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

APPLICATION FOR GRANTS UNDER THE

Office of Elementary and Secondary Education (OESE): Office of Indian Education (OIE): Indian E

CFDA # 84.299B

PR/Award # S299B250034

Gramts.gov Tracking#: GRANT14415059

OMB No. 1810–0580, Expiration Date: 01/31/2027

Closing Date: May 13, 2025

Application for Federal Assistance SF-424

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	* Other (Specify):
☐ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
05/13/2025	

5a. Federal Entity Identifier:	5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:	Board of Regents of UW System for UW-Milwaukee
* b. Employer/Taxpayer Identification Number (EIN/TIN):	[redacted]
* c. UEI:	JBQ9M3PLFDP5

d. Address:

* Street1:	3203 North Downer Ave
Street2:	
* City:	Milwaukee
County/Parish:	Milwaukee
* State:	WI: Wisconsin
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	53211-3153

e. Organizational Unit:

Department Name:	Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:		* First Name:	[redacted]
Middle Name:			
* Last Name:	[redacted]		
Suffix:			

Title:	Director, Office of Sponsored Programs
Organizational Affiliation:	
* Telephone Number:	[redacted]
Fax Number:	[redacted]
* Email:	[redacted]

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Assistance Listing Number:

84.299

Assistance Listing Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-011725-002

* Title:

Office of Elementary and Secondary Education (OESE): Office of Indian Education (OIE): Indian Education Discretionary Grants Program: Professional Development Program (PD) Training Grants, Assistance Listing Number (ALN) 84.299B

13. Competition Identification Number:

Title:

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

Add Attachment | Delete Attachment | View Attachment

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

Kinship and Responsibility: Electa Quinney Indigenous Teacher Training Project

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant: WI-004 * b. Program/Project: WI-004

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2025 * b. End Date: 09/30/2030

18. Estimated Funding ($):

* a. Federal	1,173,257.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	1,173,257.00

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

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

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

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

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

☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment | Delete Attachment | View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, 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: [redacted]

Middle Name:

* Last Name: [redacted]

Suffix:

* Title: Associate Director, Sponsored Programs

* Telephone Number: [redacted] Fax Number: [redacted]

* Email: [redacted]

* Signature of Authorized Representative: [redacted] * Date Signed: 05/13/2025

Tracking Number:GRANT14415059 Funding Opportunity Number:ED-GRANTS-011725-002 Received Date:May 13, 2025 02:14:39 PM EDT

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

OMB Number: 1894-0008
Expiration Date: 08/31/2026

Name of Institution/Organization

Board of Regents of UW System for UW-Milwaukee

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel	57,805.00	59,539.00	61,326.00	63,165.00	65,060.00			306,895.00
2. Fringe Benefits	20,637.00	21,256.00	21,893.00	22,550.00	23,226.00			109,562.00
3. Travel	3,500.00	3,500.00	3,500.00	3,500.00	3,500.00			17,500.00
4. Equipment								
5. Supplies	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00			25,000.00
6. Contractual	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00			30,000.00
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)	92,942.00	95,295.00	97,719.00	100,215.00	102,786.00			488,957.00
10. Indirect Costs*	7,435.00	7,624.00	7,818.00	8,017.00	8,223.00			39,117.00
11. Training Stipends	219,261.00	212,961.00	212,961.00					645,183.00
12. Total Costs (lines 9-11)	319,638.00	315,880.00	318,498.00	108,232.00	111,009.00			1,173,257.00

Indirect Cost Information** ***(To Be Completed by Your Business Office): If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2021 To: 06/30/2025 (mm/dd/yyyy)

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

The Indirect Cost Rate is 50.00 %.

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

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

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

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

(6) For Training Rate Programs (check one) -- Are you using a rate that:

☒ Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, ☐ Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

U.S. Department of Education Supplemental Information for the SF-424
Application for Federal Assistance

1. Project Director and Applicable Entity Identification Numbers:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Sommer		Drake	

* Project Director Level of Effort (percentage of time devoted to grant): 58

Address:

* Street1: 2512 E Hartford Ave
Street2:
* City: Milwaukee
County: Milwaukee
* State: WI: Wisconsin
* Zip Code: 53211-3161
* Country: USA: UNITED STATES

* Phone Number (give area code) [redacted]
Fax Number (give area code)

* Email Address: [redacted]

Alternate Email Address:

OPE ID(s) (if applicable)

NCES School ID(s) (if applicable)

NCES LEA/School District ID(s) (if applicable)

2. New Potential Grantee or Novice Applicant:

☒ N/A. This item is not applicable because the program competition's notice inviting applications (NIA) does not include a definition of either "New Potential Grantee" or "Novice Applicant." This item is not applicable when the program competition's NIA does not include either definition.

For NIA's that include a definition of "New Potential Grantee" or "Novice Applicant," complete the following:

a. Are you either a new potential grantee or novice applicant as defined in the program competition's NIA?

☐ Yes ☐ No

Kinship and Responsibility: Electa Quinney Indigenous Teacher Training Project

The *Kinship and Responsibility* project is a collaborative initiative led by the Electa Quinney Institute for American Indian Education at the University of Wisconsin–Milwaukee (UWM), in partnership with the UWM School of Education, the Indian Community School (ICS), Milwaukee Public Schools (MPS), and tribal education leaders across Wisconsin. Inspired by the legacy of Electa Quinney—a Stockbridge-Munsee Mohican woman and Wisconsin's first public school teacher—this project prepares a new generation of culturally grounded American Indian educators to serve Native students with integrity, care, and academic excellence.

Over the life of the grant, the project will support **seven (7)** American Indian participants to complete teacher licensure and secure employment in schools serving significant Native student populations. Grounded in Indigenous values of kinship and responsibility, the program emphasizes relational learning, mentorship, and cultural revitalization. The project is structured around four key goals:

1. Recruitment: Identify and enroll 7 eligible American Indian students with an interest in becoming certified teachers.
2. Retention: Provide layered support—including mentoring, cohort-based learning, academic advising, and cultural programming—to ensure all participants remain enrolled and academically successful.
3. Graduation: Ensure that 100% of participants graduate and meet the eligibility requirements for Wisconsin Department of Public Instruction (DPI) certification.
4. Employment: Support all graduates in securing qualifying teaching positions within 12 months and provide induction services to strengthen early-career success.

Core program activities include trauma-informed and culturally responsive pedagogy, field placements at ICS and other Native-serving schools, language learning opportunities in Ojibwe, Oneida, Potawatomi, Menominee, or Ho-Chunk, and engagement in the Kinship & Responsibility Scholars Program. Participants will also complete resume and interview preparation, exam support, and participate in statewide networks of Indigenous educators.

Through this work, the *Kinship and Responsibility* project will contribute to a stronger, more representative teacher workforce—one that reflects and uplifts the identities, languages, and aspirations of American Indian students and communities across Wisconsin.

A. Need for Project and Introduction

Many American cities bear names that reflect the deep-rooted contributions and histories of Native communities. Milwaukee—derived from the word mino-aki, meaning "good land"—is one such place. Today, it remains home to a vibrant Indigenous community, particularly in Milwaukee County, where 12.4% (approx. 7,507 people) of Wisconsin's American Indian population resides (U.S. Census Bureau, 2020). Yet despite these enduring cultural ties, American Indian students across the state continue to face deep educational inequities and social barriers.

The Kinship & Responsibility: The Electa Quinney Indigenous Teacher Training Project draws its inspiration from the life and legacy of Electa Quinney, a Stockbridge-Munsee Mohican Indian woman who, in 1828, established Wisconsin's first public school in Kaukauna. Her visionary leadership exemplified the Indigenous principles of kinship and responsibility—commitments to relational care, community well-being, and the intergenerational transmission of knowledge. This project seeks to carry forward that legacy by increasing the number of certified American Indian teachers who are equipped to serve Native students and communities with cultural integrity and educational excellence. These educators will be equipped to meet state credentialing standards while also upholding Indigenous educational values—such as holistic well-being, cultural and language revitalization, and the intergenerational transmission of knowledge. Participants will be enrolled at the University of Wisconsin-Milwaukee (UWM) School of Education and supported by the Electa Quinney Institute for American Indian Education (EQI), which is currently concluding two successful OIE-funded projects launched in 2021: *Leaders of the Good Land*. Our primary partner, the Indian Community School (ICS), has

over 50 years of experience in American Indian-centered education and will continue to be a vital collaborator.

The disparities confronting Native students are urgent. According to the Wisconsin Department of Public Instruction (2023), only 19.2% of American Indian 11th graders met the ACT English benchmark, compared to 50% of white students. In math, the gap is even wider—just 15.7% of Native students met the benchmark, compared to 47.7% of their white peers. The 2023–2024 Wisconsin Forward Exam reveals similarly troubling patterns: over two-thirds of American Indian 4th and 8th grade students did not meet grade-level expectations in English, math, or science, while white students consistently performed at nearly double those rates. In Milwaukee specifically, American Indian (AI) students face compounded challenges. The dropout rate for American Indian students is 8.5%, more than double that of white students at 3.6%. Absenteeism is alarmingly high at 60.9%, compared to 21.3% for white students, and 36.3% of Native students receive out-of-school suspensions—quadruple the 9% rate among white students (Wisconsin DPI, 2023).

These educational inequities are exacerbated by broader social and health disparities. An estimated 27.3% of American Indians in Wisconsin live below the poverty line—2.6 times the national average (Redbird, Center for Native American and Indigenous Research, 2023). Native youth also experience the highest rates of hearing, vision, and cognitive challenges among all racial groups in the state (Wisconsin Department of Health Services, 2021), and teen birth rates remain disproportionately high, with a 23-per-1,000 gap between Native and white teens (Wisconsin DHS, 2020). The COVID-19 pandemic further widened these gaps, children often relying solely on smartphones for schoolwork—leaving them severely disadvantaged during remote learning (University of Wisconsin–Madison Division of Extension, 2020).

The Electa Quinney Institute (EQI) and the Indian Community School (ICS) are uniquely positioned to respond to the urgent challenges facing Native students in Milwaukee and across Wisconsin. Through our prior OIE-funded initiative, Leaders of the Good Land, we have seen firsthand how Native educators can transform classrooms, schools, and communities. One notable example is Jason Dropik, a graduate of a UWM teacher training program supported by OIE funds, who now serves as the Executive Director of the National Indian Education Association. His leadership reflects the broader ripple effect of investing in Native educators. Several teachers and administrators currently working at ICS and Milwaukee Public Schools (MPS) were also supported through this initiative, demonstrating how a strategic investment in Indigenous teacher training builds long-term capacity and strengthens educational ecosystems. By nurturing future Native educators, we aim to improve not only academic outcomes, but also the well-being, visibility, and resilience of American Indian communities across Wisconsin and the nation.

Job Market Analysis

Wisconsin is facing a critical teacher shortage, and the state is left grappling with how to bring more individuals into the profession to replace those leaving it. This urgency is evident in the Wisconsin Department of Public Instruction's 2022 *Educator Preparation Program and Workforce Analysis Report*, which shows that 3,301 Tier I licenses were issued in 2021–2022. These emergency licenses were used to fill school district and charter school positions with individuals who had not yet met full licensure (Tier II) requirements for the subject areas they were teaching. This number continues to rise, highlighting a systemic issue. The DPI's inaugural hiring survey further underscored the shortage, revealing that across nearly every subgroup, districts reported having few applicants to fill vacancies. Common strategies to address these

applicant shortfalls include employing substitutes, hiring teachers on Tier I licenses, and accepting candidates who do not meet preferred qualifications.

Against this broader backdrop of educator shortages, the need for American Indian teachers is especially urgent. American Indian children—citizens or descendants of tribal nations—attend schools in every Cooperative Educational Service Agency (CESA) across Wisconsin. With approximately 8,245 American Indian students statewide, there is an undeniable need for Indigenous educators who reflect the identities, histories, and worldviews of the students they serve. On the map, the blue stars indicate the tribal nations and the urban Indian community of Milwaukee; black triangles are the CESAs with one or more schools with a higher-than-average percentage of American Indian students; and the red hearts are the home communities of our current students (Luna, 2021).

Rooted in the Indigenous values of kinship and responsibility, the *Kinship and Responsibility: Electa Quinney Indigenous Teacher Training Project* recognizes that the role of a teacher extends beyond instruction. Native educators act as cultural carriers, advocates, and community connectors, ensuring that Native youth are affirmed and uplifted in their educational journeys. As of the 2023–2024 school year, only 6.8% of Wisconsin's 62,423 full-time public school teachers identified as non-white. Of those, just 193 identified as American Indian—just 0.3% of the workforce (DPI, Public Staff FTE by Ethnicity and Gender Report, 2023–2024). In Milwaukee Public Schools (MPS), which reports 251 students identifying solely as American Indian—and another 2,829 selecting two or more races that may include Native identity—only 21 Native teachers are employed, representing just 0.5% of the district's teaching force.

Many American Indian educators express a strong desire to serve in their home communities—demonstrating a deep sense of kinship and accountability to future generations. EQI's survey of teacher and administrator training participants reflects this trend, as well as the widespread geographic reach of our relational network. Through partnerships with the Indian Community School (ICS), Milwaukee Public Schools, and districts across the state, EQI supports Indigenous educators in returning to and uplifting their communities.

The shortage of Native educators is especially visible in districts with high Native student populations. In the Lac du Flambeau School District, where Native students are the majority (approximately 400), there are only six American Indian (AI) teachers. The Forest County Potawatomi community, served by the Crandon and Wabeno school districts, has just one AI teacher. Green Bay, adjacent to the Oneida Nation and home to approximately 630 AI students, employs only six AI teachers. Most alarmingly, in Gresham—serving the Stockbridge-Munsee Mohican community—there are currently no American Indian teachers. These gaps deprive Native youth of culturally aligned role models and educators who understand their experiences. This is not only a moral issue, it is supported by research. A growing body of literature shows that students of color benefit significantly from same-race teachers, resulting in improved academic outcomes, attendance, disciplinary equity, and student-teacher relationships (Dee 2004, 2005; Fairlie et al. 2014; Gershenson et al. 2016; Lindsay & Hart 2017; Holt & Gershenson 2019). These findings echo what Indigenous communities have long known: when students see themselves reflected in those who teach them, they thrive. "We have no Indian representation at the administration level in our district. Twenty-seven percent of our student population—605 out of 2,200—are American Indian. We have fewer than five Native teachers. This impacts our kids because they have no role models in the schools." — *Bad River Tribal Education Leader*

The *Kinship and Responsibility* project directly addresses this critical shortage by preparing and supporting Native educators to lead not only in classrooms, but within the broader ecosystems that shape educational success for Native students. This is how we fulfill our shared responsibility to future generations.

B. Quality of Project Design

1. Goals, Objectives and Outcomes

The over-arching goal of the proposed project is to train American Indians to be highly qualified teachers in schools with high populations of American Indian students. Specific goals and objectives are described below.

Goal 1, Recruitment: Our goal is to recruit 7 participants interested in seeking certification to become licensed teachers. We have learned that activities to achieve this will include broad and extended outreach and we hope to have conversations with each of the American Indian students enrolled in the UWM School of Education. We will measure success by the number of applicants we find with enough credit to be eligible to graduate in three years and apply for certification.

Objective 1.1. Within the first four months of the project, the first round of applicants will be identified through outreach by consortium partners; EQI's student inquiry database; direct contact with the 11 Tribal Education Directors; UWM Education Advisors and Faculty; and targeted media recruitment. The project aims to identify at least 7 applicants who express interest in teaching American Indian (AI) children and have relevant prior experience. The application will include questions about their interest and experience working with AI students.

Objective 1.2. Applications will be evaluated using a standardized rubric and candidate interviews. The Screening and Selection Committee—comprised of Electa Quinney Institute (EQI) staff—will assess qualifications, including prerequisite coursework and background checks,

to determine eligibility. The committee will select and confirm 7 participants for the first cohort who meet the criteria to complete the program and become certified within three years.

Objective 1.3. Applicants not selected for the first cohort will be retained in a recruitment pool to support future cohort development and ensure continuity in the event of participant attrition. The project will implement a system to track, assess, and prioritize alternate candidates based on their readiness to enter the program and complete certification within the required timeframe. These individuals will also be added to the EQI student inquiry database to strengthen long-term recruitment efforts.

Objective 1.4. An in-depth orientation will be organized at the start of the program to ensure participants are familiar with program policies, funding, and the curriculum. Success will be measured by the attendance rate of participants and their active participation in orientation activities. The project will aim for 100% attendance by the selected participants and will track engagement through participation in discussions, activities, and submission of required materials.

Goal 2, Retention: To maximize the retention of students to graduation by utilizing program resources to meet student needs and support successful matriculation through the program.

Objective 2.1. At least 100% of students admitted will remain enrolled through to graduation, as measured by semesterly enrollment and participation records for the duration of each student's time in the program.

Objective 2.2. At least 100% of participants each semester will complete all required components of the layered mentorship model, which includes both individualized mentoring and cohort-based support through the Kinship & Responsibility Scholars Program. Specifically, each participant will:

- Attend a minimum of three one-on-one coaching sessions with teacher mentors or success coaches from the Electa Quinney Institute (EQI) or the American Indian Student Center (AISC);
- Participate in at least one monthly cohort meeting each semester;
- Attend at least two cultural or academic programs/events hosted by EQI or AISC; and
- For participants with junior or senior standing, engage in a minimum of two leadership or mentorship activities, such as supporting newer students or contributing to Indigenous scholarship and research.

Participation will be tracked through coaching logs, mentor journals, event attendance records, and cohort meeting rosters. Adjustments may be made for students on leave or with approved academic accommodations.

Objective 2.3. By the end of each semester, at least 100% of enrolled participants will have successfully completed required coursework with the minimum GPA needed for program continuation and graduation, as documented in academic records.

To support this, faculty and instructional staff will complete progress reports twice per semester. The Project Director (PD) and other EQI staff will be notified of any academic concerns, including low engagement, missing assignments, or class absences. The PD and, or Mentor will meet with students flagged in these reports to discuss feedback, support course recovery when needed, and encourage self-advocacy in the classroom.

Objective 2.4. At least 100% of active program participants will engage in the Kinship & Responsibility Scholars Program, which fosters student retention through mentorship, cultural programming, research engagement, and cohort-based learning. Participation will be tracked through coaching logs, event attendance records, cohort meeting rosters, and completion of

academic or research milestones. Adjustments will be made for students on leave or graduating early.

Goal 3, Graduation: Ensure that all seven enrolled participants graduate from the program and meet the eligibility requirements to complete the Wisconsin Department of Public Instruction (DPI) teacher certification exams. To support this goal, activities will build upon the academic, mentoring, and support structures established in previous objectives. Degree audits will be conducted regularly to monitor student progress toward program completion and certification eligibility. The Project Director will facilitate scheduled meetings with participants to review progress, reinforce the goal of graduation and licensure, and provide additional support or referrals as needed to help ensure on-time completion.

Objective 3.1. At least 100% of enrolled participants will successfully complete all program and degree requirements, as documented in official degree audits and transcripts.

Objective 3.2. 100% of participants will receive exam preparation support for the Wisconsin Department of Public Instruction (DPI) required teacher certification exams.

Objective 3.3. Each participant will take part in at least two individualized graduation and licensure planning meetings during their final year to ensure timely completion of application materials, verify program requirements, and prepare for certification. Meeting participation will be tracked by the Project Director and Mentor.

Goal 4, Employment: The final goal of the Kinship and Responsibility project is to ensure that graduates transition successfully into employment within 12 months of program completion. The focus is on supporting participants in securing qualifying teaching positions in schools serving

significant American Indian student populations, and ensuring they feel supported, confident, and connected in this transition.

Objective 4.1. 100% of program graduates will secure qualifying teaching positions in schools serving significant American Indian student populations within 12 months of completing the program, as documented through follow-up surveys and employment verification.

Objective 4.2. 100% of participants will engage in employment preparation activities during their final year, including: Resume development or revision and Introduction and guided navigation of the WECAN portal. Participation will be tracked by the Project Director (PD) and recorded in student advising files.

Objective 4.3. Each participant will complete at least two individualized coaching sessions during their final year as part of the Kinship & Responsibility Scholars Program. These sessions will focus on employment readiness, including reviewing job applications, identifying culturally aligned teaching opportunities, and preparing for transition into the workforce. Coaching sessions will be documented by success coaches or the Project Director and tracked in student advising records.

2. Recruitment and Selection

The Electa Quinney Institute (EQI) will implement a layered, equity-focused recruitment strategy to identify and engage at least seven American Indian participants who are committed to becoming licensed teachers. Recruitment will center on community presence, relationship-building, and meaningful outreach that reflects Indigenous values of inclusion and kinship.

EQI's website will be updated to share program information, success stories, and application instructions. Additionally, the Principal Director (PD) and other available EQI staff will attend major regional gatherings, CESA partner school events, and local community events

including those hosted on tribal lands to raise awareness and answer questions about the program. Special attention will be paid to reaching prospective participants across the lifespan. EQI encourages American Indians who are just beginning their educational careers, as well as those who are returning to the field later in life while balancing family and community responsibilities. We recognize the power of both youthful innovation and elder wisdom and seek to build a cohort that reflects the full spectrum of leadership potential in Native communities.

To be eligible for admission, students must have a minimum GPA of 2.5 and must have completed English composition, math, and communication requirements. These foundational criteria are typically met by students who have completed an associate degree in teacher education, including those from Milwaukee Area Technical College (MATC) and other local technical colleges. EQI works closely with these institutions to identify and prepare eligible transfer students.

Drawing from prior experience, the PD and EQI staff will use a structured recruitment scoring rubric to guide initial interactions and assess the likelihood of success. When prospective participants reach out via email, phone, or in person, the following dimensions will be recorded: eligibility and qualifications for the program; prior success or engagement in educational spaces; understanding of the program's payback obligations; willingness to participate in leadership, cultural, and holistic well-being activities; and, interest in Indigenous pedagogies and teaching practices.

Interested individuals will be invited to submit an online application, including a resume and academic transcripts. The application will include reflective prompts asking candidates to describe their own educational experiences and reflect on how American Indian culture,

language, or identity might have shaped or enhanced their journey and what kinship and responsibility mean.

Applications will be reviewed and scored by a Screening and Selection Committee, composed of EQI staff. Applicants will be rank ordered for admission consideration based on their written application and a brief interview. This interview allows the committee to learn more about each candidate's motivations, lived experience, and readiness to engage in the layered mentorship and leadership opportunities offered by the program. Priority will be given to candidates with high rubric scores who also meet all prerequisites and are eligible for immediate admission to the teacher education program.

Candidates who do not yet meet all prerequisites may be considered for a future cohort and will receive support to complete required coursework prior to year two. Finalists will undergo a background check to ensure eligibility for school-based placements. Final selection will be based on each applicant's readiness to complete the program and their potential to contribute meaningfully to the education of American Indian students.

3. Programming for Job Market Needs

The *Kinship and Responsibility: Electa Quinney Indigenous Teacher Training Project* is grounded in EQI's long-standing partnerships with educators, districts, and Native communities across Wisconsin. As outlined in the Job Market Analysis, there is a critical need for Native educators who not only reflect the identities of American Indian students, but who are also prepared to serve as cultural leaders, advocates, and trauma-informed professionals within their schools. EQI has designed the program in direct response to the stated needs of potential employers, particularly schools and districts within CESAs that enroll high numbers of Native students. Two recurring priorities shared by employers. One, the ability of teachers to support the

identity and well-being of American Indian students and staff. And two, the need for educators with knowledge of Indigenous languages and a commitment to language revitalization.

Supporting the Identity and Well-Being of Native Students and Educators

School leaders consistently report that teachers entering the field are unprepared to meet the unique social-emotional and cultural needs of Native students, especially in urban and rural districts where trauma, poverty, and systemic racism remain daily challenges. Many Native educators also report leaving the profession due to professional isolation and a lack of culturally sustaining support. The *Kinship and Responsibility* program addresses these concerns by embedding a trauma-informed, culturally grounded approach into every phase of teacher preparation. Participants will engage in:

- Talking circles and cohort-based mentorship that promote interdependence and shared experiences and resilience
- Trauma-informed training grounded in Indigenous frameworks and wellness practices
- Classroom experiences in partner schools, including the Indian Community School (ICS), where staff and students engage in culturally responsive strategies that prioritize relationality and holistic student development.

Participants will also be guided to make tribally specific connections between their coursework and cultural identity. The program will emphasize collective learning and accountability, shifting away from individualistic measures of success common in traditional certification pathways. These practices reflect research by Fryberg and Covarrubias (2013), who found that trust-based student-teacher relationships are essential to closing the achievement gap for Native students.

Indigenous Language Proficiency and Language Revitalization Leadership

Employers have also expressed a strong desire to hire American Indian educators who have at least novice-level proficiency in their heritage language or demonstrate a commitment to Indigenous language revitalization. This is particularly critical in schools serving high concentrations of Native students, where language is a key component of cultural pride and identity development. To support this need, participants in the program will have access to:

- Up to six semesters of Anishinaabemowin (Ojibwe), 4 semesters of Oneida, and 2 semesters of Potawatomi at UWM
- Independent study opportunities in Menominee, or Ho-Chunk, through collaboration with ICS and tribal Language and Culture Departments
- Curriculum and immersion models developed by the PI in partnership with tribal nations and aligned with Wisconsin DPI World Language Standards

Even at beginner levels, participants who engage in language learning act as important role models, encouraging students to be proud of their heritage and to see themselves as future language learners and speakers. The *Kinship and Responsibility* project is aligned with the real and urgent needs of schools serving Native students across Wisconsin. By equipping participants with trauma-informed practices, culturally grounded teaching strategies, and access to Indigenous language instruction, this project prepares graduates to meet employer expectations and to lead educational change in their home communities and beyond.

C. Quality of Project Services

1. Effective learning experiences that develop skills necessary for successful teaching

The Kinship and Responsibility project is designed to provide Indigenous teacher candidates with high-quality, culturally grounded learning experiences that prepare them to lead classrooms with skill, care, and cultural responsiveness. The program builds on evidence-based practices

used in American Indian teacher education programs and integrates Indigenous frameworks to ensure participants develop the theoretical knowledge, reflective capacity, and practical tools needed for success. EQI's approach draws from the model outlined in Re-envisioning Native Teacher Education and includes the following six components, each of which has been proven effective in Indigenous teacher training (Begstrom, 2009; Exton, 2011):

1. Cohort-Based Learning: Participants are organized into cohorts to foster strong peer support networks and collective learning.
2. American Indian Teacher Symposiums: Enrichment presentations through teacher roundtable symposiums provide exposure to culturally grounded pedagogy and Indigenous leadership.
3. Reflective Practice through Instructional Conversation: Monthly cohort meetings, led by experienced Indigenous educators, support participants in making connections between coursework, fieldwork, and their own cultural experiences.
4. Reflective Thinking and Induction Preparation: Participants engage in ongoing self-reflection to navigate personal, social, and professional challenges they may face as Indigenous educators.
5. Mentorship and Leadership Development: Participants develop sustained relationships with mentors who support their growth and transition into the profession.
6. Extended Induction and Community of Practice: Program supports continue beyond graduation, providing participants with a networked community that complements district-level induction.

These components are operationalized through the *Kinship and Responsibility Scholars Program*, a cohort-based initiative that cultivates Indigenous scholarship, mentorship, and leadership development. Participants engage in academic and cultural programming, conduct

research that uplifts Native perspectives, and transition from guided learners to peer mentors. The program emphasizes the guided development of each participant's cultural, personal, and professional mission as a teacher, and promotes continuity and coherence in professional development. As participants progress through the program, they:

- Practice trauma-informed and stress-reduction strategies
- Learn to center student well-being and relational success models
- Gain experience integrating Indigenous language and cultural perspectives across the curriculum
- Engage in culturally affirming teaching practices that are reflective, collaborative, and grounded in Indigenous ways of knowing

Participants are also encouraged to share their learning publicly. All students will have the opportunity to attend the Wisconsin Indian Education Association (WIEA) Conference or a weeklong intensive Act 31 training, both of which feature Indigenous educators, students, and community leaders. In recent years, participants have presented on topics such as Anishinaabemowin, Oneida, Menominee, and Potawatomi language curricula; Indigenous bilingual K-12 theatre productions; and Elder-in-Residence programs. Ultimately, the quality of project services is reflected in the depth of mentorship, the culturally rooted learning environment, and the opportunities for public scholarship and leadership that this program provides. EQI's commitment is to prepare Indigenous educators who are not only certified to teach but are also prepared to transform the systems they enter.

2. Preparing Teachers to Adapt Teaching Practices to Meet the Needs of Indian Students

The *Kinship and Responsibility* project ensures that American Indian teacher candidates graduate with the ability to adapt instruction in ways that affirm cultural identity, address trauma,

and engage students in meaningful and relevant learning. Participants are prepared to serve Native students in a variety of settings, including reservation schools, urban Indigenous communities, multi-tribal institutions, and multicultural public schools.

A central component of the program is the iterative narrative writing process by which teacher candidates develop, reflect on, and revise a personal mission statement. This process reinforces each participant's cultural identity, professional goals, and commitment to their students and communities (Beaulieu, 2007; Bergstrom, 2009; Exton, 2011). Paired with reflective cohort meetings and teacher roundtable symposiums, participants develop the skills to examine and refine their teaching philosophy as they grow.

Participants will also engage in intentional field placements, including teaching experiences at the Indian Community School (ICS)—a consortium partner that serves only American Indian students through a culture- and language-based model. ICS provides an invaluable opportunity for teacher candidates to observe and apply culturally responsive, trauma-informed, and community-rooted instructional strategies in practice. These experiences help participants understand the educational realities of Native youth and model teaching approaches that can be applied in similarly situated schools.

Through the Kinship & Responsibility Scholars Program, participants engage in structured reflection that deepens their professional growth and cultural responsiveness. They analyze field experiences and classroom observations to draw connections between theory and practice. As part of their development, they revise lesson plans to incorporate tribal histories, Indigenous languages, and place-based knowledge. Participants also engage in critical discussions about how social, emotional, and community contexts influence student learning and engagement. Throughout the program, they learn from experienced Native educators who model

trauma-informed and relational pedagogies, reinforcing Indigenous approaches to teaching and mentorship. The program embraces the concept of "active teaching"—a responsive, student-centered practice that adapts content and pedagogy based on student needs, context, and cultural experience (Reyhner, 2006; Darling-Hammond & Bransford, 2005). Candidates are taught to assess learning needs in relation to each student's background, lived reality, and ways of making meaning (Demmert, 2001; Owusu-Ansah & Kyei-Blankson, 2016). Through this process, teacher candidates are equipped to build relational classrooms that support Native students holistically, identify and counteract systems of bias in curriculum and discipline, adapt teaching approaches for a wide range of Native educational contexts, and elevate Indigenous ways of knowing as core to student success. By the end of the program, participants will be able to skillfully adjust their practice to reflect the unique needs of Native students—an essential skill for thriving in schools serving tribal nations, urban Indigenous communities, and beyond.

3. Job Placement Activities

The Kinship and Responsibility project is structured to ensure participants are placed in qualifying teaching positions that reflect the needs identified in the job market analysis. With a documented shortage of Native educators statewide, especially in CESAs with high Native student populations, job placement activities are intentional. EQI maintains strong relationships with CESAs and districts most in need of Native educators, particularly CESA 1 (Milwaukee and ICS), CESA 7 (Green Bay area), and CESA's 8 and 9 (northern Wisconsin). Five of ICS's current Native teachers were trained through previous EQI-supported initiatives. The Indian Community School (a consortium partner), Milwaukee Public Schools, and regional districts serve as key placement sites, offering both field practice and long-term employment opportunities. Job readiness support includes:

- Resume and cover letter development
- Coaching in WECAN job applications and culturally relevant positioning
- Individualized job search advising from the PD and Mentor

EQI also works with partners like tribal education offices to align placements with graduates' home communities and employer needs. Advocacy is provided when participants face credentialing or hiring barriers, including support for tribal recognition or referrals. Follow-up continues post-graduation with check-ins at 6 and 12 months to monitor employment outcomes, connect graduates with mentoring networks, and sustain their engagement in Native education leadership across the state.

4. Induction Services

The *Leaders from the Good Land* project provides sustained induction support that centers holistic well-being, community connection, and culturally grounded professional development. EQI builds on the state-required Professional Development Plan (PDP) by offering structured and flexible services that continue into participants' first year of teaching. Each graduate will receive a minimum of one hour per week of individualized mentoring, coaching, or consultation. Participants will co-develop an Individual Learning Plan (ILP) to set goals, track progress, and reflect on their growth. Mentoring will be delivered both virtually and in person, using successful models developed during the pandemic, including short-form check-ins and on-demand support. Induction services include:

- Access to EQI's research library and culturally responsive teaching materials
- Ongoing feedback from EQI mentors, the Project Director, and school-based leaders
- Cohort meetings and group check-ins for shared reflection

- Return participation in American Indian Teacher Roundtables and Kinship & Responsibility cohort meetings, where alumni support newer scholars and share practical insight

Participants are also encouraged to engage in external professional development through our grant partner, David O'Connor (Wisconsin DPI American Indian Studies Program), including online Study Circles Book Studies, Indigenous Speaker Webinar Series and virtual, statewide events offered year-round.

In addition, the project supports participant attendance at the Wisconsin Indian Education Association (WIEA) Annual Conference, where they can engage with Indigenous educators, tribal leaders, and peers from across the state. This participation deepens professional networks, fosters cultural engagement, and reinforces the program's intergenerational model of leadership and learning. EQI will document and evaluate all induction components to identify best practices and share findings that benefit future Native teacher training programs.

5. Service Obligations

Students receive a policy manual that outlines their responsibilities, including the requirement that program funding must result in teacher certification and employment that benefits Native communities and is related to their training. They are also informed that unmet obligations may result in a cash repayment. EQI has found that completing the PDP login process together is the most effective way to promote understanding and long-term compliance. The PD emphasizes that graduates are expected to work in schools or districts with high American Indian student populations, particularly in Wisconsin.

Upon graduation, a final meeting is held to review exit expectations, including required data collection, employment verification, and documentation provided by the Office of Indian Education. This ensures students are clear on next steps and equipped to meet their obligations.

D. Adequacy of Resources

1. The relevance and demonstrated commitment of each partner

This project builds upon long-standing and active partnerships between the University of Wisconsin–Milwaukee (UWM) School of Education, the Indian Community School (ICS), and the Electa Quinney Institute for American Indian Education. These partners share a jointly approved strategic vision focused on expanding and strengthening American Indian education at UWM and across Wisconsin. The project further expands this network by formally including the Wisconsin Department of Public Instruction (DPI), represented by David O'Connor, American Indian Studies Consultant, and Tribal education partners, including the Menominee, Stockbridge-Munsee, Red Cliff and Milwaukee Public Schools First Nations, which represent distinct CESA regions across the state.

The Indian Community School (ICS), a core consortium partner, serves as a model Indigenous-serving school site offering field placements, student teaching, mentorship, and recruitment pathways. UWM and ICS maintain a formal institutional relationship through the Electa Quinney Institute consortium agreement, and EQI continues to receive support from ICS. Tribal partners have committed to sharing recruitment materials, offering additional support services to enrolled members as needed, and promoting employment opportunities to program graduates. Local public school districts also provide field placement sites and collaborate in the recruitment of American Indian teacher candidates. Together, these partnerships demonstrate a shared and sustained investment in developing a culturally grounded, statewide pipeline of Native educators dedicated to serving American Indian students and communities.

F. Quality of the Project Evaluation or Other Evidence-building

1. Extent to which methods of Evaluation are appropriate

The evaluation methods for the *Kinship and Responsibility* project are specifically tailored to support its four core objectives: recruitment, retention, academic success, and career readiness. A mixed-methods approach—grounded in best practices and culturally responsive evaluation (CRE) frameworks—ensures a comprehensive understanding of student development, program effectiveness, and opportunities for continuous improvement. Evaluation questions are designed to assess each objective, such as increases in Native student enrollment (recruitment), semester persistence rates (retention), GPA and exam pass rates (academic success), and licensure and job placement (career readiness).

Quantitative data will be collected through UWM systems such as Navigate360 and the PAWS platform, as well as through PDPDCS service obligation tracking. Metrics include GPA, course completion, exam pass rates, graduation outcomes, and job placement. Additional data—such as inquiries, applicants, participant enrollment, mentor meetings, cohort participation, and financial aid utilization—are documented through EQI budget systems and UWM financial platforms. Where applicable, data will be disaggregated by student status (e.g., transfer, first-generation) and tribal affiliation to inform equitable support strategies. **Qualitative** data will be gathered through student reflections, personal mission statements, mentor journals, coaching session reports, surveys, focus groups, exit interviews, and feedback from tribal education directors and field supervisors. Students will also be invited to co-develop reflective prompts and surveys to ensure evaluation tools are aligned with Indigenous ways of knowing and lived experiences. This participatory approach reflects the core Indigenous values of respect, relevance, reciprocity, and responsibility.

EQI's internal data systems, in coordination with UWM's student records and stakeholder input, allow the project team to review outcomes regularly, identify students at risk, and inform timely, culturally responsive interventions. Post-program tracking through PDPDCS and alumni engagement will assess long-term impact, including employment in tribal communities and continued licensure.

2. Extent to provide feedback

Feedback is an integral component of the evaluation process, enabling ongoing program improvement and responsive adjustments to support student success. Students will receive continuous feedback through coaching meetings, regular progress reports submitted by faculty, and ongoing discussions with mentors. These feedback loops allow students to reflect on their academic progress, receive guidance on potential improvements, and identify resources or services that may better support their needs. Additionally, feedback from faculty and staff, collected through the Navigate360 platform, will provide valuable perspectives on student engagement, academic performance, and areas requiring additional attention.

The Project Director, CoPI, Mentor, Administrative Manage and other EQI staff will use this feedback to make real-time adjustments to the program, ensuring that it remains adaptable and responsive to the evolving needs of the students. EQI staff meetings will serve as a collaborative space to discuss emerging issues and share insights based on feedback, ensuring that all team members are aligned in supporting student success, grant goals and objectives. EQI staff meet each week during a designated work time utilizing Friday Workbox 365, a comprehensive organizational system designed to help individuals and teams manage their work, projects, and tasks more effectively. This time is used to discuss grant and student updates, planning EQI events, assigning tasks, strategic planning and making necessary changes.