

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



APPLICATION FOR GRANTS
UNDER THE

Native American Language Grant Program

CFDA # 84.415B

PR/Award # S415B170015

Grants.gov Tracking#: GRANT12430694

OMB No. , Expiration Date:

Closing Date: Jun 19, 2017

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="06/19/2017"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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State Use Only:

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

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="39-1165322"/>	* c. Organizational DUNS: <input type="text" value="0636167000000"/>
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d. Address:

* Street1:	<input type="text" value="13394W Trepania Rd."/>
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"/>
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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="Roy"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Jonjak"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="715-634-8934"/>	Fax Number: <input type="text"/>
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* Email:

Application for Federal Assistance SF-424

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

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.415

CFDA Title:

State Tribal Education Partnership (STEP)

*** 12. Funding Opportunity Number:**

ED-GRANTS-050417-001

* Title:

Office of Elementary and Secondary Education (OESE); Office of Indian Education (OIE); Indian Education Discretionary Grants Programs: Native American Language (NAL@ED) Program CFDA Number 84.415B

13. Competition Identification Number:

84-415B2017-1

Title:

Native American Language (NAL@ED)

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

Add Attachment

Delete Attachment

View Attachment

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

Nisawi- Middle Level Learning Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

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

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

* a. Federal	<input type="text" value="145,316.00"/>
* 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="145,316.00"/>

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

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)** Yes No

If "Yes", provide explanation and attach

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

 ** I AGREE

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

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

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

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

Name of Institution/Organization

Lac Courte Oreilles Band of Lake Superior Chippewa Indians

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	271,560.00	271,560.00	271,560.00			814,680.00
2. Fringe Benefits	80,439.00	80,439.00	80,439.00			241,317.00
3. Travel	17,151.00	10,802.00	1,489.00			29,442.00
4. Equipment						
5. Supplies	11,000.00	11,000.00	10,500.00			32,500.00
6. Contractual	25,000.00	25,000.00	25,000.00			75,000.00
7. Construction						
8. Other	6,000.00	6,300.00	6,615.00			18,915.00
9. Total Direct Costs (lines 1-8)	411,150.00	405,101.00	395,603.00			1,211,854.00
10. Indirect Costs*	82,600.00	81,385.00	79,477.00			243,462.00
11. Training Stipends						
12. Total Costs (lines 9-11)	493,750.00	486,486.00	475,080.00			1,455,316.00

***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 - Interior Business Center

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 # S415B170015

Name of Institution/Organization Lac Courte Oreilles Band of Lake Superior Chippewa Indians	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	TITLE
Kristi L Perry	Grant Writer
APPLICANT ORGANIZATION	DATE SUBMITTED
Lac Courte Oreilles Band of Lake Superior Chippewa Indians	06/19/2017

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: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: <input type="text" value="Lac Courte Oreilles Band of Lake Superior Chippewa Indians"/> * Street 1: <input type="text" value="13394W Trepania Rd"/> Street 2: <input type="text"/> * City: <input type="text" value="Hayward"/> State: <input type="text" value="WI: Wisconsin"/> Zip: <input type="text" value="54843-2186"/> Congressional District, if known: <input type="text"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: <div style="border: 1px solid black; height: 100px;"></div>		
6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="State Tribal Education Partnership (STEP)"/> CFDA Number, if applicable: <input type="text" value="84.415"/>	
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: <input type="text"/> * First Name: <input type="text" value="N/A"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="N/A"/> Suffix: <input type="text"/> * Street 1: <input type="text"/> Street 2: <input type="text"/> * City: <input type="text"/> State: <input type="text"/> Zip: <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix: <input type="text"/> * First Name: <input type="text" value="N/A"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="N/A"/> Suffix: <input type="text"/> * Street 1: <input type="text"/> Street 2: <input type="text"/> * City: <input type="text"/> State: <input type="text"/> Zip: <input type="text"/>		
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: <input type="text" value="Kristi L Perry"/> * Name: Prefix: <input type="text"/> * First Name: <input type="text" value="Kristi"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="Perry"/> Suffix: <input type="text"/> Title: <input type="text"/> Telephone No.: <input type="text"/> Date: <input type="text" value="06/19/2017"/>		
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.

1237-GEPA Statement.pdf

Add Attachment

Delete Attachment

View Attachment

GEPA Statement

As a public tribal BIE contract school, Waadookodaading supports instruction for students of all protected classes generally and the education of indigenous students particularly through our Ojibwe immersion curriculum, including students with disabilities through adapted curriculum and assessments stipulated by each child's Individual Educational Plan.

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		
<input type="text" value="Sac Courte Oreilles Band of Lake Superior Chippewa Indians"/>		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: <input type="text"/>	* First Name: <input type="text" value="Kristi"/>	Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Perry"/>	Suffix: <input type="text"/>	
* Title: <input type="text" value="Grant Writer"/>		
* SIGNATURE: <input type="text" value="Kristi L Perry"/>		* DATE: <input type="text" value="06/19/2017"/>

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
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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.

<input type="checkbox"/>	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:

Nisawi Project Abstract

- 1) Institution: Lac Courte Oreilles Ojibwe K-12 School/Waadookodaading
- 2) Eligibility: A school operated by the Bureau of Indian Education
- 3) Native Languages: Ojibwe of Lake Superior Region
- 4) Partners: n/a (not applying as a consortium)
- 5) Project Title: Nisawi- Middle Level Learning Project
- 6) Priorities: Absolute Priority 2, Competitive Priority 1, Competitive Priority 2
- 7) Project Goals: Ensure Waadookodaading Ojibwe Immersion School students will achieve high levels of Ojibwe fluency and academic success through full Ojibwe immersion in all core subjects by developing new middle level curriculum, adding grade 8, and doubling the number of certified Ojibwe immersion teachers. Obj. 1.1. By the end of the third year of the project period, a comprehensive middle school (grades 4-8) Ojibwe immersion curriculum will be developed and implemented Obj. 1.2. By the end of the second and third years of the project period, 80% (n~40) of Nisawi's students will improve their Ojibwe fluency and literacy by at least one ACTFL sub-level or alternative IEP benchmark as assessed through annual pre- and post-test comparisons using valid and reliable classroom-based assessments Obj. 1.3. By the end of the second and third years of the project period, 95% (n~48) of Nisawi's students will demonstrate a minimum of 75% growth toward achieving at least one ACTFL sub-level or alternative IEP benchmark as assessed through annual pre- and post-test comparisons using valid and reliable classroom-based assessments Obj. 1.4. By the end of the second and third years of the project period, 70% (n~35) of Nisawi's students will: a) receive grades of "C" or above in reading, language arts, math and science following grading guidelines incorporated in the core curriculum adopted by the school governing board under the purview of the school director, b) achieve NWEA MAP individual performance growth goals stipulated in each student's RIT scale profile or alternative Dynamic Learning Maps (DLM) growth goals stipulated by each student's IEP when tested in English, and, c) achieve 95% school attendance as one indicator of increased interest in school. Obj. 1.5. By the end of the project period, 5 new teachers will complete three years of instructional mentorship in the Lesson Study collaborative training model Obj. 1.6. By the end of the second year of the project, Waadookodaading will refine the LCO Ojibwe School Data-Driven Decision-Making Model to improve the level of data collection, analysis, and data-driven decision-making
- 8) Project funds will support 1) adding grade 8 to our current PK-7 Waadookodaading Ojibwe Immersion School at Lac Courte Oreilles; 2) developing and publishing a new middle level full immersion Ojibwe curriculum for grades 4-8 which follows both Western and Ojibwe standards, 3) train and certify 5 new teachers with advanced levels of instructional Ojibwe fluency and Wisconsin educator certification; 4) design and test classroom- and grade-level Ojibwe assessments to ACTFL standards; and 5) refine our data collection, analysis and synthesis processes to target interventions for improved student learning.
- 9) School Information: LCO PK-12 Ojibwe School – Waadookodaading, grades 4-8, 50 participants.
- 10) Project Director: Brooke Ammann, 715-634-8924, brooke.ammann@lcoosk12.org

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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Nisawi-gikinoo'amaading (Nisawi) Middle Level Learning Project

Overview. Waadookodaading (“The place where we all help each other”) Ojibwe Immersion School launched in 2001 as one of the first indigenous immersion schools of its kind in the upper Midwest. Located on the Lac Courte Oreilles (LCO) Ojibwe Reservation in northwest Wisconsin, it has operated since 2012 as a PK-7 school-within-a-school authorized by the Bureau of Indian Education within the LCO Ojibwe School contract. It currently enrolls 77 students from LCO and surrounding reservations (Lac du Flambeau, Bad River, Red Cliff, and St. Croix). This proposal will impact 50 students annually by the end of the project period: 13 new students at the middle level (grades 4-8, with 8th grade added in 2018) and 37 current students in grades 4-7 who will benefit from new curriculum.

The phrase Nisawi-gikinoo'amaading translates into “The place *in the middle* where we all help each other learn.” This accelerated curriculum will advance both Ojibwe and English language/literacy skills the highest levels of proficiency while simultaneously advancing content knowledge to high academic standards – all taught exclusively in Ojibwe.

A. Project Design.

1. Goals, Objectives, and Outcomes.

Goal. Ensure Waadookodaading Ojibwe Immersion School students will achieve high levels of Ojibwe fluency and academic success through full Ojibwe immersion in all core subjects by developing new middle level curriculum, adding grade 8, and doubling the number of certified Ojibwe immersion teachers.

Objectives and Outcomes.

Objective 1.1. By the end of the third year of the project period, a comprehensive middle school (grades 4-8) Ojibwe immersion curriculum will be developed and implemented which: a)

defines a clear scope and sequence for the instruction of reading, language arts, math and science aligned with Ojibwe cultural traditions; b) stipulates student oral and written Ojibwe performance expectations with ACTFL “can do” proficiency statements; and, c) incorporates valid and reliable classroom-based assessments to measure student growth throughout the year in both Ojibwe and English under the purview of the school’s Ojibwe language specialist, school director, and curriculum/assessment consultant.

Objective 1.2. By the end of the second and third years of the project period, 80% (n~40) of Nisawi’s students will improve their Ojibwe fluency and literacy by at least one ACTFL sub-level or alternative IEP benchmark as assessed through annual pre- and post-test comparisons using valid and reliable classroom-based assessments administered by licensed instructors designated by the school language specialist as “Instructionally fluent in Ojibwe” for the grade level tested. (GPRA measure 1)

Objective 1.3. By the end of the second and third years of the project period, 95% (n~48) of Nisawi’s students will demonstrate a minimum of 75% growth toward achieving at least one ACTFL sub-level or alternative IEP benchmark as assessed through annual pre- and post-test comparisons using valid and reliable classroom-based assessments administered by licensed instructors designated by the school language specialist as “Instructionally fluent in Ojibwe” for the grade level tested. (GPRA measure 2)

Objective 1.4. By the end of the second and third years of the project period, 70% (n~35) of Nisawi’s students will: a) receive grades of “C” or above in reading, language arts, math and science following grading guidelines incorporated in the core curriculum, b) achieve NWEA MAP individual performance growth goals stipulated in each student’s RIT scale profile or alternative Dynamic Learning Maps (DLM) growth goals stipulated by each student’s IEP when

tested in English, and, c) achieve 95% school attendance as one indicator of increased interest in school. (GPRA measures 3&4, including GEPA measure)

Objective 1.5. By the end of the project period, 5 new teachers will complete three years of instructional mentorship in the Lesson Study collaborative training model to: a) attain “Advanced” levels of instructional Ojibwe fluency as assessed by the school’s language specialist, and b) complete certification requirements for licensure through the Wisconsin Department of Public Instruction.

Objective 1.6. By the end of the second year of the project, Waadookodaading will refine the LCO Ojibwe School Data-Driven Decision-Making Model to improve the level of data collection, analysis, and data-driven decision-making so that curriculum modifications can be made and interventions completed within two weeks after testing to improve student performance and achieve benchmarks cited above.

2. Progress toward high levels of fluency. The Nisawi Project sets high performance expectations for Ojibwe oral fluency and written proficiency based on rigorous ACTFL standards (ACTFL, 2012). These standards establish five levels of language proficiency in speaking, writing, listening, and reading determined in “real-world situations in a spontaneous and non-rehearsed context.” These levels range from “Novice” through “Distinguished,” and students are placed within the continuum through ongoing formal and informal observation by certified teachers in classroom settings under the purview of an objective, outside observer – in our case, our school Ojibwe language specialist who is a “Distinguished” Ojibwe speaker and holds a doctorate in applied linguistics from the University of Minnesota.

ACTFL standards are particularly effective in setting oral fluency and written literacy proficiency goals as “can do” statements which students, parents, and instructors can readily

apply at each level and sublevel of the performance spectrum. For example, the progression from Low Novice to Distinguished in presentational speaking moves from “I can present information about myself and some other very familiar topics using single words or memorized phrases,” to “I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.”

The scientifically-supported Lesson Study Model we will be using also incorporates high expectations: at the top of each lesson plan, teachers must identify Content Goals, Ojibwe Language Goals, and Ojibwe Culture Goals with clear assessments and performance benchmarks established for each. These features are critical to immersion education, and their assessment with accurate record-keeping and data analysis is essential to curriculum improvement measured in terms of student performance.

We will also be developing these classroom-based assessments through the grant, following protocols and procedures employed by Instructional Conversations and Literature Logs for second language learners. What Works Clearinghouse (2006) gives this model a plus (+) rating for language development and plus-plus (++) rating for reading achievement taught in English-only classrooms; we will be adapting this model so it can be used effectively in our Ojibwe-only classrooms.

3. Capacity-building and results beyond the grant period.

Preservation of our unique Ojibwe dialect/Sustaining our culture. Southwestern Chippewa (Ojibwe) is rated as “severely endangered” on the GIDS Scale and “shifting” on the EGIDS Scale. Endangered languages typify endangered cultures. Only one functional first speaker remains in the Lac Courte Oreilles band, and he is an elder who lives more than hour outside the boundaries of the reservation. The tribe looks to Waadookodaading to build capacity

necessary to sustain our dialect through future generations. In large part Waadookodaading can claim credit for the “shifting” status of our dialect on the EGIDS scale: each year 8-11 more elementary students graduate with at least a “Novice” level of Ojibwe fluency (ACTFL scale) which increases likelihood our dialect (unique to central Minnesota, northern Wisconsin, and upper-peninsula Michigan) will persevere.

New language and new teachers. Doubling the size of the Ojibwe immersion instructional staff will generate an entirely new level of academic Ojibwe speakers and teachers. Not only will they demonstrate the highest levels of Ojibwe fluency, they will also construct new academic language to capture high academic content which has yet to be translated into our dialect. This capacity to teach all Western content entirely in Ojibwe will have profound long-term impact as our students go forward to live richer and more successful lives “in two worlds.”

Specialized Ojibwe curriculum, standards and assessments. The immediate legacy of this project will be a strong middle level core curriculum taught entirely in Ojibwe, but measured in both English and Ojibwe to international standards. Current curriculum has evolved from our early attempts (with mixed results) to translate educational texts from English to Ojibwe using Western standards measured by English-only assessments. We have always felt this process has changed the medium of instruction, but not its deep content. To get where we need to be, this grant will help us achieve a fully-articulated, differentiated, “two-world” curriculum which blends Western and Ojibwe standards assessed in both English and Ojibwe. This will strengthen the capacity of our children to succeed as adults in both worlds: enhancing their cultural clarity while they prepare for the very demanding, high-tech global world of employment.

Brainpower. The promise of bilingual immersion education is that students will begin to demonstrate long-term positive effects in their brain development, function, and mental capacity.

Research on early bilingualism has shown distinct advantages associated with executive function: inhibitory control (ability to resist a habitual response or information that is not relevant), working memory or updating (ability to hold information in mind and mentally manipulate it), and cognitive flexibility (ability to adjust to changes in demands for priorities and switch between goals) (Barac, Bialystok, Castro, & Sanchez, 2014. See also Foy & Mann, 2013; Kohnert & Bates, 2002). With this advantage, Waadookodaading students who continue their studies through middle school will greatly enhance their “higher order” thinking processes such as problem-solving, voluntary memory and attention, rational thought, planning, and meaning-making activity (Vygotsky, 1987; Lantolf & Thorne, 2007).

Academic success and earning capacity. We anticipate more students will graduate from high school and continue their education for high-tech occupations. Currently, nearly half (48%) of the native students in this county do not graduate from high school (WI DPI, 2012-2017), which is roughly same percentage as those who live in poverty (44.9%) (US Census ACS, 2006-2010). Academic success correlates directly with increased earning power: those in the workforce who have a diploma earn an average of \$7,890 more each year at LCO.

4. Data collection and reporting. A complete data management plan has been developed for this project which is too large to incorporate in the body of this narrative, but can be accessed as an attachment within the application. In brief, this plan provides the following:

Roles and Responsibilities. Data management and decision-making responsibilities for the Misawi Project follow this chain of command: a) Waadookodaading Governing board to the School Director b) Misawi Project Director with support of Project Assistant, c) Misawi Data Collection/Decision-Making DC/DM Director with support of Assistant Director, DC/DM Team Leaders and Members. The School Director bears primary responsibility for ensuring internal

and external controls are in place to protect the confidentiality of the information, its appropriate use and dissemination. The DC/DM Director bears primary responsibility for managing the DC/DM process for this project and Team leaders for DC/DM process as it pertains to their content strand. Specific responsibilities are delineated in the full management plan.

Training. Each administrator and staff responsible for data management will complete a 36-hour training session delivered online by the Wisconsin Department of Public instruction and face-to-face by Dr. Jane Anderson, Project Consultant.

Type of Data and Format to be shared. Data to be collected are indicated in the Assessment Plan (section F below) as both Student and Teacher Trainee performance data. All data, whether qualitative or quantitative, will be reported in formats generated by the testing or assessment service or individual conducting the assessment. The DC/DM Director and Assistant will collect and collate these data by content field and report them in both formats to the appropriate team leaders. Team leaders will analyze these data as they pertain to their content area. Each analysis will be shared with the DC/DM Team for synthesis and reporting to the Project Director and School Director. Formats for each of these team leader reports will be standardized by the DC/DM Director. Federal reports are filed with the BIE and US Department of Education incorporating GPRA and GEPA benchmarks.

Confidentiality of Data. All project data are managed through Waadookodaading following confidentiality policies promulgated and enforced by the Bureau of Indian Education. The LCO School Director is charged with responsibility for maintaining all internal and external controls for protecting confidentiality of individual students and teacher trainees. All directors and staff managing school data are required to complete the Wisconsin DPI's Training modules which provide an overview of student data privacy requirements and specifically address

protection of personally identifiable information, FERPA, sharing across systems, student records and confidentiality, statistical methods for protecting personally identifiable information in aggregate reporting, and software to protect student privacy. Data are shared with parents as required, with feedback loops to record parental formal and informal response managed by the Waadookodaading School Director.

Data-sharing. Guidelines and rules for data-sharing are incorporated in the plan and require ratification of a Data-Sharing Agreement which will be generated as indicated in the plan. This agreement will stipulate that any researchers associated with the project must file and obtain approval for data-sharing agreements consistent with their research institution's policies, rules, and regulations pertaining to Human Subjects: none have been approved at this time.

B. Project Services.

1. Plan.

Native Language Instruction. The 10-year strategic plan adopted in 2012 laid the groundwork for current expansion of the Waadookodaading program by stipulating these design features: "Language will be an integral part of the tribal schools" (2012 Community Goal 2), "We will create outcome measures that include quantitative measures as well as qualitative measures" (2012 Organizational Goal 2), "We will serve an infant to 12th grade population [within the scope of Waadookodaading]" (2012 Curriculum/Student Goal 1), "Waadookodaading will have a set of education and achievement standards that reflect our community and cultural values as well as grade competence areas" (2012 Curriculum/Student Goal 2), and "We will create and use a curriculum/literature base in Ojibwe at all grade levels (2012 Curriculum/Student Goal 3).

In the initial ten-year period, Waadookodaading evolved from a six-month pilot

kindergarten project in 2000 to a full K-3 program in 2001. Grade 4 was added in 2009 and grade 5 in 2010. Prekindergarten was also added in 2010 so younger students would be immersed in Ojibwe during their critical early years of early language acquisition.

The 2012 strategic plan moved forward when grade 6 was added last year and grade 7 this year. Grade 8 will be added in 2018.

To fulfill the curriculum directives in the plan, school planners will be transitioning to a new “middle level” curriculum which is fully differentiated in all content fields to very high standards which address the unique needs of middle level students (personal, cultural, social) and the expectations of both the LCO Ojibwe (Anishinaabe) and Western (European) worlds. This will require doubling the size of our current staff and restructuring our school organization so teachers work in teams differentiated by content field rather than functioning as isolated individuals in self-contained classrooms. Each team will be led by a senior teacher who assumes some quasi-administrative functions: 1) train all new staff through instructional mentorship using the Lesson Study model, 2) advance Ojibwe proficiency following the ACTFL model with its “can do” assessment indicators, 3) implement the data-driven decision-making model in one or more content field(s) as assigned to improve middle level student performance as assessed by valid and reliable qualitative and quantitative assessments.

Grade 4-8 focus supported by What Works Clearinghouse ++ rated programs.

Accelerated Middle Schools specifically target struggling students (more than two grade levels behind) by covering an additional year of curriculum during their middle school years. These programs share several common elements: classes are often linked thematically across multiple subjects, instruction is more experiential and “hands on” than is typical in a traditional middle school, classes are usually smaller, and additional academic and social supports are in

place (such as tutoring, attendance monitoring, counseling, and family outreach) (WWC, 2017; Dynarski, Gleason, Rangarajan, & Wood, 1998; Hershey, Adelman, & Murray, 1995). *What Works Clearinghouse* has also given *Accelerated Middle Schools* its highest ++ rating for helping students progress and stay in school during these critical pre-high-school years.

Waadookodaading Curriculum Project Matrix. In 2015, LCO educational planners designed a matrix which would drive the transition to a new middle level curriculum. This matrix mapped 10 broad content fields aligned with Anishinaabe and/or Western learning standards with 33 specialized areas of focus designated by title. This grant will support development of six of these core subjects:

Waadookodaading “Two World” Middle Level Curriculum (Taught in Ojibwe)		
Content Field	Anishinaabe Curriculum	Western Curriculum
Language	Ojibwe Oral Fluency	English Oral Fluency
	Ojibwe Literacy	English Literacy
Mathematics	Ojibwe Concepts of Math	Western Concepts of Math
	Math Functions & Operations	Numeracy, Pre-Algebra & Algebra
Natural Science	Mother Earth & Beyond	Scientific Method & Experimentation
	Growing, Gathering & Sustaining	Life & Physical Science
Social Science	Ojibwe Peoples’ History, Treaties	World Civilizations, Colonialization,

	& Tribal Governance	US Governance & Civics
Applied Science	Ojibwe Medicine & Healing	Health, Family & Consumer Ed

2. Professional Development for Staff. Since its inception, Waadookodaading has had to “grow its own” teachers.

LCO and surrounding bands of Ojibwe share a unique dialect of Southern Lake Superior Ojibwe, and even the double vowel orthography used to represent Ojibwe here has not yet been universally adopted across Canada and the United States (Sullivan, 2016). An early attempt in 2000 by Ojibwe schools of Minnesota to import first language Ojibwe teachers from Canada to teach in their fledgling immersion schools was a marked failure since the dialect, orthography, and learning traditions were so different (St. Germaine, 2010).

New staff must become credentialed teachers, which requires a minimum of a bachelor’s degree, a content area major/minor for middle level or high school certification, and demonstrated competence in all Standards of Effective Practice. Licensure endorsements for Ojibwe, Reading, and Bilingual-Bicultural Education are generally added at the graduate level as teachers transition from initial licensure to master educator status.

Training new staff is no longer an overwhelming task, since senior teachers have achieved the level of fluency and credentialing required to be master teachers, and all are willing to mentor new teacher-trainees. The five trainees earmarked for licensure already have achieved a fairly high level of Ojibwe fluency, are working toward their degrees in education, have been engaged in classroom support as aides or paraprofessionals, and are Ojibwe.

All new staff will participate in University of Minnesota – Center for Advanced Research on Language Acquisition (UM-CARLA) training which has now extended its immersion

pedagogy curriculum to include Ojibwe and other indigenous languages. Current staff have attended several UM-CARLA training sessions over the past five years.

Waadookodaading's collaboration with UH-Hilo will bring their educators to LCO for onsite training of novice and veteran teachers for college credit and certificates at both the undergraduate and graduate levels. The college's Kahuawaiola Indigenous Teacher Education Program, Hale Kuamo'o Center for Hawaiian Language, P-12 laboratory school, and consortium with 'Aha Pūnana Leo provide unique and valuable resources for all our staff to apply *Nā Honua Maui Ola* cultural standards to our own Ojibwe language and culture program.

It will also advance our scientific understanding of effective practice for indigenous language immersion instruction. The *E Lauhoe Mai Nā Waiya* Hawaiian Indigenous Education Teaching Framework (HIER) establishes a rubric by which teacher effectiveness can be assessed in five pertinent areas which have strong correlations with standards of effective practice: Language (.52), Sense of Indigenous Community (.74), Content (.78), Context (.75), and Assessment and Accountability (.58) (Kana'iaupuni & Kawai'ae'a, 2008).

Another strand of professional development will focus on collaborative curriculum design and implementation as a vehicle for training and credentialing educators. The Lesson Study Model was developed in Japan as a collaborative professional development approach that involves groups of teachers working together to develop a pilot lesson plan targeting a specific skill, which is then demonstrated by one of the teachers while the others observe how students respond and meet to revise and refine the lesson (Cerbin, 2011; Cerbin & Kopp, 2006; Lewis, 2002; Yoshida, 1999). Of 643 professional development research studies on professional development, Lesson Study was one of only two that demonstrated positive learning results for students.

The specific steps of professional development using Lesson Study are:

- A group of teachers identify a problem, typically some skill or concept that students have difficulty acquiring. For example, we know that despite careful teaching of phonics, some 1st and 2nd grade students have difficulty decoding words.
- The group researches educational studies and lesson plans on the topic. Often, an outside expert serves as an advisor who recommends specific articles to read.
- The group designs a lesson together.
- One teacher teaches the lesson to the students while others watch. This is called the “public research lesson.”
- Observers focus on the *students*, not the *teacher*. How are they understanding? What misconceptions do they demonstrate? The purpose of this observation is to improve the lesson, not critique the teacher.
- After the lesson, observers discuss what they saw, with a focus on how to improve *teaching*, not the *teacher*.

This focus is very different from the typical Western focus on *teacher* improvement. In reality, focusing on how to teach does improve the teacher, and it provides a blueprint for other teachers to achieve similar results. This raises the teaching effectiveness of the entire group, including future teachers who will have model lessons to ensure maximum learning for their students.

Finally, we will contract the services of a well-respected professor from this region who has developed innovative literacy and second language certification programs approved by the Minnesota Department of Education. Dr. Jane Anderson (Flynn) is a well-published researcher, linguist, and educational psychologist who shares special interest in Waadookodaading. Her review of our staff development approach has led to two suggestions for improvement which we

will implement with her help: 1) refining our Data-Driven Decision-Making processes so teachers and staff have a better understanding of assessment measures and data-mining as a tool for directing interventions, and 2) advancing teacher and staff understanding of teaching literacy in a second language immersion environment. She will provide services as an embedded mentor and research scholar with sufficient hours to mentor teacher-trainees and guide master teachers in their development onsite. Her immediate feedback will follow best practices with demonstrated scientific support for improving student performance; specifically, it will include these features: goal-referenced, tangible and transparent, actionable, user-friendly (specific and personalized), timely, ongoing, and consistent (Wiggins, 2012).

3. Collaborating Partners. We have been developing a working relationship with the University of Hawaii - Hilo (UH-Hilo) since 2012. At first, we were drawn by their experience and success in doing exactly what we have been trying to do. We saw in their Hawaiian cultural standards a framework for developing our own Ojibwe cultural standards and a pathway to developing our own robust immersion education program. Our initial chance meetings at national conventions and workshops has led to formal contacts and face-to-face meetings: this past year, a Waadookodaading delegation including the school director and a governing board member met with their staff to lay the groundwork for a formal working partnership where Waadookodaading will serve as their first outreach site on the mainland.

We have also worked closely with the University of Minnesota Center for Advanced Research on Language Acquisition (UM-CARLA). Few training opportunities for immersion educators and researchers are regionally available, so our staff gravitated toward its summer institute programs to familiarize themselves with the latest research on the language acquisition process for second language teachers and learners. Supported in large part by Title VI funding to

improve teaching and learning of “foreign” languages since 1993, UM-CARLA has taken increased interest in the teaching and learning of indigenous languages – primarily Ojibwe and Sioux – at approximately the same time Waadookodaading was in development. As a result, this partnership continues to evolve with a shared interest in staff development and ongoing research: all senior staff have attended one or more UM-CARLA institutes.

This past year, Waadookodaading has also participated in a US Department of Education, Office of English Language Acquisition (OELA) study conducted by the American Institute for Research (AIR) to assess successes and challenges shared by 22 indigenous language programs across the nation. Given the critical lack of research in this field, the DOE anticipates this will lead to better understanding of best practices to assist other programs seeking to launch indigenous immersion education programs.

The Lac Courte Oreilles Ojibwe Community College (LCOOCC) has also partnered with Waadookodaading to advance Ojibwe language and culture education at the postsecondary level. Most of our staff launched their postsecondary careers from LCOOCC, and this collaboration is now exploring possibilities for expanding language development beyond the two-year Associate Degree level. An expressed long-term goal of the tribe has been to develop both a baccalaureate and graduate level program in Ojibwe language and culture at these levels.

A local initiative to develop an Ojibwe Language Institute to benefit tribal members of all generations is also underway, and Waadookodaading is taking a leadership role developing this collaboration across all tribal educational institutions. In March 2017, the Institute held a three-day conference which featured Waadookodaading staff presenting detailed information and data on community language revitalization, PK-12 indigenous language medium classroom needs, immersion policy and administration, and adult indigenous language immersion. Funded in part

by a grant from the W. K. Kellogg Foundation, this conference will be followed by a series of conferences facilitated by these partners.

4. Rigor of Immersion Instruction. Since its launch, Waadookodaading has continued to increase the percentage of time devoted to immersion education and the rigor of that instruction within each content field. Over the past two years, we have moved from an 80:20 (Ojibwe:English) immersion model to 100% Ojibwe immersion model in grades PK-3. This will continue to evolve as we develop and refine our Ojibwe-language curriculum to accommodate more advanced Western content in all other content areas. We now feel confident we can develop the curriculum we need for full Ojibwe immersion at the middle grade levels, in part because the level of fluency demonstrated by our instructors and students is now up to this challenge without overwhelming either.

A clear example of this complexity can be seen in the current state of 6th grade math concepts being developed as part of the transition to middle level content-specific curriculum. The instructor has begun the process of reconceptualizing Western math for Ojibwe medium instruction. Listing 150 math words and concepts required for middle level math, he has been constructing a rubric which aligns terms and concepts across both languages, as illustrated here:

ENGLISH	OJIBWE	ENGLISH DEFINITION	OJIBWE DEFINITION
Common Factor	Inawendi-daashkigaginjigan	Common factors of two or more numbers are numbers that they both or all are divisible by.	Asigibii'iganan ge-aabajichigaadegin da-daashkigaginjigaadegin niizh gemaa nawaj asigibii'iganan.

Denominator	Ge-izhi- daashkigaginjigaadeg	The number below the line in a common fraction; a divisor. A figure representing the total population in terms of which statistical values are expressed.	Mii i'iw minik dabasayi'ii beshibii'iganing ozhibii'igaadeg inizhibii'iganing.
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After a decade and a half, we realize we still face a significant learning curve, but feel we have a strong foundation for moving forward.

C. Project Personnel.

1. Staffing. Five senior staff – four teachers and our Ojibwe Language Specialist – will serve part-time as primary staff for developing new curriculum and assessments in core subjects to middle level standards for Ojibwe immersion education, developing and credentialing five new teachers following the Lesson Study Model, and implementing the data-driven decision-making process at the middle grades within their designated curriculum field.

The most senior staff member, Keller Paap, has been a lead teacher at Waadookodaading since its inception as a pilot project in 1999. He is a Red Cliff tribal member and fluent Ojibwe speaker. He is fully certified in Wisconsin at the Middle Childhood – Early Adolescence levels with Indian Language endorsement. He is completing his Master's Degree in Teaching from St. Scholastica University this year.

Lisa LaRonge is also a senior teacher, Lac Courte Oreilles tribal member, and fluent Ojibwe speaker. She holds a bachelor's degree in American Indian Studies and a master's

degree in Education from the University of Minnesota.

Gimiwan is our third senior teacher, a Leech Lake tribal member, and fluent Ojibwe speaker. He holds a Bachelor's Degree in Ojibwe Language and Culture and is fully certified in Wisconsin at the Middle Childhood – Early Adolescent levels. (Master's Candidate, Scholastica)

Gaagigegiishigookwe is our fourth senior teacher. She is fully certified in Wisconsin at the Elementary/Middle Level grades 1-8 with certification in Social Studies for grades 1-9. She holds a BS degree in Science Education from Northland College and an MA degree in Education Curriculum & Instruction from the University of Phoenix. She is a Bad River tribal member.

Dr. Michael Sullivan, is our Ojibwe Language Specialist. He is an LCO tribal member and Distinguished Ojibwe speaker with a doctorate from the University of Minnesota Applied Linguistics. Under the tutelage of Dr. John Nichols, he has been involved as a “future researcher” on *The Ojibwe People's Dictionary Project* funded in part by grants from the National Science Foundation. He maintains a constant presence in our classrooms and has one of the largest archives of audiotapes and files on our unique dialect of Southern Lake Superior Ojibwe. His two sons, Preston and Niizhoo, were the drummers and singers for the opening ceremonies White House Tribal Nations Conference where they performed for President Obama.

2. Key project personnel. Brooke Ammann will serve as our part-time interim project director while we search for a permanent part-time program director; thereafter, she will continue to be directly involved with program implementation as the Waadookodaading School Director. Ms. Ammann is a Saint Croix tribal member and holds an Ed.M. Degree from the Harvard University Graduate School of Education. She has served as Waadookodaading's School Director since 2010. Prior to that, she was Principal Investigator and administrator of the Native American Language Revitalization Planning Grant for the St. Croix Band for two years.

3. Project Consultant. Dr. Jane Flynn Anderson will serve as primary project consultant on a contract-for-services basis. Over the course of her career, Dr. Anderson has held several prestigious posts for Saint Mary's University of Minnesota, including Dean of the School of Education (2007-2012), Professor of Education (1994-2015), Developer and Director of the MA in English as a Second Language program, Developer and Director of the K-12 Reading Licensure/MA in Literacy Education program, and Developer and Director of two highly effective learning initiatives for students traditionally challenged by college: the First Generation Initiative and Countdown to College. She continues to be affiliated with the college as LaSallian Scholar-in-Residence. She has also held several research posts, including Research Scientist for the Gunderson Medical Foundation, Development Specialist for the Midelfort Clinic, Educational Psychologist for Cognitive Technologies, and President and Research Scientist of the LaCrosse Area Dyslexia Research Institute. She has published more than 20 research reports and 14 technical reports and has made more than 50 presentations to educators and scientists.

D. Adequacy of Resources.

1. Native language program experience. Waadookodaading launched in 2000 as a pilot program for kindergarteners. We have expanded strategically ever since: adding grades 1 and 2 in 2001. Seven years later we added grade 3, then sustained that cohort through grade 4 in 2009 and grade 5 in 2010. That year we also added a 4-year-old pre-kindergarten immersion program. Over the past two years, we added grade 6 in 2016 and grade 7 in 2017. This proposal presents a plan to expand to grade 8 in 2018 while simultaneously revamping the entire middle level curriculum.

Our planning has been strategic from the very beginning. Each ten-year plan has stipulated goals, objectives, timelines, key personnel and resources essential to complete each

phase of implementation. We are motivated to build a solid base at each grade level before moving on to the next.

Our early successes have garnered national attention. In 2012, the Kennedy School of Education at Harvard recognized Waadookodaading's indigenous immersion program as one of the six best models in the country (Ewing & Ferrick, 2012). National Public Radio (2012) then featured Waadookodaading as an example of best practice for sustaining and enriching an endangered language in its native setting. Our invitation to the White House this year has been a capstone achievement (<https://www.youtube.com/watch?v=XZuVFNL8hWk>).

2. Cost effectiveness. The major costs of this project are for developing Ojibwe language curriculum and assessment in four Western core subjects and two Anishinaabe subjects, teacher training, and data management.

Curriculum development is pricey. A rather modest cost proposal developed by Lewis (2012) itemizes cost ranges for the typical 6-step curriculum development process in a variety of schools: 1) Needs Assessment (\$0-20,000); 2) Planning Sessions (\$13,845), 3) Curriculum Writing/Development Phase (\$5,700-12,000), 4) Pilot Delivery of New Curriculum (\$8,644-17,538), 5) Revisions based on Pilot Feedback (\$1,350-4,500), and 6) Completed Curriculum Package (\$2,500-18,988), for a total estimated cost of \$32,039-86,871. Averaging these costs around \$60,000, the cost of generating six curriculums would be around \$300,000 – were they English language subjects which generally take only 18 months to develop. Because they are Ojibwe language subjects developed with minimal scaffolding, we are budgeting nearly twice that amount since we anticipate it will take a full 36 months to develop.

Current data also suggest the average cost of certifying five teachers with a bachelor's degree can range anywhere from \$430,000 - \$1,568,000 (Education Costhelper, 2017; College

Board, 2010). These costs do not include the cost of training future teachers to become fluent in Ojibwe to levels required for classroom instruction. Current instructors indicate this is more challenging than attaining either a degree or teacher certification! To attain higher levels of fluency required for classrooms, our teachers have each served long apprenticeships under the tutelage of a mentor and coworkers in immersion classroom settings. The value of this training is hard to quantify, but we will realize a huge cost benefit by having our own in-house language specialist and by following the Lesson Study Model. We project costs for teacher mentoring/training to be around \$130,000 over the course of this project.

We note in this regard that the DOE Office of Educational Technology endorses such classroom-based assessment as “new and better ways to assess what matters, doing assessment in the course of learning when there is still time to improve student performance, and involving multiple stakeholders in the process of designing, conducting, and using assessment” (tech.ed.gov, 2017).

A final cost-saving measure is that we have been working on our data collection, analysis, and decision-making model since 2014, and we have the benefit of their experience and access to their DDDM staff. Based on our experience, we feel our \$183,000 projection for this component is reasonable.

Combining all components, we project our total budget of less than \$1,500,000 over the three-year grant period is cost-effective and achievable.

We anticipate a huge return on investment as well: the earning power for each native student who graduates from high school that may otherwise have dropped out will increase by \$315,600 over the course of his/her working career. At this rate, we will achieve a positive Return on Investment of grant dollars if we increase graduation rates by only five more students.

3. Continued Support. Title VI grant money allocated for Waadookodaading students will continue to be earmarked for long-term program development and implementation beyond the grant period. In addition, per pupil allocations from the BIE will continue to support each phase of our ongoing program development. As in the past, the tribe will also support growth of Waadookodaading when other funding sources fall short to the extent possible given the high priority our tribal governing board places on language and cultural revitalization (e.g. the tribe built the current Waadookodaading facilities at its own expense when other funding sources were not available, even though our tribe is not wealthy).

E. Management Plan.

1. Timeline, roles and responsibilities, milestones (Synopsis of Gantt Chart).

[Administrative roles have been detailed to separate administrative costs under the 5% limit from direct program costs for each component as delineated in budget narrative.]

Activities (by quarters)	Year 1	Year 2	Year 3
Goal 1/Obj. 1.1-6. Groundwork.	x x		
(Govt & Admin) Conduct governing board 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; designate grant managers & assign internal staff; approve consultant contract; authorize search for external staff & approve contracts; select & orient teacher trainees; assign	(Govt) Tribal Governing Board (TGB) & Waadookodaading Governing Board (WGB); search committee including elder, interim admin, staff & community reps, with input from curriculum & data		

Goal 1/Obj. 1.5. Teacher Mentorship/Training.	<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></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	x	x	x	x	x	x	x	x												
x	x	x	x	x	x	x	x														
<p>(Govt) Review/act on selection committee recommendations for 5 middle level teacher trainees; approve job descriptions & contracts for staff & consultants; review/act on PDP's for all staff; certify Ojibwe language fluency through Wisconsin DPI. (Admin) Sit on screening committees; launch Phase 1 of the Teacher Mentorship/Training process by inducting staff on Japanese Lesson Study Model; manage/facilitate the PDP process & appoint PDP Teams for each staff member; exercise leadership role in staff development through formal feedback process; facilitate attendance at UM-CARLA summer institute and collaboration with UH-Hilo; make licensure recommendations. (Team) Implement Lesson Study Model to train staff & guide curriculum/assessment process; mentor assigned trainee and manage his/her PDP development & review process; support trainee Ojibwe fluency in and out of the classroom; provide performance feedback to trainee formally and informally.</p>	<p>(Govt) WGB with input from parents & elders. (Admin) Project director & teacher mentoring/training director; team leaders as quasi-administrators; Lesson Study Model consultant. (Staff) Team leaders & members with designated roles; Ojibwe language specialist.</p>																				
<p>Milestone 8: Five new staff certified in Ojibwe fluency and licensed through Wisconsin Department of Public Instruction. (6/30/2020)</p>																					
Goal 1/Obj. 1.6. Data collection, analysis, & DDDM.	<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><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	x	x	x	x	x	x	x	x	x	x	x	x	x	x		

<p>(Govt) Exercise oversight to ensure all policies & procedures re: assessment, data collection & reporting are in place to protect confidentiality; allocate resources for implementing DDDM team recommendations; announce results through public media; celebrate results. (Admin) Exercise administrative authority over DDDM process per LCO DDDM Model; ensure assessment and other student performance data are reported and entered in timely fashion; lead and facilitate the DDDM process; direct interventions as required & monitor results; report findings/recommendations to the WGB. (Team) Follow all policies and rules pertaining to testing, data collection & analysis, and DDDM; mine data as required to identify individual student and program strengths and weaknesses; engage parents in the decision-making process for interventions; bear primary responsibility for adapting curriculum at grade levels/content fields assigned in timely fashion; maintain communication and feedback loops at the classroom level.</p>	<p>(Govt) WGB with input from parents & elders. (Admin) Project director & data management DDDM director; curriculum/assessment director; team leaders as quasi-administrators; research consultant. (Staff) DDDM team leaders & members; Ojibwe language specialist; classroom teachers & trainees.</p>
<p>Milestone 9: Data collection, analysis, and DDDM in place and certified by AdvancED as effective in improving student performance. (6/30/2020)</p>	

2. Time Commitments for program director and key project personnel. Project director time commitments are allocated at two levels: administration and direct programming.

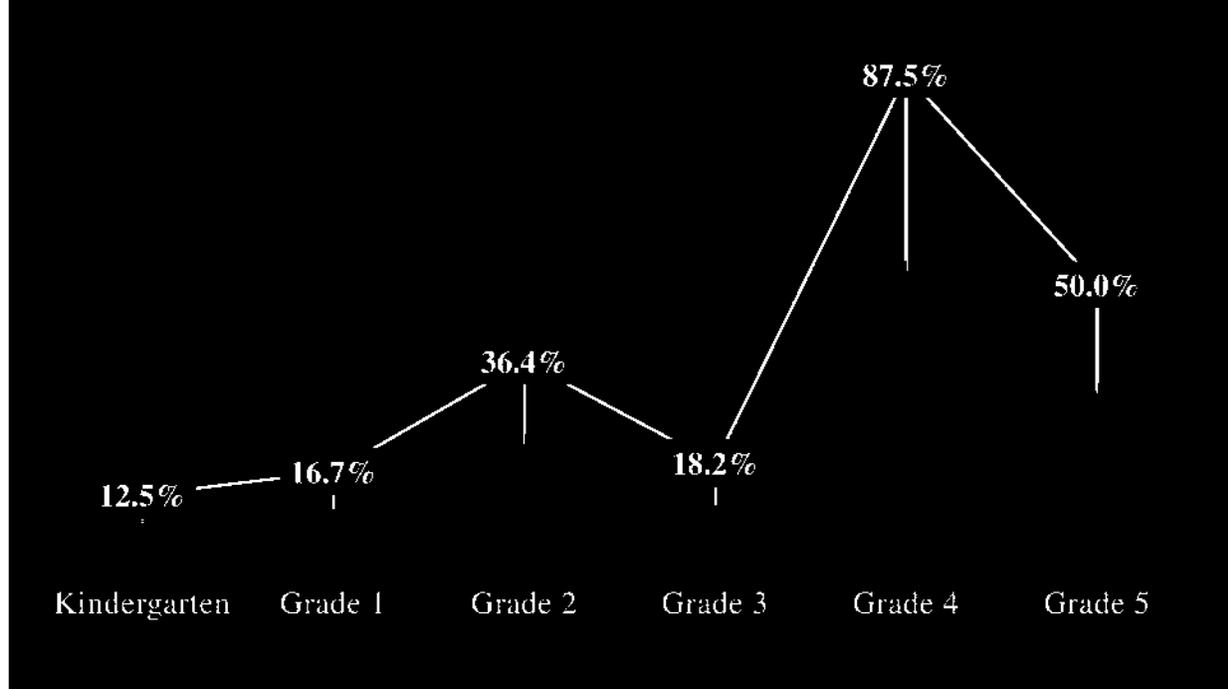
Job descriptions allow administrative staffing to be a shared responsibility if necessary to maintain program integrity, but per grant guidelines the expectation is that the program director will be “hands on” and integrally involved in all components at the direct program level. The allocation for director(s) is as follows: 0.15 FTE Administration, 0.15 FTE Curriculum/Assessment directorship, 0.15 FTE Data Collection/DDDM directorship, and 0.05 Teacher Mentoring/Training directorship for a total FTE of 0.50. To support the director(s) in each of these roles, quasi-administrative roles are given to team leaders within each program component as follows: 1.50 FTE Curriculum/Assessment team leaders, 0.60 FTE Data Collection/DDDM team leaders, and 0.30 Teacher Trainer/Mentor team leaders for a total of 2.9 FTE team leaders as quasi-administrators.

F. Project Evaluation.

1. Expectations considering baselines. Data from the 2016-17 school year will be used as baseline data for short- and long-term comparison purposes. The primary reasons for using only one year’s data is that new assessments have been introduced statewide with the beginning of the school year: for example, Wisconsin Forward Exams were introduced in the prior school year and proficiency benchmarks were not established until this past school year, and WIDA also redesigned its ACCESS and MODEL assessments in the prior year and is now requiring us to use the MODEL assessments instead of ACCESS assessments we used in the past. The following baseline data are presented here as an example of student proficiency by grade level on MODEL reading assessments, noting that reading is only one of four assessment fields we track within oral (speaking and listening) and written (reading and writing) language:

WAADOOKODAADING READING (ENGLISH)

Percent Proficient x Grade Level*



*(WIDA MODEL Assessment, Spring 2017, n=56)

These data led us to several conclusions about our program: 1) it supports the research in second language immersion instruction where children lag behind their English-only peers through grade 3, then tend to improve markedly in both languages by grade 4 *in both languages* which meets or exceeds the level of their (Cheng & Slavin, 2002; Borman, Hewes, Overman, & Brown, 2003; Borman, Slavin, Cheung, Chamberlain, Madden, & Chambers, 2007), and 2) its suggests student performance declines in grade 5, perhaps due to our elementary nondifferentiated model, which we feel we be addressed by implementing an accelerated middle level curriculum.

We are also mining our data differently within our DDDM model to hone in more precisely on individual student performance scores and subsets of performance data rather than composite scores by subject area. For example, we now use NWEA MAP individual student

goal performance measures based on prior testing more than nationally-normed comparisons. The primary reason is we find student-specific pre-post data more meaningful for decision-making and interventions than classroom-based comparisons to nationally normed assessments proven to skew native student scores negatively across the board. We are also beginning to mine all assessment data in more depth, drilling into subsets of scores and not just overall performance by content area. For example, we note our students when tested in English using NWEA MAP score higher than their peers in *Literature*, but lower in *Vocabulary Acquisition and Use* where it can reasonably be predicted that students who have never been taught in English will not do as well. Similarly, we note in Math that our students tend to do quite well in *Geometry* and even *Statistics and Probability* compared to their national-normed peers, yet are challenged more by *Number and Operations* and *Operations and Algebraic Thinking*.

The performance expectations we include in our objectives, therefore, seem reasonable and achievable based on our data.

2. Assessment/Data Plan. The complete Data Management Plan for this project has been summarized in section A above and is attached to the application.

Waadookodaading has generated considerable research interest since its inception. By the end of its first decade, we were identified as one of the six best models of indigenous immersion education in the country, and researchers from Harvard came to Waadookodaading for a site study (Ewing & Ferrick, 2012). We are currently working with the Office of English Language Acquisition (OELA) as part of a study conducted by the American Institute for Research (AIR) to assess successes and challenges shared by 22 indigenous language programs across the nation. We have also participated in training through the University of Minnesota's Center for Advanced Research on Language Acquisition UM-CARLA and the University of

Hawaii – Hilo Indigenous Language and Culture programs at the graduate level. All these collaborations anticipate long-term research with data collection and analysis being refined to research standards for publication.

Over this past year, we have greatly increased our capacity to deliver high quality of research and data analysis by adding Dr. Mike Sullivan to our staff and Dr. Jane Anderson as a DDDM consultant.

2) Performance feedback. The following assessment measures will be implemented:

STUDENT PERFORMANCE ASSESSMENTS & DATA			
Assessment	Grade Level	Data Type*	
Classroom Japanese Lesson Study Model assessments in Ojibwe and English aligned with Western & Ojibwe curriculum, developed through the grant ^{1,2,3,4}	4-8	I, P, O	QT/QL
Grade level Ojibwe oral fluency/literacy proficiency assessments developed through the grant aligned with ACTFL standards modified for Ojibwe immersion ^{1,2}	4-8	I, P, O	QT/QL
State/BIE Mandated Tests ¹ -Wisconsin Forward Exam	4-8	I, P, O	QT
English Language Arts/Reading & Math	4-8	I, P, O	QT
Science & Social Studies	4 & 8	I, P, O	QT

-Dynamic Learning Maps Alternative Exams for students with cognitive disabilities			
English Language Arts/Reading & Math	4-8	I, P, O	QT
Science & Social Studies	4 & 8	I, P, O	QT
Individual student growth goal assessments			
-NWEA MAP Math, Reading, Language Usage, & Science (composite & subtests)	4-8 (trimesters)	I, P, O	QT
-WIDA MODEL Oral and Written Language (composite & subtests)	4-8	I, P, O	QT
Teacher Reports/Course Grade & Comments ¹	4-8	I, P, O, S	QT/QL
IEP Reports/Conferences ^{1,2}	4-8	I, P, O, S	QT/QL
Attendance & Behavior Reports ^{1,2}	4-8	P, O	QT/QL
¹ Primary Formal ² Supplemental Formal ³ Primary Informal ⁴ Supplemental Informal * I = Input P = Process O = Outcome S = Satisfaction ** QT = Quantitative QL = Qualitative			

TEACHER PERFORMANCE ASSESSMENTS			
Instrument	Standards	Data Type*	
Japanese Lesson Study	Aligned with Western Content	Student	
Teacher/Team Performance	Area per Wisconsin Content	Classroom	
Assessment Rubric	Standards and Anishinaabe	Performance	

(expressed in terms of improved student performance)	Language & Culture with LCO Cultural Standards based on HI/AK Cultural Standards	Data ^{1,2,3,4} & Grade Level Test Data ^{1,2}	QT/QL QT
Student Performance Data	Aligned with Content Area per Wisconsin Content Standards to State Performance Benchmarks & NWEA MAP Individual Student Growth-Over-Time Goals	Test Data ¹ (I, P, O)	Data-Driven Review by Curriculum/ Assessment team. QT
Academic Ojibwe Fluency/ Proficiency Assessments administered by Ojibwe Language Specialist	ACTFL Standards & Performance Benchmarks for immersion educators	Language Specialist Assessment (I, P, O)	QT, QL
PDP Portfolio	Standards of Effective Practice	edTPA ^{1,2} (I, P, O)	Video & Portfolio rated by PDP team. QT, QL
Annual Tchr Eval	Standards of Effective Practice	Observation ²	Director QT, QL
Cultural Literacy Eval	HIER assessments adapted to LCO Cultural Standards	Observation ²	Director/Elder QT, QL

3. Long-term outcomes and data tracking. We have learned from experience that there are many challenges to measuring long-term outcomes with quality data sustained over time: 1) mandated high stakes assessments are not stable, e.g. we are now on our third battery of new state mandated assessments within the decade; 2) standards which form the rationale for these assessments are politically unstable, e.g. Wisconsin is shifting away from Common Core mandates and NAEP benchmarks; 3) state and federal norming practices disadvantage natives and other minorities and therefore skew information negatively which clouds results and the interpretation of results, and in the case of indigenous immersion education especially we do not have enrollment numbers to generate the statistical power we would like; 4) many tests do not measure what they purport to measure, even when validity and reliability coefficients suggest they do; and 5) few scientific studies are designed in ways which make their conclusions defensible as evidenced by What Works Clearinghouse reports.

Even so we have achieved many milestones in the face of these challenges which support our desire to track and study data well beyond the grant period: 1) our staff is very stable and highly-qualified by Western *and* Anishinaabe standards, 2) our elementary program has evolved to the point where it scaffolds our growth and future experimentation into the middle level, 3) we have built a network of quality researchers and educators who see immersion education as scientifically defensible and seek to work with us to prove it so; 4) our data-driven decision-making model is now driving our quest for continuous improvement, and we all realize we need to learn how to do this better to sustain it over time; 5) we now are engaged with several research partners who know how to address the above challenges in statistically meaningful and measurable ways; and 5) we are still energized by the prospects of preserving our language and passing it on to future generations through a schooling process we now own.

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

[Add Mandatory Other Attachment](#)

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[View Mandatory Other Attachment](#)

To add more "Other Attachment" attachments, please use the attachment buttons below.

[Add Optional Other Attachment](#)

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Attachment: Applicant Information for NAL@ED program

Note: This document is required for all applicants. An applicant must include this information in Part 6 of its application as an uploaded document.

Applicant Name Lac Courte Oreilles Band of Lake Superior Chippewa Indians of Wisconsin

Instructional language

Name of the Native American or Alaska Native language for instruction: Ojibwe

School information

Select the name of the governing entity of the school in which the project will take place:

- local educational agency
- tribal educational agency or department
- charter organization
- private organization
- other governing entity Name: _____

Organizational information

School's accreditation status:
Fully accredited by AdvancED in 2015

a. If applicable, list any partnerships with institutions of higher education.
Lac Courte Oreilles Ojibwe Community College
University of Hawaii - HILO
University of Minnesota

b. If applicable, list any indigenous language schooling and research cooperatives.
University of Hawaii - HILO, University of Minnesota - Center for Advanced Research on Language Acquisition,
American Institute for Research U.S. Department of Education - Office of English Language Acquisition

Grade level

Grade level(s) for targeted students in proposed project: 4-8

Pre- and Post- assessments

1. Is a pre- and post- assessment of Native language proficiency available? Yes/No Yes
2. Will grant funds be used for developing a pre- and post- assessment of Native language proficiency? Yes/No Yes

Program Participants

Total number of students attending the school	Number of students to be served by the project
77	50

Instructional Hours

Total number of instructional hours per week at the school	The number of hours of instruction per week in which the Native American or Alaska Native language will be taught (as a language).	The number of hours of instruction per week in which the Native American or Alaska Native language will be used to teach content classes.
32.5	32.5	32.5

Project Description

Project funds will support 1) adding grade 8 to our current PK-7 Waadookodaading Ojibwe Immersion School at LCO; 2) redesigning, rewriting, testing and publishing a new middle level full immersion Ojibwe curriculum for grades 4-8 which follows both Western (English Lang Arts/Reading, math, Science, Social Studies) and Ojibwe (Anishinaabe Language and Culture) and moves us from an undifferentiated elementary school model to a fully-differentiated advanced middle level model in preparation for high school and college; 3) train and certify 5 new teachers with advanced levels of instructional Ojibwe fluency and Wisconsin educator certification for the middle level using the Japanese Lesson Study Model proven to advance student learning while training teachers through individual and team mentorship; 4) design and test classroom assessments to ACTFL standards following the Lesson Study Design for classroom assessments and SOPA, ELLPA, and COPE frameworks for grade level assessments; and 5) refine our data collection, analysis and synthesis processes within our Data-Driven Decision-Making model to target interventions for improved student learning for each student and the school as a whole.

Program Assurance

The applicant assures that—

- (a) the school in which the project will be located is engaged in meeting State or tribally designated long-term goals for students, as may be required by applicable Federal, State, or tribal law;
- (b) the school provides assessments of students using the Native American or Alaska Native language of instruction, where possible;
- (c) the qualifications of all instructional and leadership personnel at such school is sufficient to deliver high-quality education through the Native American or Alaska Native language used in the school; and
- (d) the school will collect and report to the public data relative to student achievement and, if appropriate, rates of high school graduation, career readiness, and enrollment in postsecondary education or workforce development programs, of students who are enrolled in the school's programs.

Signed by the following authorized representative of the applicant:

Name: (b)(6)

Date: June 6, 2017

Title: Grant Director

Attachment: Tribal Certification

Directions: An applicant that is an LEA (including a public charter school that is an LEA), a school operated by the BIE or a nontribal for-profit or nonprofit organization must attach this certification, signed by an authorized representative of one of the following, on whose land the school or program is located, or that is an entity served by the school, or whose members are served by the school: an Indian Tribe or Tribal organization, a TCU, an Alaska Native Regional Corporation or an Alaska Native nonprofit organization or a Native Hawaiian organization.

Applicant Agency Name: Lac Courte Oreilles Band of Lake Superior Chippewa Indians of Wisconsin

Applicant Type:

- A local educational agency, including a public charter school
- A school operated by the Bureau of Indian Education.
- A nontribal for-profit or nonprofit organization.

I hereby certify that:

a. The school in which the project will take place, or the applicant organization, has the capacity to provide education primarily through a Native American or an Alaska Native language.

b. There will be sufficient speakers of the target language at the school or available to be hired by the school or applicant organization.

c. If the applicant is an LEA that is subject to the consultation requirements of ESEA section 8538, the Tribe also certifies that it has been consulted on the contents of this application as required under ESEA section 8538.

The entity signing below is (check one):

- an Indian Tribe or Tribal organization
- a Tribal College or University
- an Alaska Native Regional Corporation or an Alaska Native nonprofit organization
- a Native Hawaiian organization

The entity signing below is connected to the applicant by the following (check all that apply):

- the school or program is located on our land
- our organization or members are served by the school

Signed by the following authorized official representative of the Tribe or organization:

(b)(6)

Name and Title

Organization

Date

6-14-17

**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
	From	To			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)

Signature
NORMA ROSS
Name (Type or Print)

Signature *[Handwritten 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-Issuc.ltr.17.docx

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

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

Email: ICS@ibc.doi.gov

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-wiidookodaadiyaang 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, aninitaawichigewaad, 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 policies 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:

- I. 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.
 - h. 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 WAADOOKODAAING 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 WAADOOKODAAING 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

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

BUDGET NARRATIVE
LAC COURTE OREILLES BAND OF LAKE SUPERIOR CHIPPEWA
 Nisawi-gikinoo'amaading (Nisawi) Middle Level Learning Project

DESCRIPTION

	FTE	2017-18	2018-19	2019-2020
I. PERSONNEL (All contracts are 12 month)				
Administrative Costs (5% total budget max)				
Project Director	0.15	10,500	10,500	10,500
Project Assistant	0.15	5,100	5,100	5,100
	<u>0.30</u>	<u>15,600</u>	<u>15,600</u>	<u>15,600</u>

- Project Manager will a) direct the project and implement the Management Plan to ensure all goals and objectives are achieved within stipulated timelines and budget; b) coordinate program efforts with the Tribal Governing Board, Waadookodaading Governing Board, school administrators and staff, parents, elders, and stakeholders; c) facilitate planning and team process at every level to ensure milestones are met; d) lead the search committee to recruit, screen, select, train staff, mentors, and teacher trainees; e) bear oversight responsibility for data collection and implementation of the LCO DDDM Model at every level, including 72 months after conclusion of the project if approved for funding; f) manage formal and informal communications with feedback loops; g) conduct ceremonies relative to the program; h) monitor and report progress; i) file all mandated reports in timely fashion. Salary per Waadookodaading administrative rates: \$70,000 annual salary pro-rated for 0.15 FTE program administrator duties = \$10,500. [Note, as required by the job descriptions and allowed by budget guidelines, some administrative duties are also direct program costs and included in components as listed below.]
- Project Assistant will a) assist the Project Director in the performance of all duties at the administrative level, b) maintain confidential records and student/program data, c) assist with financial management and bookkeeping of all line items including the preparation of payroll & fringe benefit accounts, d) assist with project duties considered direct program costs (e.g. facilitating work of each team relative to curriculum, data collection and the data-driven decision-making team process, and teacher mentoring). Salary commensurate with Waadookodaading Support Staff. Salary per Waadookodaading support staff rates: \$17/hr x 312 hrs/year for 0.15 FTE Project Assistant = \$5,100. [Note, as required by the job descriptions and allowed by budget guidelines, some administrative duties are also direct program costs and included in components as listed below.]

Direct Program Costs

Curriculum/Assessment Component	FTE	2017-18	2018-19	2019-2020
Curriculum/Assessment Director	0.15	10,500	10,500	10,500
Curriculum/Assessment Assistant Director	0.15	5,100	5,100	5,100
Curriculum/Assessment Team Leaders	1.50	82,500	82,500	82,500
Curriculum/Assessment Team Members	0.60	31,200	31,200	31,200
Curriculum/Assessment Ojibwe Language Specialist	0.25	22,500	22,500	22,500
Substitute Teachers for Team Release Time	2.00	43,200	43,200	43,200
	<u>4.65</u>	<u>195,000</u>	<u>195,000</u>	<u>195,000</u>

- Curriculum/Assessment Director will bear primary "hands on" responsibility for facilitating and coordinating curriculum/ assessment development in the six content areas identified through each phase of the process (Needs Assessment, Planning, Drafting, Piloting, Revising, Publishing) to achieve curriculum milestones on time and within budget. Salary per Waadookodaading instructional leader salary rates: \$70,000 annual salary pro-rated to for 0.15 FTE curriculum director duties = \$10,500.
- Curriculum/Assessment Assistant Director will assist the Curriculum Director with "hands on" curriculum/assessment development support at each step of the development process as directed by the Curriculum Director to assist each Team Leader. Salary commensurate with Waadookodaading Support Staff. Salary per Waadookodaading support staff rates: \$17/hr x 312 hrs/year for 0.15 FTE curriculum assistant director duties = \$5,100.
- Each Curriculum/Assessment Team Leader will bear primary responsibility for leading the curriculum development process in an assigned content field to achieve curriculum milestone for that content field on time and on budget. Salary is per instructional staff schedule. Salary per Waadookodaading Instructional Staff Rates, not extra duty pay since these are primary job responsibilities. \$55,000 ave instructional senior staff salary x 1.50 FTE (6 team leaders @ 0.25 FTE) = \$82,500.

- Each Curriculum/Assessment Team Member will support the team leader in developing curriculum/assessment for an assigned content field. Salary per Waadookodaading Instructional Staff Rates, not extra duty pay since these are primary job responsibilities. \$52,000 ave instructional junior staff salary x 0.60 FTE (6 team members @ 0.10 FTE) = \$31,200.
- Curriculum/Assessment Ojibwe Language Specialist provides language support to assist each team in developing its content for Ojibwe immersion classrooms. Since this is time-intensive and requires a high level of instructional fluency, salary is negotiated directly with Dr. Sullivan, since he is a tribal member, holds a PhD from the University of Minnesota, is a *distinguished* level speaker, and has studied the ACTFL fluency/proficiency model with SOPA, ELLOPA, and COPE frameworks as assessment models which he will adapt for Ojibwe curriculum and assessment. Negotiated rate for 0.25 FTE Ojibwe Language Specialist = \$22,500.
- Substitute Teachers for Team Release Time provide the most cost-effective method for writing curriculum during the school day given the scope of this project. 360 substitute teacher days @ \$120/day = \$43,200.

Data Collection/Decision-Making Component

Data Collection/Decision-Making Director	0.15	10,500	10,500	10,500
Data Collection/Decision-Making Assistant Director	0.15	4,500	4,500	4,500
Data Collection/Decision-Making Team Leaders	0.60	33,000	33,000	33,000
Substitute Teachers for Team Release Time	0.60	12,960	12,960	12,960
	1.50	60,960	60,960	60,960

- Data Collection/Decision-Making Director will bear primary "hands on" responsibility for facilitating & coordinating the collection, analysis, and decision-making processes incorporated in the LCO DDDM Model for each of the six content areas identified to achieve DDDM milestones on time and within budget. Salary per Waadookodaading instructional leader salary rates: \$70,000 annual salary pro-rated for 0.15 FTE data director
- Data Collection/Decision-Making Assistant Director will assist the Data Collection/Decision-Making Director with "hands on" data support at each step of the collection, collation, and analysis process as directed by the Data Collection/Decision-Making Director to assist each Team Leader. Salary per Waadookodaading support staff rates: \$17/hr x 312 hrs/year for 0.15 FTE DDDM assistant director duties = \$4,500.
- Each Data Collection/Decision-Making Team Leader will bear primary responsibility for leading the data collection, analysis, and decision-making processes incorporated in the LCO DDDM Model for his/her assigned content area. Salary per Waadookodaading Instructional Staff Rates, not extra duty pay since these are primary job responsibilities. \$55,000 ave instructional senior staff salary x 0.60 FTE (6 team leaders @ .10 FTE) = \$33,000.
- Substitute Teachers for Team Release Time provide the most cost-effective method for the data collection/decision-making components during the school day given the scope of this project. 90 substitute teacher days @ \$120/day = \$12,960.

Teacher Mentoring/Training Component

Teacher Mentoring/Training Director	0.05	3,500	3,500	3,500
Teacher Mentoring/Training Assistant Director	0.05	1,500	1,500	1,500
Ojibwa Language Specialist	0.25	22,500	22,500	22,500
Teacher Trainers/Mentors	0.30	15,600	15,600	15,600
Teacher PDP Team Members	0.01	520	520	520
	0.56	43,620	43,620	43,620

- Teacher Mentoring/Training Director will bear primary "hands on" responsibility for facilitating & coordinating Professional Development process for all licensed teachers and teacher-trainees through the Lesson Study Model and teacher trainees through the Wisconsin Professional Development Plan effective practice model for licensure. Salary per Waadookodaading instructional leader salary rates: \$70,000 annual salary pro-rated for 0.05 FTE data director duties = \$3,500.
- Teacher Mentoring/Training Assistant Director will assist the Teacher Mentoring/Training Director with "hands on" support at each step of Lesson Study and PDP model. Salary per Waadookodaading support staff rates: \$17/hr x 104 hrs/year for 0.05 FTE DDDM assistant director duties = \$1,500.
- Ojibwe Language Specialist will mentor teacher trainees in advanced instructional Ojibwe for their instructional content area. Negotiated rate for 0.25 FTE Ojibwe Language Specialist = \$22,500.

- Each Teacher Mentor will bear primary responsibility for leading the curriculum development process in an assigned content field to achieve curriculum milestone for that content field on time and on budget. Salary is per instructional staff schedule. Salary per Waadookodaading Instructional Staff Rates, not extra duty pay since these are primary job responsibilities. \$55,000 ave instructional senior staff salary x 0.30 FTE (6 team leaders @ .05 FTE) = \$15,600.
- Teacher PDP Team Members review teacher training portfolios and sit on the committee which hears the trainee's portfolio defense to arrive at proficiency ratings for each of the Standards of Effective Practice required for certification.

PERSONNEL Subtotal	6.45	271,560	271,560	271,560
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2. FRINGE

- All fringe benefits are calculated at prevailing federal, state, and tribal rates, with optional benefits consistent with LCO Ojibwe School employment policies.

Administrative Costs

FICA (Social Security/Medicare)	7.65%	1,193	1,193	1,193
401K	3.00%	468	468	468
SUTA (6.9%, \$966 max)	6.90%	1,076	1,076	1,076
Workers Comp	2.00%	312	312	312
Health Insurance (single)	\$ 7,664	2,299	2,299	2,299
Life/Dental/STD/AD&D Insurance	\$ 1,048	314	314	314
Direct Program Costs (All Components)				
FICA (Social Security/Medicare)	7.65%	22,918	22,918	22,918
401K	3.00%	9,083	9,083	9,083
SUTA (6.9%, \$966 max)	6.90%	2,284	2,284	2,284
Workers Comp	2.00%	5,992	5,992	5,992
Health Insurance (single)	\$ 7,664	30,349	30,349	30,349
Life/Dental/STD/AD&D Insurance	\$ 1,048	4,150	4,150	4,150
FRINGE Subtotal		80,439	80,439	80,439

3. TRAVEL

Administrative Costs

Project Management

- Washington		1,351	1,419	1,489
Washington travel for Project Director to attend 2-day Grant Management meeting.				
Airfare: www.cheaptickets.com United	\$ 283 x 1 =	\$ 283		
Taxi, Baggage, etc.	120 x 1 =	120		
Lodging: 2 nights@\$231 GSA rate	231 x 2 x =	462		
Per Diem: 2 days@\$74 GSA rate	74 x 2 x 1 =	148		
(first and last day of travel)	55.5 x 2 x 1 =	111		
Mileage: 300mi round trip airport	.535 x 300 x 1 =	161		
Airport Parking: 3 days@\$22/day	22 x 3 x 1 =	66		

Direct Program Costs

- Minneapolis (or equivalent)		8,937	9,384	
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Regional travel for 3 staff and 5 teacher-trainees to attend 5-day training sessions at UM-CARLA Summer Institute in "Developing Assessments for the Second Language Classroom," "Teaching Heritage Language and Learners," "Content-Based Language Instruction and Curriculum Development," and/or "Culture as the Core in the Second Language Classroom." (2017 schedule)

Lodging: 5 nights@\$145 GSA rate 145 x 5 x 8 = \$ 5,800

Per Diem: 5 days@\$145 GSA rate 64 x 4 x 8 = 2,048

(first and last day of travel) 48 x 2 x 8 = 768

Mileage: 300mi round trip (3) .535 x 300 x 2 = 321

Mentor Leader(s)

- MENTOR Regional Training (Chicago or Equivalent) 6,863

Chicago (or equivalent) training for 5 teacher mentors.

Air: www.cheaptickets.com United \$267 x 5 = \$1,335 Taxi,

Baggage, etc. 120 x 5 = 600 Lodging: 3

nights@\$212 GSA 212 x 3 x 5 = 3,180

Per Diem: 2 days@\$74 GSA 74 x 2 x 5 = 740 (first

and last day of travel) 55.5 x 2 x 5 = 555

Mileage: 300mi rd trip airport 535 x 300 x 2 = 321

Airport Parking: 3 days@\$22/day 22 x 3 x 2 = 132

TRAVEL Subtotal	17,151	10,802	1,489
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4. EQUIPMENT (None Required)

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EQUIPMENT Subtotal	-	-	-
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5. SUPPLIES

Administrative Costs

Project Management

- Office supplies for central office daily operations including computers <\$1,500, software, communications, & records. 1,500 1,500 1,000

Project Direct Costs

Curriculum/Assessment Component Supplies

- Daily operations supplies including computer <\$1,500, software, communications, records, internal curriculum/test publication & reports. 5,000 5,000 5,000

Data Collection/DDDM Supplies

- Daily operations supplies including computer <\$1,500, software, communications, records, & reports. 3,000 3,000 3,000

Teacher Mentoring/PDP Component Supplies

- Daily operations supplies including computer <\$1,500, software, communications, records, & reports. 1,500 1,500 1,500

SUPPLIES Subtotal	11,000	11,000	10,500
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CONTRACTUAL

Project Consultant: Curriculum/Assessment & DDDM Specialist

400 hrs @ \$50/hr 20,000 20,000 20,000

Ojibwe Elders

- Customary Gratuity (50 sessions@\$100) 5,000 5,000 5,000

CONTRACTUAL Subtotal	25,000	25,000	25,000
OTHER			
Professional Development Fees			
- Conference Fees \$750 x 8 = \$8,250	6,000	6,300	6,615
OTHER Subtotal	6,000	6,300	6,615
TOTAL DIRECT COSTS	411,150	405,101	395,604
INDIRECT COSTS	20.09%		
- Per Negotiated Agreement November 1, 2016			
TOTAL INDIRECT COSTS	82,600	81,385	79,477
TOTAL COSTS	493,750	486,486	475,080
Administrative Cost Totals (≤5% total costs)	24,114	24,182	23,753
	24,688	24,324	23,754