-recipient agreement to be developed by the parties, which shall be specifically incorporated into this MOU agreement.

As to decisions relating to the administration of Waadookodaading budgets, personnel or property, the parties shall cooperate in identifying and seeking adequate resources for Waadookodaading and the Tribe's capabilities necessary to implement this MOU. Waadookodaading shall seek input from the Tribe in a timely manner regarding the development of its BIE budget proposal for upcoming fiscal years. The annual budget for Waadookodaading shall be approved annually by the Waadookodaading Ojibwe Language Institute Board of Directors. Budgetary information pertaining to the Waadookodaading Ojibwe Language Medium School's BIE-specific funding shall be provided to the Tribe for its consideration. The Waadookodaading Ojibwe Language Institute Board of Directors shall have all final decision making authority pertaining to the approved budget expenditures, personnel, property, and any Indigenous Language Medium Model implementation related decision pertaining to Waadookodaading.

Waadookodaading shall receive the per pupil allocation of all funds enrolled at Waadookodaading in excess of the Average Daily Membership [ADM] rate and Title funds including tribal grant support funds, with the exception of tribal transportation, food service, and O&M [facilities] monies which shall be retained by the Lac Courte Oreilles Ojibwe School in the implementation of section VI.C.12 of this MOU. On behalf of the administrative services performed by Waadookodaading and the Tribe in the implementation of this MOU, the parties will specify in their fiscal agent agreement amounts to be paid to Waadookodaading for administrative functions which come out of the amounts received by the Lac Courte Oreilles Ojibwe School for tribal grant support / contract support / indirect cost. Waadookodaading expenditures shall be approved by the Executive Director prior to payment to the extent that the expenditure is allowable pursuant to the Waadookodaading approved budget. Waadookodaading and the Lac Courte Oreilles Ojibwe School shall expend and account for funds in accordance with the fiscal agent agreement and federal guidelines set forth in Office of Management and Budget (OMB) Circulars A-21, A-87, A-110 and/or A-133. Waadookodaading shall share the unique identification number assigned to the Lac Courte Oreilles Ojibwe School. As established in the fiscal agent agreement, Waadookodaading and the Lac Courte Oreilles Ojibwe School shall maintain all financial records in compliance with Tribal and

federal guidelines and with Generally Accepted Accounting Principles and Standards.

Annual audits of Waadookodaading accounts will be conducted as established by the fiscal agent agreement and as otherwise required by federal and Tribal law.

10. The Procedures that Waadookodaading will Follow regarding the Disciplining of Pupils. Waadookodaading pupils will be disciplined in a developmentally appropriate manner, with parental involvement, as established by policies developed by the Waadookodaading Ojibwe Language Institute Board of Directors, including suspensions and expulsions. Waadookodaading shall discipline pupils protected under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, *et seq.*, the Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, and the American with Disabilities Act, 42 U.S.C. 12101 *et seq.* in compliance with the requirements of those Acts. The Indian Child Protection and Family Violence Prevention Act, 25 U.S.C 3201, *et seq.* as well as Wis. Stat. § 118.31 which prohibits corporal punishment of pupils, and Wis. Stat. §§ 118.32 and 948.50 which prohibit a strip search of a pupil, shall apply to Waadookodaading.
11. A Description of the Types and Limits of the Liability Insurance that the Tribe will carry on behalf of Waadookodaading. The Tribe or the United States pursuant to the Federal Tort Claims Act, 25 C.F.R. 900.180 *et seq.*, shall be required to defend, indemnify and hold harmless Waadookodaading, its agents, board members, officers, and employees (the “Indemnatee”) from and against any and all actual or alleged claims, demands, actions, causes of action, damages and claims of any kind, including but not limited to, bodily injuries, personal injuries, contingent liabilities or damages and reasonable attorney fees, arising out of or in any way related to or associated with or arising from the services rendered under this MOU or the operation of the Indigenous Language Medium Model program within the Lac Courte Oreilles Ojibwe School, that are or may be brought or maintained by any individual or entity against the Indemnatee.
12. The Effect of the Establishment of Waadookodaading on the Tribe.

- a. ***Per Pupil Allocation***

For each student attending Waadookodaading in the covered grades for which the Tribe can claim aid from the BIE,

Waadookodaading shall receive annual funding equal to the Average Daily Membership rate as allocated to the Lac Courte Oreilles Ojibwe School from the BIE.

During the second half of the 2014-2015 school year, Waadookodaading shall receive one-half of the approximately \$12,500 per student allocation from the Tribe as allocated to the Lac Courte Oreilles Ojibwe School from the BIE (approximately \$350,000 or \$12,500 per student x 56 students divided by one-half).

Waadookodaading shall receive a per student allocation of all Title, Department of Education or other funding for which each student attending Waadookodaading is eligible. Such funds shall not reduce the per pupil allocation. Waadookodaading shall receive the per pupil allocation of all funds for those students enrolled at Waadookodaading in excess of the average daily membership [ADM] rate and Title funds. The Lac Courte Oreilles Ojibwe School shall retain transportation, food service, and O&M [facilities] monies as further defined later in this MOU.

In the event that a significant change occurs to Waadookodaading's revenue, e.g. loss of a major grant, the Tribe will reevaluate the funding provided to Waadookodaading to attempt to keep it financially viable.

Waadookodaading shall provide the Tribe with an official enrollment count based upon dates in September and January of each year as determined by the BIE during the term of this MOU, submitted to the Tribe for timely submission to the BIE. Waadookodaading shall fully participate and assist the Lac Courte Oreilles Ojibwe School in acquiring all student counts necessary for the proper fiscal management of its grants or for other essential purposes.

b. *Grants*

Waadookodaading is authorized to apply for grants and shall expend any grant monies it may receive in a manner consistent with the terms of Section VI.C.9 of this MOU as well as the grant. Any grant money received by Waadookodaading shall not reduce the per pupil allocation or aid to be received by Waadookodaading from the Lac Courte Oreilles Ojibwe School as allocated from the

BIE. Notwithstanding any language in this paragraph, the Waadookodaading Ojibwe Language Institute may seek grant funds separate from the BIE.

c. *Transportation*

The Lac Courte Oreilles Ojibwe School shall retain all funds related to student transportation and for retaining such funds shall provide transportation to students of Waadookodaading in the same manner as all other students. Further, the Tribe will provide for the transportation of Waadookodaading students as it coincides with the Lac Courte Oreilles Ojibwe School bussing schedule and within the confines of current Lac Courte Oreilles Ojibwe School policy and applicable tribal and federal laws. For those students that currently reside outside of the current Lac Courte Oreilles Ojibwe School bussing schedule, transportation shall be provided as agreed to by the parties pursuant to section VI.B.1 of this MOU as adequate vehicles and resources are available. The Tribe will provide additional transportation services to Waadookodaading for academic, field trips and other events as necessary. When transporting students, the parties shall comply with all tribal, state and federal laws related to the transportation of pupils, including when using alternative methods of student transportation.

d. *Space Allocation*

The Lac Courte Oreilles Ojibwe School shall retain all funds related to ONM [facilities] and for retaining such funds, shall provide to Waadookodaading within and without the footprint of the Lac Courte Oreilles Ojibwe School safe facilities inclusive of all cost associated with utilities, maintenance, janitorial and custodial services as follows: the Waadookodaading classroom building; the two modular units; office space for Waadookodaading staff; the use of playground equipment for Waadookodaading students; the use of gym space for Waadookodaading students; the use of lunchroom space for Waadookodaading students; storage; and as necessary additional classroom space within the Lac Courte Oreilles Ojibwe School building as agreed to be the parties pursuant to section VI.B.1 of this MOU. The Tribe will ensure that all facilities are handicap accessible and are able to be locked down for emergencies, in accordance with applicable tribal and federal laws and regulations. The Tribe will ensure that adequate space facilities are provided in

compliance with the Bureau of Indian Affairs facility requirements and that the space allocation funding provided by the BIE is proportionally utilized to support Waadookodaading in the implementation of a system of effective educational instruction utilizing an Indigenous Language Medium Model.

e. *Technical Services*

The Tribe shall provide to Waadookodaading all technical services including but not limited to the following: special education / exceptional education services; counseling services; and information technology services and any additional services not specifically identified that are normally provided to current students including any service contemplated or provided for in the future. The Tribe will receive all appropriated food service dollars allocated on a per pupil basis to students enrolled in Waadookodaading. As a result, the Tribe will provide for food services including free and reduced lunches for eligible students enrolled in the Lac Courte Oreilles Ojibwe School. The cost of the Waadookodaading lunchroom aide shall be paid by the Tribe through the retained food services dollars allocation.

d. *Intellectual Property*

Intellectual property rights pertaining to the Waadookodaading curriculum and other educational materials developed by and for Waadookodaading will be the property of the Waadookodaading Ojibwe Language Institute. Waadookodaading shall retain all rights for reproduction, distribution and sales of all materials regardless of funding authority. Waadookodaading shall as resources are available: share Ojibwe language curriculum to be disseminated to the Lac Courte Oreilles Ojibwe School, Head Start or Lac Courte Oreilles Ojibwe Community College; provide open curriculum development meetings to staff of the Tribe's other educational institutions usually held on weekends; publicly offer Ojibwe language one night per week, immersion camps, and seasonal cultural workshops to members of the community as resources are available; and assist the community in furthering Ojibwe language revitalization efforts as staff time and resources allow.

e. *Equipment and Supplies*

Equipment and supplies previously purchased by Waadookodaading shall remain the property of Waadookodaading. It is the responsibility of Waadookodaading to ensure property acquired with federal funds is acquired and maintained in accordance with the Lac Courte Oreilles Ojibwe School's procurement and property policies and procedures (or Waadookodaading's procurement and property policy to the extent that Waadookodaading develops its own procurement and property policy and procedures) or in such manner as to comply with federal laws.

f. *Fringe and Other Employee Benefits*

Waadookodaading shall employ all personnel for the Waadookodaading Ojibwe Language Medium School and shall be designated as employees of the Lac Courte Oreilles Ojibwe School because Waadookodaading is exercising sovereign delegated authority on behalf of the government of the Lac Courte Oreilles Band of Lake Superior Chippewa Indians. As employees of the Lac Courte Oreilles Ojibwe School, all Waadookodaading staff will be compensated through the Lac Courte Oreilles Ojibwe School's payroll system. In addition, as employees of the Lac Courte Oreilles Ojibwe School, all Waadookodaading staff are eligible to participate in the Federal Employee Health Benefits plan, as well as Lac Courte Oreilles Ojibwe School's other fringe benefit plans including disability insurance, life insurance and 401K plan, as the Lac Courte Oreilles Ojibwe School may discontinue and amend from time to time.

D. Assessment and Evaluation. To ensure the sustainability of the Ojibwe language, the Tribe and Waadookodaading acknowledge the importance of assessing the status of student language acquisition within Waadookodaading, evaluating the impacts of language acquisition within the Lac Courte Oreilles Ojibwe School, and evaluating the impacts of language acquisition within the Lac Courte Oreilles community. With the input and recommendations of the community, the Tribes and Waadookodaading agree to:

1. Review their respective existing language acquisition projects and administrative studies as needed for the purpose of encouraging coordination.

2. Establish and implement a program of research, assessment and evaluation regarding the utilization and acquisition of the Ojibwe language at Lac Courte Oreilles and regionally.

E. Process for MOU Amendments. The parties recognize the dynamic nature of their governmental relationship. They also recognize that changes in federal and tribal education related regulations and policies are inevitable. To facilitate open communication and minimize disputes arising from the dynamics of their relationship, the parties agree:

1. Consensus/Resolution of Disputes. As for the matters addressed by this subsection E, the affected parties shall strive to reach consensus on the matter at hand. Where consensus cannot be reached:
 - a. The affected parties will attempt to resolve any dispute or disagreement first by good faith discussions at the appropriate administrative level. A party may raise any matter not resolved at this level to a higher official of another party. If it has the authority to do so, a party will delay a final decision on the unresolved matter until this process has had the opportunity to take place within a reasonable amount of time.
 - b. The Tribe may make and implement a decision on the unresolved matter pertaining to the Waadookodaading Ojibwe Language Medium School's BIE-specific program. In this same regard, Waadookodaading may make and implement a decision on the unresolved matter pertaining to the Waadookodaading Ojibwe Language Medium School's BIE-specific program to the extent that it has the requisite authority to do so.
 - c. In addition to the procedures provided by the MOU, a party may challenge or appeal another party's decision or action in accordance with Tribal law.
2. MOU Amendment. Any party may propose an amendment to the MOU in writing to the other parties. Within 60 days of receipt, the parties shall convene a meeting to consider the proposal. An amendment will be binding upon the parties upon adoption.
3. Federal Laws and Regulations. The Tribe agrees to seek the input of Waadookodaading on any proposed changes to the BIE's regulations affecting the implementation of an Indigenous Language Medium Model

within the Lac Courte Oreilles Ojibwe School by providing written notice, including as feasible an explanation of the underlying rationale for the proposed change, to Waadookodaading. The parties shall collaborate on the issuance of any comments regarding a proposed change to the BIE's regulations affecting the implementation of an Indigenous Language Medium Model within the Lac Courte Oreilles Ojibwe School.

VII. MOU EFFECTIVE DATE/TERMINATION. The MOU shall take effect on the date when the Tribe and Waadookodaading have properly ratified it in accordance with their respective procedures. The MOU shall be binding as to and between those entities upon notice to the other parties of their ratification as provided in Section VIII, below. Any party may withdraw from this agreement at any time following the notice of withdrawal procedures of Section VIII.B., below.

VIII. REQUIRED NOTICES/PARTIES' DESIGNATED REPRESENTATIVES.

- A. Notice of Ratification.** Within 30 days of ratification of the MOU, a party shall notify the other party listed in Section II, above, of the date of ratification. Each party's Notice of Ratification is specifically incorporated into the MOU as if set forth in its entirety.
- B. Notice of Withdrawal.** A party shall provide written notice to the other party of its intent to withdraw from the MOU at least 60 days in advance of the proposed withdrawal date. Within 45 days of such notice, or such other time period as may be agreed upon, the parties shall convene a meeting to discuss the intent to withdraw and to attempt to reach consensus on ways to prevent the withdrawal. Should a party ultimately withdraw from the MOU, it shall provide a written Notice of Withdrawal to the other party.
- C. Designated Representatives.** In providing notice of its ratification, a party may designate its representative for receiving the notices from the other party to this MOU. Where a party has not formally designated a representative either with its Notice of Ratification or with respect to particular matters addressed by the MOU, another party may provide a required notice ex officio to the office of the official that provided the party's Notice of Ratification.

IX. INITIAL MEETING OF THE PARTIES. Within 30 days of the MOU's effective date, the parties shall convene an initial meeting for the purposes of: (A) identifying those matters that require immediate attention in implementing the MOU's provisions; (B) identifying and addressing any other matter regarding the MOU that requires the parties' attention; (C) setting forth a timetable for addressing those matters; and (D) identifying their representatives that will serve as their "keepers of the process" in

ensuring that the MOU is faithfully implemented. These representatives may be persons other than a party's designated representative for receiving required notices from another party provided for in Article VIII, above.



Pride of the Ojibwe

13394W Trepania Road. Hayward. Wisconsin. 54843
Phone 715-634-8934. Fax 715-634-4797

Notice of Ratification
of
Memorandum of Understanding
Regarding the Implementation of an Indigenous Language Medium Model
at the
Lac Courte Oreilles Ojibwe School

The Lac Courte Oreilles Band of Lake Superior Chippewa Indians hereby provides this Notice of Ratification that, on January 12, 2015, it ratified the ***Memorandum of Understanding Regarding the Implementation of an Indigenous Language Medium Model at the Lac Courte Oreilles Ojibwe School*** [hereafter *Memorandum of Understanding*], as stated in the attached Resolution No. 15-01 of the Tribal Governing Board. The Tribal Governing Board's designated representatives for the purposes set forth in Articles VIII and IX of the *Memorandum of Understanding* is Dr. Michael Leahy.

This Notice of Ratification is dated this twelfth day of January, 2015, and is provided pursuant to the attached Resolution by:

(b)(6)

Norma Ross, Secretary/Treasurer
Lac Courte Oreilles Tribal Governing Board



Waadookodaading

Waadookodaading Ojibwe Language Institute

8575N Trepania Road Hayward, WI 54843

715-634-8924 ext. 283 Fax (715) 634-6058

www.waadookodaading.org

As Seen On Twin Cities Public Television

First Speakers: Restoring the Ojibwe Language

**Notice of Ratification
of
Memorandum of Understanding
Regarding the Implementation of an Indigenous Language Medium Model
at the
Lac Courte Oreilles Ojibwe School**

The Waadookodaading Ojibwe Language Institute hereby provides this Notice of Ratification that, on January 9, 2015, it ratified the **Memorandum of Understanding Regarding the Implementation of an Indigenous Language Medium Model at the Lac Courte Oreilles Ojibwe School** [hereafter *Memorandum of Understanding*]. The Waadookodaading Ojibwe Language Institute's designated representative for the purposes set forth in Articles VIII and IX of the *Memorandum of Understanding* is Brooke Ammann.

This Notice of Ratification is dated this ninth day of January, 2015, and is provided by:

(b)(6)

Jason "Manidoonoodin" Schlender,
Chairman



Pride of the Ojibwe

13394W Trepania Road. Hayward. Wisconsin. 54843
Phone 715-634-8934. Fax 715-634-4797

RESOLUTION NO. 15-01

ESTABLISHMENT OF A TWO-TRACK EDUCATIONAL SYSTEM WITHIN THE LAC COURTE OREILLES OJIBWE SCHOOL, A DELEGATION OF AN ASPECT OF THE TRIBE'S INHERENT SOVEREIGN EDUCATIONAL AUTHORITY TO THE WAADOOKODAADING OJIBWE LANGUAGE INSTITUTE AUTHORIZING THEM ON BEHALF OF THE TRIBE TO TEACH THE STUDENTS OF THE LAC COURTE OREILLES COMMUNITY IN THE OJIBWE LANGUAGE THROUGH AN INDIGENOUS LANGUAGE MEDIUM MODEL, AND RATIFICATION OF THE MEMORANDUM OF UNDERSTANDING REGARDING THE IMPLEMENTATION OF AN INDIGENOUS LANGUAGE MEDIUM MODEL AT THE LAC COURTE OREILLES OJIBWE SCHOOL BETWEEN THE LAC COURTE OREILLES BAND OF LAKES SUPERIOR CHIPPEWA INDIANS AND THE WAADOOKODAADING OJIBWE LANGUAGE INSTITUTE

WHEREAS, the Lac Courte Oreilles Band of Lake Superior Chippewa Indians ("Tribe") is a federally recognized Indian tribe organized pursuant to the provisions of the Indian Reorganization Act of 1934, 25 U.S.C. 461, *et. seq.*; and

WHEREAS, the Tribal Governing Board serves as the governing body of Lac Courte Oreilles Band of Lake Superior Chippewa Indians pursuant to Article III, Section I of the Amended Constitution and Bylaws (the "Constitution") of the Lac Courte Oreilles Band of Lake Superior Chippewa Indians; and

WHEREAS, pursuant to Article V, Section I (h) of the Amended Lac Courte Oreilles Constitution, the Tribal Governing Board has the authority to engage in any business that will further the social or economic well-being of members of the tribe or undertake any programs or projects designed for the economic advancement of the people; and

WHEREAS, the Ojibwe language is a vital component of the Tribe's sovereignty; and

WHEREAS, the Tribal Governing Board desires to preserve the Ojibwe Language for the benefit of present and future generations;

WHEREAS, the Tribal Governing Board recognizes that since time immemorial, the Tribe has traditionally utilized the Ojibwe Language in the fulfillment of its educational, subsistence, religious, cultural, medicinal and commercial needs. The Tribe's

culture and lifeway depends on the utilization of the Ojibwe language, and the Tribe desires to protect, nurture and enhance an educational atmosphere that supports the preservation of the Ojibwe language through a system of effective educational instruction utilizing an Indigenous Language Medium Model within the Lac Courte Oreilles Ojibwe School.

WHEREAS, the Tribal Governing Board recognizes the fundamental ground work that the Waadookodaading Ojibwe Language Institute has established in preserving the Ojibwe language and creating proficient speakers of the Ojibwe language who are able to meet the challenges of our rapidly changing world.

NOW THEREFORE BE IT RESOLVED, the Tribal Governing Board hereby establishes a two-track educational system within the Lac Courte Oreilles Ojibwe School; one in which all academic content is delivered in the Ojibwe Language through an indigenous language medium model (Waadookodaading), and the second in which academic content is delivered in the English Language through a culturally based educational model (Lac Courte Oreilles Ojibwe School).

BE IT FURTHER RESOLVED, the Tribal Governing Board hereby expressly delegates an aspect of its inherent educational sovereign authority to the Waadookodaading Ojibwe Language Institute authorizing them on behalf of the Tribe to teach the students of the Lac Courte Oreilles community in the Ojibwe Language through an Indigenous Language Medium Model.

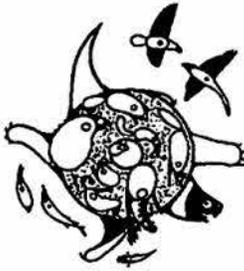
BE IT FINALLY RESOLVED, the Tribal Governing Board hereby ratifies the attached Memorandum of Understanding (MOU) entitled: *Memorandum of Understanding Regarding the Implementation of an Indigenous Language Medium Model at the Lac Courte Oreilles Ojibwe School* between the Lac Courte Oreilles Band of Lake Superior Chippewa Indians and the Waadookodaading Ojibwe Language Institute.

CERTIFICATION

I, the undersigned, as Secretary/Treasurer of the Lac Courte Oreilles Tribal Governing Board, hereby certify that the Tribal Governing Board is composed of seven (7) members, of whom 7 being present, constituted a quorum at a meeting thereof, duly called, convened, and held on this 12th day of January, 2015; that the foregoing Resolution was duly adopted at said meeting by an affirmative vote of 6 members, 0 against, 0 abstaining, and that said Resolution has not been rescinded or amended in any way.

(b)(6)

Norma Ross, Secretary/Treasurer
Lac Courte Oreilles Tribal Governing Board



Waadookodaading

An Ojibwe Language Immersion School
8575N Trepania Road Hayward, WI 54843
715-634-8924 ext. 313 Fax (715) 634-6058

www.waadookodaading.org

*As Seen On Twin Cities Public Television
Midwest Regional Emmy Award Winning Documentary
First Speakers: Restoring Ojibwe Language*

Angela Hernandez-Marshall
U.S. Department of Education
400 Maryland Avenue SW,
Washington, DC 20202-6335

Dear Ms. Hernandez-Marshall

Waadookodaading, *The Place Where We Help Each Other*, is a part of a world-wide movement of indigenous communities whose shared experience includes the loss of traditional homelands, degradation of tribal systems of governance and social organization, as well as displacement of cohesive family-centered communities. For these communities, the rebuilding process begins with the children and the understanding that tribal language fluency will contribute to their development as strong and productive adults.

Waadookodaading utilizes the gift of the Ojibwe language as a means through which students and the community can achieve the ultimate mission of national survival through realization of personal, family, educational and tribal sovereignty. One of the stated goals for the fulfillment of our mission is the expansion of the school to the twelfth grade. This can only happen with the development of teachers for these grades. We fully commit to include in our school the immersion teachers who complete the program. Teachers for immersion schools are in high demand due to their scarcity and the lack of programs that properly train teachers for the immersion classroom, and we look forward to being the lead partner in this endeavor.

Please direct any questions regarding this letter to the contact information listed above.

Miigwech,

A handwritten signature in black ink, appearing to read 'Brooke Ammann'. The signature is fluid and cursive, written over a white background.

Niiyogaabawikwe
Brooke Mosay Ammann
Waadookodaading Director



Lac Courte Oreilles Ojibwe School

July 24, 2018

Angela Hernandez-Marshall
U.S. Department of Education
400 Maryland Avenue SW,
Washington, DC 20202-6335

Dear Ms. Hernandez-Marshall

The Lac Courte Oreilles Ojibwe School is a P.L. 100-297 Part B Tribally-Controlled School with classes from Kindergarten through the 12th grade, serving 285 native students. Its district encompasses 76,465 acres of the reservation but students also attend from the Bad River and Red Cliff Reservations located 60 miles north of the school. Accredited by the Bureau of Indian Affairs, the North Central Association of Colleges and Schools, and by the AdvancED Accreditation Commission, students are required to complete 25 units of credit to meet the State of Wisconsin's graduation requirements.

The LCO K-12 School is a comprehensive academic, cultural and community-based organization designed to meet the needs of the tribal community. The educational curriculum of mathematics, science, English, language arts, physical education, business education, computer applications and technical education are infused with Ojibwe language and culture. Augmenting the conventional academic program are course offerings that include: hunting and fishing; "ricing" (wild rice); Ojibwe language and culture; science club; Gifted and Talented; Family and Child Education; membership as a Project Lead the Way school, as well as a member of the American Indian Science and Engineering Society. Co-curricular activities include high school and middle school volleyball, basketball, canoeing, and biking.

The school is currently planning to develop a middle-high school environmental charter school as a school within a school. The science-based curriculum will be grounded in tribal ecological knowledge and will require a trained group of instructors for the STEM fields. In addition, we have several paraprofessionals who will participate in the project to become licensed instructors. Thus, we provide assurance that if funded, the Lac Courte Oreilles School will consider program graduates for qualifying employment within the Lac Courte Oreilles Ojibwe School.

(b)(6)

Jessica Hutchison
School Director/k-12 Principal
Lac Courte Oreilles Ojibwe School

CFDA 84.299B Indian Education Professional Development Program

Consortium Agreement

Introduction. Certain entities that apply to the Professional Development Program are required to do so as consortium applicants, and must enter into a binding agreement with each other. To assist consortium applicants, the Department has prepared a sample consortium agreement.

CONSORTIUM AGREEMENT

I. General Agreement

This agreement is between the Waadookodaading Ojibwe Language Institute, Inc. ("Waadookodaading") and the Northland College.

Waadookodaading certifies that it is an Indian organization engaged in educational service as defined by grant requirements [Bureau-funded school means a Bureau of Indian Education school, a contract or grant school, or a school for which assistance is provided under the Tribally Controlled Schools Act of 1988].

Northland College certifies that it is an Institution of Higher Education (as defined by 34 CFR § 263.3).

Both parties are applying in consortium for the Professional Development Program Grant in Fiscal Year (FY) 18 in accordance with 34 CFR § 75.127-129.

II. Designated Lead Applicant

Waadookodaading agrees to act on behalf of both parties as the designated lead applicant (as required by 34 CFR §75.128(a)(1)).

III. Legal Responsibilities

Both parties acknowledge that they are legally responsible to do the following if they are selected to receive the grant:

- (a) Carry out the activities in Section IV below; and
- (b) Use the funds that it receives under the agreement in accordance with 34 CFR § 263 and all other Federal requirements that apply to the grant.

Waadookodaading acknowledges that, if the consortium is awarded funds, as the designated lead applicant it is legally responsible for the following:

- (a) The use of all grant funds;
- (b) Ensuring that the program is carried out by the group in accordance with Federal requirements; and
- (c) Ensuring that indirect cost funds are determined as required under 34 CFR § 75.564(e).

IV. Activities

As required under 20 USC § 7442(d), grant funds must be used for activities that provide support and training for Indian individuals in a manner consistent with the purpose of the Professional Development Program. Below are the activities both parties have agreed to perform:

Waadookodaading agrees to:

(Please list the program-specific activities that your organization agrees to perform. The activities below are examples of possible activities.)

- (1) Recruit potential students to enter into the Professional Development Program;
- (2) Assist students with job placement in local education agencies (including BIE-funded schools) that serve a high proportion of Indian students;
- (3) Consult with Northland College to select and assign teachers and other staff to deliver and support the three year academic/training curriculum and classroom practicum placements, and the two-year induction curriculum and classroom practicum placements;
- (4) Consult with Northland College on how to provide full-spectrum academic, financial, personal, and counseling support; and also with tribal elders to provide cultural support; licensure; and
- (4) Act as the liaison to create working networks among participating BIE-funded schools and other schools with significant Indian student populations and establish and maintain open lines of two-way communication with formal and informal feedback loops.

Northland College agrees to:

(Please list the program-specific activities that your organization agrees to perform. The activities below are examples of possible activities.)

- (1) Provide pre-service teacher candidates with preparation that will lead to a bachelor's degree in an education major and enables participants to meet the requirements for full State licensure as a teacher before the end of the third year of the award period; and
- (2) Provide pre-service teacher candidates with preparation in specialized teaching areas, with concentrations in environmental science or some other STEM-related field.

Both parties agree to:

(These activities may be included in every agreement, and additional ones can be added.)

- (1) Have regular meetings with one another and maintain open lines of communication with feedback loops with the intent of fostering mutual understanding;
- (2) Cooperate in developing and implementing the project following the Project Management Plan;
- (3) Meet all requirements stipulated in the Notification of Funding Award including, but not limited to, oversight and reporting requirements;

responsible for carrying out the activities it has agreed to perform in this agreement and using the funds it receives under this agreement in accordance with the Federal requirements for the Professional Development Grant.

<hr/>	
Signature of Entity Applying in Consortium Authorized Representative	
<u>(b)(6)</u>	<u>(b)(6)</u>
Dr. Kevin Zak, Education Department Chair	Dr. Leslie Alldritt, Dean of Academic Affairs
<u>30 July 2018</u>	<u>7/30/18</u>
Date	Date

(4) Share data and participant records in a manner consistent with FERPA, FIPPA, IDEA, and GPRA to generate mandated student performance reports following regulations, rules, and procedures established to protect the confidentiality of student records; and

(5) Ensure that all students in the program are aware of and understand the pay-back requirements and conditions of participating in the Professional Development Program.

(b)(6)

V. Modification

This agreement may be amended only by written agreement signed by each of the parties involved, and in consultation with the U.S. Department of Education.

VI. Applicable Period

The consortium agreement will remain valid for the life of the grant, including the initial project period and any approved no-cost extension.

VII. Authorization Designated Lead Applicant | Authorized Representative Signature

Waadookodaading has authorized me to sign on its behalf to participate in this consortium agreement. I certify to the best of my knowledge that the information provided in this agreement is accurate, and that Waadookodaading will comply with the provisions of the Professional Development Grant program. As a member of the consortium agreement, Waadookodaading agrees to be bound by all of the requirements and assurances of this agreement. Waadookodaading understands that it is legally responsible for carrying out the activities it has agreed to perform in this agreement and use the funds it receives under this agreement in accordance with all Federal requirements applicable to the Professional Development Grant.

(b)(6)

Signature of Designated Lead Applicant Authorized Representative

Brooke Ammann, Director

7/30/18

Date

Entity Applying in Consortium | Authorized Representative Signature:

Northland College has authorized me to sign on its behalf to participate in this consortium agreement. I certify to the best of my knowledge that the information provided in this agreement is accurate, and that Northland College will comply with the provisions of the Professional Development Grant program. As a member of the consortium agreement, Northland College agrees to be bound by all of the requirements and assurances of this agreement. Northland College understands that it is legally

STEM Supporting Narrative

By the end of third project year, 10 native candidates will receive degrees and certifications necessary to teach as fully-licensed teachers in STEM fields which support environmental science (20 credits minimum) in Wisconsin schools, and an additional 16 native candidates from four subsequent cohorts will make proportional progress toward achieving degrees and certification in STEM-related fields during the grant period, for a total of 26 teachers. By the end of the third project year, five native candidates will receive degrees and certifications necessary to serve as administrators in Wisconsin's schools with passing ("B" or above) specialized environmental education coursework (20 credits minimum) in STEM fields which support environmental science, and an additional six native candidates from four subsequent cohorts will make proportional progress toward achieving degrees and certification during the grant period, for a total of 11 administrators. The project provides for development of a grade 5 – baccalaureate environmental sustainability pathway following the Project-Lead-the-Way curriculum with a summer STEM program at the Sigurd Olson Institute, and eventually to the development of the first tribally-authorized tribally-controlled green environmental charter school in the state of Wisconsin.

Nandagikenjiganashk (NDK) Project Management Plan – YEARS 1-3

Activities (by quarters)	Year 1	Year 2	Year 3
Goal 1. Preplanning & Gearing Up.	x		
<p>(Govt, Admin, Staff) Exercise preplanning leadership to flesh out action plan; operationalize collaboration agreement clarifying working relationships, communication plan, points of contact, responsibilities, and resource commitments for all parties; build instructional schedule through year 3 with several program options based on anticipated differing levels of prior college experience; publish recruitment materials using current budgets & contact potential preservice candidates employed by high proportion native schools or STEM-related tribal employers as well as general native public; inform current staff and support providers about this project and their involvement, including those who may or may not be funded by the grant; provide resources for Project-Lead-the-Way staff to obtain summer pre-grant training in Environmental Sustainability for this new pathway; map Ojibwe language fluency components for immersion teachers and interested non-immersion teacher candidates; establish open lines of communication between project directors, teachers, and potential students to garner</p>	<p>(Govt) Waadookodaading Board, Northland College Board, project oversight team, elders. (Admin) Waadookodaading director, project director & field supervisor/liaison when contracted; HR director with search committee including elder, college & school staff, & community/ business/industry partner reps. (Staff) Project planners, Project-Lead-the Way instructors, Ojibwe language specialist, Waadookodaading staff who will serve as mentors and cooperating/supervising teachers and administrators,</p>		

<p>Conduct stakeholder orientation re: scope & sequence of grant; review internal/external controls for grant management; adopt Gantt Chart detailing timeline, roles/responsibilities, & milestones for grant implementation; approve formal job descriptions & contract language; conduct search for grant manager and negotiate contract; conduct search for internal and external staff, including student/instructor mentors, onsite work/ internship coordinator & approve contracts; select & orient staff; expedite staff participation in conferences and training sessions as budgeted; facilitate language development for immersion teachers and interested non-immersion teachers; adopt & implement communication plan with formal quarterly reports & formal/informal feedback loops; develop, implement, and review data management plan per FERPA, FIPPA, IDEA, GPRA, etc.; launch marketing and recruitment campaign; manage student reimbursement and stipend accounting.</p> <p>(Conslt) Set up external review process; orient all stakeholders in annual review process; schedule semester- and annual report roundtables to discuss progress and unmet needs reflected in performance data.</p> <p><i>*Note 1: These duties and responsibilities apply for all activities and are not repeated throughout.</i></p>	<p>& community/business/ industry partner reps.</p> <p>(Staff) Dual credit instructors, practicum supervisor/lead mentor, Ojibwe language specialist, mentors and cooperating/supervising teachers and administrators, language and culture staff.</p> <p>(Conslt) External evaluator.</p> <p><i>Note 2: Ongoing activities (e.g. governance) are not reflected for each quarter in this format but are sustained throughout the timeline.</i></p>
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Milestone 2: Groundwork completed. (9/30/2018)												
Goals 1. Project Launch. Group Process.	x	x										
<p>(Admin) Introduce & implement Management Plan & Gantt chart process, participant selection and orientation processes with payback provision agreements, full spectrum support systems, ongoing cultural linkages, communication plan with feedback loops, stipend logistics & protocols, academic schedule & course timetable, professional development plan (PDP's) process required for licensure, data-driven decision-making process with feedback loops, performance feedback (PFB) monitoring and intervention systems, classroom and industry practicums; select external evaluator & facilitate external evaluation process.</p> <p>(Team) Assist with recruitment as requested, generate project handbook and timetable, complete student 3-year plans and review with each participant and mentor duo, conduct orientation to review key components (schedules, PDP's, expectations and responsibilities including payback provisions, access to counseling and support, cultural connections, etc.), establish positive collaborative working relationships with students and stakeholders, teach and assist/support students continuously.</p>	<p>(Admin) Project director & project manager; school and college project teams & designated staff, DDDM curriculum & assessment director; quasi-admin team leaders</p> <p>(Staff) Dual credit instructors, practicum supervisor/lead mentor, Ojibwe language specialist, mentors and cooperating/supervising teachers and administrators, DDDM and PFB team leaders, members and mentors, language & culture staff.</p> <p>(Conslt) External evaluator.</p>											

<p>pathway planning, research and development as empowered; make recommendation for action as appropriate.</p> <p>(Conslt) Conduct external review process; schedule semester- and annual report roundtables to discuss progress and unmet needs reflected in performance data.</p>													
<p>Milestone 4: Full Pathway Implementation Completed. (1/1/2019)</p>													
<p>Goals 1-2. ASAP Restructuring</p>	<table border="1"> <tr> <td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td> </tr> </table>	X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X		
<p>(Admin) Organize/empower ASAP restructuring team (BR liaison, instructional/admin staff & IHE partners) to review and critique research supported by WWC; complete extensive training at replication sites in final dissemination phase of project implementation; contract ASAP authority to work onsite with LCOOCC team during R&D phase; develop detailed implementation plan; prepare staff for scope of restructuring & the experimental nature of the program; follow implementation plan to phase in ASAP over initial 3 year grant period; complete ASAP staff development per PDP's; administer student performance assessments to track student progress; follow DDDM model to review progress, troubleshoot, and make program adjustments as required; report progress to administrators and BR monthly with data.</p>	<p>(Admin) Project director.</p> <p>(Staff) Waadookodaading & Northland College instructional staff, pathway instructors, practicum supervisor/employer liaison, school-based teacher/administrator mentors, DDDM and PFB Team leaders & members with designated roles; staff and mentors.</p> <p>(Conslt) External evaluator.</p>												

<p>(Conslt) Conduct external review of ASAP restructuring process; schedule semester- and annual report roundtables to discuss progress and unmet needs reflected in performance data.</p>								
<p>Milestone 5: ASAP phased in according to plan. (Phase 1 by 1/30/2019; Phase 2 by 9/1/2020, and Phase 3 by 9/1/2021).</p>								
<p>Goals 1-2. Flex Curriculum Modification/Implementation</p>	<table border="1"> <tr> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> </table>	x	x	x	x	x	x	x
x	x	x	x	x	x	x		
<p>(Admin) Organize/empower curriculum teams (PK-12, IHE, & workforce partners) for ongoing development, review, and modification of innovative flexible nongraded curriculum; coordinate implementation efforts across systems; conduct ongoing formal and informal assessment of curriculums with full instructional team and stakeholder partners per the DDDM and PFB processes, report findings & make recommendations for action to appropriate supervisors & oversight boards; review PDP plan achievement of each staff member and conduct annual performance evaluation for each as it pertains to grant implementation; complete and submit GPRA and ED524b interim and final reports.</p> <p>(Staff) Complete professional development to support new innovations in pedagogy following PDP process; deliver and</p>	<p>(Admin) Project director. (Staff) Waadookodaading & Northland College instructional staff, pathway instructors, practicum supervisor/employer liaison, school-based teacher/administrator mentors, DDDM and PFB Team leaders & members with designated roles; staff and mentors. (Conslt) External evaluator.</p>							

<p>critique curriculum on an ongoing basis through DDDM and PFB team processes; monitor student progress at the classroom level; modify curriculum as needed to meet the needs of students and accelerate learning; coordinate instructional effort with student mentoring & support effort to maximize learning and achieve benchmarks.</p> <p>(Admin) Implement comprehensive assessment plan;; review external evaluator’s semiannual and annual reports with supporting data; make recommendation and garner approval for program revisions as warranted by DDDM and other formal and informal review processes. (Team) Participate in the full review process formally as members of DDDM, Carl Perkins, or other CTE and student support teams, and informally as instructors and administrative team members; review and critique GPRA, ED524b, and external evaluator interim and final reports.</p> <p>(Conslt) Conduct external review of innovative flex nongraded curriculum restructuring process; schedule semester- and annual report roundtables to discuss progress and unmet needs reflected in performance data.</p>														
<p>Milestone 6: Flex Curriculum Preparation I, PDP Training, & Launch Completed.</p>														
<p>Goals 1-2. Practicums/1st Yr College/Summer STEM</p>	<table border="1"> <tr> <td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td> </tr> </table>	X	X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X	X		

<p>(Govt) Expand environmental sustainability work-based opportunities & partnerships at the governance level, including First-Year College & Summer STEM programs.</p> <p>(Admin) Coordinate school practicums & summer STEM experiences; implement work-based practicum components with governmental-, business-, and industry-partners; obtain program feedback from workplace partners and employers to include in participant PDP's; direct continuous improvement efforts to improve work experiences for students and employers.</p> <p>(Team) Participate in onsite training and internships as required in participating school districts and environmentally-related worksites; monitor student progress to reinforce soft and hard skills; assist with career planning and coaching with ongoing assessment of individual student and group progress following educational field experience protocols; coordinate school-based reviews with cooperating teachers and employer supervisors; conduct comprehensive work experience program review annually during summer months of years 2 & 3 and make revisions as necessary.</p> <p>(Conslt) Conduct external review of innovative flex nongraded curriculum restructuring process; schedule semester- and annual report roundtables to discuss progress</p>	<p>(Admin) Project director.</p> <p>(Staff) Waadookodaading & Northland College instructional staff, pathway instructors, practicum supervisor/employer liaison, school-based teacher/administrator mentors, DDDM and PFB Team leaders & members with designated roles; staff and mentors.</p> <p>(Conslt) External evaluator.</p>
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restructuring initiatives.	
<p>Milestone 8: Curriculum published and shared; GPRA, GEPA, and other student performance and enrollment/retention benchmarks achieved; long-term data plan funded to sustain program improvement over time. (6/30/2021)</p>	

Nandagikenjiganashk (NDK) Project Management Plan – YEARS 4-5

Activities (by quarters)	Year 4				Year 5			
<p>Goal 1. Induction Preplanning & Gearing Up.</p>	x							
<p>(Govt, Admin, Staff) Exercise preplanning leadership to flesh out Induction phase of project; develop collaboration agreement between schools, IHE's and Waadookodaading, Inc., clarifying working relationships, communication plan, points of contact, responsibilities, and resource commitments for all parties; assist with job searches to ensure all participants have full contracts as certified educators in schools with high-proportion Indian student populations; approve formal job descriptions & contract language for Induction Supervisor and school-based mentors, conduct search to fill these positions, and negotiate/ratify contracts; conduct stakeholder orientation re: scope & sequence of Induction; establish open lines of communication between project personnel, teacher graduates & staff from employing</p>	<p>(Govt) Waadookodaading Board, Northland College Board, project oversight team, elders. (Admin) Waadookodaading director, project director & field supervisor/liaison. (Staff) Waadookodaading staff who will serve as mentors in employing districts, language specialist and culture staff.</p>							

<p>districts; provide ongoing full-spectrum support making project mentors and support personnel available to participants throughout their induction period; continue developing Ojibwe language skills of immersion teachers through Waadookodaading with support of Language Specialist; engage elders in sustaining cultural support network.</p>										
<p>Milestone 9: Induction preplanning and gearing up completed. (9/1/2021)</p>										
<p>Goal 1. Induction implementation.</p>	<table border="1"> <tr> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> </table>	x	x	x	x	x	x	x	x	x
x	x	x	x	x	x	x	x	x		
<p>(Govt) Exercise leadership & oversight at the governance level; monitor internal & external controls; review and act on reports; maintain two-way open communication with all stakeholders via feedback loops.* (Admin) Exercise leadership & oversight at the management level; monitor internal & external controls; review and act on reports; maintain two-way open communication with all stakeholders via feedback loops; perform all duties of job description.*; review internal/external controls for grant management; adopt Gantt Chart detailing timeline, roles/responsibilities, & milestones for Induction phase; generate induction handbook and timetable, complete student induction phase plans and review with each participant and mentor duo; conduct orientation to review key components (schedules, PDP's, expectations and responsibilities including payback</p>	<p>(Govt) Waadookodaading Board, Northland College Oversight Board, Project Oversight Team. (Admin) Project director. (Staff) Induction instructional supervisor/ lead mentor, DDDM and PFB teams. (Contr) External evaluator</p>									

<p>DDDM process & scientific analysis to determine quality of curriculum and its impact on student learning; report progress to administrators, BR, and community at large. Publish results as warranted. Assist others seeking to implement similar curriculum and restructuring initiatives.</p>	
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<p>Milestone 11: Project launch completed; Semester 1 enrollment targets met (10/15/2018)</p>
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Part 6: Index for Required Information

1. Resumes and Job Descriptions

- a. Brooke Ammann
- b. Tammy Moncel
- c. Wendy Fuller

2. Indirect Cost Rate Agreement

(Note: The maximum allowable IC rate of 8.00% is reflected in the budget narrative.)

3. Recruitment Plan for Native Preference

See Narrative pp. 10-11.

4. Use of Funds to Support Native Placements in High-Proportion Native Schools

Preservice teachers are placed in classrooms throughout their training as they work toward their education degrees and licensure. These practicums include 25-50 hours of observation for their education coursework, over 500 hours of practice teaching or internships as clinical experience, and 180 hours or more as initial educators for the 3-5 years following initial licensure. In other words, our participants will be placed in high-proportion native schools long before they begin looking for employment. Many, in fact, are already employed in those schools as aides and support staff, with their coworkers, teachers, and administrators encouraging and supporting their transition into teaching and administrative assignments. Structurally, a career ladder approach is built into our design following career ladder models which assist these future educators each step of the way. In Wisconsin, all training educators are required to follow a Professional Development Plan (PDP) through which they will demonstrate their competency in all 10 Standards of Effective Practice under the tutelage of certified staff and college field specialists, so they only progress if their performance is satisfactory in the very schools where they will eventually be employed. Many are already employed in these schools as aides and support staff, with their employing districts encouraging and supporting their transition into teaching and administrative assignments using the career ladder model. Gaining access to schools where they will be placed is less of a challenge than providing the level of support they need while in transition during their induction period during the initial educator phase which lasts 3-5 years by statute. This project will provide support beyond the licensure requirements for all five years. The supervising teacher/mentor position is funded all five years of the project, and this person will sustain contact with all participants in the field and help direct their PDP progress with performance feedback loops (PFB) to improve performance continuously with 1:1 and small group support. This support is expanded during the critical transition years of induction with the employment of a 0.60 FTE induction years instructional supervisor/lead mentor who follows up as PFB monitoring by the supervising teacher/mentor leads to actual interventions by the instructional supervisor/lead mentor to improve performance with additional classroom and full spectrum support which may be delivered before, during, or after the school day. School-based teacher and administrator mentors are also employed all five years of the grant, so participants work in partnership with fellow educators who are not there to rate their performance, but to give them professional support and advice which is far

less intimidating than that provided by supervisors. Above all, the project funds cultural support from tribal elders. As our own surveys have indicated, more than 90% of those tribal members considering college regard their native culture as “Very Important” or “Important” to them, and this cultural component will come directly from respected elders. (Also see pp. 21-22 of grant narrative.)

5. Payback Assistance.

Payback provisions go into effect as soon as participants transition out of their training and initial work experience. Participants are made well aware of this provision from the very beginning of their involvement in the project and are provided written reports each semester to verify their level of involvement and time/financial obligation. Once they are employed as teachers and school administrators in the fourth year of the program, they will be well-paid for their services since the high-proportion native districts where they will find employment are competitive with neighboring schools which are not high proportion native. Since all will probably choose the equal work service option rather than monetary payback, we have full confidence each successful completer will have the capacity to meet payback requirements without assistance. For those who do not complete the program successfully, the tribe has traditionally assisted with financial payback arrangements in cases where they are employed by the tribe in some capacity. Each of these arrangements is made on an individual basis, so it is hard to generalize about the terms of such payback agreements. The tribe will not, however, turn over payback to collection agencies except in the most extreme cases, since in fact the payback requirement is a legally binding contract. (Also see pp. 24-25 of grant narrative.)

6. Absolute Priority 1 and 2 for Teachers and Administrators

a. Preservice Education Program

The project will meet Absolute Priority One for preservice teacher training and Absolute Priority Two for preservice administrator training.

b. Induction Services

During the induction period, participants are required to complete a minimum of 180 hours in supervised or mentoring instructional activities conducted in the field as part of their Professional Development Plan process documented through the PDP Portfolio process for each of the 10 Standards of Effective Practice. Performance Feedback (PFB) monitoring based on student performance data will be conducted throughout the induction period by trainers and supervisors, and the monitoring will lead to PFB interventions as required based on monitoring reports. Interventions are design to be supportive and positive to help build on the positive aspects of each initial educator’s performance. They are not punitive nor part of the candidate’s probationary year(s) performance reviews conducted by the school district. For this reason, project staff are not district employees directly involved in the employment supervision provisions of their contracts.

c. Recruitment, Retention, Graduation, and Placement

A total of 37 participants will be served: 10 teacher and 5 administrator candidates in Cohort 1 who will receive five full years of grant support, 3 teacher and 1 administrator candidate in Cohorts 2 and 3 who will receive 4- and 3-years of grant support respectively, and 5 teacher and 2 administrator candidates in cohorts 4 and 5 who will receive 2- and 1-years of grant support respectively. By the end of third project year, 10 native candidates will receive degrees and certifications necessary to teach as fully-licensed teachers and five will receive degrees and certification necessary to serve as administrators. All will be placed in high proportion native schools. (See goals and objectives in narrative, pp. 8-9.)

7. Documentation of Indian Organization

8. Signed Letters of Support

- a. LCO Ojibwe School**
- b. Waadookodaading**

9. Signed Consortium Agreement

10. STEM Supporting Narrative

Attached as separate attachment. (See pp. 11-17 in the grant narrative as well for more detail.)

11. GEPA Statement

Section 427 GEPA Statement

To ensure compliance with Section 427 provisions for federal grant recipients, Waadookodaading Language Institute (“Waadookodaading”) and Waadookodaading Ojibwe Immersion School (“SCHOOL”) as the institution responsible for providing onsite training will implement the following steps to ensure equitable access to, and participation in, the Nandagikenjiganashk (NDK) Project for students, teachers, and other program beneficiaries with special needs.

1) Recruitment: All recruitment documents will include a nondiscrimination statement

- a. Written in Ojibwe and English for those who are first- or second-speakers of Ojibwe and/or English;**
- b. Recorded in Ojibwe and English and made available upon request to any and all candidates and interested parties who are visually impaired or unable to read written documents in either language for any reason;**
- c. Specifying that any reasonable assistance requested so potential candidates and interested parties regardless of potential barriers as described by federal, state, or tribal statute can obtain a reasonable understanding of what the program entails and how it will provide reasonable accommodations for those considering enrollment consistent with all applicable state, federal, and tribal regulations which apply.**

2) Screening and Placement: All screening and placement policies, procedures, and materials will ensure equitable treatment and accommodation of all qualified applicants with barriers which can impede their equitable access or participations with all policies, procedures and materials

- a. **Written in Ojibwe and English for those who are first- or second-speakers of Ojibwe and/or English;**
 - b. **Recorded in Ojibwe and English and made available upon request to any and all candidates and interested parties who are visually impaired or unable to read written documents in either language for any reason;**
 - c. **Specifying that any reasonable assistance requested so potential candidates and interested parties regardless of potential barriers as described by federal, state, or tribal statute can obtain a reasonable understanding of what the program entails and how it will provide reasonable accommodations for those considering enrollment consistent with all applicable state, federal, and tribal regulations which apply.**
- 3) Ongoing Support: General operating procedures will provide all reasonable and necessary accommodations required for program compliance with all applicable federal, state, and tribal rules, regulations, and policies pertaining to those who may experience barriers which impede their equitable access and participating in all aspects of this NAM grant program.**
- 4) Appeal Process: Any candidates, applicants, or participants who feel they have been discriminated against may contact the designated federal, state, tribal or school official responsible for handling such discrimination complaints as stipulated by their applicable rules, regulations, and policies, and/or they may contact this officer directly: Waadookodaading School Director, 8575 N Round Lake School Rd, Hayward, WI 54843, 715-634-8924.**

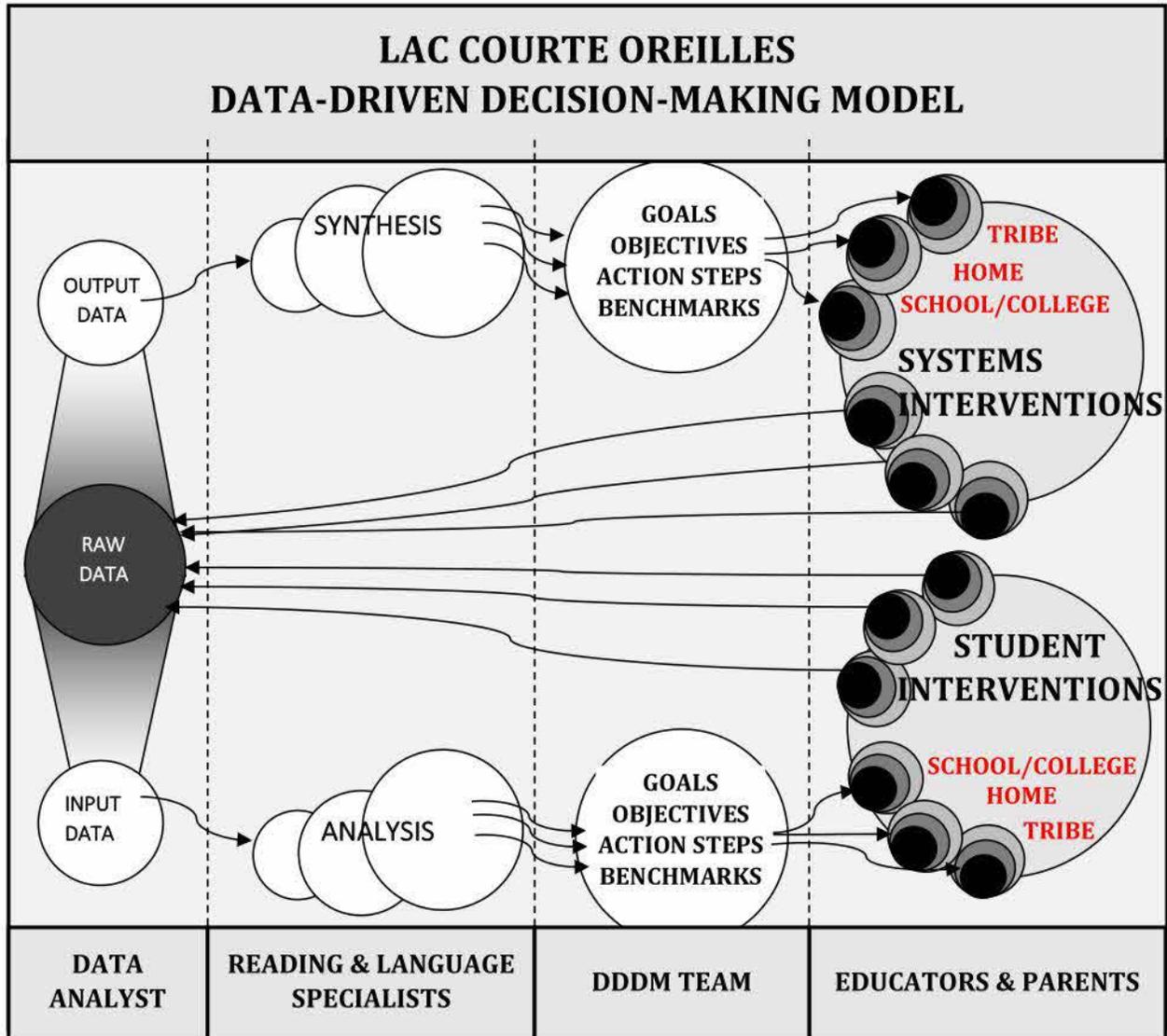
12. Management Plan

See Management Plan Attachment.

13. Data-Driven Decision-Making Model

See Data-Driven Decision-Making Model Attachment.

Lac Courte Oreilles Data-Driven Decision-Making Model



Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

	Yearly Grant Detail & Total				
	Year 1	Year 2	Year 3	Year 4	Year 5
	Induction Only				
PERSONNEL	2018-19	2019-20	2020-21	2021-22	2022-23
<p>PROJECT DIRECTOR. Will bear primary responsibility for a) providing administrative leadership and oversight to ensure project goals, objectives and milestones are achieved to stipulated benchmarks on-time and on-budget; b) maintaining internal and external controls following rules, policies and procedures of LCO Schools, Northland College, industry partners, the BIE and Wisconsin DPI, and the federal government and ED including the special payback provisions of 34 CFR 263; c) implementing the management plan, d) facilitating the orderly conduct of business by the coordinating committee by preparing monthly agendas and reports and making recommendations for action on all grant-related personnel, fiscal, and program matters; e) maintaining the data management plan to ensure accuracy and confidentiality of student records; f) ensuring accuracy and timely filing of all reports; g) maintaining open two-way lines of communication with all students and stakeholders; and h) performing other duties as assigned. Per School administrative rates for PhD salary : \$85,000 annual salary pro-rated for 0.30 FTE program administrator duties in years 1-3 = \$25,500 with 2% annual increase and 0.25 FTE in years 4-5 with 2% annual increase = \$21,250 with 2% annual increase. Years 4&5 are for induction services only.</p>	25,500	26,010	26,530	21,250	21,675
<p>ADMINISTRATIVE ASSISTANT Administrative assistant will assist the Project Director and Project Coordinator by a) providing administrative/office support as assigned; b) maintaining confidential records and project files; c) serving as the first point of contact for all lines of communication between stakeholders; d) assisting with the preparation and dissemination of program-related materials and reports for administrators and instructors; e) assisting in the processes of data collection, collation, and distribution; and e) perform other duties as assigned. Salary commensurate with School support staff rates = \$15/hr for 0.40 FTE Administrative Assistant = \$12,000 with 2% annual increase in years 1-3 and 0.25 FTE in years 4-5 with 2% annual increase = \$7,681 with 2% annual increase. Years 4&5 are for induction services only.</p>	12,000	12,240	12,485	7,681	7,835
<p><i>Instructional Costs (secondary school faculty)</i></p> <p>Dual Credit Instructor will bear primary responsibility for delivering curriculum and supporting student success in the PLTW Environmental Sustainability program by: a) successfully completing initial and ongoing training through PLTW; b) delivering all coursework and field experiences to PLTW standards; c) managing the PLTW accreditation process for participating schools, colleges, and workplace partners; d) directing and teaching the Summer STEM program; e) participating in PLTW regional and national events; f) coordinating student support efforts across the curriculum and in the field; g) celebrating success and acknowledging excellence; h) performing other duties as assigned. Salary per instructional staff rates: \$52,000 annual salary pro-rated for 0.62 FTE in years 1-3 only = \$32,240 with 2% annual increase. (Moncel and Fuller)</p>	32,240	32,885	33,542		

Waadookodaading, Inc.

School Based Supervising Teacher Mentor will bear primary responsibility for a) overseeing and troubleshooting practicum experiences in the field and at the environmental center; b) delivering CTE employment skills curriculum; c) sustaining strong working relations with industry partners and managing all two-way communication feedback loops; d) celebrating success and acknowledging excellence; and e) performing other duties as assigned, including secondary responsibility for ensuring all participants meet their payback obligations as required by 34 CFR 263. Salary per School instructional staff rates: \$52,000 annual salary pro-rated for 0.20 FTE = \$10,400 with 2% annual increase. Years 4&5 are for induction support services only. (Northland College)

10,400 10,608 10,820 11,037 11,257

Cooperating Teacher Mentors will provide 1:1 and 1:small group professional development support to program participants to a) acclimate program participants to the school setting as they complete their field-based experiences required for certification; b) supplement college-based support services available to project participants by providing additional academic, personal, workbased, and cultural support such as allowing participants to shadow them on a regular basis, maintaining open lines of communication to hear and respond to questions and concerns, facilitating cultural connections with elders, cultural leaders, and extended families. Salary per instructional staff rates: \$52,000 annual salary pro-rated for 0.20 FTE = \$10,400 with 2% annual increase. Years 4&5 are for induction support services only. (At school sites)

10,400 10,608 10,820 11,037 11,257

Induction Practicum Supervisor will bear primary responsibility for overseeing and coordinating the induction program for the final two years of the project by: a) staying in regular contact with all inductees through regular weekly onsite shared group meetings to ensure participants are getting the support they need during their induction period; b) maintaining open lines of communication with participants and stakeholders and managing two-way feedback loops; c) modeling effective instruction in high-proportion native schools participating in the project; d) implementing Performance Feedback Monitoring and Intervention components of the program to improve teacher and administrator performance; e) troubleshooting and addressing concerns about the NDK Career Pathway model; f) sustaining community connections with native professionals and cultural specialists; and g) performing other duties as assigned. Salary per instructional staff rates: \$52,000 annual salary pro-rated for 0.60 FTE in years 4-5 only = \$31,200 with 2% annual increase. (At school sites)

31,200 31,824

Subtotal - Personnel \$90,540 \$92,351 \$94,198 \$82,204 \$83,848

FRINGE BENEFITS

Fringe benefits are calculated at the School rates and benefit levels per FTE.

FICA/Medicare 7.65%	6,926	7,065	7,206	6,289	6,414
401K at 3%	2,716	2,771	2,826	2,466	2,515
SUTA at 1.50%	1,358	1,385	1,413	1,233	1,258
Workmans Compensation at 2%	1,811	1,847	1,884	1,644	1,677
HealthLife, Dental Insurance at \$8712 for FTE, prorated at percent FTE	2,394	2,394	2,394	2,394	2,394
Years 1-3: (Director at .30 = \$2614; Assistant at .40 = \$3485; DCI at .62 = \$5401;STM at .20 = \$1742 ; CTM at .20 = \$1742; total \$14984)	\$14,984	\$14,984	\$14,984		

Waadookodaading, Inc.

Years 4 & 5: (Director at .25 = \$2178; Assistant at .25 = \$2178; at ;STM at .20 = \$1742 ; CTM at .20 = \$1742; IS at .60 = \$5227 total \$13067) \$13,067 \$13,067
Subtotal - Fringe **\$30,189 \$30,446 \$30,707 \$14,026 \$14,259**

TRAVEL

The Director and will attend a required Project Director meeting in Washington, DC during each project year. All travel rates are based upon 2018 GSA rates at www.gsa.gov and institution-established travel policies.

Cheaptickets.com Airfare from Minneapolis, \$441
 Mileage to/from MPS airport at .555 per mile x 300 miles = \$167
 Airport Parking, 3 days at \$26/day
 Luggage Fees, 2 way x \$25 each
 Per Diem, 3 days at \$69 = \$207
 Lodging, \$250 x 2 nights = \$500
 Shuttle/Tax to/from airport in Washington DC (est.) at \$120

1,563 1,563 1,563 1,563 1,563
Subtotal - Travel **\$1,563 \$1,563 \$1,563 \$1,563 \$1,563**

EQUIPMENT

SUPPLIES

Miscellaneous expenses and expendable supplies include copy paper, pens, paper, manila folders, and the like based upon prior experience of averaged project costs. \$200/mo x 12 months = \$2,400

2,400 2,400 2,400 2,400 2,400
Subtotal Supplies **\$2,400 \$2,400 \$2,400 \$2,400 \$2,400**

CONTRACTUAL

CONSTRUCTION

OTHER

School-based Undergraduate/Graduate Tutors. \$15/hr for 1,500 hours for the first year; 2,000 hours years two and three.
 External Evaluator. Fee based upon prior grant activity.
 Laptops for Teacher trainees to develop their materials. 10 MacBook Pros, 13" with 256 GB storage, 16GB memory = \$1,699 x 10 = \$16,990. Microsoft Office Home and Student for Mac is \$150 x 10 = \$1,500. \$16,990 = \$1,500 = \$18,490

\$22,500 \$30,000 \$30,000
 3,000 3,000 3,000 3,000 3,000
 18,490
Subtotal Other **\$43,990 \$33,000 \$33,000 \$3,000 \$3,000**

TOTAL DIRECT COSTS

\$168,682 \$159,759 \$161,868 \$97,793 \$99,670

INDIRECT COSTS

Per MOU, the LCO School is the fiscal agent for Waadookodaading. The LCO School is funded as a Tribally Controlled School through 638 contract between the Bureau of Indian Education and the Tribe and utilizes the Tribe's IDC rate agreement. The most current rate is 20.09%. The CAP is 8%.

8%
\$13,495 \$12,781 \$12,949 \$7,823 \$7,974

STIPENDS

10 Participants @ \$1,800/mo for 10 months =
 10 Dependents @ \$300/mo for 10 months

\$180,000 \$180,000 \$180,000
\$30,000 \$30,000 \$30,000

TOTAL PROJECT COSTS

\$392,177 \$382,540 \$384,817 \$111,016 \$113,043