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APPLICATION FOR GRANTS
UNDER THE

State Tribal Education Partnership (STEP) Program

CFDA # 84.415A

PR/Award # S415A230006

Grants.gov Tracking#: GRANT13929888

OMB No. , Expiration Date:

Closing Date: Jul 03, 2023

PR/Award # S415A230006

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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:

Indian Education National Activities (State Tribal Education Partnership (STEP) and Native American Language (NAL)

*** 12. Funding Opportunity Number:**

ED-GRANTS-050223-001

* Title:

Office of Elementary and Secondary Education (OESE): Office of Indian Education (OIE): State Tribal Education Partnership (STEP) Grant Program, Assistance Listing Number (ALN) 84.415A

13. Competition Identification Number:

84-415A2023-2

Title:

Office of Indian Education (OIE): Indian Education Discretionary Grant Programs - State Tribal Education Partnership (STEP) Program, Assistance Listing Number 84.415A- Schedule 2

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

Add Attachment

Delete Attachment

View Attachment

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

Expand Capacity of Early TEA and Ojibwe Language Teacher Training Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,500,000.00"/>
* 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="2,500,000.00"/>

*** 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:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ABSTRACT

The Red Cliff Band of Lake Superior Chippewa Indians is seeking a U.S. Department of Education State Tribal Education Partnership (STEP) Program grant to expand its early Tribal Education Agency capacity as an absolute priority 2 applicant. As a new STEP grant recipient (competitive preference priority 2), Red Cliff will collaborate with the School District of Bayfield (the local education agency) and the Wisconsin Department of Public Instruction (state education agency), and the Red Cliff Education Department (tribal education agency) to complete a written agreement that addresses mutual interests to support the unique education, career, and culturally related academic needs of Red Cliff tribal members.

The Red Cliff STEP project seeks to 1) create a *Red Cliff Education Division* to promote learning across generations, acknowledging the value of modern education while honoring the wisdom of our Anishinaabe ancestors, so that all Tribal members have the capacity to walk in two worlds, and 2) increase Ojibwe Language Immersion education opportunities by completing teacher language capacity training programs.

By collaborating with appropriate partners, this project will yield four licensed and proficient Ojibwe Language Immersion Teachers and one qualified proficient Ojibwe Language Instructor. It will employ up to seven tribal members (TEA Administrator, Project Director, Instructor-In-Training, and four Trainees), consult with two more qualified tribal members for direct instruction and assessments, and engage with up to 20+ additional cultural teachers throughout the project period for supplemental training. The Red Cliff reservation and tribal members are the primary beneficiaries of this project. Located in extreme northern Wisconsin with a population of 1,313 residents, the community faces poverty, AODA challenges, low student outcomes, and a deep desire to reclaim their traditional language and cultural teachings to strengthen their community wellbeing.

Red Cliff Band of Lake Superior Chippewa
Funding Opportunity: ED-GRANTS-050223-001 DOE STEP

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Narrative

A. Quality of Project Design

1. Specific & measurable goals, objectives, and outcomes.

This project has two goals:

1. **Goal:** By the end of the project period (September 2028), Red Cliff will expand their Tribal Education Agency to improve the academic and career readiness of tribal members to promote lifelong learning across generations, acknowledging the value of modern education while honoring the wisdom of our Anishinaabe ancestors, so that all Tribal members have the capacity to walk in two worlds.
 - a. **Objective:** By the end of the project period, Red Cliff will have established a Tribal Education Division that is led by an Education Administrator and supported by the local and state education agencies advancing systemic change for tribal members' educational needs.
 - b. **Outcomes:** *Written Agreement* between Red Cliff, the School District of Bayfield, WI Department of Public Instruction. Improvements in academic achievement and career readiness for Native youth.
2. **Goal:** By the end of the project period (September 2028) Red Cliff will have increased Ojibwe Language Immersion education opportunity by completing teacher language capacity training programs. Language proficiency levels reflect 2012 Proficiency Guidelines developed by the American Council on the Teaching of Foreign Languages (ACTFL).
 - a. **Objective 1.1:** By the end of the training periods, four Ojibwe Language Trainees will have an Intermediate mid-high Ojibwemowin proficiency score through

direct and supplemental instruction and will be prepared to teach in an immersion program.

- i. **Outcome:** Trainees 1 & 2 will be part of a cohort from 2023-2026 and receive up to 5,720 hours of instruction.

Baseline: LISTENING & SPEAKING Novice-Mid Proficiency Level

YR 1: LISTENING & SPEAKING Novice-High Proficiency Level

YR 2-3: LISTENING & SPEAKING Intermediate- Mid Proficiency

- ii. **Outcome:** Trainees 3 & 4 will be part of a cohort from 2026-2028 and receive up to 4,160 hours of instruction.

Baseline: LISTENING & SPEAKING Novice-Mid Proficiency Level

YR 1: LISTENING & SPEAKING Novice-High Proficiency Level

YR 2-3: LISTENING & SPEAKING Intermediate- Mid Proficiency

- b. **Objective 1.2:** By the end of the training periods, one Ojibwe Language instructor in Training will have an Advanced Low Ojibwemowin proficiency score through direct and supplemental instruction and be prepared to teach in an immersion program.

- i. **Outcome:** Instructor in Training will have received up to 4,160 hours of instruction.

Baseline: LISTENING & SPEAKING Novice-Mid Proficiency Level

YR 1: LISTENING & SPEAKING Novice-High Proficiency Level

YR 2-3: LISTENING & SPEAKING Intermediate- Mid Proficiency

YR 4-5: LISTENING & SPEAKING Advanced- Low Proficiency

2. Designed to build capacity and yield results beyond project period

The proposed project will build capacity to fully address community-identified aspirations related to education, workforce readiness, and language preservation and revitalization. An expanded Tribal Education Agency is a vehicle for leadership that will support Red Cliff community aspirations for a healthy and prosperous community through education/workforce development and language preservation and revitalization. This will be accomplished by elevating the Red Cliff Education *Department* to the level of a *Tribal Division* with a Division Administrator to provide leadership in strengthening existing relationships with the LEA and SEA through formal agreements. Additionally, the implementation of a cohort-based Ojibwe Language Teacher Training program will ensure that Red Cliff has built the capacity to initiate an Ojibwe Language Immersion School with qualified and proficient language teachers.

As currently configured, the Education Department functions within a very limited scope of authority and opportunity. The Department administers programming funded through various federal, state, and other grants. The Education Department manages the Red Cliff Scholarship Program and some job placement funding; the National Science Foundation's Indigenous Arts and Sciences program focused on informal cultural and place-based education; Institute of Museum and Library Services for basic and enhanced library services, and the Johnson O'Malley program. The Red Cliff Library, Ginanda Gikendaasomin ("We Seek to Learn") is a key program of the Education Department, and hosts story time for children, cultural workshops, limited job-seeking resources and occasional workshops and trainings. These programs are valuable but do not represent the comprehensive approach needed to fully support tribal families in meeting education and employment goals throughout the lifespan.

The proposed project addresses this issue by supporting a structured process for partnering at the agency level; namely, the development and implementation of a formal written agreement between the Tribe, the LEA (School District of Bayfield) and the SEA (Wisconsin Department of Public Instruction). In addition, the project will provide critical “startup” funding for the Education Division Administrator position – a new role that is essential to ensuring that there will be qualified staff and dedicated staff time to direct and lead this process. As such, the proposed STEP project will provide critical support for an organizational shift toward a holistic and comprehensive approach to promoting Tribal self-determination in education and improving academic achievement of Red Cliff youth and members. It is a good starting point for building the foundation for Workforce Development initiatives that the Tribe is currently exploring.

Building Capacity to develop an Ojibwemowin Language Immersion school

In 2021, Red Cliff was awarded funding through the Administration of Native Americans to pilot a cohort approach to increasing the number of Ojibwe language speakers/teachers. The goal was to build proficiency among a cohort of trainees who would further provide instruction or guidance in teaching settings, as they are able and as proficiency grows. The STEP program would build upon this model by developing an intensive Ojibwe Language Teacher Training program to develop and prepare teachers licensed with a state credential for a new K-5 immersion school envisioned to begin in 2025. This project is anticipated to yield four qualified teachers and one qualified Ojibwe Language Instructor. It will employ up to seven tribal members, consult with two more tribal members (instruction and assessments), and engage with up to 20+ additional cultural teachers throughout the project period.

3. Related efforts using existing funding from other programs

This proposal builds upon related existing efforts to improve self-determination in education

and to increase academic achievement. Red Cliff is currently investing significant resources toward Workforce Development and Ojibwe Language Preservation and Maintenance.

Expanding the current Education Department into a full Tribal Education Division with its own Administrator will create a **stronger institutional structure through which to provide leadership for the process of developing and preparing licensed teachers for an Ojibwe Language Immersion School.** The successful development and implementation of such broad, complex initiatives will require coordinated effort and collaboration between the Red Cliff Education Division (TEA), the School District of Bayfield (LEA) and the Wisconsin Department of Public Instruction (SEA).

Recent efforts that support relevant outcomes

2018-2020: Planning for Language Recovery

In 2018, the Tribe received funding from the Multi-Indigenous Collaboration for Action (MICA) Cultural Resource Fund to complete a Five-Year Language and Culture Comprehensive Plan. A **Language Advisory Group** was established to support this process and included teachers from the Early Childhood Center and School District of Bayfield, staff from the Red Cliff Community Health Center, the Behavioral Health Department, community elders, Tribal Historic Preservation Department (THPO), Planning Department, and other tribal staff.

2020-2021: Language Plan and Official Language Designation

On May 4, 2020, Red Cliff Tribal Council adopted the Red Cliff **5-Year Language and Culture Plan, or Miskwaabikaang Ojibwemodaa Endaaso Giizhik.** One year later, on April 20, 2021, Tribal Council passed a **Resolution establishing Ojibwemowin as the official language** of Red Cliff Band of Lake Superior Chippewa. The Red Cliff Language and Culture Plan offers a blueprint for implementing language-based initiatives within every aspect of tribal operations and

community life. One of the goals identified in the Language and Culture Plan (page 46) was to “Invest in increasing teaching capacity to sustain long-term language instruction.” The current language trainee program and the proposed Language Immersion Teacher Training Program fulfill this goal, and demonstrate progress toward its associated Objective, to “establish a successful language teacher training program to train and certify teachers to teach in Ojibwemowin by 2025.”

2022-2024: Ojibwe Language Teaching and Training Program

In 2022, Red Cliff was awarded a 33-month **Language Preservation and Maintenance grant from the Administration of Native Americans**. This project addresses the reality of the current condition of Ojibwemowin at Red Cliff and indeed, throughout much of Anishinaabe (Ojibwe) lands: simply, that our aspirations for language cannot be realized without a critical mass of fluent speakers of Ojibwemowin within our community. The Red Cliff Ojibwe Language Teaching and Training Program was designed to begin building that critical mass.

The goal of the Red Cliff Language Teaching and Training Program is to build a community of fluent Ojibwe language speakers and teachers. While language tables and other initiatives have been successful in offering “exposure” to the language and supporting individuals in building a basic level of communicative ability, the community of native language speakers simply cannot grow and proliferate without native speakers from within the community who have the fluency and deep knowledge of the language to pass along. Through this intensive language training program, trainees are developing a solid foundation of proficiency while simultaneously preparing and practicing for their roles as language-keepers and teachers for the community.

Development of a cohort of fluent/highly proficient speakers of Ojibwemowin who are both willing and able to teach others is at the heart of this effort to revitalize, preserve and maintain the

traditional Ojibwe language and way of life. The ANA-funded project employs a comprehensive approach to ensuring that the language survives and thrives by coupling intensive language training with the requirement that trainees also serve as teachers/mentors at selected site placements throughout the Red Cliff community. However, completion of the program does not confer a recognized credential from Wisconsin Department of Public Instruction or certify trainees to teach Ojibwemowin in the public school (4K-12) setting.

Workforce Development Strategic Planning

In May of 2023, the Red Cliff government brought together key political and programmatic leaders for a two-day session to:

- collectively assess the current workforce development approach;
- learn what leading Tribal Nations are doing in this critical area of tribal governance;
- chart a consensus vision for Red Cliff’s long-term workforce development priorities;
- develop medium-range objectives and immediate-term action plans;
- create a collaborative mechanism to ensure sustained progress and ultimate success.

Using a cutting-edge Workforce Development Strategic Planning **toolkit** developed by the National Congress of American Indians as its guide for conversation, the session laid the groundwork for Red Cliff’s design and implementation of a strategic, holistic approach to developing human capacity so it can achieve its defined priorities for a vibrant future.

Red Cliff established its Workforce Development Strategic Plan (not yet adopted) to advance key aspects of the Comprehensive Plan. The Initiative also is designed to help Red Cliff advance or achieve the following:

- Goals 1 through 5 under “Human Resources” set forth in the Comprehensive Plan;

- Goal 1 Create a ‘no wrong door’ approach to service delivery across divisions and Goal 8 Develop Integrated Services Across the Lifespan among the Plan’s “Community Wellbeing” goals; and
- Goal 2 “Increase expertise and capacity in business opportunities” among the Plan’s “Economic Development” goals; and
- Goal 3 “Have strong relationships with non-governmental partners” and Goal 4 “Have strong relationships with educational partners” among the Plan’s “Intergovernmental Cooperation” goals.

The Workforce Development Strategic Planning Initiative also is leading Red Cliff’s process to determine whether the Tribe will create and implement a **Public Law 102-477 (“477”) Plan**, and if so, which federally funded programs that it administers should be included in the 477 Plan.

This program option supports the tribe to exercise self-determination through flexible administration of those funds across workforce and economic development activities from the approved plan.

B. Quality of Project Services

1. Strategies for ensuring equal access of traditionally underrepresented groups.

The overall purpose of the proposed project is to close the gaps *to ensure that all community members have equal access* to quality education, resources for personal development, career planning, workforce readiness, and employment. The 2018 Red Cliff Tribal Census, the Wisconsin Department of Public Instruction 2020-21 Report Card At-A-Glance, and other documents have identified significant barriers to socioeconomic prosperity. An expanded TEA/Tribal Education Division, bolstered by formalized agreements with the LEA and the SEA, will strengthen the framework and capacity to serve the educational needs of the entire Red Cliff

community throughout the lifespan.

The 2018 Census obtained completed surveys from 460 of the 474 Reservation households (97% return rate), gathering information about 1,313 residents. Income and employment data show stark disparities between the community that resides within Reservation boundaries and the majority non-tribal population of Bayfield County:

- Annual Median Income within Reservation boundaries is \$29,000 – far below the greater Bayfield County AMI of \$57,257 (2021 American Communities Survey).
- Excluding retired or disabled persons, approximately 77% of surveyed adults were part of the labor force; 23% of this labor force were unemployed. By contrast, 5.4% of Bayfield County adults aged 16 or older were unemployed in 2018 (US Bureau of Labor Statistics, Current Population Survey, average of all months).
- Among adults aged 18-35, 98% were in the labor force; 31% of this labor force were unemployed.

About 22% of surveyed households had members that were seeking new, different, or additional employment. Of these respondents, 33% cited limited Education/Job skills/Experience as a significant barrier to full employment or employment in a desired industry or position. 34% of surveyed households had members that were interested in pursuing further education.

Educational Attainment

- As of the 2018 Tribal Census, 15% of adults reported that they had not completed high school or obtained a GED.
- 31% of adults on the reservation held only a high school diploma, while 21% of respondents indicated that they had attained some level of college education.

- Only 9% of adults had earned a bachelor’s degree or higher, compared to 32% of Wisconsin adults age 25+ (2017-21 American Community Survey) and 38% of adults nationwide (US Census Bureau, Educational Attainment in the US: 2021).

Data on educational attainment from Wisconsin Dept. of Public Instruction, **2021-22 Bayfield District Report Card**, provides further evidence that the current system is not working for Native youth, who comprise 72% of the Bayfield student body. The statistics reflect a community under duress:

- In the area of Achievement, which reflects student performance on state assessments in Mathematics and English Language Arts, Bayfield students scored the same or higher than only 1.3% of districts in the state.
- On Progress Toward Graduation, Bayfield High School was the same or higher than 11.7% of schools in the state.
- 62% of students are “economically disadvantaged” and 23% are students with disabilities.

Chronic absenteeism is a key factor in low attainment and reflects the multiple impacts of poverty and trauma such as poor health, substance use, poverty, mental health challenges and family instability. These impacts are reflected in the results of the **2021 Youth Risk Behavior Survey** for Bayfield High School:

- 72% of females and 36% of males had experienced anxiety; 63% of females and 18% of males had experienced depression; and 66% of females and 15% of males intentionally self-harmed themselves.
- 19% of respondents reported having at least one drink in the past 30 days, 41% reported using marijuana and 11% reported misusing pain medications.

These statistics present an alarmingly higher rate among Red Cliff tribal youth than the national

averages reported by the CDC for youth ages 12-17.

The complexity of these issues requires consistent, coordinated efforts and effective relationships between all levels of the education system. Expanding and strengthening the Tribal Education Agency through formalized agreements with the LEA and SEA creates the framework for greater cooperation in ways that will benefit Red Cliff children and their community, as the Tribal Education Agency is the critical link, the intermediary between tribal families who want the best for their children, the Bayfield School District and the state Department of Public Instruction.

The reclaiming, teaching, sharing, and preservation of Ojibwe language and culture are essential to the successful future of the Red Cliff people. Recent data sets indicate that 77% of Red Cliff residents speak little or no traditional language, 71% understand little or none, and fewer than 10% have only a fair understanding. Despite these current statistics, data indicates overwhelming community support to improve language learning opportunities at Red Cliff, and to attain a high level of Ojibwemowin fluency as a long-term community goal.

As with many other rural communities, Red Cliff is also facing an addiction crisis that has had debilitating effects. The Red Cliff Tribal Council declared a State of Emergency in June 2018, identifying methamphetamine, amphetamine, opioid, cannabis, and alcohol use and abuse as a serious threat to socioeconomic wellness. The Red Cliff Alcohol and Other Drug Abuse (AODA) Tribal Action Plan seeks to address these trends by expanding cultural knowledge to further self-efficacy and resiliency in Red Cliff youth and adults, increasing AODA prevention measures, and reducing rates of depression, anxiety, and self-harm.

A growing body of research has identified language use and revitalization and the practice of cultural traditions as protective factors and predictors of wellness within indigenous populations.

The research confirms the lived experience within our community and is a foundation for the purposeful steps toward developing an *Ojibwe language immersion school* by 2025. This has most recently been supported by the Center for Disease Control who is funding the Tribal Practices for Wellness in Indian Country, of which Red Cliff is a grant recipient. This project reinforces that cultural practices and teachings strengthen health, wellness, sustenance and sustainability to strengthen individual and community wellbeing.

This project will ensure that underrepresented groups of Native American youth and adults have access to employment and training opportunities, unique education and culturally related academic needs, and that the Tribe, State and Education partners come together to support long-term self-determination efforts through systemic change.

2. Collaboration of appropriate partners

The Red Cliff Education Division Administrator will lead the collaboration efforts with partners throughout this project period and beyond. Collaborations with other area tribes and tribal organizations, including the Bad River and the Lac Courte Oreilles (LCO) Bands of Lake Superior Chippewa, reflect historic relationships. This project will work closely with the Bad River Education Department, LCO Ojibwe University (Red Cliff outreach site and main campus in Hayward, WI), Northland College and Northwoods Technical College (Ashland, WI), University of Minnesota Duluth, Northwest CEP (WI Department of Workforce Development), WI Indian Education Association, and the Northwest Wisconsin Workforce Investment Board. Parent and community groups will also be imperative partners throughout the development of workforce and education goals and planning for the tribe.

The Red Cliff Ojibwemowin Trainees Program is a collaboration between the Red Cliff Tribal Historic Preservation Office (THPO), Red Cliff Education Department (employs Instructor

Martin Powless and Trainees), School District of Bayfield, Bad River Education Department, LCO Ojibwe University's Dr. Migizi Michael Sullivan, and Midwest Indigenous Immersion Network Executive Director and former Waadookodaading Immersion School Instructor Dustin Gimiwan Burnette. These relationships are key to the effectiveness of this project and goals.

In Spring of 2021, this group completed an application to the Administration for Native Americans (ANA) and Red Cliff was notified in September 2021 of its successful award. Since then, this group has been meeting monthly to evaluate the Trainees Program and plan for an Ojibwemowin Immersion School Program once the ANA grant ends in July 2024.

THPO has taken the lead coordinating with the Bad River Education Department to establish a Memorandum of Understanding between the two Tribal governing bodies. The THPO commits office space, supervision of the Project Director, resources, and leadership/planning to make the project successful.

The Red Cliff Education Department covers the cost of two full-time Trainees in the current ANA cohort. The Education Department will not be providing funds for the DOE STEP cohort but will remain involved in the evaluation and planning of the Immersion Program and TEA goals of the Tribe.

The School District of Bayfield is the only Local Education Agency serving the Red Cliff jurisdiction. They are committed to pursuing the activities necessary to address the needs of tribal youth including data collection, program planning, investment of financial resources and time, and working together to improve the systems and policies that support public education in the School District of Bayfield. They also are a link to other LEAs and educational resources such as the Cooperative Education Service Agency #12, WI Association of School Boards, WI Indian Education Association, and higher education institutes.

Waadookodaading, an immersion school in Hayward, WI, and Misaabekong in Duluth, MN, have been supportive education partners in the effort to build more proficiency in the Red Cliff and Bad River communities and starting an immersion school. They offer lessons learned, policies and forms, training and operations plans, and welcome the current Trainees to visit their sites regularly. They will continue to work with Red Cliff through the DOE STEP project in the same capacities.

The Midwest Indigenous Immersion Network's Executive Director (serving WI, MN and MI) will remain engaged with Red Cliff through this project as a contractor for assessments, supplemental learning and planning. He offers deep knowledge of regional efforts to preserve and sustain Ojibwemowin, along with an ability to champion and focus on building sustainability through the training programs. His involvement with the program is vital to the effectiveness and long-term goals of immersion programming.

Lac Courte Oreilles University will remain engaged in this project as the local higher education institute located on the Red Cliff reservation. They will continue their support of developing high quality Ojibwemowin Immersion Teacher degree programs and the data collected from this project will support that.

Red Cliff local elders and tribal members, cultural teachers, tribal staff, and Tribal Council members will also remain involved in planning efforts including on-going evaluation of the Trainee and Teacher Program.

The WI Department of Public Instruction has expressed commitment to this project and is a key partner for developing long-term system change. This project will provide opportunities to address key elements of Wisconsin Act 31 such as eminence credentialing and licensing, education standards and curricula, and funding. Enacted in 1989, Act 31 represents efforts from

state and tribal leaders to require instruction in the history, culture, and tribal sovereignty of the eleven federally recognized American Indian nations and tribal communities in Wisconsin public school districts. The Department remains committed to supporting unique educational initiatives and Indigenous immersion programming.

C. Adequacy of Resources

1. Adequacy of support from applicant organization

Red Cliff will provide adequate and appropriate facilities, equipment and supplies for project success. The project staff will have offices within the Tribal Historic Preservation Office Building located at 36750 State Hwy 13 N. in Red Cliff. This is a modular building with 6 [12x12 ft] office spaces, a large meeting area with A/V connections for virtual gathering, a kitchen area and restrooms. It has adequate parking and accessibility. Red Cliff has an approved cost pool style Facility Maintenance rate (FY23 rate is 10.56%) that covers the costs of ensuring efficient, effective and fiscally sound operations of facilities, including office space, routine building and exterior maintenance, custodial and supplies, utilities, insurances, fire and safety systems, and ADA compliance. FM expenses are represented in the budget annually.

Additional resources budgeted for procurement that Red Cliff will dedicate to this project are computers that will be procured with the assistance of the IT Department and DOE STEP grant funds. Supplies for cultural events and activities that support supplemental training needs will be covered by DOE grant funds. Supplies will be inventoried and stored at the offices of the Administrator, Director, Instructor in Training and Trainees. Office furniture will be purchased with DOE STEP funding. The Project Director will utilize tribal procurement procedures to work with vendors that typically provide these items such as Office Depot.

2. Adequacy of budget to support the proposed project

The budget narrative is attached to the application as a single document. This document provides itemized justification for each year, calculations, and the basis for the estimates.

The 60-month project budget reflects all the necessary resources and time required to complete the project objectives and goals. Personnel are represented based on effort and funding needed and using resources efficiently including cost-sharing (not duplicative). Professional services are contracted where appropriate (assessments and instructors) and follow procurement requirements in 2 CFR.318 through 200.326 unless exceptions apply. Travel costs are described in detail based on recent costs and analysis of travel experiences (when to fly, where from, when to drive, mileage verses tribal vehicle and fuel purchase, who should travel and why, cultural significance, necessary and reasonable). Supplies were thought to be very intentional and necessary for the project outcomes annually and support the resources needed of the staff to perform their duties. Costs are based on an average of \$20 per item/gift/supply with more in year one to support the full project period. Supplemental training is a necessary expense and is reflected accordingly in the budget to support various needs that cannot be provided directly by the Instructor and/or Instructor-in-Training. The rate used is \$500 per day for these costs plus materials and expenses. The project will cover up to 50 days annually of supplemental instruction to meet the proposed goal for annual training hours. To complete the written agreement with the SEA, LEA and TEA, the resources needed were planned out with thoughtful consideration of cultural values (in-person preference, gifts, refreshments, travel expenses, space rental, and other costs that may arise) to ensure the Education Division Administrator and parties can come together for meaningful work. Most of this work will occur in year one and will wean back in years 2-5 of the project period from use of DOE STEP funds. Facility Maintenance costs are

reflected in the budget at the approved rate and include necessary and reasonable direct expenses that cover the office space needs of staff.

The budget does not exceed the statutory limitation for direct administrative costs. The only costs Red Cliff considers direct administrative are 10% of the Project Director wages/fringe and Director travel to grantee meeting. All other costs are direct program costs.

Red Cliff is awaiting their approved FY23 Indirect Cost Rate from the U.S. Department of the Interior. The budget reflects the approved (expired 9/30/2022) rate of 20.43% to ensure that when the rate is approved that these costs are budgeted. If awarded and the FY23 or FY24 rate is not yet approved, Red Cliff understands that a temporary rate of 10% may be used while negotiations occur.

3. Potential for continued support and commitment of appropriate entities

Within this proposal, the **TEA/Education Division Administrator is a cost-shared position with high potential for continued support after Federal funding ends.** As a key player in the Workforce Development planning process, we expect that this position will ultimately be at least partially, if not fully, funded through programs that come in under P.L. 102-477, the Indian Employment, Training and Related Services Demonstration Act of 1992. Red Cliff is currently exploring options for taking this authority, which will enable Red Cliff to integrate Federal employment, training, and related services programs into a single program with a single budget. Currently, in the absence of an organizational “home” or leader/champion for the 477 process, forward momentum has been slow. STEP funding for the Education Division Administrator would provide timely support for this planning process which would ultimately result in a self-sustaining position. As such, STEP funding would represent a significant step toward tribal sovereignty and self-determination in education.

There also is a **high level of support from the community and project partners, including the LEA and SEA, for the Ojibwe Language Teacher Training Program**. The 13 Wisconsin Ojibwe-speaking tribes all have the same goal of working together and sharing every resource available to further the revitalization and sustainability of the Ojibwe language. For the current language trainee program, Red Cliff has partnered with the nearby Bad River Band of Lake Superior Chippewa who initiated their language trainee program one year prior. There are precious few fluent Ojibwe speakers who are qualified to teach in such a program; sharing the cost of the instructor and other resources doubles the reach of the program.

The proposed project addresses the immediate need for **licensed** elementary school teachers who are fluent in Ojibwe and trained to teach elementary subjects in a language immersion setting. Red Cliff has initiated planning for an Ojibwe language immersion school which would be ready to accept students in Fall 2024 or 2025. The vision is for a K-5 school, beginning with K-1 and adding one grade every year; whether the school would be a tribal program, a charter school, an alternative school model within the Bayfield School District (LEA), or some another format has yet to be determined. The purpose of the Language Immersion Teacher Training program is to prepare a teaching cohort by building Ojibwe language proficiency and language immersion pedagogy.

Red Cliff parents and Bayfield School administration share a keen interest in developing such a school. The desire to raise children fluent in Ojibwemowin is so strong among some community members that they have enrolled their children at Waadookodaading, an immersion program on the Lac Courte Oreilles Reservation nearly 1.5 hours away. 80% of the Bayfield student body are Red Cliff Tribal members, as are several school staff and the District Administrator. With the close working relationship between the tribe and the LEA, the placement

of a language immersion charter or alternative school within the Bayfield School District seems promising and would greatly add to the long-term sustainability of the endeavor.

Although it is unlikely that Red Cliff would be in a financial position to sustain a teacher training program of this magnitude on its own at any time in the near future, there is great value in developing a replicable teacher training model that can readily be adopted by colleges that prepare pre-service teachers and supported by the state Department of Public Instruction as a teacher certification or professional development option.

A key Red Cliff partner, Lac Courte Oreilles Ojibwe University, located in Hayward, WI and with a satellite campus at Red Cliff, is developing a teacher preparation program and currently offers a Bachelor of Science in Early/Middle Childhood Education. Adding an Ojibwe immersion teacher training track to their Education offerings would be a natural fit, especially considering that Lac Courte Oreilles is home to Waadookodaading, one of the few Ojibwe language immersion schools in the US and, at twenty years, is the longest standing.

D. Quality of Management Plan

Tribal Education Division (ED) Administrator is a full-time 40-hour per week position with benefits. This position will have oversight and responsibility for all programs within the Education Division. In addition to supervising all Department Directors within the Division, they will provide leadership in developing the Tribal Education Division by facilitating or coordinating planning, community engagement, assessments, reporting, and relationships with education partners. **In year one they will spend approximately 50% of their time on DOE STEP grant goals and objectives.** Accordingly, 50% of the position will be funded by the STEP grant.

It is anticipated that by the end of the first year, the Ojibwe Language Teacher Trainee

program will be fully operational requiring less direct oversight from the ED Administrator, and the written agreement will be completed with strategies and roles distributed accordingly. **As such, in years two through five of the project period, the ED Administrator will spend approximately 25% of their time on the DOE STEP goals and objectives.** DOE STEP funding will be allocated at this level.

The STEP Project Director is a full-time 40 hours per week position with benefits. **100% of their time and effort will be spent toward accomplishing project goals and objectives and they will be the principal investigator.** In year one, only 24% of their funding will be from DOE because the position is already funded with other program funds to coordinate this work and this grant will be added to their duties. Similarly, in years two through five, they will be 50% funded from the DOE grant while other tribal funds dedicated to the Ojibwe Language Teacher Training project will provide the remaining 50%.

The Project Director will be responsible for coordinating the Ojibwe Language Teaching and Training Program. They will directly supervise Trainees and the Instructor in Training and provide grant management for the DOE STEP grant. They will coordinate with the Instructor to have individualized professional plans with all Trainees and coordinate site visits, supplemental training, ordering supplies, assessments of Trainees, and financial and legal (contracts) management associated with the program.

Approximately 10% of the Project Director's time will be spent on direct administrative duties to meet the grant management requirements including all post-award reporting. All duties directly coordinating the Ojibwe Language Trainees program are considered direct costs.

The STEP Ojibwe Instructor-in-Training is a full time 40-hour per week tribal position who will provide instruction in the Red Cliff Ojibwe Language Trainees Program. **100% of this**

position's time and effort will be toward project goals and objectives. Because there is existing funding already allocated to this position, in year one, only 25% of their funding will come from the DOE STEP grant and the remainder will be funded from other tribal sources. In years two through five, 100% of the Instructor-in-Training position will be funded through the DOE STEP grant.

The Instructor-in-Training will be responsible for developing all lesson plans, curriculum identification, appropriate methods of instruction as demonstrated by proficiency and other examinations of Trainees. They will assist the Project Director in developing individualized professional plans for each Trainee, coordinating supplemental training activities and sessions, attending required training for their own development and Ojibwe language growth, and participate in Red Cliff Language preservation and maintenance planning efforts. This position will require an Ojibwe language proficiency rating above "intermediate high" to be considered.

The Instructor-in-Training will complete the final stretch of their training program in year two of this project period to be an Instructor on his own in years 3-5+. During years one and two, Red Cliff will cost-share an Instructor, Martin Powless, with the Bad River Education Department, to ensure the Instructor-in-Training, Mark Gokee, is fully prepared/trained and his Ojibwemowen proficiency is at a level determined ready to instruct on his own. Mr. Gokee's training will also include supplemental learning individualized to his level of need and is therefore represented in the budget separate from the larger supplemental training funds.

STEP Ojibwe Language Teacher Trainees are full-time, 40-hour per week tribal employees. **100% of Teacher Trainees' time and effort will be toward accomplishing project goals and objectives.** Trainees will be funded 100% with DOE STEP funds. Trainees 1 & 2 will be full-time employees for the first three years of this project period, after which they will

transition to a direct service teacher position within the Immersion Program and will not be supported by this DOE grant funding. Trainees 3 & 4 will be full-time employees for the fourth and fifth years of the project period.

Trainees will participate in the cohort training model under daily instruction utilizing different curriculums and resources, guest teachers, site visits to immersion programs, and supplemental trainings to support their development to become fluent Ojibwe Language immersion elementary education teachers. Priority will be given to applicants who have existing teaching experience or education higher education degrees. These are not entry-level trainee positions--the goal of their participation will be expand their fluency and cultural knowledge for the future Ojibwe Language Immersion Program.

The Tribal Historic Preservation Officer will provide direct oversight of this project as the Department Director. They will supervise the Project Director, support strategic direction and planning, ensure program compliance, and serve as the delegate Project Director in the absence of the Project Director. This is a full time paid position, and their regular duties will include oversight of this project and no DOE funding will be allocated toward the position. They will spend approximately 4 hours per week in their oversight role performing reflective supervision, monitoring budgets, handling personnel matters, and providing guidance and leadership to the Project Director.

The Red Cliff Education Department Director will work closely with the Education Division Administrator to enhance the Tribal Education Agency and complete the written agreement between the LEA, SEA and TEA. They will participate in planning, project evaluation, and serve as a link between the Tribal and non-tribal programs to develop tribal educational goals and strategies. This is a full time position, and no DOE funding will be

allocated toward the position. They will participate in this project as a part of their regular duties.

Other key staff/agencies that will have time commitments to ensuring the goals and objectives of this project are met include the **School District of Bayfield and the WI Department of Public Instruction** —not funded by DOE but show commitment through their letters and participation in planning. **Bad River Education Department (DOE funds cost-share Instructor in years one and two), Waadookodaading, Misaabekong and MIIN** are also key partners who are providing time commitments, some of which will be compensated with meeting hospitality and/or supplemental instruction or assessment consultants in the DOE budget.

E. Quality of Project Personnel

1. Applicant encourages applications from traditionally underrepresented groups.

Building language proficiency within our community is a very high priority and is one of the two goals for the proposed project. In the current Ojibwe Language Teaching and Training program, all Project staff and trainees are tribal members and it is anticipated that this will continue to be the case in any future iterations of the training program.

The decision to hire the Trainees as full-time Tribal employees reflects the Tribal Council's commitment to the project goal and addresses several of the barriers to learning identified in multiple community surveys, including lack of time and lack of resources. To participate in an intensive language training program for over two years requires a high level of sustained commitment that is difficult when balancing job and family responsibilities. By intentionally building in a wage and time for study and practice, this approach addresses two major barriers. Each cohort member will be offered the full benefits package available to Tribal employees.

Red Cliff Human Resources policy will be implemented for hiring project staff. Red Cliff follows an official policy of equal employment opportunity and advancement toward all

demonstrable knowledge of Ojibwe language, culture and history, reflected in application materials and during the interview. The Project Director will be responsible for supervising the trainees, coordinating the training program, ordering supplies, maintaining communication with partners, monitoring budgets, federal reporting, coordinating outreach, and organizing travel and trainings.

[REDACTED]

The Tribal Historic Preservation Office (THPO), a Department under Tribal Administration, is directed by [REDACTED] has served in this role since 2018. [REDACTED] is a Red Cliff tribal member with the knowledge and experience to have oversight of this project, supervise the Project, and serve as the Project Director in Joe's absence. He is directly responsible for the tribe's duty in fulfilling the National Historic Preservation Act Section 106 reviews, and Anishinaabe language and culture event and resource coordination. [REDACTED] is a much sought-after cultural consultant, and regularly provides cultural guidance and leadership to Midwest tribal nations, tribal departments, Chippewa Federation, School District of Bayfield, colleges and universities, and community organizations. He is a former Vice Chairman (3 years) and at-large member (8 years) of the Red Cliff Tribal Council and is highly knowledgeable of the tribe's cultural priorities and strategic direction.

[REDACTED] has successfully managed programs and grants acquired through the Wisconsin Humanities Council, National Park Service Tribal Historic Preservation Office, National Park Service Tribal Heritage Grant, Administration for Children and Families (ACF) and Administration for Native Americans (ANA), Apostle Islands Area Community Foundation, and many inter-tribal programming initiatives. He has a wealth of experience with grant management platforms including grantsolutions.gov, grants.gov, and others, and is knowledgeable in tribal

financial and procurement policies, communication procedures, human resource policies, and legal processes, and has maintained longstanding relationships with many well-respected and notable Anishinaabe elders and teachers.