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Applicant: Hannahville Indian Community
Application Number: NL14000917
Project Title: Penothiyek mine dbenwe wdenwemagnewan e bodewadimwat
(Children and their Families Speaking Potawatomi): Language Apprentice
Families in Tribal Early Childhood Education
Status: Awarded

Online Forms

1. SF-424A Budget Information - Non-Construction
2. SF-424 Application for Federal Assistance Version 2
 - (Upload #1): BudgetNarrativeAttachments-Attachments-1234-File2_Budget_Detail_Justification_Hannahville_4.15.14.pdf
 - (Upload #2): OtherNarrativeAttachments-Attachments-1235-File3_Attachments_Hannahville_4.15.14.pdf
 - (Upload #3): ProjectNarrativeAttachments-Attachments-1236-File1_ProjectNarrative_Hannahville_4.15.14.pdf
 - (Upload #4): Form ANA_ObjectiveWorkPlan-V1.0.pdf
 - (Upload #5): Form GG_LobbyingForm-V1.1.pdf
 - (Upload #6): Form PerformanceSite_1_4-V1.4.pdf
3. SF-424B Assurances - Non-Construction
4. SF-LLL Disclosure of Lobbying Activities

Additional Information to be Submitted

1. Revised OWP

Note: Upload document(s) printed in order after online forms.

DISCLOSURE OF LOBBYING ACTIVITIES

Approved by OMB

0348-0046

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
 (See reverse for public burden disclosure.)

1. Type of Federal Action: <input type="checkbox"/> a. contract <input type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. Report Type: <input type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change For Material Change Only: year _____ quarter _____ date of last report _____
4. Name and Address of Reporting Entity: <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known: <u>Congressional District, if known:</u>	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: <u>Congressional District, if known:</u>	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable: 93.587	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant <i>(if individual, last name, first name, MI):</i>	b. Individuals Performing Services <i>(including address if different from No. 10a)</i> <i>(last name, first name, MI):</i>	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.		Signature: _____ Print Name: _____ Title: _____ Telephone No.: _____ Date: _____
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**DISCLOSURE OF LOBBYING ACTIVITIES
CONTINUATION SHEET**

Reporting Entity: _____ Page 2 of 2

BUDGET INFORMATION - Non-Construction Programs**SECTION A - BUDGET SUMMARY**

Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1. ANA Language Preservation	93.587			\$120,715.00	\$30,222.00	\$150,937.00
2.						
3.						
4.						
5. Totals				\$120,715.00	\$30,222.00	\$150,937.00

SECTION B - BUDGET CATEGORIES

6. Object Class Categories	GRANT PROGRAM, FUNCTION OR ACTIVITY				Total (5)
	(1) ANA Language Preservation	(2)	(3)	(4)	
a. Personnel	\$49,521.00	\$11,715.00			\$61,236.00
b. Fringe Benefits	\$16,858.00	\$9,707.00			\$26,565.00
c. Travel	\$13,600.00				\$13,600.00
d. Equipment					
e. Supplies	\$14,400.00				\$14,400.00
f. Contractual					
g. Construction					
h. Other	\$4,780.00	\$3,700.00			\$8,480.00
i. Total Direct Charges (<i>sum of 6a-6h</i>)	\$99,159.00	\$25,122.00			\$124,281.00
j. Indirect Charges	\$21,556.00	\$5,100.00			\$26,656.00
k. TOTALS (<i>sum of 6i and 6j</i>)	\$120,715.00	\$30,222.00			\$150,937.00
7. Program Income					

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Prescribed by OMB Circular A-102

SECTION C - NON-FEDERAL RESOURCES

	(a) Grant Program	(b) Applicant	(c) State	(d) Other Sources	(e) TOTALS
8.	ANA Language Preservation and Maintenance	\$30,222.00			\$30,222.00
9.					
10.					
11.					
12. TOTAL (sum of lines 8-11)		\$30,222.00			\$30,222.00

SECTION D - FORECASTED CASH NEEDS

13. Federal	Total for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
	\$120,715.00	\$34,806.00	\$28,636.00	\$28,636.00	\$28,637.00
14. Non-Federal	\$30,222.00	\$7,555.00	\$7,555.00	\$7,556.00	\$7,556.00
15. TOTAL (sum of lines 13 and 14)	\$150,937.00	\$42,361.00	\$36,191.00	\$36,192.00	\$36,193.00

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

(a) Grant Program	FUTURE FUNDING PERIODS (Years)			
	(b) First	(c) Second	(d) Third	(e) Fourth
16. ANA Language Preservation and Maintenance	\$116,868.00	\$119,949.00		
17.				
18.				
19.				
20. TOTAL (sum of lines 16-19)	\$116,868.00	\$119,949.00		

SECTION F - OTHER BUDGET INFORMATION

21. Direct Charges:	22. Indirect Charges: Calculated as a percentage of wages only.
23. Remarks:	

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	* TITLE
Jill Beaudo	Tribal Chairperson
* APPLICATION ORGANIZATION	* DATE SUBMITTED
Hannahville Indian Community	04/14/2014

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Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New		
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)	
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision		
* 3. Date Received:		4. Applicant Identifier:	
04/14/2014			
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: Hannahville Indian Community			
* b. Employer/Taxpayer Identification Number (EIN/TIN):		* c. Organizational DUNS:	
382008182		0301882880000	
d. Address:			
* Street1:	N14911 Hannahville B-1 Road		
Street2:			
* City:	Wilson		
County:			
* State:	Michigan		
Province:			
* Country:	UNITED STATES		
* Zip / Postal Code:	49896-9612		
e. Organizational Unit:			
Department Name:	Division Name:		
f. Name and contact information of person to be contacted on matters involving this application:			
Prefix:	Ms.	* First Name:	Jill
Middle Name:			
* Last Name:	Beaudo		
Suffix:			
Title:	Resource Developer		
Organizational Affiliation:			
* Telephone Number:	906-723-2625	Fax Number:	906-466-2001
* Email:	jillbeaudo@hannahville.org		

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

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:**

Administration for Children and Families - ANA

11. Catalog of Federal Domestic Assistance Number:

93.587

CFDA Title:

Promote the Survival and Continuing Vitality of Native American Languages

*** 12. Funding Opportunity Number:**

HHS-2014-ACF-ANA-NL-0778

* Title:

Native American Language Preservation and Maintenance

13. Competition Identification Number:

HHS-2014-ACF-ANA-NL-0778

Title:

Native American Language Preservation and Maintenance - P&M

14. Areas Affected by Project (Cities, Counties, States, etc.):*** 15. Descriptive Title of Applicant's Project:**Penothiyek mine dbenwe wdenwemagnewan e bodewadmimwat (Children and their Families Speaking Potawatomi):
Language Apprentice Families in Tribal Early Childhood Education

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project:

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="120715"/>
* b. Applicant	<input type="text" value="30222"/>
* c. State	<input type="text" value="0"/>
* d. Local	<input type="text" value="0"/>
* e. Other	<input type="text" value="0"/>
* f. Program Income	<input type="text" value="0"/>
* g. TOTAL	<input type="text" value="150937"/>

* 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.)

Yes No

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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Prescribed by OMB Circular A-102

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

Upload #1

Applicant: Hannahville Indian Community
Application Number: NL14000917
Project Title: Penothiyek mine dbenwe wdenwemagnewan e bodewadmimwat
(Children and their Families Speaking Potawatomi): Language Apprentice
Families in Tribal Early Childhood Education
Status: Awarded
Document Title: BudgetNarrativeAttachments-Attachments-1234-
File2_Budget_Detail_Justification_Hannahville_4.15.14.pdf

ANA Language Budget Line Item Detail
Hannahville Indian Community - YEAR 1

<u>CATEGORY</u>	<u>FEDERAL REQUEST</u>	<u>APPLICANT MATCH</u>	<u>TOTAL</u>
PERSONNEL			
Project Coordinator - 1.0 FTE	\$ 43,041	\$ -	\$ 43,041
Project Assistant - .50 FTE	\$ 6,480	\$ -	\$ 6,480
<i>Early Childhood Lang. Instructor-Inkind .40 FTE</i>	\$ -	\$ 11,715	\$ 11,715
TOTAL PERSONNEL	\$ 49,521	\$ 11,715	\$ 61,236
FRINGE BENEFITS			
Project Coordinator - 1.0 FTE	\$ 16,050	\$ -	\$ 16,050
Project Assistant - .50 FTE	\$ 808	\$ -	\$ 808
<i>Early Childhood Lang. Instructor-Inkind .40 FTE</i>	\$ -	\$ 9,707	\$ 9,707
TOTAL FRINGE BENEFITS	\$ 16,858	\$ 9,707	\$ 26,565
TRAVEL			
Mandatory Post Award	\$ 2,500	\$ -	\$ 2,500
Mandatory Annual Grantee Meeting	\$ 4,000	\$ -	\$ 4,000
Travel for Weekly Language Classes	\$ 4,900	\$ -	\$ 4,900
Travel for Onsite Immersion Training	\$ 2,200	\$ -	\$ 2,200
TOTAL TRAVEL	\$ 13,600	\$ -	\$ 13,600
EQUIPMENT - NONE			
SUPPLIES			
General Office and Meeting Supplies	\$ 2,100	\$ -	\$ 2,100
Language Class Materials	\$ 3,500	\$ -	\$ 3,500
Laptop Computer for Project Coordinator	\$ 2,600	\$ -	\$ 2,600
Software for eLearning Lessons	\$ 1,700	\$ -	\$ 1,700
SmartBoard for Preschool Classroom	\$ 4,500	\$ -	\$ 4,500
TOTAL SUPPLIES	\$ 14,400	\$ -	\$ 14,400
CONTRACTUAL - NONE			
CONSTRUCTION - NONE			
OTHER			
Consultant Fee for Fluent Speakers for Immersion	\$ 2,000		\$ 2,000
Consultant for Independent Evaluator	\$ 2,500		\$ 2,500
<i>Office/Meeting Space</i>	\$ -	\$ 3,700	\$ 3,700
Mileage for Staff to meet with Fluent Speakers	\$ 280		\$ 280
TOTAL OTHER	\$ 4,780	\$ 3,700	\$ 8,480
TOTAL DIRECT COSTS	\$ 99,159	\$ 25,122	\$ 124,281
TOTAL INDIRECT COSTS	\$ 21,556	\$ 5,100	\$ 26,656
TOTAL PROJECT COSTS	\$ 120,715	\$ 30,222	\$ 150,937

ANA Language Budget Narrative Justification
Hannahville Indian Community - YEAR 1

Object Class Categories	Federal Request	Applicant Match	Total Budget
a. Personnel			
1. Language Project Coordinator - Dawn Hill (1.0 FTE) (\$20.69 per hour x 2080 hours) This position possesses advanced computer skills, including online & mobile course development, audio and video editing, education program management, curriculum & language materials development skills, and knowledge and experience with the Potawatomi Language and language preservation efforts.	43,041	-	43,041
2. Language Project Administrative Assistant - Open (.50 FTE) (\$9.00 per hour x 720 hours) Estimated start date is Month 3 of Year 1. This position will work directly with the Coordinator to assist in the development of materials, completing language project objectives, maintaining data and learning the language.	6,480	-	6,480
3. Early Childhood Language Instructor-Cynthia Burns (.40 FTE) (\$14.08 per hour x 832 hours) - INKIND This position will prepare daily language lessons for the early childhood and preschool students, will assist in team teaching parent/family language lessons and record language content for parent/family language lessons.	-	11,715	11,715
Subtotal Personnel	49,521	11,715	61,236

Personnel includes the salary of a full time Language Project Coordinator. The Language Project Coordinator has extensive experience with previous ANA Langauge projects and will be available immediately upon award notification to begin work on this project. The Project Coordinator will oversee all grant activtities and will ensure that all objectives are met and outcomes are recorded. In addition, to successfully complete the project as designed we are requesting funds for an administrative support staff for 20 hours per week. This person will assist in completing language project objectives and activities by providing clerical and administrative support as well as participate in learning the Potawatomi language. The budget amount calculates a 3% cost of living increase per year to the annual salary of both positions. Also included as inkind match in this line is 40% of our early childhood/preschool language instructor. This position will deliver daily lessons to the target audience within the early childhood programs and will work with the ANA Project Staff to prepare materials, record language content and teach parent/family language lessons. This person will also begin working on the project immediately upon award notice.

b. Fringe			
1. Fringe for Language Coordinator (1.0 FTE)	16,050	-	16,050
<i>FICA</i> 3293			
<i>MESC</i> 430			
<i>Health (SI)</i> 10792			
<i>Work.Comp</i> 103			
<i>Life</i> 78			
<i>401K</i> 1291			
<i>Drug</i> 62			
2. Fringe for Language Assistant (.50 FTE)	808	-	808
<i>FICA</i> 496			
<i>MESC</i> 65			
<i>Work.Comp</i> 22			
<i>401K</i> 194			
<i>Drug</i> 31			

ANA Language Budget Narrative Justification
Hannahville Indian Community - YEAR 1

<u>Fringe Continued</u>	<u>Federal Request</u>	<u>Non-Federal Share</u>	<u>Total Budget</u>
3. Fringe for Early Childhood Instructor (.40 FTE - inkind)	-	9,707	9,707
<i>FICA</i> 896			
<i>MESC</i> 117			
<i>Health (TI)</i> 8258			
<i>Work.Comp</i> 28			
<i>Life</i> 31			
<i>401K</i> 351			
<i>Drug</i> 25			
Subtotal Fringe	16,858	9,707	26,565

Fringe benefits include; FICA, Unemployment, Health Coverage, Workers Compensation Insurance, Life Insurance, Retirement (3% of annual salary), Drug Testing, and Employee Assistance Services. These benefits are based on actual expenses; health insurance costs are individually calculated based on each employee's situation as it relates to coverage levels of single, 2-person or family coverage. Full health coverage is offered to only full time employees and is without discrimination of coverage levels based on family size, which results in different costs for each employee.

c. Travel

1. Mandatory Post Award Mtg. (Regional) (2 staff - 2 days - 2 nights) Airfare/Mileage, Lodging and Per Diem amount budgeted per RFP requirements	2,500	-	2,500
2. Mandatory Annual Grantee Meeting, Washington DC (2 staff - 3 days - 2 nights) Airfare, Lodging and Per Diem amount budgeted per RFP requirements	4,000	-	4,000
3. Mileage for Hannahville School Language Instructor/s to travel weekly during school year to attend advanced language classes with first language fluent speakers (Forest County Potawatomi) at Crandon, WI. This training advances local language teachers' knowledge for teaching weekly conversational language to parents and teachers of early childhood education programs. 35 trips x 250 miles/trip x .56/mile = \$4900	4,900	-	4,900
4. Mileage and Lodging for Fluent Speakers to come onsite for monthly immersive language training with Parents and Teachers of Early Childhood Students. (10 trainings at 1/2 day and 1 nights for each training) Mileage: (10 trips x 250 miles/trip x \$.56/mile = \$1400) Lodging: (1 night/training x 10 x 1 room x \$80/room = \$800)	2,200	-	2,200

Subtotal Travel	13,600	-	13,600
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d. Equipment

None

ANA Language Budget Narrative Justification
Hannahville Indian Community - YEAR 1

	Federal Request	Non-Federal Share	Total Budget
e. Supplies			
1. General Office and Meeting Supplies (Paper, binders, print cartridges, file folders, CDs, DVDs)	2,100	-	2,100
2. Language Class Material Expenses for Parents and Teachers of Early Childhood Students DVD's and text-based hard copies of lessons and storybooks (Education materials for classes - \$3,500)	3,500	-	3,500
3. Laptop Computer for Language Coordinator MAC Book Pro-with software to allow for video editing, electronic textbook creation, and creating language materials	2,600	-	2,600
4. Software - Adobe Captivate and Articulate Storyline Adobe Captivate - \$300; Articulate Storyline \$1400 software to allow full interactive course content authoring to public elearning language courses to multiple formats.	1,700	-	1,700
5. SmartBoard SB680 for Preschool Classroom - for daily interactive language lessons and stories developed for this grant project - \$4,500	4,500	-	4,500
Subtotal Supplies	14,400	-	14,400
f. Contractual	None		
g. Construction	None		
h. Other			
1. Consultant Fee for Fluent Speakers to conduct monthly immersive language training with Parents and Teachers of Early Childhood Students (Each session will include 3 hours of instruction and 1 hour of prep) \$50 per hour x 4 hours per session x 10 Trainings = \$2000	2,000	-	2,000
2. Consultant Fee for Independent Evaluator	2,500	-	2,500
3. Office/Meeting Space for Staff and Training Space (500 square feet of office and classroom space x \$7.40/sq. ft.)	-	3,700	3,700
4. Mileage for ANA Language Staff to meet with Fluent Speakers to finalize logistics of immersive language trainings with Parents and Teachers of Early Childhood students. 2 trips per year Mileage: (250 miles x .56 x 2 trips = \$280)	280	-	280
Subtotal Other	4,780	3,700	8,480
Total Direct Expenses	99,159	25,122	124,281
i. Indirect Expenses	21,556	5,100	26,656
Indirect Costs are based on our current approved rate of 43.53% of salaries only.			
Total Project Costs Year 1	120,715	30,222	150,937

ANA Language Budget Line Item Detail
Hannahville Indian Community - YEAR 2

<u>CATEGORY</u>	<u>FEDERAL SHARE</u>	<u>APPLICANT MATCH</u>	<u>TOTAL</u>
PERSONNEL			
Project Coordinator - 1.0 FTE	\$ 44,326	\$ -	\$ 44,326
Project Assistant - .50 FTE	\$ 9,641	\$ -	\$ 9,641
<i>Early Childhood Lang. Instructor-Inkind .40 FTE</i>	\$ -	\$ 12,066	\$ 12,066
TOTAL PERSONNEL	\$ 53,967	\$ 12,066	\$ 66,033
FRINGE BENEFITS			
Project Coordinator - 1.0 FTE	\$ 16,742	\$ -	\$ 16,742
Project Assistant - .50 FTE	\$ 1,187	\$ -	\$ 1,187
<i>Early Childhood Lang. Instructor-Inkind .40 FTE</i>	\$ -	\$ 10,161	\$ 10,161
TOTAL FRINGE BENEFITS	\$ 17,929	\$ 10,161	\$ 28,090
TRAVEL			
Mandatory Annual Grantee Meeting	\$ 4,000	\$ -	\$ 4,000
Travel for Weekly Language Classes	\$ 4,900	\$ -	\$ 4,900
Travel for Onsite Immersion Training	\$ 2,200	\$ -	\$ 2,200
TOTAL TRAVEL	\$ 11,100	\$ -	\$ 11,100
EQUIPMENT - NONE			
SUPPLIES			
General Office and Meeting Supplies	\$ 2,100	\$ -	\$ 2,100
Language Class Materials	\$ 3,500	\$ -	\$ 3,500
TOTAL SUPPLIES	\$ 5,600	\$ -	\$ 5,600
CONTRACTUAL - NONE			
CONSTRUCTION - NONE			
OTHER			
Consultant Fee for Fluent Speakers for Immersion	\$ 2,000	\$ -	\$ 2,000
Consultant for Independent Evaluator	\$ 2,500	\$ -	\$ 2,500
<i>Office/Meeting Space</i>	\$ -	\$ 1,850	\$ 1,850
Mileage for Staff to meet with Fluent Speakers	\$ 280	\$ -	\$ 280
TOTAL OTHER	\$ 4,780	\$ 1,850	\$ 6,630
TOTAL DIRECT COSTS	\$ 93,376	\$ 24,077	\$ 117,453
TOTAL INDIRECT COSTS	\$ 23,492	\$ 5,252	\$ 28,744
TOTAL PROJECT COSTS	\$ 116,868	\$ 29,329	\$ 146,197

ANA Language Year 2 Budget Narrative Justification
Hannahville Indian Community

Object Class Categories	Federal <u>Request</u>	Non-Federal <u>Share</u>	Total <u>Budget</u>
a. Personnel			
1. Language Project Coordinator - Dawn Hill (1.0 FTE) (\$21.31 per hour x 2080 hours) This position possesses advanced computer skills, including online & mobile course development, audio and video editing, education program management, curriculum & language materials development skills, and knowledge and experience with the Potawatomi Language and language preservation efforts.	44,326	-	44,326
2. Language Project Administrative Assistant - Open (.50 FTE) (\$9.27 per hour x 1040 hours) This position will work directly with the Coordinator to assist in the development of materials, completing language project objectives, maintaining data and learning the language.	9,641	-	9,641
3. Early Childhood Language Instructor-Cynthia Burns (.40 FTE) (\$14.50 per hour x 832 hours) - INKIND This position will prepare daily language lessons for the early childhood and preschool students, will assist in team teaching parent/family language lessons and record language content for parent/family language lessons.	- 12,066	12,066	12,066
Subtotal Personnel	53,967	12,066	66,033

Personnel includes the salary of a full time Language Project Coordinator. The Language Project Coordinator has extensive experience with previous ANA Langauge projects and will be available immediately upon award notification to begin work on this project. The Project Coordinator will oversee all grant activtities and will ensure that all objectives are met and outcomes are recorded. In addition, to successfully complete the project as designed we are requesting funds for an administrative support staff for 20 hours per week. This person will assist in completing language project objectives and activities by providing clerical and administrative support as well as participate in learning the Potawatomi language. The budget amount calculates a 3% cost of living increase per year to the annual salary of both positions. Also included as inkind match in this line is 40% of our early childhood/preschool language instructor. This position will deliver daily lessons to the target audience within the early childhood programs and will work with the ANA Project Staff to prepare materials, record language content and teach parent/family language lessons. This person will also begin working on the project immediately upon award notice.

b. Fringe

1. Fringe for Language Coordinator (1.0 FTE)	16,742	-	16,742
FICA 3391			
MESC 443			
Health (S1) 11332			
Work.Comp 106			
Life 78			
401K 1330			
Drug 62			
2. Fringe for Language Assistant (.50 FTE)	1,187	-	1,187
FICA 738			
MESC 96			
Work.Comp 33			
401K 289			
Drug 31			

ANA Language Year 2 Budget Narrative Justification
Hannahville Indian Community

	Federal Request	Non-Federal Share	Total Budget
Fringe Continued			
3. Fringe for Early Childhood Instructor (.40 FTE - inkind)	-	10,161	10,161
FICA	923		
MESC	121		
Health (T1)	8671		
Work.Comp	29		
Life	31		
401K	362		
Drug	25		
Subtotal Fringe	17,929	10,161	28,090

Fringe benefits include; FICA, Unemployment, Health Coverage, Workers Compensation Insurance, Life Insurance, Retirement (3% of annual salary), Drug Testing, and Employee Assistance Services. These benefits are based on actual expenses; health insurance costs are individually calculated based on each employee's situation as it relates to coverage levels of single, 2-person or family coverage. Full health coverage is offered to only full time employees and is without discrimination of coverage levels based on family size, which results in different costs for each employee.

c. Travel

1. Mandatory Annual Grantee Meeting, Washington DC (2 staff - 3 days - 2 nights) Airfare, Lodging and Per Diem amount budgeted per RFP requirements	4,000	-	4,000
2. Mileage for Hannahville School Language Instructor/s to travel weekly during school year to attend advanced language classes with first language fluent speakers (Forest County Potawatomi) at Crandon, WI. This training advances local language teachers' knowledge for teaching weekly conversational language to parents and teachers of early childhood education programs. 35 trips x 250 miles/trip x .56/mile = \$4900	4,900	-	4,900
3. Mileage and Lodging for Fluent Speakers to come onsite for monthly immersive language training with Parents and Teachers of Early Childhood Students. (10 trainings at 1/2 day and 1 nights for each training) Mileage: (10 trips x 250 miles/trip x \$.56/mile = \$1400) Lodging: (1 night/training x 10 x 1 room x \$80/room = \$800)	2,200	-	2,200

Subtotal Travel	11,100	-	11,100
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d. Equipment None

e. Supplies

1. General Office Supplies (Paper, binders, print cartridges, file folders, CDs, DVDs)	2,100	-	2,100
2. Language Class Expenses for Parents and Teachers of Early Childhood Students DVD's and text-based hard copies of lessons and storybooks (Education materials for classes - \$3500)	3,500	-	3,500

Subtotal Supplies	5,600	-	5,600
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ANA Language Year 2 Budget Narrative Justification
Hannahville Indian Community

		<u>Federal Request</u>	<u>Non-Federal Share</u>	<u>Total Budget</u>
f. Contractual	None			
g. Construction	None			
h. Other				
1.	Consultant Fee for Fluent Speakers to conduct monthly immersive language training with Parents and Teachers of Early Childhood Students (Each session will include 3 hours of instruction and 1 hour of prep) \$50 per hour x 4 hours per session x 10 Trainings = \$2000	2,000	-	2,000
2.	Consultant Fee for Independent Evaluator	2,500	-	2,500
3.	Office/Meeting Space for Staff and Training Space (250 square feet of office and classroom space x \$7.40/sq. ft.)	-	1,850	1,850
4.	Mileage for ANA Language Staff to meet with Fluent Speakers to finalize logistics of immersive language trainings with Parents and Teachers of Early Childhood students. 2 trips per year Mileage:(250 miles x .56 x 2 trips = \$280)	280	-	280
Subtotal Other		4,780	1,850	6,630
Total Direct Expenses		93,376	24,077	117,453
i. Indirect Expenses				
Indirect Costs are based on our current approved rate of 43.53% of salaries only.		<u>23,492</u>	<u>5,252</u>	<u>28,744</u>
Total Project Costs Year 2		116,868	29,329	146,197

ANA Language Budget Line Item Detail
Hannahville Indian Community - YEAR 3

<u>CATEGORY</u>	<u>FEDERAL SHARE</u>	<u>APPLICANT MATCH</u>	<u>TOTAL</u>
PERSONNEL			
Project Coordinator - 1.0 FTE	\$ 45,655	\$ -	\$ 45,655
Project Assistant - .50 FTE	\$ 9,930	\$ -	\$ 9,930
<i>Early Childhood Lang. Instructor-Inkind .40 FTE</i>	\$ -	\$ 12,426	\$ 12,426
TOTAL PERSONNEL	\$ 55,585	\$ 12,426	\$ 68,011
FRINGE BENEFITS			
Project Coordinator - 1.0 FTE	\$ 17,466	\$ -	\$ 17,466
Project Assistant - .50 FTE	\$ 1,222	\$ -	\$ 1,222
<i>Early Childhood Lang. Instructor-Inkind .40 FTE</i>	\$ -	\$ 10,638	\$ 10,638
TOTAL FRINGE BENEFITS	\$ 18,688	\$ 10,638	\$ 29,326
TRAVEL			
Mandatory Annual Grantee Meeting	\$ 4,000	\$ -	\$ 4,000
Travel for Weekly Language Classes	\$ 4,900	\$ -	\$ 4,900
Travel for Onsite Immersion Training	\$ 2,200	\$ -	\$ 2,200
TOTAL TRAVEL	\$ 11,100	\$ -	\$ 11,100
EQUIPMENT - NONE			
SUPPLIES			
General Office and Meeting Supplies	\$ 2,100	\$ -	\$ 2,100
Language Class Materials	\$ 3,500	\$ -	\$ 3,500
TOTAL SUPPLIES	\$ 5,600	\$ -	\$ 5,600
CONTRACTUAL - NONE			
CONSTRUCTION - NONE			
OTHER			
Consultant Fee for Fluent Speakers for Immersion	\$ 2,000	\$ -	\$ 2,000
Consultant for Independent Evaluator	\$ 2,500	\$ -	\$ 2,500
<i>Office/Meeting Space</i>	\$ -	\$ 1,850	\$ 1,850
Mileage for Staff to meet with Fluent Speakers	\$ 280	\$ -	\$ 280
TOTAL OTHER	\$ 4,780	\$ 1,850	\$ 6,630
TOTAL DIRECT COSTS	\$ 95,753	\$ 24,914	\$ 120,667
TOTAL INDIRECT COSTS	\$ 24,196	\$ 5,409	\$ 29,605
TOTAL PROJECT COSTS	\$ 119,949	\$ 30,323	\$ 150,272

ANA Language Year 3 Budget Narrative Justification
Hannahville Indian Community

Object Class Categories	Federal Request	Non-Federal Share	Total Budget
a. Personnel			
1. Language Project Coordinator - Dawn Hill (1.0 FTE) (\$21.95 per hour x 2080 hours) This position possesses advanced computer skills, including online & mobile course development, audio and video editing, education program management, curriculum & language materials development skills, and knowledge and experience with the Potawatomi Language and language preservation efforts.	45,655	-	45,655
2. Language Project Administrative Assistant - Open (.50 FTE) (\$9.55 per hour x 1040 hours) This position will work directly with the Coordinator to assist in the development of materials, completing language project objectives, maintaining data and learning the language.	9,930	-	9,930
3. Early Childhood Language Instructor-Cynthia Burns (.40 FTE) (\$14.94 per hour x 832 hours) - INKIND This position will prepare daily language lessons for the early childhood and preschool students, will assist in team teaching parent/family language lessons and record language content for parent/family language lessons.	- 12,426	12,426	12,426
Subtotal Personnel	55,585	12,426	68,011

Personnel includes the salary of a full time Language Project Coordinator. The Language Project Coordinator has extensive experience with previous ANA Langauge projects and will be available immediately upon award notification to begin work on this project. The Project Coordinator will oversee all grant activtities and will ensure that all objectives are met and outcomes are recorded. In addition, to successfully complete the project as designed we are requesting funds for an administrative support staff for 20 hours per week. This person will assist in completing language project objectives and activities by providing clerical and administrative support as well as participate in learning the Potawatomi language. The budget amount calculates a 3% cost of living increase per year to the annual salary of both positions. Also included as inkind match in this line is 40% of our early childhood/preschool language instructor. This position will deliver daily lessons to the target audience within the early childhood programs and will work with the ANA Project Staff to prepare materials, record language content and teach parent/family language lessons. This person will also begin working on the project immediately upon award notice.

b. Fringe

1. Fringe for Language Coordinator (1.0 FTE)	17,466	-	17,466
<i>FICA</i> 3493			
<i>MESC</i> 457			
<i>Health (S1)</i> 11898			
<i>Work.Comp</i> 110			
<i>Life</i> 78			
<i>401K</i> 1370			
<i>Drug</i> 62			
2. Fringe for Language Assistant (.50 FTE)	1,222	-	1,222
<i>FICA</i> 760			
<i>MESC</i> 99			
<i>Work.Comp</i> 34			
<i>401K</i> 298			
<i>Drug</i> 31			

ANA Language Year 3 Budget Narrative Justification
Hannahville Indian Community

<u>Fringe Continued</u>	Federal Request	Non-Federal Share	Total Budget
3. Fringe for Early Childhood Instructor (.40 FTE - inkind)	-	10,638	10,638
<i>FICA</i> 951			
<i>MESC</i> 124			
<i>Health (T1)</i> 9104			
<i>Work. Comp</i> 30			
<i>Life</i> 31			
<i>401K</i> 373			
<i>Drug</i> 25			
Subtotal Fringe	18,688	10,638	29,326

Fringe benefits include; FICA, Unemployment, Health Coverage, Workers Compensation Insurance, Life Insurance, Retirement (3% of annual salary), Drug Testing, and Employee Assistance Services. These benefits are based on actual expenses; health insurance costs are individually calculated based on each employee's situation as it relates to coverage levels of single, 2-person or family coverage. Full health coverage is offered to only full time employees and is without discrimination of coverage levels based on family size, which results in different costs for each employee.

c. Travel

1. Mandatory Annual Grantee Meeting, Washington DC (2 staff - 3 days - 2 nights) Airfare, Lodging and Per Diem amount budgeted per RFP requirements	4,000	-	4,000
2. Mileage for Hannahville School Language Instructor/s to travel weekly during school year to attend advanced language classes with first language fluent speakers (Forest County Potawatomi) at Crandon, WI. This training advances local language teachers' knowledge for teaching weekly conversational language to parents and teachers of early childhood education programs. 35 trips x 250 miles/trip x .56/mile = \$4900	4,900	-	4,900
3. Mileage and Lodging for Fluent Speakers to come onsite for monthly immersive language training with Parents and Teachers of Early Childhood Students. (10 trainings at 1/2 day and 1 nights for each training) Mileage: (10 trips x 250 miles/trip x \$.56/mile = \$1400) Lodging: (1 night/training x 10 x 1 room x \$80/room = \$800)	2,200	-	2,200

Subtotal Travel	11,100	-	11,100
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d. Equipment None

e. Supplies

1. General Office Supplies (Paper, binders, print cartridges, file folders, CDs, DVDs)	2,100	-	2,100
2. Language Class Expenses for Parents and Teachers of Early Childhood Students DVD's and text-based hard copies of lessons and storybooks (Education materials for classes - \$3500)	3,500	-	3,500

Subtotal Supplies	5,600	-	5,600
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ANA Language Year 3 Budget Narrative Justification
Hannahville Indian Community

		<u>Federal Request</u>	<u>Non-Federal Share</u>	<u>Total Budget</u>
f. Contractual	None			
g. Construction	None			
h. Other				
1.	Consultant Fee for Fluent Speakers to conduct monthly immersive language training with Parents and Teachers of Early Childhood Students (Each session will include 3 hours of instruction and 1 hour of prep) \$50 per hour x 4 hours per session x 10 Trainings = \$2000	2,000	-	2,000
2.	Consultant Fee for Independent Evaluator	2,500	-	2,500
3.	Office/Meeting Space for Staff and Training Space (250 square feet of office and classroom space x \$7.40/sq. ft.)	-	1,850	1,850
4.	Mileage for ANA Language Staff to meet with Fluent Speakers to finalize logistics of immersive language trainings with Parents and Teachers of Early Childhood students. 2 trips per year Mileage:(250 miles x .56 x 2 trips = \$280)	280	-	280
Subtotal Other		4,780	1,850	6,630
Total Direct Expenses		95,753	24,914	120,667
i. Indirect Expenses				
Indirect Costs are based on our current approved rate of 43.53% of salaries only.		<u>24,196</u>	<u>5,409</u>	<u>29,605</u>
Total Project Costs Year 3		119,949	30,323	150,272

Upload #2

Applicant: Hannahville Indian Community
Application Number: NL14000917
Project Title: Penothiyek mine dbenwe wdenwemagnewan e bodewadimwat
(Children and their Families Speaking Potawatomi): Language Apprentice
Families in Tribal Early Childhood Education
Status: Awarded
Document Title: OtherNarrativeAttachments-Attachments-1235-
File3_Attachments_Hannahville_4.15.14.pdf

Project Abstract

Project Title: Project Penothiyek Mine Dbenwe Wdenwemagnewan e Bodewadmimwat:
Language Apprentice Families in Tribal Early Childhood Education

Applicant Name: Hannahville Indian Community

Address: N14911 Hannahville B-1 Road, Wilson, MI 49896

Phone: (906) 723-2625 **Fax:** (906) 466-2001

Email: jillbeaudio@hannahville.org

Website Address: www.hannahville.net

PROJECT SUMMARY: At present, Potawatomi language learning for our young children has a very limited scope within our Tribal Early Childhood Education Programs, and currently no integrated parent learning opportunities or comprehensive early childhood language teaching materials exist for our community parents, families or early childhood education staff to help teach, reinforce and practice the Potawatomi language with their young children in their homes, throughout the community, or EC classrooms. Our preschool language teacher is currently limited to ten minute language lessons for each classroom, four days a week. This limitation is not supportive of our long-term Strategic Language Plan objectives to provide language learning opportunities to all age levels including young children, and especially families. Therefore, the goal for this three-year implementation grant will be to permanently establish a formal immersive approach to Potawatomi language learning within our tribal early childhood education programs with increased classroom time; to initiate regular language learning sessions and immersive experiences for early childhood parents, teachers and preschool students and at the same time to encourage speaking and practicing language in family homes; and to develop technology-based companion language lesson resources and online language coursework.

The "Project Penothiyek Mine Dbenwe Wdenwemagnewan e Bodewadmimwat" initiatives are:

1. Years 1, 2 and 3 – Launch a multi-level curriculum to establish permanent Apprentice Family Project integrated with Early Childhood (EC) Tribal Programs to increase daily Potawatomi language instruction using immersive approach in EC classrooms; establish weekly language sessions and monthly immersive sessions with fluent speaker; setup private, online learning community geared for Potawatomi Apprentice Family Project. Ten early childhood parents and six early childhood teachers/staff will have completed early childhood language curriculum levels 1-3 measurable increase in individual and family language proficiency
2. Years 1, 2 and 3 - Develop technology-based companion learning materials for multi-level curriculum content for Language Apprentice Families, to stay connected to language project calendar; to access project coursework applications; and access to project language resources, surveys, evaluations and assessments. For each project year, flash-based media-rich coursework lessons for Language Apprentice Families will include 35 language lessons, 10 immersive language conversation lessons, 12 storybooks, DVDs produced with the same language lessons and storybook content, and hard copies printed of lessons and storybooks.

Impact Indicator: In this project we will measure language proficiency in two groups:

(1) measure parents/teachers proficiency using ACTFL “can-do” benchmarks in the categories of *Interpersonal Communication* and *Interpretive Listening*, and (2) measure proficiency of children with modified age appropriate “can-do” benchmarks in the same two categories.



HANNAVILLE
INDIAN COMMUNITY
N14911 HANNAVILLE B1 RD.
WILSON, MICHIGAN 49896-9728
Administration: (906) 466-2932 Fax: (906) 466-2933
Accounting Office: (906) 466-9933 Fax: (906) 466-2001



**APPLICATION FOR FUNDING FROM THE ADMINISTRATION FOR NATIVE AMERICANS LANGUAGE PRESERAVATION AND MAINTENANCE
IMPLEMENTATION**

RESOLUTION 03102014-A

WHEREAS: The Hannahville Indian Community is a Federally recognized Indian Tribe under the Indian Reorganization Act of June 18, 1934, "48 Stat.984", as amended by the Act of July 15, 1935, "49stat.378."; and

WHEREAS: The Hannahville Indian Community is concerned about the future of its tribal members and the future of the community; and

WHEREAS: The Hannahville Indian Community recognizes the need for implementing and evaluating long and short term cultural plans for all areas of the tribal community; and

WHEREAS: Our highest need area is Language preservation; and

WHEREAS: The funds requested in this application will be used to provide the services necessary to carry out the activities as described in this proposal including the ongoing implementation of the Language Strategic Plan as developed through a one year ANA Category I Language Grant, as well as community directed feedback from a 2012 language needs survey; and

WHEREAS: The Administration for Native Americans has funding available to assist the Hannahville Indian Community in Language preservation; and

WHEREAS: The Hannahville Indian Community is committed to providing office, meeting space and classrooms as necessary to carry out the objectives of the grant; and

WHEREAS: The Hannahville Indian Community understands and accepts that, in the event this grant is funded, the community is committed to paying at least 20% of the project cost as in-kind and/or cash contributions; and

NOW THEREFORE BE IT RESOLVED: That the Hannahville Indian Community hereby approves this application for funding from the Administration for Native Americans for a 36-month project and authorizes Kenneth Meshigaud, Tribal Chairperson, to negotiate and execute the said contract if successful.

KENNETH MESHIGAUD
Tribal Chairperson

ELAINE MESHIGAUD
Tribal Vice-Chairperson

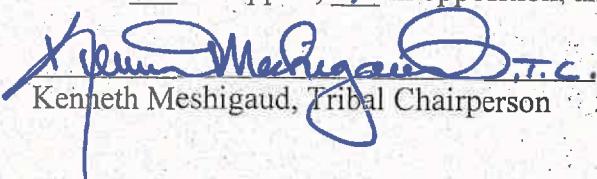
TAMMY MESHIGAUD
Tribal Secretary

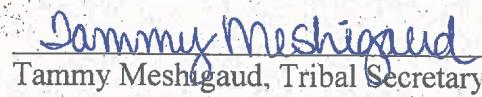
LISA LITTLE
Tribal Treasurer

Council Members: John Meshigaud Sr., D. Joe Sagataw, Chad Harris, Charlotte Harris,
Jackie Kang, Leroy Wandahsegaa, Noreena Meshigaud-Dwyer, Earl Meshigaud, Sr.

Certification

The foregoing resolution was duly adopted by the Tribal Council of the Hannahville Indian Community, with a quorum present during a regular session on the 10th day of March, 2014, by a vote of 9 in support, 0 in opposition, and 0 abstaining.


Kenneth Meshigaud, Tribal Chairperson


Tammy Meshigaud

Tammy Meshigaud, Tribal Secretary

Hannahville Indian Community

Keepers of the Fire: Ensuring the Survival of the Potawatomi Language Strategic Plan

Goal 1: The Hannahville Indian Community will increase our commitment and enhance our efforts to revitalize and preserve the Potawatomi Language.

Strategic Action 1.3	Outcome Measures 1.3	Target Date	20/20 Language Vision
Short Term	Long Term	(3-5 yrs.)	Conversational use of Potawatomi Language among family and friends.
Investing in the preservation of the Potawatomi Language.	Continuing focus on preserving the language; resulting in the measurable outcomes.	(1-2 yrs.)	There are fluent speakers at all age levels.
1. Recruit adults and youth to become Potawatomi Language speakers and learners.	1a. The number of participants increases. 1b. The number of language speakers at increasingly fluent levels grows.	*	There are fluent speaking teachers at a variety of age levels.
2. Recruit adults and youth to become Potawatomi Language teachers.	2a. The number of teachers increases. 2b. Individuals commit to studying and learning the language to become effective teachers. 2c. The number of language teachers at increasingly fluent levels grows.	*	There are fluent speaking teachers at a variety of age levels.
3. Provide resources and support to teacher trainees and language learners at all levels of language acquisition.	3a. Financial assistance is available for tuition and expenses. 3b. Other support is offered as needed (time off, transportation, family support, materials, audio-visual aids, learning space).	*	Fully funded programs to teach and preserve the language.
4. Develop a long-term plan and seek funding options to provide resources to future teachers (trainees).	4a. A Potawatomi Language Foundation and/or Endowment Fund is established and operating. 4b. Grant proposals are written, submitted and funded.	*	A Potawatomi Language Foundation is self-sustaining.
5. Support the completion of the Potawatomi Language Dictionary, Grammar, Story Translations and website development.	5a. Financial and other support is provided to Laura Buszard-Welcher, Potawatomi Linguist. 5b. Others are encouraged in the Linguistic study of Potawatomi Language.	*	Potawatomi materials (i.e. dictionaries, grammar book, story translations) are readily available and distributed to every home.

Hannahville Indian Community

Keepers of the Fire: Ensuring the Survival of the Potawatomi Language Strategic Plan

Goal 2: The Hannahville Indian Community will increase the availability of and access to information and resources to learn the Potawatomi Language.

Strategic Action 2.1	Outcome Measures 2.1	Target Date		20/20 Language Vision
		Short Term (1-2 yrs.)	Long Term (3-5 yrs.)	
Identifying, gathering, accessing and disseminating information, thus linking people to resources.	Existence of Potawatomi Language Information Resource Center (LRC); resulting in measurable outcomes.			Conversational use of Potawatomi Language among family and friends.
1. Utilize the Resource Guide to plan, design and implement a Potawatomi Language Information Resource Center (LRC).	1a. Resource Guide created through ANA-Language Planning Grant is disseminated. 1b. The Potawatomi Language Information Resource Center is centrally located and accessible. 1c. The LRC has appropriate equipment and furnishings. 1d. Resource Guide is continually updated.	*	*	LRC contains multi-media language information and is all-inclusive, user-friendly and accessible.
2. Identify and gather available materials/resources and house them in the Language Information Resource Center (LRC).	2a. Tapes, books, CD's, and materials relating to the Language are available and utilized. 2b. A catalog system is designed and a list developed. 2c. The list of resources is shared with other Bands.	*	*	A variety of quality materials are readily available.
3. Partner with other Potawatomi Bands to share information and increase materials in the LRC collection.	3a. Materials are shared with other Bands on a continuous basis. 3b. Electronic technology is utilized to share information (i.e. CD's, websites, etc.). 3c. Information is shared with participants at the annual Potawatomi Gatherings.	*	*	Dynamic interaction occurs among Bands to maximize language resources resulting in a growing collection of materials.
4. Utilize, maintain and expand the Potawatomi Language Web Site and electronic communication.	4a. List serves and chat lines are available. 4b. Information available on the website is current and comprehensive.	*	*	State of the art electronic communication promotes conversations in Potawatomi.
5. Develop, gather and disseminate age appropriate materials. (i.e. newborns receive storybooks; videos and CD's distributed and readily available).	5a. Age appropriate materials are developed and readily available. 5b. Materials are distributed annually to all age groups.		*	All ages are interacting, and effectively communicating using the Potawatomi Language.

Hannahville Indian Community

Keepers of the Fire: Ensuring the Survival of the Potawatomi Language *Strategic Plan*

Goal 3: The Hannahville Indian Community Citizens will have numerous educational opportunities to learn the Potawatomi Language.

Strategic Action 3.1	Outcome Measures 3.1	Target Date		20/20 Language Vision
		Short Term (1-2 yrs.)	Long Term (3-5 yrs.)	
Providing community-wide opportunities to learn the Potawatomi Language.	Informal and formal learning opportunities are available and accessible resulting in measurable outcomes.			Conversational use of Potawatomi Language among family and friends.
1. Teach the Potawatomi Language within the School's educational programs.	1a. Language is taught at all levels within all education programs (i.e. early childhood, elementary, middle, high school, adult ed, etc.) 1b. There is a written, approved and utilized curriculum for teaching the Potawatomi Language. 1c. All school subjects include links to the Potawatomi Language as part of their written curriculum. 1d. An annual evaluation is conducted regarding the role of the Potawatomi Language within the School's curriculum (i.e. requirement, elective, etc.). 1e. School Language Teachers are an integral part of the Potawatomi language teachings within all educational and community programs.	*	*	Potawatomi Language is an integral part of the School's curriculum.
2. Teach the Potawatomi Language at Community locations (in addition to the school) for a variety of age and interest groups.	2a. Classes are held for Elders, adults, employees and others. 2b. Intergenerational language activities are abundant. 2c. Special teaching activities and events occur frequently. 2d. School Language Teacher and Language Coordinator share materials, curriculum and resources. 2e. Intergenerational activities promote communication.	*	*	Consistency exists across all of the many Potawatomi Language activities.

Nah Tah Wahsh Pre-School Potawatomi Language

Topics, Themes, Vocabulary, Culture	World Language Strands/Content Standards Learning Objectives	Suggested Activities Assessments	Instructional Resources
Daily Language Warm-Up: Potawatomi word/phrase of the week practice, month, day, weather, greetings (5 minutes per day at discretion of teacher)	Communication Strand WL: 1.1.N.SL.b Ask and answer basic questions about the weather, health/physical conditions, self, family and friends. WL: 1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands and requests. <ul style="list-style-type: none"> ▪ TLW be introduced to and review daily routine activities: Greetings, days, month, weather, basic commands, simple sentences 	Commands, songs Teacher/student interaction orally Sing "Bosho" Song Counting with drum	Posters Calendars, Word/phrase of the week Potawatomi Language website www.potawatomilanguage.org Part I –Chapter 17: Weather Description, Weather Terms - Games Jim Thunder Book 3/p5,6,8-9 http://www.esl-galaxy.com/board.htm (Language game resources)
Myself, family and friends:			
<ul style="list-style-type: none"> ▪ Introductions (Language Survival List) 	Communication Strand WL: 1.1N.S.L.a. Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions. <ul style="list-style-type: none"> ▪ TLW learn general introduction statements: <i>How are you? How old are you? Where are you from? Where do you live?</i> TLW review basic language "survival" questions and responses.	Ball toss game for practice Drill and practice	Potawatomi Language website www.potawatomilanguage.org Language Immersion Summer Camp resource list
<ul style="list-style-type: none"> ▪ Feelings 	WL: 1.1.N.SL.f Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits. <ul style="list-style-type: none"> ▪ TLW learn to express terms for questioning and responding to feelings. ▪ TLW learn terms for senses: I see, I hear, I feel, I taste. 	Puppets Pictures of faces activity Teacher/students create the face to demonstrate feeling with term	Potawatomi Language Book Unit 4- Healthy Life Chapter 17, Express well-being
<ul style="list-style-type: none"> ▪ Family members 	WL: 1.1. N.SL.b Ask and answer basic questions about the weather, health/physical conditions, self, family and friends. <ul style="list-style-type: none"> ▪ TLW learn the terms of the immediate family members from first person possessive: My mother, my father, my brother, my sister 	Direct instruction Drill and practice Draw stick people to depict family members to help with "my mother", etc.	Potawatomi Language Book FAMILY Unit 1-My Family Chapter 1
<ul style="list-style-type: none"> ▪ Personal characteristics (size, hair color, body parts) 	WL: 1.1.N.SL.e Ask questions about physical appearance, character and personality traits of friends, family, classmates and answer using	Direct instruction Teacher talk	Potawatomi Language Book MYSELF

Nah Tah Wahsh Pre-School Potawatomi Language

Daily hygiene routine, e.g. brushing teeth, washing, combing hair, dressing Commands	a list of traits.	Pantomime actions Puppets Stuffed Animals, socks, Use doll to illustrate- Body movement commands e.g. stand, sit, raise hand, jump, walk, come here	Unit 1-Me, Myself and I Chapter 1, 2,
	▪ TLW will learn Potawatomi terms for basic parts of the body: arms, hands, legs, feet, neck, size color		
▪ Clothing	WL: 1.1.N.SLg Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits.	Direct instruction Drill and practice Use articles of clothing for identification	Jim Thunder Book I/p28
	▪ TLW learn clothing terminology in the first person: my pants, my socks, my shoes, my jacket, my hat, my shirt		
▪ Foods and beverages	WL: 1.1.N.SLg Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits.	Picture Flash cards Direct instruction Connect color with place	Potawatomi Language Book <u>NATURE</u> Unit 4 – Let's Eat -Chapter 18,19 Potawatomi Language website www.potawatomilanguage.org Part II -Chapter 14: Eating and Drinking Jim Thunder Book I/p20-22
	▪ TLW learn the terminology for food vocabulary of cultural ceremonial feasts		
My home, school, neighborhood, and community:			
▪ Colors	WL: 1.1.N.SLg Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits.	Direct Instruction Drill and Practice Clown poster Colored objects	Potawatomi Language website www.potawatomilanguage.org Cindy's book
	▪ TLW learn inanimate and animate colors: black, yellow, red, green blue and white, brown and orange.		
▪ Numbers	WL: 1.1.N.SL.1 Ask for and obtain information in everyday situations in the target language about time, place, price, size relating to restaurants, stores, transportation, and services.	Interactive instruction Teacher talk Songs, clapping, count fingers	Potawatomi Language Book Unit 4, Chapter 22 Express age and birthday Jim Thunder Book I/p53-54
	▪ TLW learn oral numerals zero to thirty-one		
▪ Classroom Objects	WL: 1.1.N.SLg SLg Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits.	Direct instruction Drill and practice Use of objects in classroom	Potawatomi Language website www.potawatomilanguage.org
	▪ TLW learn terminology for classroom objects: pencil, book, paper and scissors.		

Nah Tah Wahsh Pre-School Potawatomi Language

<ul style="list-style-type: none"> ▪ Rooms and furnishings in a house 	<p>WL: 1.1.N.SL.g SLg Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits.</p> <ul style="list-style-type: none"> ▪ TLW learn terminology for: chair, table, window 	Interactive instruction Kitchen items in classroom: plates, cups, spoons, forks, knives Bedroom	Potawatomi Language Book Unit 4- The Ideal Home Chapter 17 Jim Thunder Book1/p24-26
<ul style="list-style-type: none"> ▪ Animals, Birds, Fish 	<p>WL: 1.1.N.SL.g SLg Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits.</p> <ul style="list-style-type: none"> ▪ TLW learn terminology for: bear, rabbit, moose, deer, dog, cat, crow, raven, robin, eagle, fish. 	Direct instruction Drill and practice Songs, Drumming “Old MacDonald” with Potawatomi terms to fill in the blank	Jim Thunder Book I/p6-19
<ul style="list-style-type: none"> ▪ My country and the world: 			
<ul style="list-style-type: none"> ▪ Culture 	<p>WL: 1.1.N.SL.h Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life</p> <ul style="list-style-type: none"> ▪ TLW learn Potawatomi terms for familiar cultural activities: Camping, trapping, dances, games 	Songs “What do you see outside? What’s happening outside?” Tie to seasons and sounds	Potawatomi Language Book <u>ELEMENT OF TIME</u> Unit 1 When Things Happen Chapter 2 Unit 2: What’s it Like Outside? Chapter 7: Unit 3- Potawatomi Time Chapter 13

Note: The ages of pre-school children vary from infants to age 4. The teacher will use her discretion in the appropriate level of language to introduce and practice with the students, and make adjustments as necessary.



LESSON PLAN: POTAWATOMI LANGUAGE

Hannahville Language Program – Department of Culture, Language and History
Adopted 11/2010 via ANA LIST NMU Session 5 with Dr. Markisha Smith

Expanding Template in WORD Format

Lesson Plan Title:	Date:
Grade Level(s):	Subject(s): <i>World Language/Potawatomi</i>
Duration: ___ class periods (___ minutes)	

Concept / Topic To Teach:	
Standards Addressed:	
General Goal(s):	
Specific Learning Objectives:	<i>Students will be able to:</i>
Required Materials:	
Anticipatory Set (Lead-In):	
Step-By-Step Procedures:	
Plan For Independent Practice:	
Closure (Reflect Anticipatory Set):	
Assessment Based On Objectives:	
Differentiation: <i>Adaptations (For Students With Learning Disabilities):</i>	
Differentiation: <i>Extensions (For Gifted Students):</i>	
Possible Connections To Other Subjects:	

Department of Culture, Language & History

What Do Community Members Say about the Potawatomi Language?

Strategic Planning for Ongoing Language Revitalization

Part 3: Language Program Update

"It is important to preserve and promote the Potawatomi Language in Hannahville because it is who we are, and to be proud of that is to learn and grow in the culture – and a big part of our culture is our language." – *Community Language Survey Respondent*

In the February newsletter, an overview and progress status update had been provided on Hannahville's 2005 Strategic Language Revitalization Plan. How strategic goals have been accomplished was highlighted in the last newsletter issue – showing that a majority of goals have been implemented, with project objectives continuing in our language program.

In this language program update, a selection community responses from a recent language needs survey are summarized. Out of 96 adult community members who completed the survey, 97.8% are tribal members, with the remaining 2.2% identified as descendants. Respondents were comprised of 64.6% female and 35.4% male.

When asked **how familiar each was with the Potawatomi language**, 63.2% of survey respondents say they can speak a few words or phrases and 55.8% say they understand a few words or phrases, while only 3.2% said they could speak it well and 1.1% said they understand well when someone speaks. Another 7.4% do not speak the language, and 2.1% do not understand the language at all.

Responding to the question about **where knowledge was acquired to speak or understand the Potawatomi Language**, 34% of community members said they acquired knowledge from school, 31.3 identified parents as their source, while 24.0% identified their grandparents. Another 24.0% said they have learned through language classes, and 16.7% cited their source for language acquisition through ceremonies or other learning experiences. Most respondents reported more than one source.

Survey respondents also identified multiple locations when asked, **where do you currently use the Potawatomi Language?**

• At home	54.3%	• At work	16.0%
• With others who speak	28.7%	• At Pow-Wows	14.9%
• Other (locations not listed)	21.3%	• At language classes	13.8%
• At ceremonies	17.0%	• At school	8.5%

In moving forward with community-based language learning, survey respondents reported on their **level of interest in learning the Potawatomi Language** – with 50.5% indicating that they are **very interested**, 45.2% **somewhat interested**, and 4.3% reporting **no interest**.

When asked if **incentives**, such as a gas/food card drawing, would **help increase their attendance at language class**, 52.1% respondents said YES, 16.0% said NO, and another 26.6% said MAYBE.

Survey respondents also **identified sets of statements that applied** to them.

About Language Classes:

- I have attended a language class within the last year 15.7%
- I have attended a language class within the last five years 22.5%
- **I plan to attend a language class within the next year 51.7%**
- I would be interested in assisting in a language class 23.6%
- I would be interested in teaching a language class 5.6%
- I am not interested in attending a language class 16.9%

Department of Culture, Language & History

Individual hopes with regard to learning the Potawatomi Language:

- | | | | |
|---|--------------|---|-------|
| • Understand and speak fluently | 50.0% | • See my children/grandchildren understand and speak a few words and phrases | 33.0% |
| • Understand and speak a few words and phrases
(speak a welcome or say a prayer) | 51.1% | • Do not have the desire to speak or understand the language | 5.3% |
| • See my children/grandchildren understand and speak fluently | 52.1% | • Do not have the desire for my children /grandchildren to speak or understand the language | 1.1% |

Community responses **styles of learning preferred** to learn the Potawatomi language are the following:

- | | | | |
|--|--------------|--------------|-------|
| • Listening | 67.0% | • Writing | 31.9% |
| • Reading | 31.9% | • Repetition | 47.9% |
| • Seeing visuals along with the words | 70.2% | | |

Types of Potawatomi Language classes were identified as well. **Listening and Speaking** classes were identified as the most popular by 63.3% of the respondents, followed by 58.9% with an interest in **Family classes** (all ages). Interest in **social events** - Bingo, games, etc. - was indicated by 44.4%, while 35.6% are interested in Immersion classes (everything in Potawatomi). Interest in **proficiency-based classes** (everyone at same level) were identified by 32.2% of respondents, followed by **writing and grammar** 31.1%, **computer internet classes** 25.6% and **English instruction of Potawatomi** 25.6%.

Additional **Language Learning Tools preferred** by the community were rated as follows:

- | | | | |
|---------|-------|------------------------|--------------|
| • Games | 45.1% | • Songs | 33.0% |
| • Audio | 39.6% | • Activities at Events | 56.0% |
| • Video | 37.4% | | |

Community members also reported on how they prefer to learn – with 62.5% indicating that they prefer to **learn in a group**, 29.5% saying they prefer **one-on-one learning**, and 25.0% with a preference to **learn on their own**.

To assure the survival of the Potawatomi language, community members agreed (95.7%) that language resources such as stories, lessons and dictionaries should be made available to the community via internet access.

Survey respondents overwhelmingly agreed (97.3%) that interaction with, and sharing of information and resources with other Potawatomi bands should also be encouraged to ensure the survival of the Potawatomi language.

This summary represents a selection of questions and responses as an overview of community language survey responses. The complete survey report includes all open-ended questions with comments and suggestions by all respondents. Copies of the full language survey are available through the Department of Culture, Language and History, at the Potawatomi Heritage Center.

A Note from the Language Department

As a Department, we have made a few additions to help increase language learning within the community. We are here to help our community members to learn the Potawatomi Language, as well as our culture and history. Within the past month we have started a Facebook page. It's a place where we will post mini Language Classes as well as news and updates. Our goal is to keep our language and culture alive so we can pass it on to our children who can pass it on to their children and future generations. As educators for our children we also encourage you to learn as much as you can, to encourage our children to learn it. Please "LIKE" our Facebook page which is listed under "Department of Culture, Language & History" If you don't have a Facebook page we also have online classes. We would like to see more parents use this too, so please encourage the parents to use this page as well. If you have any other questions or concerns please feel free to call me at 723-2273, Dawn Hill at 723-2272 or Earl Meshigaud at 723-2271.

Migweth!! Jill Wabanimkee, Projects Assistant, Department of Culture, Language, and History



Keepers of the Future Child Care Center Early Head Start/Head Start

Hannahville Indian School
N14911 Hannahville B-1 Road
Wilson, Michigan 49896
Phone: (906) 466-0279
Fax: (906) 723-2795

April 8, 2014

To whom it may concern;

Keepers of the Future Child Care/Early Head Start/Head Start is committed to continuing the Potawatomi language lessons in all the classrooms, birth to five. It is wonderful to see the staff and the children learning together. The children are very excited to see the culture teacher daily in the classrooms.

We have added to our monthly newsletter a half page with three English words and the same words in Potawatomi. This allows the families to become familiar with the words the children are learning.

If you have any questions or if I can be of further assistance to you, please feel free to contact me at 723-2725.

Sincerely,

Julia Schroeder

Director of Child Care Services/EHS/HS



Department of Language, Culture & History

How Are We Doing? Part 1: Update on 2005 Strategic Language Revitalization Plan

In January of 2005, the Hannahville Tribal Council formally adopted a Strategic Plan for revitalizing the Potawatomi Language. The plan was developed throughout a year-long ANA planning project to gather and compile community input. Comprehensive surveys were completed by Hannahville community members, and additional survey information regarding the status of language use, programs and fluent speakers was collected from all Potawatomi bands. The adopted plan represents stated community language learning needs in 2003/04, and included short-term and long-term goals. It also included a 20/20 vision – a vision of what would be most desirable to have accomplished toward revitalizing the Potawatomi language by the year 2020.

As we are easing into the year of 2013, having just passed the half-way mark last fall, we think it is time to take stock of just how far we have come in accomplishing the goals and objectives identified in the 2005 Strategic Language Plan. By looking at the progress we have already made, we will have a better idea of how close we are to reaching the 20/20 vision – what short-term goals have been accomplished or implemented – and what we still need to do to reach our longer-term goals.

This article is part one of a three-part report to the community on the current status of the Potawatomi Language Program. Part One will provide an overview of the Strategic Plan goals and actions; Part Two will describe in more detail about how specific actions have been accomplished; and Part Three will review a recent community language needs survey and what opportunities are currently available to meet those needs, as well as what objectives we still need to accomplish to meet community language learning needs.

The information below represents a minimal snapshot for some of the goals and strategic actions listed in the 2005 Language Plan, along with the current status. *A copy of the original Strategic Plan, with detailed objectives, is available for review at the Potawatomi Heritage Center.*

Goal 1: The Hannahville Indian Community will increase our commitment and enhance our efforts to revitalize and preserve the Potawatomi Language

Status	Strategic Action 1.2	20/20 Language Vision
 Implemented <i>Italic text is actions to be accomplished yet.</i>	Promoting awareness of the Potawatomi Language. - Utilize the information from the FY 2003 ANA Language Planning Grant in planning activities and enhancing the awareness of the Potawatomi Language and its endangered status. - <i>Conduct a Potawatomi Language needs assessment across all Bands in 2013-14 and every 10 years to follow.</i> - <i>Create vocabulary, design and install Potawatomi Language signs in all tribal buildings and throughout the reservation.</i> - Incorporate the use of Potawatomi Language with other teachings of Native traditions and activities (i.e. Black Ash basket making, regalia making, beading, nature trail, etc). - Promote the use of Potawatomi Language at all tribal meetings and gatherings. - Promote Potawatomi Language through Hannahville's Newsletter. - Promote the preservation of the Potawatomi Language by using technology. - Promote a shared Community responsibility of the preservation of the Potawatomi Language. -	Conversational use of the Potawatomi Language among family and friends. - Survey information serves as a base for planning and resource development. - Comparison data collection completed in 2013-14, resulting in documentation of progress in revitalization of the Potawatomi Language. - Signage across reservation lands exists in dual languages. - There is daily evidence of the interface of culture and language. - All meetings and gatherings are opened with a traditional ceremony in the Potawatomi Language. - A regularly published Potawatomi Language newspaper is created, circulated and read. - Hannahville Radio Station broadcasts programs in Potawatomi Language. Electronic communication promotes language learning. - All Community members take pride in preserving the Potawatomi Language.
Status	Strategic Action 1.3	20/20 Language Vision
 Implemented <i>Italic text is actions to be accomplished yet.</i>	Investing in the preservation of the Potawatomi Language. - Recruit adults and youth to become Potawatomi Language speakers and learners. - Recruit adults and youth to become Potawatomi Language teachers. - Provide resources and support to teacher trainees and language learners at all levels of language acquisition. - <i>Develop a long-term plan and seek funding options to provide resources to future teachers (trainees).</i> - Support completion of a Potawatomi Language Dictionary, Grammar, Story Translations and Website development. - Ongoing activities to assure revitalization of the Language.	Conversational use of Potawatomi Language among family and friends. - There are fluent speakers at all age levels. - There are fluent speaking teachers at a variety of age levels. - Fully funded programs to teach and preserve the language. - A Potawatomi Language Foundation is self-sustaining. - Potawatomi materials (i.e. dictionaries, grammar book, story translations, electronic materials) are readily available and distributed to every home. - Potawatomi Language is flourishing.

Department of Language, Culture & History

Goal 2: The Hannahville Indian Community will increase the availability of and access to information and resources to learn the Potawatomi Language.

Status	Strategic Action 2.1	20/20 Language Vision
✓ Implemented <i>Italic text is actions to be accomplished yet.</i>	Identifying, gathering, accessing and disseminating information, thus linking people to resources. - Utilize the Resource Guide to plan, design and implement a Potawatomi Language Information Resource Center (LRC). - Identify and gather available materials/ resources and house them in the Language Information Resource Center (LRC). - Partner with other Potawatomi Bands to share information and increase materials in the LRC collection. - Utilize, maintain and expand the Potawatomi Language Web Site and electronic communication. - <i>Develop, gather and disseminate age appropriate materials. (i.e. newborns receive storybooks; videos and CD's distributed and readily available).</i>	Conversational use of Potawatomi Language among family and friends. - LRC contains multi-media language information and is all-inclusive, user-friendly and accessible. - A variety of quality materials are readily available. - Dynamic interaction occurs among Bands to maximize language resources resulting in a growing collection of materials. - State of the art electronic communication promotes conversations in Potawatomi. - All ages are interacting, and effectively communicating using the Potawatomi Language.

Goal 3: The Hannahville Community Citizens will have numerous educational opportunities to learn the Potawatomi Language.

Status	Strategic Action 3.1	20/20 Language Vision
✓ Implemented <i>Italic text is actions to be accomplished yet.</i>	Providing community-wide opportunities to learn the Potawatomi Language. - Teach the Potawatomi Language within the School's educational programs. - <i>Teach the Potawatomi Language at Community locations (in addition to the school) for a variety of age and interest groups.</i> - Design, implement and provide access to Immersion Programs. - Provide youth with opportunities for learning the Potawatomi Language throughout their programs. - Provide youth with opportunities for learning the Potawatomi Language throughout their programs. - Offer informal/fun Potawatomi Language learning opportunities. - Provide intergenerational Potawatomi Language learning opportunities. - Advocate for State of Michigan Certification for school teachers of the Potawatomi Language.	Conversational use of Potawatomi Language among family and friends. - An active Immersion Program continuously offers learning opportunities in the Potawatomi Language to all ages. - Potawatomi Language is an integral component of all Community programs, presentations, celebrations especially those relating to youth. - Potawatomi Language fluency is increased through a variety of methods. - All ages are interacting, using and enhancing the Potawatomi Language. - Teachers are certified in Native Languages and are teaching throughout Michigan.

Goal 4: The Hannahville Indian Community will seek out and support external resources to assist with preserving and revitalizing the Potawatomi Language.

Status	Strategic Action 4.1	20/20 Language Vision
✓ Implemented	Providing resources in a variety of formats to preserve and enhance the Potawatomi Language. - Contract with linguist to spend time working with the Cultural Department Staff and others. - Contract with cultural leaders/fluent speakers (i.e. Jim Thunder, Billy Daniels, etc.) to be resources and provide assistance in preserving the Potawatomi Language. - Maintain language contacts developed during the completion of the FY2004 ANA Language Survey. - Attend conferences, meetings and other opportunities to learn the language (i.e. Annual Language Conference, Cultural Issues Conference, etc.). - Utilize changing technology and tribal technical staff's assistance to increase language opportunities. - Utilize outside resources for curriculum development and across all language programs.	Conversational use of Potawatomi Language among family and friends. - Continuous technical, linguistic support has resulted in the enhancement of the Potawatomi Language. - Continuous availability of resources has resulted in the enhancement of the Potawatomi Language. - Established partnerships across Potawatomi Bands have preserved and enhanced the Potawatomi Language. - Hannahville Community citizens are life-long Potawatomi Language learners. - Innovative technology is the core of revitalization. - Long-term Potawatomi Language goals achieved through utilizing Foundation funds.

**Adopted by HIC Tribal Council:
January 2005*

This snapshot of the 2005 Strategic Language Plan should provide you with some background of the directives that the Hannahville Department of Culture, Language and History were asked to implement and maintain to help meet the long-term goals over a 15 year period. In the next Hannahville Happenings issue, we will take a look at each of the actions (program activities) that are in place – how our children are benefitting, and how you as community members can take advantage of language learning right now.

Earl J. Meshigaud Sr.

W1964 County Road 400
 Bark River, MI 49807
 906-497-4503
 906-466-2932 Ext. 124
 earlmeshigaud@hannahville.org

Experience:	Hannahville Indian Community Cultural Director	Wilson, MI 49896 10/2002 to Present
	-Oversee all cultural components of the community including, all cultural events, culture committee, community newspaper, seasonal ceremonies, language, annual gathering of Potawatomi bands, and research and recording of community history and entire cultural department budget.	
	Hannahville Indian Community Cultural and Spiritual Counselor	Wilson, MI 49896 08/1999 to 10/2002
	-Counseled clients with substance abuse problems, coordinated talking circles and sweat lodges as needed and held cultural sensitivity training sessions.	
	Hannahville Indian Community Director of Hannahville Community House	Wilson, MI 49896 08/1995 to 08/1998
	-Director of alternative treatment facility for community youth. Used cultural teachings for prevention of substance abuse and suicide prevention.	
	Allen Bradley Assistant Supervisor	Milwaukee, WI 53204 01/1969 to 05/1995
	-Supervised production and the quality and standards of electrical components manufacturing and assembly. Responsible for supervising 51 employees on a daily basis.	
Education:	Bark River Harris High School High School Diploma	Harris, MI 49845 1968

Cultural Organizations and Activities:

- Native American Graves Protection and Repatriation Act Representative
- Advisor to Circles of Care Intertribal Council
- Michigan Traditional Practitioners (Cultural Leaders)
- Tribal Council Member (2nd Term)
- Enrolled Member of Hannahville Indian Community Potawatomi Tribe.
- Teach Native Traditions and Ceremonies
- Member of Grants & Resources Committee
- Speak Potawatomi Language Fluently

Dawn DeVere-Hill

2496 F Road • Bark River, MI 49807 • 906-466-0310
dawn.devere@uplogon.com

Highlights:	Strong background in program development, implementation and evaluation. Skilled at organizing complex projects, defining project priorities, and delegating tasks. Proficient with multimedia, web design and online course development, audio and video editing, educational tutorial development, and interactive instructional CD/DVD publishing. Effective communication skills, both written and verbal. Committed to assisting others.	
Experience:	Hannahville Indian Community, Culture and Language Department Language Projects Coordinator	Wilson, MI 2006 to Present
	<ul style="list-style-type: none"> • Implemented, coordinated and managed activities of ANA Language Implementation Grant: Project Ewikkendaswat Ekenomagewat (<i>They Will Learn to Teach</i>), a three-year project to provide Language Instructor Skills Training to community language teachers, and nine weeks of Summer Language Immersion Camps open to all Potawatomi bands and community-at-large • Implemented and coordinated activities of ANA Grant: <i>Ensuring the Survival of the Potawatomi Language - Digital Connections Language Project (2006-2009)</i> • Developed and maintained language learning components of the Potawatomilanguage.org website, including audio, video and games development • Edited multiple language video and audio files; designed brochures and flyers • Prepared written reports as required by grant agency • Researched, collected and distributed PD EDU materials to language staff • Coordinated collaboration and partnership activities with Forest County, Citizen Potawatomi Nation and others for joint resource development and videotaping of fluent Potawatomi speaking elders. 	
	Culture Education Technology Specialist	2005 to 2006
	<ul style="list-style-type: none"> • Researched, collected and organized language content materials; facilitated development of a technology based language curriculum. • Collaborated with Forest County and Citizen Potawatomi Nation language instructors to help in strengthening community teachers' language skills • Researched, developed and implemented long distance language learning through weekly web-based videoconferencing classes with Forest County. • Developed PotawatomiLanguage.org website; created graphic design and content, including text, photos, audio recording/editing and assessment games. • Designed software and equipment tutorials for staff to assist in videoconferencing. 	
	Self/Contracting Consulting: Independent Research and Website Development	Thurmont, MD/Bark River, MI 1998 to 2005
	<ul style="list-style-type: none"> • Planned, organized and conducted research projects and reports. • Designed, developed, and delivered client websites. • Provided follow up services-publishing new content, maintenance, and archiving. • Utilized HTML, DHTML, JavaScript and Flash in design of websites. • Designed organizational newspapers, newsletters and brochures. 	
	Nah Tah Wahsh & Bark River Schools (2003) Frederick County Public Schools (2001) Substitute Teacher	Bark River - Harris, MI Frederick County, MD 2001 to 2005
	<ul style="list-style-type: none"> • Provided substitute teaching services at the elementary and secondary education levels, with advance scheduling averaging three to five days per week throughout the entire school year. Lesson plan preparation for long-term assignments. 	

	Native American Community Services Director of Family Services	Buffalo, NY 1994 to 1996
	<ul style="list-style-type: none"> • Researched, implemented and directed new service program providing intensive home based family preservation to clients by agency caseworkers. • Coordinated daily operations of family service programs: family preservation, traditional preventative services, and foster care. • Analyzed member and community needs for program development. • Directed ongoing professional development and training of case worker staff and volunteer workers. • Supervised 11 case workers/staff members; achieved teamwork, with significant improvements in individual productivity and successful conflict resolution. • Assisted staff through individual and group conferences in analysis of specific programs, understanding program development and individual skills development. • Interpreted agency program and services to individuals and groups in community. • Interfaced with NY state social services programs in Erie and Niagara Counties. 	
	Partnership for the Homeless Client Case Worker	New York City, NY 1993 to 1994
	<ul style="list-style-type: none"> • Conducted client interviews & performed client-intake tasks • Observed and recorded client information; implemented treatment plans • Employed problem-solving techniques; handled crisis intervention matters • Utilized appropriate case management and referral procedures. 	
	National Academy of Public Administration Research Associate	Washington, D.C. 1990 to 1993
	<ul style="list-style-type: none"> • Planned and conducted research for projects related to practices in public program evaluation and recommendations for human resource succession planning in federal government agencies. • Conducted research; collected, recorded, analyzed/evaluated data. • Evaluated findings with research team to determine validity and/or effectiveness. • Prepared assigned reports of completed projects for Academy publications. • Presented reports to research agency for further applied and theoretical research. 	
Publications:	<ul style="list-style-type: none"> • Authored chapter entitled "<i>The Congressional Budget Office: An Emphasis on Cost-Effectiveness and Cost-Benefit Analysis</i>" from <u><i>Handbook of Practical Program Evaluation</i></u>; Jossey-Bass Publishers, San Francisco, 1994, Joseph Wholey et.al, eds. • Authored <i>Automating Succession Planning: Software Evaluation and Resource Guide (Appended Report to Succession Planning Project)</i> National Academy of Public Administration, 1992 • Co-Authored presentation <i>Potawatomi language revitalization efforts with cultural project based learning in the eighth grade</i>. Wandahsega, G., Puncochar, J., & Hill, D. (April 2007). Paper presented by J. Puncochar at the 2007 American Educational Research Association annual Meeting and Exhibition: The World of Educational Quality, SIG-Indigenous Peoples of the Americas, Chicago, Illinois. 	
Presentations:	<ul style="list-style-type: none"> • Authored <i>Status of Online Language Learning</i> (2008); and <i>Technology and the Potawatomi Language</i>, an interactive PPT (2007). Both presented at Forest County Potawatomi Language Conferences in Crandon, WI. • Authored <i>Hannahville Language Revitalization & Resource Collaboration</i> PPT Workshop Presentation for Language Conference at Dowagiac, MI (2006). 	
Education:	Northern Michigan University Bachelor of Science	Marquette, MI Political Science/Public Administration; History

Betty R. LaPointe, Ed.D.
 87N County Road 441
 Manistique, MI 49854
 E-mail: blapointe@chartermi.net
 (906) 399-1355

Professional Preparation

1990-1994	Western Michigan University, Kalamazoo, MI – Ed.D. in Educational Leadership
1989-1991	Northern Michigan University, Marquette, MI – Administrative Certification
1968-1974	Northern Michigan University, Marquette, MI – M.A. degree in Education
1962-1966	North Park University, Chicago, IL – B.A. degree, communications and English, secondary teaching certification

Professional Experience

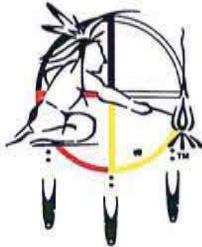
2012-Present	Northern Michigan University Charter Schools Office, Marquette, Michigan Data Coordinator •Coordinate use of NWEA/MAP testing in UP Charter Schools to assess growth and improve student learning •Report data to stakeholders and assist in analysis and intervention in Charter Schools
2009-Present	Nah Tah Wahsh PSA, Wilson, Michigan •Evaluator of Language Program grants
1999-Present	SAMPI (Science and Mathematics Program Improvement) Western Michigan University. Kalamazoo, Michigan Evaluator/Field Researcher • Assist with data collection, and report to stakeholders • Conduct classroom observations based on Michigan Teaching and Learning Standards • Conduct site visits to evaluate level of technology integration into the curriculum • Participated in Michigan Department of Education and SAMPI in design of teacher observation protocol for Highly Qualified Teacher requirements
1999-2011	Delta-Schoolcraft Intermediate School District, Escanaba, Michigan General Education/Internal Evaluator • Assist local districts with English Language Arts Curriculum and meeting expectations of Michigan Merit Curriculum • Collect and analyze data for multiple grants awarded the Delta-Schoolcraft ISD • Assist with leadership training for administrators in “Leadership Challenge” through Project TELL • Director of Gifted and Talented from 1999-2003 for ISD, prior to state cutbacks
2003-Summer	Northern Michigan University, Marquette, MI • Adjunct Instructor , <i>Evaluation of Curriculum</i> , NMU, Ed. Specialist Program
1994-1999	North Country Bank and Trust, Manistique, Michigan Vice President, Director of Human Resources, Branch Manager • Conducted all functions of Human Resources Department including training • Developed and initiated management training program for branch managers • Taught session for Northern Michigan University Banking School • Managed 70M branch
1994-1996	North Central Association, Ann Arbor, Michigan Northern Regional Representative

- Assisted schools in Upper Peninsula of Michigan with their NCA accreditation process, through formal presentations of the accreditation process and working with school teams
- 1974-2003 Bay de Noc Community College, Escanaba, Michigan
Adjunct Instructor
 - Taught courses in Rhetoric and Composition, Research Writing, Interpersonal Communications and Introduction to Theater

1968-1994 Manistique Area Schools, Manistique, Michigan
Teacher and Project Director
 - Instructed students at middle and high school level in English Language Arts
 - English Department Chairperson
 - School Improvement Coordinator
 - Student teacher supervisor
 - Gifted/Talented Program Coordinator
 - Forensics, debate and drama director and coach

Other Related Experience and Community Service

- Presenter of effective teaching strategies throughout Upper Peninsula, Essential Elements of Effective Instruction and Project TEACH, graduate level course for NMU
- Evaluator of numerous state and federal grants
- Presenter at national and international educational, school safety, and leadership conferences
- Participant in dialogue with Swedish and American educators on technology integration in Stockholm and New York.
- Speaker at numerous civic and community organization events
- Chairperson for CBC, major fundraising campaign in Schoolcraft County
- Volunteer instructor for Senior Writers group that has published seven books



FOREST COUNTY
POTAWATOMI
Keeper of the Fire

FOREST COUNTY POTAWATOMI CULTURAL CENTER, LIBRARY & MUSEUM

April 8, 2014

The Forest County Potawatomi Community, a recognized member of six (6) federally recognized bands of the Potawatomi Nation in the United States, supports the objectives and deliverables of the 2014 ANA Language Grant being submitted by the Hannahville Indian Community, Wilson, Michigan.

The project, with its focus on early childhood development programming aims to permanently establish that Bodwewadmimwen (Potawatomi Language) is more broadly utilized within the family structure.

We look forward to collaborating with the Hannahville Indian Community for the purposes of utilizing the Potawatomi Language and developing fluency within our respected communities.

Respectfully,

Michael L. Alloway Sr.
Director

8130 Mish ko swen Drive • P.O. Box 340 • Crandon, WI 54520
Phone: 715-478-7478 • Fax: 715-478-7482



April 9, 2014

To Whom It May Concern:

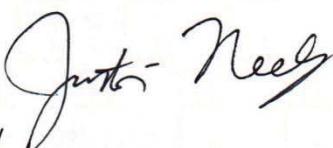
The Citizen Potawatomi Nation Language Department is committed to support the Hannahville Potawatomi Community and its ANA Language Project "Children and their families speaking Potawatomi". We understand the urgency to preserve and protect the language for the Hannahville Potawatomi Community and all Potawatomi people. Therefore, the Citizen Potawatomi Nation Language Department commits its support to this endeavor.

Language is important to the continued cultural understanding and ways of all Potawatomi people. Today it is necessary to teach native languages in schools, child development centers, and classes because the language is no longer being taught at home. Often times with the loss of language and culture we see a loss of pride in being native.

Immersion is seen as the natural approach and using this technique along with an interactive curriculum which will engage, expand, and focus the attention of the young people would seem a very successful strategy for reaching the young people within their community.

We are encouraged by the work done in the Nah-Tah-Wahsh Indian school. We know that future of our language and our way of life truly hinges on creating a new generation of fluent speakers. Our young people definitely have a natural propensity to acquire language. It is indeed the time of the seventh fire when our young people must pick up these old ways which have been left behind. It is our hope for our children which will help ensure our ways continue long into the future. It is with this understanding of the importance of our language in defining who we are as a people that the Citizen Potawatomi Nation Language Department stands prepared to assist in any way possible the Hannahville Potawatomi Community.

Sincerely,


Justin Neely

Director Citizen Potawatomi language Department



Prairie Band Potawatomi Nation
Government Center

April 9, 2014

Potawatomi Language Department
Hannahville Indian Community
14911 Hannahville Road
Wilson, MI 49896

Re: Letter of Commitment

Mr. Earl Meshigaud

The Prairie Band Potawatomi Nation has a strong commitment to revitalize and maintain the Potawatomi Language – and accomplishing that goal includes building working partnerships among the seven Potawatomi bands scattered across Michigan, Wisconsin, Oklahoma and Kansas.

The Prairie Band Potawatomi Nation Language and Cultural Department is pleased to offer our support to benefit the FY 2014 ANA Language Project being submitted by the Hannahville Indian Community Language Department. The Prairie Band Potawatomi Nation Language and Cultural Department has worked with the HIC language department on a regular basis, and it is gratifying to know that we share with them, a high priority in building partnerships that can increase the potential for future generations to experience a living language. As each Potawatomi band grows in the future, we also recognize that it is only through our shared cultural language, traditional values and beliefs that true growth will be accomplished.

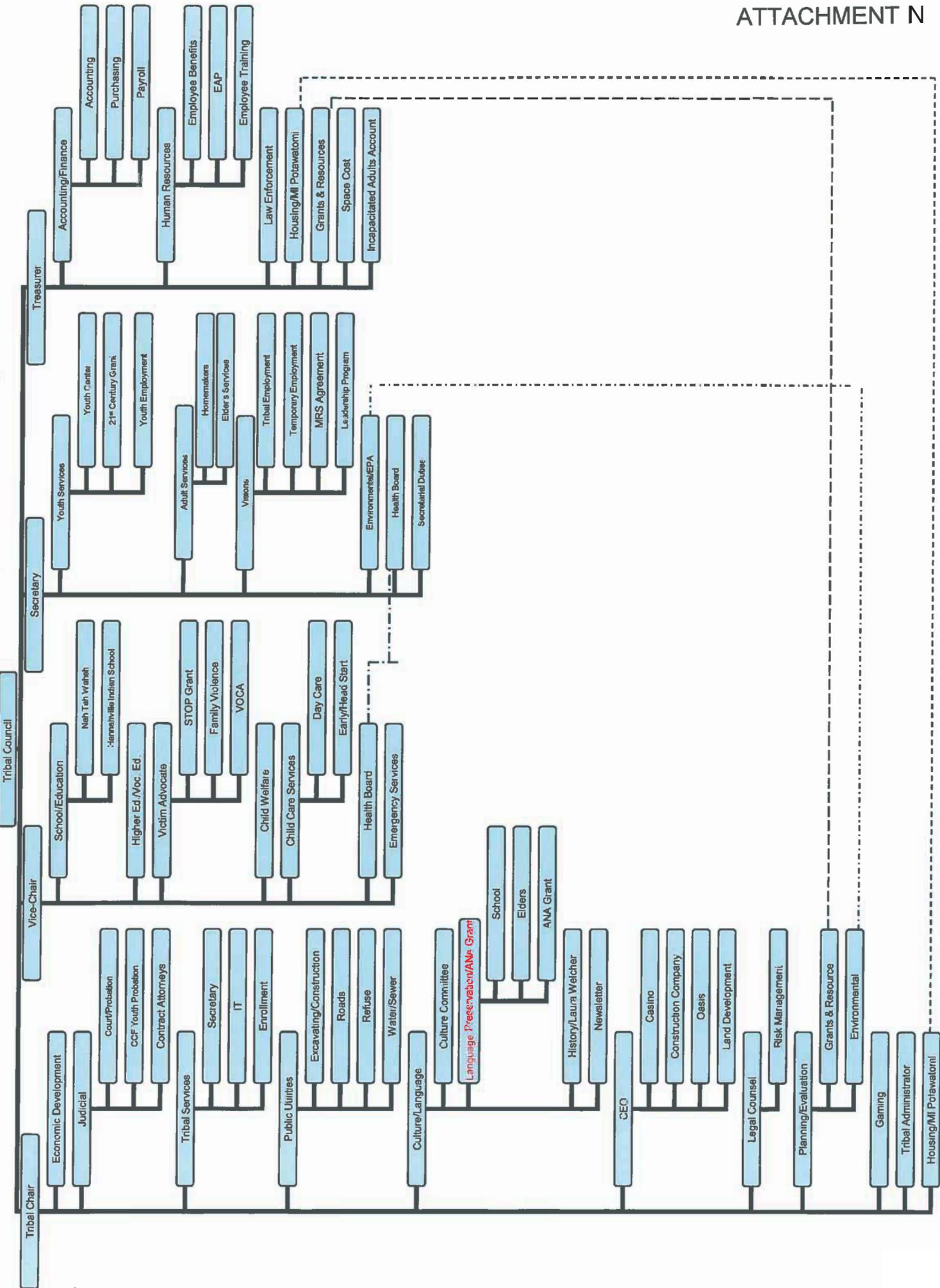
Specifically, our commitment to the 2014 ANA Language Project is to contribute (at no-cost) 40 hours per year, providing recommendation and guidance for the project. The Prairie Band Potawatomi Nation Language and Cultural Department will meet via video conference, with the HIC language staff to review curriculum, make recommendations, as well as to share learning resources. The Prairie Band Potawatomi Nation will also provide limited language support for the HIC project. Estimated value of the PBN commitment of time, resources, and video conferencing ability is: Year 1: \$1600.00, Year 2: \$1600.00, Year 3: \$1600, totaling \$4800.00, for the three year project.

We are looking forward to, again, working with the HIC Language Department, as I am sure this partnership will be mutually beneficial.

Respectfully,

Dawn R. LeClerc, Coordinator
Prairie Band Potawatomi Nation
Language and Cultural Department

Organizational & Reporting Relationships



Cynthia C. Burns
N16223 Hannahville B1 Road
Wilson, MI 49896
1-906-466-2261
cburns@potawatomilanguage.org

Objectives

I am currently working in Early Childhood Education and I plan to continue working in Early Childhood Education, teaching the Potawatomi Language and Culture to the young children.

Experience

Summer 1987-Fall 1988

Boat Works, Inc.

During my employment at the Boat Works, I was responsible for all phases of bookkeeping and secretarial duties as well as receptionist duties.

Winter 2004 to present

Hannahville Indian Community @ Hannahville Indian School

When I started at HIC I was the culture department aide. I was transferred to early childhood teacher and I continue to teach in that area. I am responsible for preparing lesson plans for all the children in Head Start, Early Head Start, and the FACE program. I am also the Culture Teacher for elementary, kindergarten through third grade. For these classes I am responsible for creating lesson plans and classroom management.

Education/Professional Development

- Neenah High School-1972
- Appleton Technical College-1984/1985
- Bay De Noc Community College-January 2012 to present (I expect to be finished in June of 2014 with an Associates Degree in Early Childhood Education)
- Language Instructor Skills Training / 2009-2012 completed
- Early Childhood Education Conferences/2013 and 2014
- Potawatomi Language Conferences/yearly for the past 6 years
- New Teacher Academy (Webinar)-Feb. 2014

Achievements

- Certificate in Account Clerk, 1985
- Certificate of Completion, 2012, Language Instructor Skills Training
- Certification of Completion, 2013 and 2014, Upper Peninsula Early Childhood Conference
- Certificate of Completion 2014, New Teacher Academy Webinar
- Induction into Phi Theta Kappa Association 2013

References are available upon request

Kyle James Kovish, BSW

317 S. 9th St. • Escanaba, Michigan 49829 • 906.250.3339
 kkovish@potawatomilanguage.org

OBJECTIVE

Seeking a position teaching Potawatomi language and Culture in the Hannahville Indian Community, focusing on the planning and implementation of daily language lessons for the elementary students of Nah Tah Wahsh PSA / Hannahville Indian School

QUALIFICATIONS

Capable of doing the following:

- Instructing daily Potawatomi language classes that emphasize a high percentage of communication using the language between students and the instructor, as well as individually within student groups
- Implementing hands on activities intended to reinforce newly learned Potawatomi sentences and concepts, by meaningfully completing real life tasks using the language
- Creating thorough daily lesson plans aligned to the World Languages Standards and Benchmarks of the Michigan Department of Education
- Make ongoing contributions to the construction of an adaptable spiraling Potawatomi language curriculum and unit mapping that builds upon student growth from preschool through high school graduation
- Administrating pre and post assessments that measure students' progress in their abilities as Potawatomi speakers as well as areas for future instructor focus
- Scoring of student performance using Potawatomi language during group work and guided practice reinforcement activities

EDUCATION

ANA LANGUAGE INSTRUCTOR SKILLS TRAINING CERTIFICATION

October 2009-October 2012

NORTHERN MICHIGAN UNIVERSITY BACHELOR OF SOCIAL WORK

Human Behavior Minor

Class of May 2008, 3.51 Cumulative GPA, Cum Laude Honors

PREVIOUSLY ENROLLED

Wayne State University, Detroit MI, September 2003 - May '05
 Oakland Community College, Royal Oak MI, September 2001 - May 2003

VOLUNTEER / WORK EXPERIENCE

SENIOR FIELD PLACEMENT AND INTERNSHIP

HANNAHVILLE BEHAVIORAL HEALTH August 2007 - December 2007

Field Instructor: Dave Berg, MSW, Former Program Director, 906.786.6441

Assisted with the implementation of the second year of a federal suicide prevention grant, co-facilitated an adolescent Alcoholics and Narcotics Anonymous treatment group, participated in individual treatment sessions as well as contributed to the development of treatment plans, examined and processed social issues concerning the Hannahville community, and reformatteed the agency's client handbook and other tools used by the agency staff

NAH TAH WAHSH PUBLIC SCHOOL ACADEMY/

HANNAHVILLE INDIAN SCHOOL January 2008 - April 2008

Field Instructor: Pam Beauchamp-Cloutier, MSW, School Social Worker, 906.280.0589

Under supervision, regularly saw student clients who, with the help of parents and staff, identified problem areas to be worked on, developed treatment plans that were implemented throughout the semester, participated in guided crisis intervention, continued to facilitate the adolescent Alcoholics and Narcotics Anonymous group that had begun earlier in the fall, and collected, processed, and presented information for use within the federal suicide prevention grant

Kyle James Kovish, BSW

RELEVANT EMPLOYMENT HISTORY, (2001 - Present)

- HANNAHVILLE INDIAN COMMUNITY DEPARTMENT OF LANGUAGE, CULTURE AND HISTORY, Wilson, MI, June 2009 – Present Elementary Potawatomi language Instructor - planning and implementing daily Potawatomi language lessons for the elementary students of Nah Tah Wahsh PSA / Hannahville Indian School
- CHOCOLAY ACE HARDWARE, Marquette, MI, May 2007 – September 2008 Store Sales Associate – assisting customers in locating items and instruction on home repairs, running cash register, and store rentals
- GREAT LAKES RECOVERY CENTERS, Marquette, MI, January 2006 – July 2006 Support Counselor, Adult Residential Services – helped clients with program and daily activities, aided counselors in carrying out treatment plans
- ACO HARDWARE CO., Clawson, MI, May 2005 – August 2005 Stock Team Member - unloaded trucks, restocked store layouts, visited stores in southeast Michigan
- BIRMINGHAM CHRYSLER JEEP & COLLISION, Troy, MI, February 2003 - August 2004 Porter, Detailer, Runner - transported vehicles to lots and dealerships, detailed and cleaned up cars, small repairs, deliveries
- CAMP ARCADIA, Arcadia, MI, June 2002 - August 2002 Summer Camp Staff - housekeeping, laundry, grounds maintenance
- REDEEMER KID/KAT SUMMER KAMP, Almont, MI, July 2001 Camp Staff, Counselor – responsible for twelve elementary school age boys for ten days

VOLUNTEER/ LIFE EXPERIENCE,

- IDLE KIDS BOOKS & RECORDS, Detroit, MI, January 2003 – September 2005 Volunteer -helped sustain a non profit community space, focusing on art shows and musical events, and hosting meeting space for neighborhood organizations and advocacy groups
- ELDER ASSISTANCE, Wilson, MI, May 2008 – June 2009 Traveled to the Hannahville Indian Community weekly to help a tribal elder chop and haul wood, to keep the sacred fire for his community; also aided him in other responsibilities he had as the cultural director such as building traditional dwellings and participating in ceremonies, while he taught me about Potawatomi language, culture, and history
- ROOM AT THE INN, Marquette, MI, August 2008 – Present Volunteer at the local homeless shelter, organized by graduating social work cohort, that revolves weekly between seven different churches; duties include guest intake, setting up and tearing down beds, accommodating individual needs, preparation of meals, and laundry of bedding and towels

POSITION DESCRIPTION

TITLE: ANA Language Project Assistant

DATE: 03-08-2014

FLSA:

DATE REVISED:

BACKGROUND:

TERO:

BENEFITS STATUS:

DEPARTMENT: Culture, Language and History

POSITION SUMMARY: Provide part-time (20 hours per week) assistance for ANA language grant project objectives, language materials development and activities. Tasks will include technology-based activities with computer, web and mobile-based language applications, video/audio recording, materials preparation for language instruction, and information newsletter/brochures.

SUPERVISION RECEIVED: Language Program Coordinator

SUPERVISION EXERCISED: None.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Assist Language Program Coordinator to meet ANA language project objectives and activities, as well as participating in learning the Potawatomi language.
- Become proficient with language training videoconferencing system.
- Provide assistance in maintaining language project documentation and database.
- Track project general supplies inventory, and prepare purchase requisitions as needed.
- Assist in language project photography, videotaping and audio recording.
- Help develop language project informational flyers, brochures, posters and postcards to keep community members apprised of ANA language project classes, activities and events.
- Assist in developing language class hand-outs, workbooks and gathering/organizing language lesson content for web and mobile-based learning. Tasks will include content and graphic lay-out, printing and binding.
- Participate and complete assigned Professional Development steps outlined in the Career Path Objectives documentation for the Culture and Language Department.
- Professional development will include regularly scheduled *online training tutorials* for software used in project development and management.

PERIPHERAL DUTIES:

- Other duties as assigned.

QUALIFICATIONS:

Education: Associates degree.

Experience: Must have excellent computer skills in basic software such as MS WORD, Excel, Access and PowerPoint; some experience with video and audio editing software.

Skills and Abilities: Must be a self-starter. Must have strong organizational skills, and the ability to communicate effectively both verbally and in writing; must be able to establish effective working relationships with heritage center and school staff; have some working knowledge of the Potawatomi Language; must have skills in operating listed tools and equipment.

TOOLS AND EQUIPMENT USED: Telephone, personal computer, copy machine, laminator, FAX machine. P.A. systems, video recorder and audio recording equipment.

PHYSICAL DEMANDS: Physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. One must have the ability to stand on concrete floors for 1-hour periods. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions. The work environment may vary depending on the location of the “Language/Culture-Relative” activity; however; the work environment is usually moderately quiet, pleasant and comfortable with little or no exposure to injury or other health hazards.

SELECTION GUIDELINES:

Completed employment application and resume; oral interview and reference check; job related tests may be required. State and federal background checks are required to comply with Public Law 99-570-“Indian Alcohol and substance Abuse Prevention and Treatment Act and Public Law 101-647 “Crime Control Child Care Worker-Employee Background Checks” of 1990. Employment selection made in accordance with the Hannahville Indian Community Tribal Employment Rights Ordinance (TERO) Title IV Chapter 3.

The duties listed are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.

The job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer and requirements of the job change.

Signature _____ Date _____
(Employee)

Signature _____ Date _____
(Supervisor)

Signature _____ Date _____
(Director)

REGARDING MAINTENANCE OF EFFORT

In accordance with the applicable program statute(s) and regulation(s), the undersigned certifies that financial assistance provided by the Administration for Children and Families, for the specified activities to be performed under the ANA Language Preservation Program by Hannahville Indian Community, will be in addition to, and not in substitution for, comparable activities previously carried on without Federal assistance.



Signature of Authorized Certifying Official
Tribal Chairperson

Title

4/8/14

Date

**Indian Organizations
Indirect Cost Negotiation Agreement**

EIN: 38-2008182

Organization:

Hannahville Indian Community
N14911 Hannahville B1 Road
Wilson, MI 49896-9728

Date: March 14, 2014

Report No(s) : 14-A-0510

Filing Ref.:
Last Negotiation Agreement
dated June 10, 2013

The indirect cost rate contained herein is for use on grants, contracts, and other agreements with the Federal Government to which Public Law 93-638 and 2 CFR 225 (OMB Circular A-87) apply, subject to the limitations contained in 25 CFR 900 and in Section II.A. of this agreement. The rate was negotiated by the U.S. Department of the Interior, Interior Business Center, and the subject organization in accordance with the authority contained in 2 CFR 225.

Section I: Rate

Type	Effective Period		Rate*	Applicable	
	From	To		Locations	To
Fixed Carryforward	10/01/13	09/30/14	43.53%	All	All Programs

***Base:** Total direct salaries and wages, excluding fringe benefits. The rate applies to all programs administered by the Tribe. To determine the amount of indirect costs to be billed under this agreement, direct salaries and wages should be summed and multiplied by the rate. All other program costs, including fringe benefits associated with direct salaries and wages, should be eliminated from the calculation.

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

Section II: General

Page 1 of 3

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

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

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

D.

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

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

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

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

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

H. Use of Other Rates: If any federal programs are reimbursing indirect costs to this grantee/contractor by a measure other than the approved rate in this agreement, the grantee/contractor should credit such costs to the affected programs, and the approved rate should be used to identify the maximum amount of indirect cost allocable to these programs.

I. Central Service Costs: Where central service costs are estimated for the calculation of indirect cost rates, adjustments will be made to reflect the difference between provisional and final amounts.

J. Other:

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

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

3. New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal or calendar years. The proposals are due in our office 6 months prior to the beginning of the year to which the proposed rates will apply.

Section III: Acceptance

Listed below are the signatures of acceptance for this agreement:

By the Indian Organization:

Hannahville Indian Community
Tribal Government

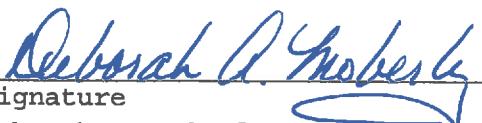

Signature
Kenneth Meshigaud
Name (Type or Print)
Tribal Chairperson
Title

Date

03-13-2014

By the Cognizant Federal Government Agency:

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


Signature
Deborah A. Moberly
Name
Office Chief
Office of Indirect Cost Services
Title

Date

Negotiated by Elena Chan
Telephone (916) 566-7102

MAR 14 2014

Upload #3

Applicant: Hannahville Indian Community
Application Number: NL14000917
Project Title: Penothiyek mine dbenwe wdenwemagnewan e bodewadmimwat
(Children and their Families Speaking Potawatomi): Language Apprentice
Families in Tribal Early Childhood Education
Status: Awarded
Document Title: ProjectNarrativeAttachments-Attachments-1236-
File1_ProjectNarrative_Hannahville_4.15.14.pdf

Table of Contents
Hannahville Indian Community
Project Penothiyek Mine Dbenwe Wdenwemagnewan e Bodewadmimwat
(Children and Families Speaking Potawatomi):
Language Apprentice Families in Tribal Early Childhood Education

File 1 - Project Description Narrative

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OWP – included in mandatory forms section			

File 2 – Budget Detail and Justification

File 3 – Attachments

Project Summary/Abstract

Attachment A:	Tribal Council Resolution
Attachment B:	Selected Pages of Language Preservation Strategic Plan
Attachment C:	Preschool Curriculum Pacing Guides
Attachment D:	Language Lesson Plan Template
Attachment E:	Parents Language Needs Survey Summary
Attachment F:	Early Childhood Letter of Support
Attachment G:	Strategic Plan Update, Part 1
Attachment H:	Culture Director Resume
Attachment I:	ANA Project Coordinator
Attachment J:	Independent Education Evaluator
Attachment K:	Forest County Letter of Commitment/Support
Attachment L:	Citizen Potawatomi Nation Letter of Commitment/Support
Attachment M:	Prairie Band Potawatomi Nation
Attachment N:	Organizational Chart
Attachment O:	Preschool Language Instructor Resume
Attachment P:	Elementary Language Instructor Resume
Attachment Q:	ANA Project Assistant Job Description
Attachment R:	Certification Regarding Maintenance of Effort
Attachment S:	Indirect Cost Agreement

Need for Assistance

Identification of Community

The Hannahville Indian Community is a federally recognized Indian Tribe pursuant to the Indian Reorganization Act of June 18, 1934, "48 Stat. 934" as amended by the Act of June 15, 1935, "49 Stat. 378," residing in Michigan's Upper Peninsula approximately 15 miles west of Escanaba. The tribe has an enrolled membership of 816 people, 480 of whom reside on the 5,800-acre Potawatomi reservation. Approximately 100 additional members live nearby (due to chronic tribal housing shortages) and access services and employment on the reservation. A twelve-member Tribal Council empowered by the Community through the election process, acts on behalf of the Hannahville Indian Community's tribal members.

The Potawatomi Tribe is an Indian culture with unique history, values, and customs. The traditional homeland of the Potawatomi Nation was on the southern shores of Lake Michigan. With the arrival of white settlers, the Potawatomi were gradually driven off their lands. Many Potawatomi fled to maintain their freedom. One group relocated in the vicinity of the Cedar River until 1883, when they moved to unoccupied land near Wilson, Michigan. A Methodist missionary settled among this group of Potawatomi. The ensuing community was named Hannahville, for the missionary's wife, who showed great kindness to the people. These Potawatomi remained as "squatters" until 1913 when Congress appropriated Tribal Claims Settlement monies to purchase 3,408 acres of land for the Hannahville Indian Community, which were formally recognized as a Reservation under the Indian Organization Act of 1934.

The morals and cultural patterns of the dominant society imposed upon American Indians have eroded their traditional way of life. The more recent historical legacy of defeat, dispossession from their land, lack of political power, and high rates of unemployment, have resulted in feelings of bitterness, hopelessness, and distrust toward the dominant society. The struggle to maintain traditional values, beliefs, and customs as tribal members have become more involved with the world outside of the Reservation, has caused tremendous conflict for many Native Americans. Although this struggle has resulted in Indian ambivalence toward the dominant society, it has also provided a solid foundation from which Native Americans have drawn strength and provided the base for the current emphasis on self-determination.

Almost twenty years ago now, one of our tribal Elders and spiritual leaders, Joe Migwanabe, started the 28-day Fire as a result of a Vision. In his Vision he was told that the Fire was the only way to heal the community. The Fire must be tended at all times by a tribal leader (Council Member), and kept for twenty-eight days. According to this leader, after twenty-eight days, we would begin to experience change. We have. A younger more assertive administration has led the Community successfully into the 21st Century. ***It is imperative that we not lose our cultural teachings, most importantly our language, through this time of productive growth. It is only through our cultural language, traditional values and beliefs that true growth will be accomplished.***

Community Goals

With this premise, we were led to the ANA grant program, which has given us great opportunities to preserve our heritage. In the fall of 2003 our community was awarded a

Category I Language Planning grant. With this grant award we collaborated with the seven other Potawatomi Bands across the United States and Canada, and assessed the status of our native language and subsequently created a Strategic Plan to preserve it, which is the basis of this proposal.

In addition, in recent years we were successfully awarded an ANA SEDS grant that resulted in the creation of a Department of Potawatomi Culture, Language and History driven by a full time Culture Director, a position that is now tribally funded and will assist in facilitating and overseeing the efforts outlined in this grant proposal.

In the fall of 2005 our Tribal Council adopted a comprehensive written strategic plan. The Tribal Council and key administrators participated in a weeklong retreat, and identified key goal areas across 21 planning areas. These planning areas included education, employment, environment, culture and language, health, social service and housing, to name a few. Since the start of this planning process, we have continued to work on developing each planning area further to include more detail, which resulted in the creation of the language specific Strategic Plan that was formulated through our ANA Category I grant in 2003-04. This Strategic Plan was produced by the guidance of community members through talking circles, focus groups, surveys and community meetings, and **the Plan continues to be an essential guiding document for implementing both the short-term and long-term plans supported by the community to revitalize the Potawatomi language. Further, it is this Strategic Plan that provides guidance for our Tribal Council during the review process for pending language grant proposals,**

and the foundation on which grant proposals are supported (Please see Attachment A for Tribal Council Resolution in support of this proposed language project).

Additional Strategic Plan objectives were accomplished with our 2006 ANA Language Implementation Grant, *Ensuring the Survival of the Potawatomi Language - Digital Connections Language Project*. Grant objectives established an interactive digital language lab system in our K-12 tribal school as well as in the language center at our new Potawatomi Heritage Center to serve adult community members. Creation of an online language courses was another grant objective, so that high school students and community members could enroll in a 36 week standards-based course in Potawatomi Basics. Language courses were created within the framework of the open source Moodle course management system on our Language Department web site.

Further key objectives of our Strategic Language Plan were accomplished with the much needed *Project Ewikkendaswat Ekenomagewat (They will learn to teach): Language Instructor Skills Training for 21 Century Classrooms* through our 2009 ANA Language Implementation Grant. This essential project successfully provided current and potential Potawatomi language instructors with intensive teacher training, with five language instructors and five community members completing the training. It should be noted that because of this three-year project, at least two of our five tribal school language instructors have attained the level of semi-fluency (intermediate-high to advanced-low), with eight other teacher training participants reaching the intermediate-low to intermediate-mid levels, a benefit that may not have occurred without the ANA project opportunity.

Statement of Need

Beginning in the mid 1990's we implemented an ANA Language Project to assess the status of the Potawatomi language and document as much of the language as we could. At that time a survey was conducted and information was compiled and the results were frightening. ***At the time of that survey (1995), there were only 40 fluent Potawatomi speakers and 70% of them were age 60 or older.*** Through the implementation of the Category I Planning grant we received in 2003, we conducted a comparable survey and this updated information was even more disheartening. However, the most alarming information emerged during a 2013 joint planning meeting with Language department administrators from six Potawatomi bands, when ***only six remaining first language fluent speakers were identified and all were age 71 or older – indicating that we have indeed reached a crisis point.*** All six remaining first language speakers are members of the Forest County Potawatomi Community. While several second language fluent and semi-fluent speakers have emerged during the past several years of intensive revitalization projects, including Hannahville's Culture Director, Earl Meshigaud and two Hannahville Language Instructors, the remaining first language fluent speakers have significantly increased their individual efforts to pass on all aspects of the language. For most elder speakers, the increased language promotion is taxing their already fragile health, and yet each speaker continues crucial language revitalization work, spreading themselves thin by making themselves available to several Potawatomi bands. ***Fluent first language speakers have often expressed that although new speakers are emerging, there remains so much critical language knowledge to impart to language learners before fluent elders will feel fully confident that the integrity of the original Potawatomi language will remain a constant for***

future generations. With this in mind, it is imperative that we move rapidly to accomplish the remaining key objectives of our Strategic Plan while our first language fluent speakers are still with us, and can still pass on important language knowledge and etymology before it is lost.

Problem Statement

At present, Potawatomi language learning for our young children has a very limited scope within our Tribal Early Childhood (EC) Education Programs, and currently no integrated parent learning opportunities, nor do comprehensive early childhood language teaching materials exist for our community parents, families or early childhood staff to help teach, reinforce and practice the Potawatomi language with their young children in their homes, throughout the community, or EC classrooms. Our early childhood language teacher is currently limited to ten minute language lessons for each classroom, four days a week. This limitation is not supportive of our long-term *Strategic Language Plan* objectives **to “provide language learning opportunities to all age levels, including early childhood and adults,” with “written, approved and utilized curriculum for teaching” the Potawatomi Language, and with “age appropriate materials developed and readily available.”** (Please see Attachment B for selected pages and highlighted Outcome Measures for Strategic Actions described in our Language Preservation Strategic Plan).

At the same time, we have a long-term goal to graduate semi-fluent to fluent speakers from our tribal school within the next ten years. A strategy to accomplish this goal has already been built into curriculum pacing guides as part of objectives accomplished during earlier ANA K-12 language grant projects that have since become permanent and financially sustained projects within the Language Department at Nah Tah Wahsh tribal school. We developed a topic-based

spiraling language content K-12 curriculum (inclusive of Early Childhood) to guarantee that multiple language content areas would be revisited and reinforced annually, but with increasingly challenging language content material, lessons and activities at each grade level. At the same time, we planned curriculum pacing guides to function as a “living” document, meaning that the curriculum would grow and be modified as needed. ([Please see Attachment C for our Preschool Pacing Guides](#)). As our community’s students move up through the grade levels, we anticipate that we will need to raise the bar periodically to provide ever challenging lesson content as the students become more language proficient at the lower grade levels.

Although the Potawatomi Language Program is part of Hannahville’s Department of Culture, Language and History, the largest part of the program is housed at the Hannahville Indian School – Nah Tah Wahsh PSA on the reservation, with our language instructors and curriculum held to the same standards as teachers of the core curriculum. Consequently, our Potawatomi language classrooms are also regularly monitored by the BIE and Northern Michigan University’s School Monitors (NMU are school sponsors). NMU monitors were at Nah Tah Wahsh for classroom observations in March this year. Based upon their immediate feedback (prior to their formal report), monitors expressed that the Culture and Language Program has made exceptional progress since their last visit two years ago. At that time, the monitors had already reported that our program had made huge improvements, with more language spoken in the classroom than had ever been observed during their visits. During this March visit, – the same monitors were further impressed with students’ increased spoken language, the well-structured lessons and student engagement. Their comments confirmed that our language program objectives are on target in the instructional areas we’ve planned to improve.

As a department, we have concluded that adopting a uniform Lesson Plan structure, learning objectives, lesson content and expectations has been very effective in maintaining continuity in our language classrooms across all grade levels, and has contributed to significant annual improvements noted during BIE and NMU Monitor visits. ([Please see Attachment D for Language Lesson Plan Template](#)). However, to make certain that our entire Potawatomi language education program is uniform and making significant annual progress, **it is imperative that we address the classroom time limitations issue and language resources gap in our tribal school's early childhood education programs, as well as to focus on creating a family-friendly language learning environment with ample immersive language resources for the birth to five-year-old age range, which are objectives listed as action outcome measures in our Strategic Language Plan.** With direct family and parent language acquisition, learning the Potawatomi language will become more relevant in the eyes of children who may then embrace their heritage language with growing pride. Without parental and family involvement (supporting and speaking the language in the home), the goal to graduate fluent and semi-fluent students could remain a significant challenge because children need to see and experience that the language has importance and relevancy for their lives.

During the planning stage for this language project proposal, language department staff met with a focus group to seek feedback in project direction from Early Childhood Education staff (director, two program coordinators, and fourteen teachers and classroom aides), as well as conducting a community language needs survey distributed largely to early childhood education parents, as well as other community members with children/grandchildren attending Hannahville Indian School – Nah Tah Wahsh PSA ([Please see Attachment E for Language Survey Summary](#)

published in the April 2013 Hannahville Happenings Newsletter; full 42 page Language Survey Report is on file). Feedback from the 96 community parents who completed the language survey was especially positive, showing strong support for developing a family-friendly language learning plan, as well as a more comprehensive early childhood language program with an immersive approach. Early childhood education director and staff provided us with confirmation that they will support longer time periods for immersive language activities with children in the classrooms, as well as to extend in-classroom time for our preschool language instructor to interact with children using the Potawatomi Language throughout the day (See Attachment F for Letter of Support from Early Childhood Program Director). Additionally, through our language survey, parents and community members have expressed a need for regularly scheduled weekly language learning and speaking opportunities. Parents who completed the language survey have stated that regular language classes are a top need for them if they are to provide a home environment that will support speaking Potawatomi on a daily basis. However, parents have further expressed being at a loss to competently promote the language in the home because early childhood language education materials are so sparse within our department. Language learning materials developed over the past eight to ten years have focused almost exclusively for classroom use in our K-12 language program. This program is successfully operating within the tribal school, and experiences a high level of respect from administrators and teachers of mainstream school courses. In fact, as a measure of the increasing respect for our language program, Kyle Kovish, our elementary K-5 language instructor has received the “Teacher of the Year” award for the past two years – an award that is voted upon by all school administration, teachers and support staff of our Tribal school. This honor is a first for our language and culture department, and the recognition affirms our program efforts in language revitalization.

It is time, however, to shift our focus to the needs of young families anxious to gain the skills to speak Potawatomi in their homes – and to provide them with sustained language learning experiences and much needed language resource materials for use at home. However, the Hannahville Indian Community does not currently have other funds available to expand our language revitalization effort at this time to develop a permanent immersive language learning project within our tribal school's early childhood education programs, nor to develop dedicated language sessions to increase parent involvement, and to provide the enhanced technology-based companion language learning resources.

Outcomes Expected

Objectives

The three-year grant period objectives for our proposed *Project Penothiyek Mine Dbenwe Wdenwemagnewan e Bodewadimimwat* (*Children and Families Speaking Potawatomi*): *Language Apprentice Families in Tribal Early Childhood Education* are:

Objective 1, First Year (Level One/Novice Low) – By the 12th month, 108 children in early childhood education classrooms, along with at least ten early childhood parents, and six early childhood teachers/staff will experience enhanced and immersive language learning sessions, with evaluations showing a measurable increase in language proficiency and successful achievement of the Novice Low Level (age appropriate levels defined by our project evaluation rubric for level one).

Objective 2, First Year (Level One/Novice Low Language Content) – By the end of the first year, HTML5 and flash-based interactive mobile app lessons for Language Apprentice Families will include thirty-five language lessons and assessments, ten immersive conversation language lessons and assessments, twelve storybooks with age appropriate companion activities to assess story comprehension, DVDs produced with the same interactive language lessons and storybook content, and printed text-based hard copies of lessons and storybooks (age appropriate language content defined by our project evaluation rubric for level one).

Objective 1, Second Year (Level Two/Novice Mid) – By the 12th month, 108 children in early childhood education classrooms, along with approximately ten early childhood parents, and six early childhood teachers/staff will experience enhanced and immersive language learning sessions, with evaluations showing a measurable increase in language proficiency and successful achievement of the Novice Mid Level (age appropriate levels defined by our project evaluation rubric for level two).

Objective 2, Second Year (Level Two/Novice Mid Language Content) – By the end of the first year, HTML5 and flash-based interactive mobile app lessons for Language Apprentice Families will include thirty-five language lessons and assessments, ten immersive conversation language lessons and assessments, twelve storybooks with age appropriate companion activities to assess story comprehension, DVDs produced with the same interactive language lessons and storybook content, and printed text-based hard copies of lessons and storybooks (age appropriate language content defined by our project evaluation rubric for level two).

Objective 1, Third Year (Level Three/Novice High) – By the 12th month, 108 children in early childhood education classrooms, along with approximately ten early childhood parents, and six early childhood teachers/staff will experience enhanced and immersive language learning sessions, with evaluations showing a measurable increase in language proficiency and successful achievement of the Novice High Level (age appropriate levels defined by our project evaluation rubric for level three).

Objective 2, Third Year (Level Three/Novice High Language Content) – By the end of the first year, HTML5 and flash-based interactive mobile app lessons for Language Apprentice Families will include thirty-five language lessons and assessments, ten immersive conversation language lessons and assessments, twelve storybooks with age appropriate companion activities to assess story comprehension, DVDs produced with the same interactive language lessons and storybook content, and printed text-based hard copies of lessons and storybooks (age appropriate language content defined by our project evaluation rubric for level three).

Results and Benefits Expected

Year 1, Objective 1 Results: Ten early childhood parents, six early childhood teachers/staff and 108 children in early childhood will have completed Project Apprentice Families - EC Language Curriculum Level One (ACTFL Novice Low proficiency) with a measurable increase in individual and family language proficiency from first pre-test to final assessment at the end of the year one; Edmodo online educational applications are operational and updated weekly; project evaluation components are implemented by contracted independent education evaluator

and project staff; evaluation data collected and recorded quarterly and stored in Language Program Server Database.

Year 1, Objective 1 Benefits: Formal immersive Potawatomi language education will be permanently established with a fully implemented Level One (Novice Low) language curriculum integrated into our early childhood programs. Parent participants will have potential to become future EC language mentors to new parents, increasing number of parents involved in learning Potawatomi, and taking a proactive role in revitalizing language use in their homes and community.

Year 1, Objective 2 Results: HTML5 (mobile device compatibility) and Flash-based media-rich coursework lessons for Language Apprentice Families/Level One (ACTFL Novice Low) will include 35 language lessons and assessments, 10 immersive conversation language lessons and assessments, and 12 storybooks with age appropriate companion activities to assess story comprehension. DVDs will be produced with the same language lessons and storybook content. Text-based hard copies of lessons and storybooks printed. Copies of all multi-media lessons and resource materials will be archived on Language Program Server.

Year 1, Objective 2 Benefits: Media-rich companion resources will compliment and reinforce an enhanced and permanent early childhood language program that will help ensure that language revitalization efforts are maintained long into the future. Level One (Novice Low) language documentation and coursework will provide more significantly more available language resources than has previously been available to parents and community members.

While some community members may not have home computers, many of them do have Smartphones. By producing language materials in multiple accessible formats, parents and other community members will have daily access 24/7.

Year 2, Objective 1 Results: Ten early childhood parents, six early childhood teachers/staff and 108 children in early childhood will have completed Project Apprentice Families - EC Language Curriculum Level Two (ACTFL Novice Mid proficiency) with a measurable increase in individual and family language proficiency from first pre-test to final assessment at the end of the year one; Edmodo online educational applications are operational and updated weekly; project evaluation components are implemented by contracted independent education evaluator and project staff; evaluation data collected and recorded quarterly and stored in Language Program Server Database.

Year 2, Objective 1 Benefits: Formal immersive Potawatomi language education will be permanently established with a fully implemented Level Two (Novice Mid) language curriculum integrated into our early childhood programs. Parent participants will have potential to become future EC language mentors to new parents, increasing number of parents involved in learning Potawatomi, and taking a proactive role in revitalizing language use in their homes and community.

Year 2, Objective 2 Results: HTML5 (mobile device compatibility) and Flash-based media-rich coursework lessons for Language Apprentice Families/Level Two (ACTFL Novice Mid) will include 35 language lessons and assessments, 10 immersive conversation language lessons and

assessments, and 12 storybooks with age appropriate companion activities to assess story comprehension. DVDs will be produced with the same language lessons and storybook content. Text-based hard copies of lessons and storybooks printed. Copies of all multi-media lessons and resource materials will be archived on Language Program Server.

Year 2, Objective 2 Benefits: Media-rich companion resources will compliment and reinforce an enhanced and permanent early childhood language program that will help ensure that language revitalization efforts are maintained long into the future. Level Two (Novice Mid) language documentation and coursework will provide more significantly more available language resources than has previously been available to parents and community members. While some community members may not have home computers, many of them do have Smartphones. By producing language materials in multiple accessible formats, parents and other community members will have daily access 24/7.

Year 3, Objective 1 Results: Ten early childhood parents, six early childhood teachers/staff and 108 children in early childhood will have completed Project Apprentice Families - EC Language Curriculum Level Three (ACTFL Novice High proficiency) with a measurable increase in individual and family language proficiency from first pre-test to final assessment at the end of the year one; Edmodo online educational applications are operational and updated weekly; project evaluation components are implemented by contracted independent education evaluator and project staff; evaluation data collected and recorded quarterly and stored in Language Program Server Database.

Year 3, Objective 1 Benefits: Formal immersive Potawatomi language education will be permanently established with a fully implemented Level Three (Novice High) language curriculum integrated into our early childhood programs. Parent participants will have potential to become future EC language mentors to new parents, increasing number of parents involved in learning Potawatomi, and taking a proactive role in revitalizing language use in their homes and community.

Year 3, Objective 2 Results: HTML5 (mobile device compatibility) and Flash-based media-rich coursework lessons for Language Apprentice Families/Level Three (ACTFL Novice High) will include 35 language lessons and assessments, 10 immersive conversation language lessons and assessments, and 12 storybooks with age appropriate companion activities to assess story comprehension. DVDs will be produced with the same language lessons and storybook content. Text-based hard copies of lessons and storybooks printed. Copies of all multi-media lessons and resource materials will be archived on Language Program Server.

Year 3, Objective 2 Benefits: Media-rich companion resources will compliment and reinforce an enhanced and permanent early childhood language program that will help ensure that language revitalization efforts are maintained long into the future. Level Three (Novice High) language documentation and coursework will provide more significantly more available language resources than has previously been available to parents and community members. While some community members may not have home computers, many of them do have Smartphones. By producing language materials in multiple accessible formats, parents and other community members will have daily access 24/7.

Impact

By completion of the proposed project, Hannahville Indian Community will experience an overall positive change by empowering early childhood parents with young children to embrace their cultural identity through learning the language together, and by encouragement to speak and practice the Potawatomi language within their homes. An abundance of language materials in multiple formats will be available in the form of lesson books and activities, story books, DVDs, and multimedia language lessons that include audio and video that will be accessible from mobile devices, as well as from computers. These resources, while being developed for the Early Childhood Program for children, parents and teachers, will be available to the community at large – fulfilling the many requests that parents and families have made. Approximately 132 children and adults will directly benefit from this language project, while the potential number of beneficiaries is at least double that number, and the number of people who become directly involved in language learning will increase.

Project Specific Impact Indicator

Completion of the proposed *Project Penothiyek Mine Dbenwe Wdenwemagnewan e Bodewadmimwat* (*Children and Families Speaking Potawatomi*): *Language Apprentice Families in Tribal Early Childhood Education* will result in meeting ANA's requirement of addressing the necessary impact indicator.

Impact Indicator: Increase in Language Proficiency Levels

In this project we will measure language proficiency in two groups so as not to skew the data results with mixed age levels, language content and benchmark testing: (1) we will measure

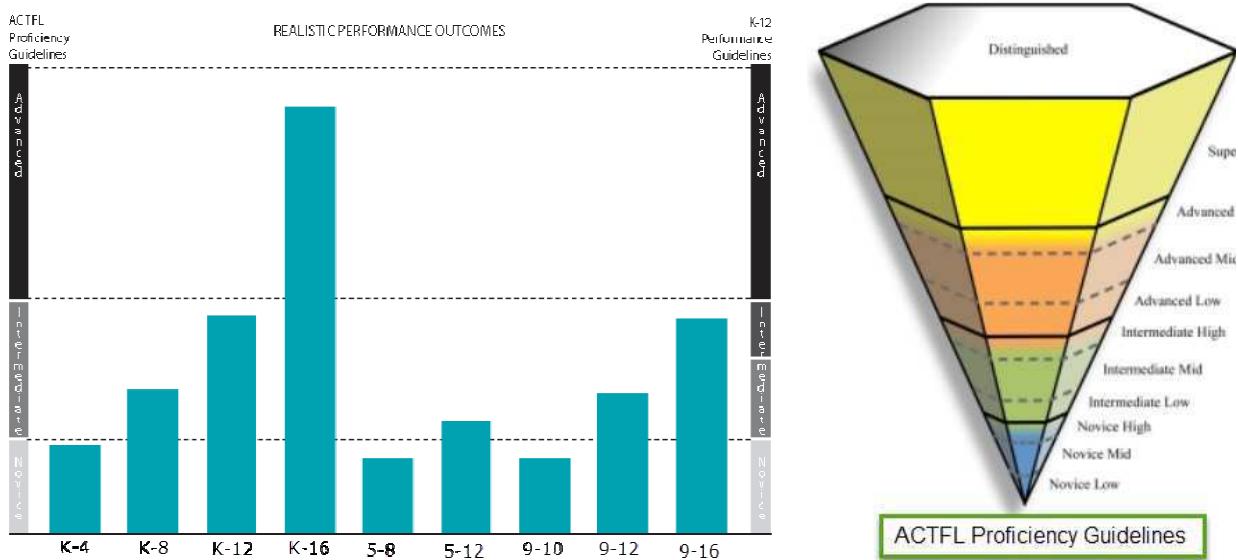
parents/teachers proficiency using ACTFL “can-do” statements in the categories of *Interpersonal Communication* and *Interpretive Listening*, and (2) we will measure language proficiency of children in early childhood with modified, age appropriate, language “can-do” benchmarks in the same two categories. Impact indicator evaluation data will be collected and tracked by project staff and independent education evaluator. A long-range proficiency measurement plan will be implemented for all participants at the beginning of the project that will include documenting language status with the same measure (Novice High Benchmarks for adults, with modified Novice Level Benchmarks for children) at three target points in time:

- Pre-grant status: Pre-test data gathered, aggregated, documented for baseline language knowledge,
- End of grant target: Post-test data gathered, aggregated, documented for actual status
- Three-year target status: Post-grant test data gathered, aggregated, documented

Global benchmarks for each level and mode of the proficiency scale have “can-do” statements (benchmarks) that check proficiency in five specific categories: Interpersonal (person-to-person) Communication, Presentational Speaking (Spoken Production), Presentational Writing (Written Production), Interpretive Listening, and Interpretive Reading. **Because we plan an immersive language approach with this language project, we will focus our proficiency testing using “can-do” benchmarks from two of the five areas: *Interpersonal Communication and Interpretive Listening*.** All data will be stored on the Language Program Server.

To measure language proficiency, the ACTFL proficiency guidelines and “can-do” statements with global benchmarks will be utilized by our project staff and evaluator on a quarterly basis during each year of the proposed ANA Language Project. By adding quarterly checks with “can-

do” assessments to the early childhood curriculum pacing guide and parent/teacher pacing guide, lesson plans can be designed with more precise learning objectives to assure that actual proficiency is what is being tested. Based upon our experience, adding the “can-do” assessments will provide a more accurate real-time measurement of what language students (parents/teachers/children) are actually learning, which will in turn provide more accurate feedback and data for instructors to assure that unit language content is thoroughly understood by learners and be able to fine-tune before moving onto new language content. “Can-do” language assessments will be modified to represent a more appropriate age level proficiency expectation for children in the early childhood language program; age appropriate proficiency levels for each year will be defined by our language project evaluation rubric. Proficiency assessment for the early childhood parent participants will be tested in the same manner that we assess our K-12 school students, using “can-do” statements, both written and oral, as well as general language content testing for adult learners to check for grammar and sentence structure understanding.



In the diagram above (left), Realistic Performance Outcomes are shown with proficiency dependent upon the span of language instruction throughout several grade levels. Hannahville Indian School - Nah Tah Wahsh PSA, with the Potawatomi Language taught in grades K-12, falls into the *Intermediate-High* proficiency target range as represented in the third bar from the left. The diagram on the right shows the various proficiency levels with more clarity. “Can-do” assessments and global benchmarks are tied to our curriculum pacing guides. **By implementing a more robust and immersive Language Project, inclusive of parents and teachers, an enhanced Early Childhood Language Program has the potential to eventually push performance outcomes into the “advanced” proficiency level.** For this project, adult participants should reach the proficiency target of Novice High by the end of the third year; with children reaching a modified target proficiency level (to be added to preschool curriculum pacing guides).

Project Approach

Project Goal

The driving goal for *Project Penothiyek Mine Dbenwe Wdenwemagnewan e Bodewadmimwat (Children and Families Speaking Potawatomi): Language Apprentice Families in Tribal Early Childhood Education* is to permanently establish a formal and immersive style approach to Potawatomi language learning for the 108 infants and toddlers within our tribal early childhood education programs, and to establish concurrent language education sessions for ten early childhood education parents and six teachers. Companion hand-out materials and technology-based language resources will be developed to support the specific learning objectives of every lesson plan for parent and teacher language classes, as well as for children enrolled in the early

childhood education programs. Successful implementation of this goal will empower families with young children to embrace their cultural identity with monthly fluent speaker learning contact, with easy access to language learning tools, and encourage the Potawatomi language to be practiced within family homes. This goal is supportive of our long-term *Strategic Language Plan* objectives to “provide language learning opportunities to all age levels, including early childhood and adults,” along with “books, CDs and materials related to the language” and “age appropriate materials developed and readily available.” ([Please see Attachment B for selected pages and highlighted Outcome Measures for Strategic Actions described in our Language Preservation Strategic Plan](#)). It is the firm belief of first language fluent speakers that only when the Potawatomi language is supported and spoken in our community homes, will the children who learn the language in tribal classrooms have a stronger advantage for retaining the language well into the future. This conviction is the motivation for accomplishing the proposed project objectives.

Planning and Implementation

To meet the project goal as defined in this proposal, we will include the implementation of key objectives outlined throughout the data collection process during the formulation of the Potawatomi Language Preservation Strategic Plan. We have educated the entire community about the Strategic Plan as they have defined it through the planning process and have already implemented several of the Plan’s objectives. To keep the community informed on progress, we have published Strategic Plan reports and updates ([See Attachment G for Community Newsletter Update on Strategic Language Revitalization Plan, Part 1.](#)) We are ready to implement final key

objectives of the Plan, but need additional resources, technology equipment, mobile language applications development software, supplies and staff to accomplish the stated objectives.

A Project Team that will include the Project Director, Project Coordinator, Fluent Speaker, Independent Education Evaluator, Language Instructor Team (two instructors) for early childhood parent/teacher language classes, newly hired ANA Project Assistant and all other appropriate language/culture staff will review the *Penothiyek Mine Dbenwe Wdenwemagnewan e Bodewadmimwat* project plan and objectives as outlined. This process will contribute to a thorough understanding of each program initiative, as well as the goal, objectives and evaluation impact indicator. The Culture Director will work with the Project Coordinator and Language Program instructors and support staff to promote and accomplish the objectives outlined for each program initiative throughout the three-year grant period ([Please see Attachment H for a copy of his resume](#)).

Daily operations and coordination of the ANA project activities will be the responsibility of the Project Coordinator who will work closely with the Culture Director ([see Attachment I for Resume of Project Coordinator](#)). Basic responsibilities will include handling the logistics and coordination of the overall three-year project, scheduling and organizing activities, recordkeeping, data collection, and reporting. More specific responsibilities include development of lesson plans with the early childhood and elementary language instructors, as well as development of technology-based companion learning materials as described in the project's objective work plan.

Additionally, an independent education evaluator will be contracted for this project. The external evaluation will have both formative and summative components. Evaluation purposes include: 1) determine attainment of activity objectives; 2) identify effects of programming on targeted audience; 3) provide evaluative information for staff to improve implementation efforts; and 4) identify strengths and limitations of the program. Audiences for the evaluation findings include project staff, key stakeholders, and the ANA. The evaluation will be guided by the core project goal with the following evaluation questions serving as an overall framework:

- What has been the effect of the project on participant children and their parents?
- What has been the effect of the project on institutional practices, procedures, and facilities?
- What systems are in place to sustain and disseminate the effort after funding?
- What are the strengths and limitations of the project?

The evaluation will be a mixed-methods design. Quantitative and qualitative data will be collected using a variety of methods including content assessments, rubrics, surveys, interviews, program observation, focus groups, document gathering and documentation of participation and project activities. Quantitative data will be collected through review and documentation of all project-related activities; language attainment; materials developed and changes in procedures and practices. Qualitative data will be gathered through observation of a sample of selected activities (such as workshops, lessons, classroom practices); annual debriefing interviews of key project staff; and review of pertinent documents (plans, reports, agendas, curriculum and lesson plans). Instruments and procedures for data collection, documentation, and monitoring will be prepared within four months of project funding by project staff and evaluators. Evaluators will be responsible for developing instruments and procedures, administering surveys, conducting

interviews, reviewing documents, analyzing data, and preparing evaluation reports. As appropriate, pre/post analysis will be used with survey responses. For qualitative data, information will be categorized and reported in both numerical and narrative form.

Additional and specific rubrics will be established to grade the efficacy of online coursework and assessments, HTML5 and flash-based lessons, and storybook presentation and lesson content, as companion language resources for reinforcing face-to-face lessons and conversational language training. The independent evaluator will also serve as our referee and early warning system. Because we will be conducting periodic evaluations, she will be in a position to point out areas of potential challenge or the need for project activity modifications. If outcome expectations are not being met at the rate we have designated, we will implement corrective project strategies based on the sound recommendations of this experienced consultant ([Please see Attachment J for resume of Independent Education Evaluator](#)).

The purpose for our three year language implementation project will be to establish permanent and more immersive Potawatomi language acquisition classes within our tribal early childhood education programs, which will simultaneously integrate language education components for parent involvement and participation to support Potawatomi language conversations by families in their homes and throughout the community. As stated earlier, Potawatomi language learning for our young children has a very limited scope within our Tribal Early Childhood (EC) Education Programs, and currently no integrated parental learning opportunities or comprehensive language teaching materials exist for our parents/families to help reinforce, teach

and practice the Potawatomi language with their young children in their homes and throughout the community.

We propose to address this limitation by initiating a multi-level curriculum over a three-year Potawatomi Apprentice Family Project integrated with Hannahville's Early Childhood (EC) Tribal Programs. The target language proficiency level will be to achieve a Novice-High by the end of the three-year project for adults, and a modified Novice target for children. The Early Childhood Program includes Infant and Toddler Childcare, Head Start/Preschool and FACE (Family and Child Education). The 108 enrolled children in Early Childhood Education Programs will experience increased daily Potawatomi language instruction and immersive language activities with prepared lesson plans adhering to our tribal preschool language curriculum pacing guide ([See Attachment C for Preschool Level Curriculum Pacing Guide](#)). Bi-weekly collaborative planning between language instructors and early childhood staff will assist in strengthening knowledge and use of Potawatomi on a broader scale throughout the regular EC curriculum. Ten immersive trainings (one four-hour session per month) with a fluent speaker, and 28 weekly group language sessions (two hours each) will be provided for EC parents and EC teachers during the first year, and 35 weekly sessions for the second and third years. Potawatomi language content will align with language lessons taught simultaneously in the early childhood classrooms. This parallel approach – with shared language content – is intended to encourage Potawatomi language practice and simple conversations in the family homes. A technology based Edmodo education community account (free) operated throughout this language grant will reinforce in-class learning, and help participating early childhood parents and staff stay connected to language project calendar and announcements, as well as connecting to media-rich

language learning applications accessible online. Lessons will also be downloadable to devices for off-line use. Interactive multimedia lesson content will mirror content in the weekly adult language sessions, to further reinforce each weekly language session.

Ten monthly immersive language sessions per year with elder fluent first language speakers and EC parents and teachers will review and utilize language content that has already been introduced during weekly classes, and reinforced with online mobile-accessible companion language lessons and materials. The time spent with the elder speakers will be divided into conversational practice, and sentence structure, which will include “pop-up” grammar instruction – the grammar being discussed only when it clarifies verb forms. The primary focus will be on conversational Potawatomi. The elder fluent first language speakers who will assist us in meeting our proposed project goals bring more than twenty years experience each in teaching the Potawatomi language, grammar components, etymology of the language, and experience in facilitating immersive language sessions. Further, the elder speakers have many relatives in the Hannahville community, and are well known and respected.

Our own Potawatomi Language Program instructors and support staff bring several years of experience in creating lesson plans, language activities and building classroom resources. Most of our program instructors have been with our language program for six to eight years, and are accustomed to the rapid pace of school-based lesson preparation, turning out well-structured lessons overnight and have honed their skill sets in teaching strategies to keep students engaged during the learning process. Three of the language instructors have high-intermediate to advanced language skills, with two instructors in the semi-fluent range, allowing them to “stay in

the language” for classroom instruction. During the same time that our instructors have been increasing language fluency, our program staff has continued to build language resources for multiple grade levels, adding new lesson plans to our resources every year. Resources include not only lesson plans and activities, but video and audio language resources as well. Also, our language program staff has several years of experience in creating state standards-based online language coursework for our high-school students. This includes a thirty-six week course in Potawatomi Basics, accompanied by online activities and proficiency assessments, which has been authored using the open source Moodle language management system. The language courses are accessible via our Potawatomi language website.

With the combination of resources we currently have at our disposal, as well as the increased teaching skills of our language instructor team, the activities that are included in the objective work plan of our proposed language project are achievable within the three-year time frame.

For ten months of each year during the grant period, early childhood students will experience extended (by five to ten minutes per day, four days per week) and enhanced language lessons with our preschool language instructor. The preschool instructor will work with the project team to create lesson plans that will teach and reinforce conversational language content that will be shared with early childhood parents and teachers through the lesson content that is prepared for parent/teacher learning. Learning objectives written for upgraded lesson plans will be guided by the preschool curriculum pacing guides and age modified ACTFL “can-do” statements and benchmarks. As a strategy for preschool lesson enhancement, our preschool language instructor will be making heavy use of a Smart Board for visual and interactive lesson plan content and

activities – including electronic Potawatomi storybooks created by our staff. Our elementary language instructor uses a Smart Board for a portion of every language session in his classroom. His use of the Smart Board has been effective in engaging his students with interactive and fun language content, as well as in assisting student language reviews and assessments. As a further expansion of language use in early education, our preschool instructor will also circulate throughout the classrooms in early childhood programs, interacting spontaneously with children while they are at play or learning stations to encourage more frequent use of the Potawatomi language.

Thirty-five weekly parent/teacher language sessions will be scheduled weekly, with thirty-five online companion language lessons of shared content for vocabulary introduction and reinforcement (twenty-eight lessons during first year). The project instructors and staff will meet weekly to create the lessons plans together, and share responsibility for the online content. Each weekly session will help to guide the language content that will be used for the monthly four hour immersive learning sessions with elder fluent speakers. The project coordinator and project assistant will be responsible for technology preparation of language content and uploading all weekly lesson components to the Edmodo learning management system. It is important to note that the language content for weekly classes will be comprehensive language learning and preparation for the monthly immersive language sessions with elder fluent speakers. The language instructor team will be responsible for creating monthly immersive lesson plans, seeking input and direction from elder speakers in preparation for their facilitation of immersive sessions.

Throughout the life of this three-year project, our Language Apprentice Parents and Early Childhood Education staff will have 24/7 access to Edmodo, a private online education community, with applications that will facilitate informal communication among project staff instructors and participants, and to access and download immersive language course content. It will function like the “front door” and “community meeting hall” for the online component of this project. This communication tool will be helpful to project participants who have questions about lessons or wish to seek clarification on some language point. Most of the project’s planned language instructors or facilitators have intermediate to advanced experience in computer applications, email and internet use, so this education based social forum and language course learning management system will be an optimal online forum for project communication and posting companion language resource materials that will be accessed by computers, mobile devices, tablets and iPads. A thorough hands-on introduction to Edmodo online, along with sample mobile-accessible language lessons will be part of the Orientation Session with EC parents and teachers. This will be especially important because the online language lessons will be part of parent/teacher preparation for each weekly language sessions, as well as preparation for the monthly immersive sessions with the elder fluent speakers. Our intent is for parents to become so comfortable with the online resources that they will utilize the video and audio based language resource lessons multiple times before attending weekly language classes.

The Early Childhood Education Program runs for 10 months of each year, overlapping the normal academic school year, beginning early in August and ending late June. Therefore, early childhood parent and teacher language sessions will be scheduled throughout that time period, with the exception of winter holidays. During the first year, however, language sessions will

begin later, allowing sufficient time to contract and hire project personnel, and to become fully apprised of the project's scope. The project team will engage in a comprehensive review the project goal, objectives, impact indicator, intended outcomes and benefits, and the objective work plan. Calendar dates will be scheduled for adult weekly language sessions, and monthly immersive language sessions with first language fluent speaker.

A videoconference session with partnership Potawatomi bands will be scheduled in the first month as well, to consult with language program partners to brainstorm and share our ideas for lesson plans and activities, and to receive some valuable feedback from those bands with years of experience and successes with early childhood language programs. Following this initial consultation, concrete lesson planning will get underway for weekly adult participants and daily lesson plans for children in the early childhood program. All lesson plans for both adults and children will be grouped into content units, with informal assessments a part of each lesson plan, and formal assessments (pre-tests and post-tests) given with each unit. The learning objectives for every lesson plan throughout the three-year period will be guided by our Preschool Curriculum Pacing Guides, and the ACTFL "Can-Do" Statements and Benchmarks for Novice Proficiency Levels *Low*, *Mid* and *High* (the proficiency target levels that we intend to reach by the end of each language project year).

Project staff will also establish a recruiting plan to bring in parents/teachers as project participants through the introduction of the early childhood language project plan and informational open-house in the community newsletter, distribute informational posters and brochures, and mail postcards to individual families across the community. We also intend to

meet face-to-face with early childhood parents for recruiting, and to host a community open-house to provide an informational presentation about the Language Project and proposed outcomes. During the open-house, we will offer a sampling of engaging language activities which will assist in recruiting more parent participation. This style of open-house will be offered at the beginning of each project year to keep the community informed about the project's language progress. Similar events sponsored by our department over the years have been very successful, generally bringing in 60 to 110 participants. We anticipate that we will have similar numbers of community participants at each of our three annual open-houses. Monthly project update information will be posted in every Hannahville Happenings community newsletter, and will include invitations for community members to drop in to weekly classes for EC parents, and to encourage broader community participation. It is the intention of Language Program staff to invite community members who participated in our previous ANA grant for instructor training and summer language immersion camps to become Language Learning Mentors to early childhood parents. Those who have already been part of the proposed project discussions have already given verbal agreement to the Mentoring of parents – and have done so with eagerness.

At the same time that project planning is initiated, language program instructors will begin attending weekly advanced language lessons facilitated by first language fluent speakers at the Forest County Potawatomi Cultural Center. Instructors return to Hannahville with advanced language content with audio recordings and notes to add to our language resource archive, and added to EC parent and teacher lesson where appropriate.

Community Involvement

The Hannahville Indian Community is geographically located only about 2 hours from the Forest County reservation and we regularly invite their speakers to our community for events and teachings. Because of our 2009 ANA Language Instructor Skills Training and Summer Immersion Grant, our community now has three individuals at the emerging fluency level, another two individuals at the emerging semi-fluency level, and three more individuals not far behind. All were grant participants, and five of these individuals are language instructors and staff in our Potawatomi Language Program at the Tribal School. A tribal member who is a fluent speaker is our Culture Director, Earl Meshigaud. It is important at this point to note that the data collected during our Category I Planning Grant was indicative of speakers self identifying as fluent, semi-fluent or not fluent at all. Earl Meshigaud, who will be the Project Director, did not identify himself as a fluent speaker. However, many fluent speakers from other communities have referred to Earl as fluent and he certainly has the language skills to offer teachings. It is Earl's cultural belief, as it is of many traditional Native Americans, that he will forever be a learner of the language and that it is his mission and purpose to continue to remain a learner and gain knowledge of the culture and language to preserve it for future generations. This belief is why he did not identify himself as a fluent speaker, but also why he carries the necessary knowledge to teach future speakers.

In addition to Mr. Meshigaud, an indispensable resource person who has been consistently available to our community is Jim Thunder, Sr., a fluent Potawatomi speaker and language instructor for Forest County Potawatomi (FCP). Mr. Thunder is a respected elder who has worked in our school in the past and maintains a close relationship with many community

members. His participation as one of the Potawatomi language instructors for our adult community members was solidified at the start of the 2005 fall semester when the Hannahville Language, Culture and History Department implemented a long distance videoconferencing language class. Mr. Thunder continues to work with the Hannahville Indian Language Department by assisting with the creation of valuable language resources by videotaping stories, conversations with other Forest County speakers, and language class material. He has also assisted with translations when our department is developing lesson plan materials of stories and conversations relevant to school age children. More recently, Jim and other fluent speakers from Forest County Potawatomi took on a central leadership role in immersion training for language instructors to assure that a complete understanding of the language is carried into the future with solid competency. Jim strongly supports our plans to provide more immersive language learning experiences for our Early Childhood Education tribal programs, knowing that language acquisition and retention begins in the home. Language becomes relevant to children, spurring them to learn more because it is spoken in their homes and within their community. ([Please see Attachment K for FCP Letter of Commitment](#)) In recent years and especially during our three years of week-long summer immersion camps (three times per summer), Jim has brought his sister, Mary Jane Thunder – another first language fluent speaker, on board to assist him in his work with language learners. Mary Jane has also committed to assist in this grant project whenever needed, and will be available as backup for Jim, in the event that he is unable to participate. We are indebted to both of these speakers for their work in guiding our language instructional staff to a higher level of proficiency and increasing language fluency.

Justin Neely, a member of the Citizen Potawatomi Nation (Shawnee, Oklahoma), is an additional key language resource person who has been actively involved with our ongoing language projects. He has committed to sharing his expertise and language resources in early childhood language acquisition models. ([Please see Attachment L for CPN Letter of Commitment](#)). Justin has also worked previously with our Tribal School as a Michigan state certified teacher and Potawatomi language instructor, and though he accepted a position at his home reservation several years ago, he remains committed to collaborative projects with us to actively promote language proficiency for children and adults. Language staff members are frequently in touch with Justin, and many short term collaboration activities in the past have contributed to the development of valuable language resource materials.

Throughout the past five years, we have experienced an increasingly collaborative and mutually valuable working relationship with the Prairie Band Potawatomi Language Department Team (Mayetta, Kansas). That relationship was further strengthened throughout the three-year ANA *Project Ewikkendaswat Ekenomagewat*, when the Prairie Band language team participated in our summer language immersion camps and videoconferencing language sessions. With their language acquisition team motto: “just do it!” – the Prairie Band Language Team is firmly committed to and actively promotes the immersion approach to language learning at all age levels. Having experienced their authentic real-life language immersion activities during our summer immersion camps, we are gratified that Prairie Band has agreed to consult with our language department for this proposed grant project. With a plan for monthly videoconferencing meetings, the Prairie Band Language Team will share their expertise in planning immersive language techniques for early childhood age groups, as well as guidance for our weekly parent

language learning and speaking activities (Please see Attachment M for PBNP Letter of Commitment).

We also have additional key language resources created by Laura Buszard-Welcher, Ph.D., a Potawatomi Linguist. Laura directed the efforts during our 1995 language project and has created relationships with members of our tribe as well as other bands of Potawatomi. Through her work with first language Potawatomi speakers, she has developed extensive grammar and orthography resources. The information she has compiled over the years remains a valuable resource as we continue to build our language resource archives.

In other community based language project efforts, our Culture Committee continues to work together to offer activities to community members to socialize and learn the language through family fun days such as Potawatomi Bingo (Shi Shi Be), potluck gatherings and seasonal traditional ceremonies where the language is used. In Shi Shi Be, the traditional bingo card is transformed into a grid for Potawatomi language and cultural symbols. Clan symbols have replaced letters B-I-N-G-O across the top of the grid, with all other squares filled with Potawatomi words and phrases. Only the original “free” space remains. A winner shouts “shi shi be!” and calls out the content of each square in the winning configuration. Vocabulary for Shi Shi Be is posted to the language website each month and includes audio for listening and practice. This monthly event is well attended. This committee will be another invaluable resource for this project as four of its members were active participants in our three-year ANA *Project Ewikkendaswat Ekenomagewat* (Teacher Training and Summer Immersion). This group will assist us in public relations efforts to inform the community about *Project Penothiyek Mine*

Dbenwe Wdenwemagnewan e Bodewadmimwat (Children and Families Speaking Potawatomi).

Additionally, the four members who were participants in *Project Ewikkendaswat Ekenomagewat*, will participate in the proposed project as Community Parent Language Mentors.

Project Challenges and Contingency Planning

Challenges are an inevitable part of any project implementation and in knowing this we have identified potential challenges and have established a tentative contingency plan for our proposed

Project Penothiyek Mine Dbenwe Wdenwemagnewan e Bodewadmimwat (Children and Families Speaking Potawatomi): Language Apprentice Families in Tribal Early Childhood Education.

Based upon previous experiences, we are able to predict certain likely challenges and have addressed that challenge within the specific design of our project activities. The first of these predictable challenges will be winter weather conditions for five months of the nine-month school year and the fact that the fluent speaker project facilitator does not live in Hannahville. To avoid inevitable cancelation and rescheduling of our monthly immersive training sessions with the first language fluent speaker, we plan to conduct those immersive trainings through videoconferencing sessions in the school resource room via Skype internet connection using the project's Smart Board. In the event that we experience unreliable wireless connection via Skype, we will schedule future videoconference sessions with our Polycom videoconferencing room at the Heritage Center. Videoconferencing will not preempt face-to-face sessions with fluent speakers, but this plan will give us greater control in keeping project language learning objectives on task and in sync with our project's timeline, and avoid project overload in trying to make up critical lost instruction time due to illness or inclement weather. The second challenge

we may encounter is the possibility of illness for our elder fluent Potawatomi speaker. While we have already planned for back-up speakers, our primary project speaker will know in advance what immersive language content and/or activities he will present throughout each project year. By videotaping and compiling materials in advance (during the project's first three months), we can plan to use prearranged materials facilitated by an alternate speaker/educator when illness interrupts our project schedule. Planning alternates for all of our language learning sessions will be part of our overall contingency plan. A third project challenge involves having a contingency plan in the event that the ANA Language Project Coordinator becomes unavailable in the short-term or long-term (i.e., due to illness). The back-up plan in this case, is to form a strong Project Leadership Team at the beginning of the project, comprised of current Language Program staff who will already be assigned responsibilities with the proposed language project. If the Project Coordinator is no longer available, two language program instructors (Kyle Kovish and Cindy Burns) would become the ANA Language Project co-coordinators, with the new ANA Project Assistant moving to a full-time position and working closely with the co-coordinators to provide increased assistance. The full range of grant management, data collection, and reporting tasks will be the focus of several professional development sessions which are currently scheduled into our language program two times per week. Creating technology-based companion resource materials will be the topic of several more professional development and tutoring sessions, until individual project staff reach a satisfactory proficiency level, determined by a timed completion of technology-based project materials development as described in the project approach. Completion of the formal contingency plan will be the responsibility of the project coordinator, who will submit the written plan to the Culture Director and Tribal Council by the end of the

project's third month. Monthly project status reports will be submitted to the Council to assure that project goals are on task and completed on time.

Sustainability

Through the implementation of this project, sustainability will be achievable for future years as early childhood language education resource materials are produced and archived for future use. Furthermore, language apprentice families or parents who have completed this project will have an opportunity to function as valuable community language mentors to new parent participants. In addition, we will seek other funding sources such as Foundations and local contributions for ongoing project improvement for engaging parent participation in early childhood language education, future teacher training projects to assure a long line of well prepared instructors for our language classrooms, as well as to periodically contract evaluators to be sure we are staying focused and on track with our long term objectives. Finally, with the Language Apprentice Family project firmly integrated into early childhood programs, we will be able to progress forward in at least some capacity, even without additional funds.

Partnerships and Leveraged Resources

Throughout the three-year proposed *Project Penothiyek Mine Dbenwe Wdenwemagnewan e Bodewadmimwat (Children and Families Speaking Potawatomi): Language Apprentice Families in Tribal Early Childhood Education*, we will maintain and strengthen our collaborative partnerships with the Language and Culture Departments at the Forest County Potawatomi community in Wisconsin, the Citizen Potawatomi Nation in Oklahoma, and the Prairie Band

Potawatomi Nation in Kansas. The Language Departments from each of these Potawatomi bands have committed to sharing specific experience in promoting immersive language learning and speaking within the scope of their own early childhood language programs, and will donate time in videoconference meetings review our project plan, lesson strategies, and planned curriculum to make recommendations for best practices, as well as to share language resources. Estimated leveraged resource values gained from each partnership for the three-year proposed project will be: Forest County Potawatomi, \$10,500.00; Citizen Potawatomi Nation, \$4,800.00; and Prairie Band Potawatomi Nation, \$4,800.00.

See OWP - included in mandatory forms section

Organizational Capacity

The Hannahville Indian Community has the capability to accomplish the goals and objectives of *Project Penothiyek Mine Dbenwe Wdenwemagnewan e Bodewadmimwat (Children and Families Speaking Potawatomi): Language Apprentice Families in Tribal Early Childhood Education* and the ability to handle the funds requested in this proposal in a competent and professional manner. The Community has a history of federal and state grants that were competently administered including an ANA Category I Language Planning Grant, two ANA Category II Preservation and Maintenance Implementation Grants, as well as three other ANA SEDS grants that were all completed successfully under the current administration. A list of the most recent Grant and Contracts administered by the current administration are listed below:

USDA – Waste Water Treatment Facility (\$6.7 million)

HUD – ICDBG – Elder Housing Complex (\$1,000,000)

21st Century Community Learning Centers Grant (\$740,000)

Department of Health and Human Services

Special Diabetes Initiative for Native Americans Grant (\$80,000 annually)

Safe and Bright Futures for Children Grant (\$45,000)

ANA SEDS – (\$250,000 annually for 3 years)

Department of Justice

COPS Equipment Grants (\$75,000)

OVW Grants to Indian Tribal Governments (\$288,894)

Department of Education

Rehabilitation Services Administration

American Indian Vocational Rehabilitation Services

Tribal Vocational Rehabilitation Grant (\$300,000 annually since 1995)

The Hannahville Indian Community has an elected tribal government. This form of government has been in existence since 1934. The twelve-member Tribal Council conducts business for the benefit of the Community. The Council develops policies and is the responsible agent for the decision making process as it relates to all components of the reservation. The Tribal Council meets on a regular basis, at least monthly for regular sessions, and on an on-call basis for topical

meetings. Minutes are kept of the proceedings and are available upon request. The Council oversees all aspects of the Community including administrative, accounting, health, social services, education and economic development programs. The Hannahville Indian Community and Hannahville Tribal Council will accomplish its stated goals and objectives by implementing the process described in this proposal and will ensure the Administration for Native Americans is credited for the production of any products or documents resulting from this project.

Credit to ANA

The Hannahville Indian Community absolutely commits to give credit to Administration for Native Americans for all documents, products and other items created in whole or in part with ANA funds.

Project Staffing Plan

Project Penothiyek Mine Dbenwe Wdenwemagnewan e Bodewadmimwat (Children and Families Speaking Potawatomi): Language Apprentice Families in Tribal Early Childhood Education, will be organizationally located within the Department of Potawatomi Culture, Language and History, and physically located at the Hannahville Indian School – Nah Tah Wahsh PSA, where the Potawatomi Language Program is managed. Earl Meshigaud, Culture Director will be oversight for operations of the project activities and serve as the Director of the project. (See Attachment N for Organizational Chart)

Dawn DeVere-Hill will serve as the ANA Language Project Coordinator and supervise the fulfillment of all goals, objectives and project management tasks, as well as to facilitate work with other Potawatomi language programs to assure that goals and timelines for designated collaborative activities are completed on time.

Cindy Burns is the current full-time Early Education Language Instructor and will maintain this position throughout the ANA Language Project. Fifty percent of Cindy's time will be a federal match for this project. Her project responsibilities include the creation of age appropriate expanded and enhanced language lesson plans, activities and assessments to meet the language learning needs for the early childhood education program. Cindy will also team-teach language classes for early childhood parents and teachers along with Kyle Kovish. As a team-teacher, Cindy will assist in creating weekly parent/teacher lesson plans, activities and assessments, with technology-based assistance from Project Coordinator and Project Assistant for materials development. She will also assist Jim Thunder, first language speaker, during monthly immersive language sessions with early childhood parents and teachers. ([Please see Attachment O for resume of Early Education Language Instructor](#)).

Kyle Kovish is the Elementary K-5 Language Instructor and will function as a team-teacher in language classes for early childhood parents and teachers along with Cindy Burns. Ten hours of Kyle's time per week will be devoted to ANA Language Project responsibilities as leveraged resources. As a team-teacher, Kyle will assist in creating weekly parent/teacher lesson plans, activities and assessments, with technology-based assistance from Project Coordinator and

Project Assistant for materials development. He will also assist Jim Thunder, first language speaker, during monthly immersive language sessions with early childhood parents and teachers. (Please see Attachment P for resume of Elementary Language Instructor).

The ANA Project Assistant (to be hired) responsibilities to help meet project objectives and activities will include assistance in the maintenance of project database and documentation; help in developing language project informational flyers, posters, brochures and postcards for community information campaigns; assist in development of language class hand-outs, workbooks and gathering language lesson content for web and mobile-based learning; and assistance with photography, videotaping and audio recording. This is a part-time position, working 20 hours weekly. (Please see Attachment Q for description for ANA Project Assistant).

Since the project operates within the tribal paradigm, existing organizational structures and procedures are in place. The chain of command includes the following: The elected 12-member Tribal Council is the ultimate authority on the Reservation. The Tribal Chairperson, Kenneth Meshigaud, is elected by this Council and serves as the CEO. The Tribal Chair, Vice-Chair, Secretary and Treasurer oversee all departments on the reservation and all Directors report to them regularly. All staff follows written tribal employment policies and procedures. The Project Director, Earl Meshigaud will have the responsibility to ensure that any contracts are fulfilled.

Financial accountability will be maintained by adhering to standard accounting procedures. Doreen Motto handles all grants under the supervision of Kelli Danz, Accounting Director. Records of expenditures will be maintained and reported in accordance with grant specifications.

Kelli and the accounting office have years of experience with the financial administration of federal grants, including several ANA grants and other Department of Health and Human Services Grants. Doreen has also attended the mandatory post award training on reporting requirements offered by ANA.

All required reports will be completed and submitted in a timely manner. All reports will follow prescribed formats and will be complete, concise and prepared on time. The reports will be developed by program staff, reviewed by the Culture Director and submitted by Kenneth Meshigaud, Tribal Chairperson, to the Department of Health and Human Services.

Qualifications of Staff

The success of any endeavor, such as *Project Penothiyek Mine Dbenwe Wdenwemagnewan e Bodewadimimwat (Children and Families Speaking Potawatomi): Language Apprentice Families in Tribal Early Childhood Education*, requires a qualified staff with the skills necessary to achieve goals within specified timelines. A brief description of the project staff's expertise is presented below.

Position: Project Director (Leveraged Personnel)

As previously stated, the Project Director will be Earl Meshigaud, our current Culture Director. He is considered one of our most knowledgeable members in that his experience and passion for our culture is tremendous. He has worked professionally for the Hannahville Indian Community as a Cultural and Spiritual Leader for nearly 20 years incorporating a lifetime of experience

practicing and living a traditional lifestyle. He has most recently been promoted to the position of Culture Director and oversees all cultural activities that occur on the reservation. He is an invaluable resource for our community with his wealth of knowledge related to traditional ceremonies, teachings and language and is undoubtedly qualified to handle the objectives of the grant application. Earl will contract with the necessary individuals and organizations to ensure that all objectives are complete and will oversee reporting and record keeping. His time toward this project will be documented as a leveraged resource from the Tribe.

Position: ANA Language Project Coordinator (1.0 FTE)

This individual will work closely with the Culture Director and handle the logistics and coordination of the overall three-year project. This position requires skills in education program development, implementation, management and evaluation strategies. Experience in developing language curriculum, lesson plans and supporting language materials are essential, as is knowledge of the Potawatomi Language and experience with language preservation efforts. The individual will have advanced computer skills, including experience with online and mobile course development, audio and video editing. Specific technology skills will include proficiency with software for video and audio editing, interactive application tools such as HTML5, Flash and JavaScript, web authoring, magazine and brochure layouts, graphic design, and video recording. This individual will also be responsible for grant recordkeeping, gathering and recording evaluation data with the Independent Education Evaluator, and for compiling reports.

Position: Early Childhood Language Instructor (In-Kind Personnel)

Working closely with the ANA Project Coordinator and Elementary Language Instructor, this individual will be the primary instructor in early childhood language instruction in the classrooms. She will also be part of the project's core language instruction team, and will be a Team Teacher for weekly language classes with early childhood parents and teachers. Additionally, this position will assist in the development of Early Childhood Parent and Teacher lesson plans, assessments, lesson materials and activities; assist in the maintenance of ongoing assessment and review of language learner progress in mastering lesson content; and revising methods/rubrics and materials as needed. This individual is close to semi-fluency in the language.

Position: Elementary Language Instructor (Leveraged Personnel)

Working closely with the ANA Project Coordinator and Early Education Language Instructor, this individual will be part of the project's core language instruction team, and will be a Team Teacher for weekly language classes with early childhood parents and teachers. This position will also assist in the development of Early Childhood Parent and Teacher lesson plans, assessments, lesson materials and activities; assist in the maintenance of ongoing assessment and review of language learner progress in mastering lesson content; and revising methods/rubrics and materials as needed. This individual is very near fluency in the language.

Upload #4

Applicant: Hannahville Indian Community
Application Number: NL14000917
Project Title: Penothiyek mine dbenwe wdenwemagnewan e bodewadmimwat
(Children and their Families Speaking Potawatomi): Language Apprentice
Families in Tribal Early Childhood Education
Status: Awarded
Document Title: Form ANA_ObjectiveWorkPlan-V1.0.pdf

Objective Work Plan (OWP)

Project Title:

Penothiyek mine dbenwe wdenwemagnewan e bodewadmimwat (Children and their Families Speaking Potawatomi):
Language Apprentice Families in Tribal Early Childhood Education

Project Goal:

Formal and comprehensive Potawatomi language education will be permanently established within our tribal early childhood education programs, and will integrate language education components for parent involvement and participation to assure that the Potawatomi language will be supported and used by families in their homes and throughout the community.

Problem Statement:

At present, Potawatomi language learning for our young children has a very limited scope within our Tribal Early Childhood (EC) Education Programs, and currently no integrated parental learning opportunities and comprehensive language teaching materials exist for our parents/families to help reinforce, teach and practice the Potawatomi language with their young children in their homes and throughout the community.

Project Year: 1

Objective # : 1

Language Apprentice Families (Parents & Children in Tribal Early Childhood Education Programs) ? Curriculum Level One (ACTFL Novice Low proficiency). This objective will launch the level one curriculum in a multi-year Potawatomi Apprentice Family Project integrated with Hannahville's Early Childhood (EC) Tribal Programs. Early Childhood Programs include Infant and Toddler Childcare, Head Start/Preschool and FACE (Family and Child Education). EC children will experience increased daily Potawatomi language instruction and immersive language use with prepared lesson plans adhering to our tribal preschool language curriculum pacing guides. By-weekly collaborative planning between language instructors and early childhood staff will assist in strengthening knowledge and use of Potawatomi on a broader scale throughout the EC programs. Monthly immersive trainings with a fluent speaker and weekly group language sessions will be provided for EC parents and EC staff, with Potawatomi language content aligning with language lessons taught simultaneously to EC children ? and intended to encourage Potawatomi language practice in children's homes. A technology based Edmodo education community account operated through this language grant will help participating EC parents and EC staff stay connected to language project calendar and announcements, as well as connecting to media-rich language learning applications (as described in project objective #2).

Results Expected:

Ten early childhood parents and six early childhood teachers/staff will have achieved successful completion of Project's Apprentice Families - EC Language Curriculum Level One (ACTFL Novice Low proficiency) with a measurable increase in individual and family language proficiency from first pre-test to final assessment at the end of the year one; Edmodo online educational applications are operational and updated weekly; project evaluation components are implemented by contracted independent education evaluator and project staff; evaluation data collected and recorded quarterly.

Criteria for Evaluating:

A mixed methods evaluation model will be used throughout the entire project, with project-established rubrics, assessments and pretests/posttests to track parents and EC staff participant learning progress. Age appropriate assessment models will track early childhood student progress. A large literature base exists for this approach and is used commonly to evaluate education related projects. The result will be a comprehensive account of the progress being made in implementing this project, and will document multiple impacts of our efforts. For example, qualitative methods?as will be used at the initial stages of our evaluation process?will help guide the development of evaluation questions and focus the evaluation. Quantitative methods will be used to determine the level and extent of change experienced by the project parents and EC staff, while qualitative methods used throughout the evaluation process will help us interpret findings and make connections between participation and outcomes.

Objective Work Plan (OWP)

Benefits Expected:

Formal immersive Potawatomi language education will be permanently established with a fully implemented Level One (Novice Low) language curriculum integrated into our early childhood programs. Parent participants will have potential to become future EC language mentors to new parents, increasing number of parents involved in learning Potawatomi, and taking a proactive role in revitalizing language use in their homes and community.

Criteria for Evaluating:

Project team and independent education evaluator will monitor implementation of early childhood language curriculum pacing guides, lesson plans, and multiple assessments (formal and informal). Periodically scheduled interviews with language instructors, parents and EC teachers/staff will be conducted to evaluate language teaching methodology effectiveness, and to make project adjustments when needed.

Activities	Position(s) Performing the Activity		Time Period mm/dd/year	
	Lead	Other Support	Begin	End
1 Review Project goal, objectives and Work Plan; allocate fully operational office and group language education and training spaces.	Culture Department Director / Language Project Coordinator		08/01/2014	09/01/2014
2 Requisition Human Resources (HR) for posting part-time Language Project Assistant position following Hannahville Policies and Procedures; conduct interviews with HR and key proposed project staff; make hiring decision, followed by job offer letter.	Culture Department Director / Language Project Coordinator / Human Resources		08/01/2014	09/15/2014
3 Bring new Language Project Assistant on board; provide work space, equipment, project position training, and introductions to Language Team staff during weekly team meeting to review project goals, objectives and specific project responsibilities by key language team staff.	Culture Department Director / Language Project Coordinator		08/01/2014	09/26/2014
4 Establish recordkeeping and evaluation database system to track parent and EC staff participants' progress throughout weekly language learning sessions, monthly immersive language training with fluent speaker, and online language coursework.	Culture Department Director / Language Project Coordinator		08/01/2014	09/30/2014
5 Attend ANA post-award training	Language Project Coordinator/ Grants Accountant		08/01/2014	01/30/2015
6 Set up Edmodo language community account to establish regular communication among project staff, EC parents and EC teachers/staff. Project calendar and announcements to be posted via Edmodo. Media-rich companion language learning coursework applications will be published on Edmodo as well(as described in Objective 2).	Language Project Coordinator	Language Project Assistant	08/01/2014	09/01/2015
7 Submit written contingency action plan to tribal council executives for potential project challenges.	Culture Department Director / Language Project Coordinator		08/01/2014	10/01/2014
8 Contract Fluent Speaker Consultant; confirm language content and instructional strategies plan, and monthly scheduling for 10 immersive language training schedule with early childhood education parents and EC teachers/ staff during the academic school year.	Culture Department Director / Language Project Coordinator	Language Project Assistant	08/01/2014	10/01/2014

Objective Work Plan (OWP)

9	Meet with Fluent Speaker in Crandon, WI, to confirm language content, instructional strategies plan, and scheduling the first half of (35) weekly language lessons for early childhood parents and EC teachers/staff (during academic school year). Following up meeting to coordinate lesson plans with Department Language Instructors Team.	Culture Department Director / Language Project Coordinator	Department Language Instructors Team	08/01/2014	10/01/2014
10	Contract independent education evaluator; confirm mixed methods evaluation model to be used throughout the entire project.	Culture Department Director / Language Project Coordinator		08/01/2014	10/01/2014
11	Establish measurable evaluation tools: project rubrics, benchmarks, classroom practices, assessment types, journals, pretests and posttests ? to track progress in language learning/speaking for (1) EC parents and EC teachers, (2) early childhood classroom students, and (3) Potawatomi language use in family interactions. Conduct first EC Parent and EC staff interviews, as well as first pretest to establish benchmark starting point. Collect and aggregate data.	Language Project Coordinator / Independent Education Evaluator	Department Language Instructor Team	08/01/2014	10/15/2014
12	Schedule Hannahville Tribal School Language Instructor/s to attend (35) weekly advanced language classes with first language fluent speakers at Forest County Potawatomi Community in Crandon, WI - to advance department language instructors team knowledge for teaching weekly conversational language to parents and teachers of early childhood education programs. Calendar dates set.	Language Project Coordinator / Fluent Speaker		08/01/2014	10/01/2014
13	Purchase SmartBoard SB680 to be installed in Preschool Classroom for daily interactive language lessons, storybooks and children's activities developed for this grant.	Language Project Coordinator	Language Project Assistant	08/01/2014	10/01/2014
14	Purchase Adobe Captivate and Articulate Storyline software for full interactive course content authoring to publish language lessons, coursework and storybooks to multiple formats, including Flash, HTML5-based mLearning applications for multiple devices. Published coursework with this software is SCORM- and AICC-compliant, compatible with our current open-source Moodle LMS, and includes tracking and reporting of key performance metrics.	Language Project Coordinator	Language Project Assistant	08/01/2014	10/01/2014
15	Plan and implement ANA Language Project public relations campaign to inform the Hannahville community about the scope and long-term benefits of this language project - through newsletter articles, posters, flyers and postcards. Invite the six community participants who completed Language Instructor Skills Training along with our Language Instructor Team, to join EC parents and EC teachers as language learning mentors during weekly classes. Schedule calendar dates for year one weekly language lessons, and monthly sessions with fluent first language speaker. Print and distributes calendar dates widely, as a poster, flier and newsletter information.	Culture Department Director / Language Project Coordinator	Language Project Assistant	08/01/2014	10/01/2014

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16	<p>Organize and host ANA Language Project Open-House for face-to-face information sharing with community members, and to recruit parents and relatives of early childhood education children to commit to project participation. Provide information through a multimedia presentation, take-home brochures, a generous Q&A time period, and a project participant registration table manned by language team members and language learning mentors. The event will also include sample language activities facilitated by the language instructor team and language mentors, and will be promoted through newsletter, posters, and postcards to community.</p>	Culture Department Director / Language Project Coordinator	Language Project Assistant / Department Language Team Instructors	08/01/2014	10/15/2014
17	<p>Calendar dates set. During the first quarter, Tribal School Language Instructors attend eight advanced language classes with fluent Forest County Potawatomi speakers. Lessons are audio recorded, with notes, and new resources are uploaded to Edmodo and Language Team Wiki.</p>	Language Project Coordinator	Members of Department Language Instructor Team	08/01/2014	10/30/2014
1	<p>Completed first quarter daily language lesson plans and materials for early childhood education program classrooms are submitted and uploaded to Edmodo for parent review and archived on language team wiki. Lesson plans based upon tribal preschool language curriculum pacing guides. Language topics correlated to parents' lessons to maximize language practice and support in the home. / Compile, print, catalogue and upload language lesson plans and coursework materials to Edmodo in preparation for first four sessions with EC parents and EC staff.</p>	Language Project Coordinator / Preschool Language Instructor / Elementary Language Instructor	Language Project Assistant	08/01/2014	10/30/2014
19	<p>During first quarter, EC parents and EC staff attend one orientation session on how to access and use language class materials through mobile devices, attend one testing session to establish baseline Potawatomi knowledge for each parent/staff participant, attend four weekly language lessons, and three monthly immersive language trainings with fluent speaker.</p>	Culture Department Director / Language Project Coordinator / Fluent Speaker / Independent Education Evaluator	Department Language Instructors Team / Language Project Assistant	08/01/2014	10/30/2014
20	<p>During the second quarter, Tribal School Language Instructors attend nine advanced language classes with fluent Forest County Potawatomi speakers. Lessons are audio recorded, with notes, and new resources are uploaded to Edmodo and Language Team Wiki.</p>	Language Project Coordinator	Members of Department Language Instructor Team	11/01/2014	01/30/2015
21	<p>Compile, print, catalogue and upload language lesson plans and coursework materials to Edmodo in preparation for nine of the second quarter weekly language lessons, and four monthly fluent speaker-led immersive language trainings for early childhood education parents & EC staff.</p>	Language Project Coordinator / Fluent Speaker / Preschool Language Instructor / Elementary Language Instructor	Department Language Instructors Team / Language Project Assistant	11/01/2014	01/30/2015

Objective Work Plan (OWP)

22	Completed Second Quarter daily language lesson plans and materials for early childhood education program classrooms are submitted and uploaded to Edmodo for parent review and archived on language team wiki. Lesson plans based upon on tribal preschool language curriculum pacing guides. Language topics correlated to parents' lessons to maximize language practice and support in the home.	Language Project Coordinator / Preschool Language Instructor	Language Project Assistant	11/01/2014	01/30/2015
23	During second quarter, EC parents and EC staff attend nine weekly language lessons, and four monthly immersive language trainings with fluent speaker. The quarter end includes a pretest and posttest, as well as a cumulative formal assessment.	Culture Department Director / Language Project Coordinator / Fluent Speaker / Independent Education Evaluator	Department Language Instructors Team / Language Project Assistant	11/01/2014	01/30/2015
24	Conduct evaluation to track progress in language learning and speaking for (1) EC parents and EC teachers, (2) early childhood classroom students, and (3) Potawatomi language use in family interactions. Collect and aggregate data.	Language Project Coordinator / Fluent Speaker / Independent Education Evaluator	Language Project Assistant	12/30/2014	01/30/2015
25	Complete and submit semi-annual ANA Language Project Report	Culture Department Director / Language Project Coordinator		12/30/2014	01/30/2015
26	During the third quarter, Tribal School Language Instructors attend nine advanced language classes with fluent Forest County Potawatomi speakers. Lessons are audio recorded, with notes, and new resources are uploaded to Edmodo and Language Team Wiki.	Language Project Coordinator	Members of Department Language Instructor Team	02/01/2015	04/30/2015
27	Compile, print, catalogue and upload language lesson plans and coursework materials to Edmodo in preparation for nine of the third quarter weekly language lessons, and three monthly fluent speaker-led immersive language trainings for early childhood education parents & EC staff.	Language Project Coordinator / Fluent Speaker / Preschool Language Instructor / Elementary Language Instructor	Department Language Instructors Team / Language Project Assistant	02/01/2015	04/30/2015
28	Completed Third Quarter daily language lesson plans and materials for early childhood education program classrooms are submitted and uploaded to Edmodo for parent review and archived on language team wiki. Lesson plans based upon on tribal preschool language curriculum pacing guides. Language topics correlated to parents' lessons to maximize language practice and support in the home.	Language Project Coordinator / Preschool Language Instructor	Language Project Assistant	02/01/2015	04/30/2015
1	During third quarter, EC parents and EC staff attend nine weekly language lessons, and three monthly immersive language trainings with fluent speaker. The quarter end includes a pretest and posttest, as well as a cumulative formal assessment.	Culture Department Director / Language Project Coordinator / Fluent Speaker / Independent Education Evaluator	Department Language Instructors Team / Language Project Assistant	02/01/2015	04/30/2015
30	Conduct evaluation during third quarter to track progress in language learning and speaking for (1) EC parents and EC teachers, (2) early childhood classroom students, and (3) Potawatomi language use in family interactions. Collect and aggregate data.	Language Project Coordinator / Fluent Speaker / Independent Education Evaluator	Language Project Assistant	03/01/2015	04/30/2015

Objective Work Plan (OWP)

31	Prepare progress report for non-competitive continuation grant funding.	Culture Department Director / Language Project Coordinator		03/01/2015	04/30/2015
32	During fourth quarter, Tribal School Language Instructors attend nine advanced language classes with fluent Forest County Potawatomi speakers. Lessons are audio recorded, with notes, and new resources are uploaded to Edmodo and Language Team Wiki.	Language Project Coordinator	Members of Department Language Instructor Team	05/01/2015	07/30/2015
33	Completed Fourth Quarter daily language lesson plans and materials for early childhood education program classrooms are submitted and uploaded to Edmodo for parent review and archived on language team wiki. Lesson plans based upon tribal preschool language curriculum pacing guides. Language topics correlated to parents' lessons to maximize language practice and support in the home.	Language Project Coordinator / Preschool Language Instructor	Language Project Assistant	05/01/2015	07/30/2015
34	Compile, print, catalogue and upload language lesson plans and coursework materials to Edmodo in preparation for nine of the fourth quarter weekly language lessons, and one monthly fluent speaker-led immersive language trainings for early childhood education parents & EC staff.	Language Project Coordinator / Fluent Speaker / Preschool Language Instructor / Elementary Language Instructor	Department Language Instructors Team / Language Project Assistant	05/01/2015	07/30/2015
35	During fourth quarter, EC parents and EC staff attend nine weekly language lessons, one monthly session with fluent speaker. The quarter end includes a pretest and posttest, as well as a cumulative formal assessment.	Culture Department Director / Language Project Coordinator / Fluent Speaker / Independent Education Evaluator	Department Language Instructors Team / Language Project Assistant	05/01/2015	07/30/2015
36	Conduct evaluation during fourth quarter to track progress in language learning and speaking for (1) EC parents and EC teachers, (2) early childhood classroom students, and (3) Potawatomi language use in family interactions. Administer annual posttest. Collect and aggregate data.	Language Project Coordinator / Department Language Instructors / Independent Education Evaluator	Language Project Assistant	05/01/2015	07/30/2015
37	Complete and submit second semi-annual ANA Language Project Report	Culture Department Director / Language Project Coordinator		06/01/2015	07/30/2015

Objective #: 2

Technology based language lesson content for Curriculum Level One (ACTFL Novice Low) will be developed for Language Apprentice Families (Parents & Children in Tribal Early Childhood Education Programs). Companion technology resources will help EC parents and EC teachers stay connected not only to language project calendar and announcements, but also to media-rich language learning coursework applications online. All media-rich language content will be delivered through Edmodo applications that are accessible by computer, tablets, smartphones and EC classroom smartboard. Through collaboration with fluent speakers, tribal preschool and K-12 language instructors, technology based language content will be developed to compliment and reinforce curriculum content from group learning with fluent speaker and language instructors. Companion resources will include weekly production of interactive lessons for use on EC classroom SmartBoard, production of mobile flash-based lessons for parents (developed in-house with Adobe Captivate and Articulate Storyline). Publication of flash-based early childhood storybooks with companion reinforcement learning activities are part of the EC Potawatomi

Objective Work Plan (OWP)

language curriculum for parents, teachers, and children to share. Online project language learning will be accessible 24/7. DVDs with video, audio and text based lessons, as well as printed hard-copy storybooks and lessons will be made available to parent participants who do not have home internet access. Additionally, tribal school computer network accounts will be established for parents to access all project language resources, surveys, evaluations and assessments.

Results Expected:

HTML5 and Flash-based media-rich coursework lessons for Language Apprentice Families/Level One (ACTFL Novice Low) will include 35 language lessons and assessments, 10 immersive conversation language lessons and assessments, and 12 storybooks with age appropriate companion activities to assess story comprehension. DVDs will be produced with the same language lessons and storybook content. Text-based hard copies of lessons and storybooks will be printed.

Criteria for Evaluating:

A mixed methods evaluation model (quantitative and qualitative) will be used to periodically assess Level One (Novice Low) technology language materials' effectiveness in the EC classroom setting, as well as in parent and EC staff language learning and participation.

Benefits Expected:

Media-rich resources will compliment and reinforce an enhanced and permanent early childhood language program that will help ensure that language revitalization efforts are maintained long into the future. This Level One (Novice Low) language documentation and coursework will provide more readily available language resources than has previously been available to parents and community members. While some may not have home computers, many do have smartphones. By producing language materials in accessible formats, parents and other community members will have daily access 24/7.

Criteria for Evaluating:

Rubrics will be established with independent education evaluator to grade the efficacy of online coursework and assessments, flash-based lessons, and storybook presentation and lesson content, as companion language resources for reinforcing face-to-face lessons and conversational language training at Level One (Novice Low).

	Activities	Position(s) Performing the Activity		Time Period mm/dd/year	
		Lead	Other Support	Begin	End
1	Curriculum Level One, Year One, Language HTML5 and Flash-based companion language lesson resources will be developed in-house to produce the media-rich lessons that will be published and uploaded directly to Edmodo. Hands-on training for using the Edmodo Potawatomi Language coursework and resources will be provided to all project staff, early childhood parents and EC teachers.	Language Project Coordinator	Language Project Assistant	08/01/2014	09/30/2014
2	First quarter weekly production of companion interactive lesson activities for use with early childhood education classroom SmartBoard. Content of lesson activities are planned to reinforce daily EC language lesson plans.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	08/01/2014	10/30/2014
3	Three HTML5 and flash-based early childhood storybooks with companion reinforcement learning activities will be produced and uploaded to Edmodo during the first quarter. Storybook DVDs will be published during the same time period.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	08/01/2014	10/30/2014
4	Three HTML5 and flash-based immersive conversation language lessons with companion assessments will be produced and uploaded to Edmodo. Immersive conversation lesson DVDs will be published at the same time.	Language Project Coordinator / Preschool Language Instructor / Fluent Speaker	Elementary Language Instructor / Language Project Assistant	08/01/2014	10/30/2014
5	Four HTML5 and flash-based coursework language lessons and assessments for Language Apprentice Families/Level One. Identical lesson content will be published at the same time on DVDs.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	08/01/2014	10/30/2014

Objective Work Plan (OWP)

6	Quarter two weekly production of companion interactive lesson activities for use with early childhood education classroom SmartBoard. Content of lesson activities are planned to reinforce daily EC language lesson plans.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	11/01/2014	01/30/2015
7	Three HTML5 and flash-based early childhood storybooks with companion reinforcement learning activities will be produced and uploaded to Edmodo during the second quarter. Storybook DVDs will be published during the same time period.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	11/01/2014	01/30/2015
8	Four HTML5 and flash-based immersive conversation language lessons with companion assessments will be produced and uploaded to Edmodo. Immersive conversation lesson DVDs will also be published during the second quarter.	Language Project Coordinator / Preschool Language Instructor / Fluent Speaker	Elementary Language Instructor / Language Project Assistant	11/01/2014	01/30/2015
9	Nine HTML5 and flash-based coursework language lessons and assessments for Language Apprentice Families/Level One. Identical lesson content will be published at the same time on DVDs.	Language Project Coordinator / Preschool Language Instructor /	Elementary Language Instructor / Language Project Assistant	11/01/2014	01/30/2015
1	Quarter three weekly production of companion interactive lesson activities for use with early childhood education classroom SmartBoard. Content of lesson activities are planned to reinforce daily EC language lesson plans.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	02/01/2015	04/30/2015
11	Three HTML5 and flash-based early childhood storybooks with companion reinforcement learning activities will be produced and uploaded to Edmodo during the third quarter. Storybook DVDs will be published during the same time period.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	02/01/2015	04/30/2015
12	Three HTML5 and flash-based immersive conversation language lessons with companion assessments will be produced and uploaded to Edmodo. Immersive conversation lesson DVDs will also be published during the third quarter.	Language Project Coordinator / Preschool Language Instructor / Fluent Speaker	Elementary Language Instructor / Language Project Assistant	02/01/2015	04/30/2015
13	Nine HTML5 and flash-based coursework language lessons and assessments for Language Apprentice Families/Level One. Identical lesson content will be published at the same time on DVDs.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	02/01/2015	04/30/2015
14	Quarter four weekly production of companion interactive lesson activities for use with early childhood education classroom SmartBoard. Content of lesson activities are planned to reinforce daily EC language lesson plans.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	05/01/2015	07/30/2015
15	Three HTML5 and flash-based early childhood storybooks with companion reinforcement learning activities will be produced and uploaded to Edmodo during the fourth quarter. Storybook DVDs will be published during the same time period.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	05/01/2015	07/30/2015

Objective Work Plan (OWP)

16	One HTML5 and flash-based immersive conversation language lesson with companion assessment will be produced and uploaded to Edmodo. Immersive conversation lesson DVD will also be published during the fourth quarter.	Language Project Coordinator / Preschool Language Instructor / Fluent Speaker	Elementary Language Instructor / Language Project Assistant	05/01/2015	07/30/2015
17	Nine HTML5 and flash-based coursework language lessons and assessments for Language Apprentice Families/Level One. Identical lesson content will be published at the same time on DVDs.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	05/01/2015	07/30/2015

Project Year: 2

Objective # : 1

Language Apprentice Families (Parents & Children in Tribal Early Childhood Education Programs) ? Curriculum Level Two (ACTFL Novice Mid proficiency). This objective will launch the level two curriculum in a multi-year Potawatomi Apprentice Family Project integrated with Hannahville's Early Childhood (EC) Tribal Programs. Early Childhood Programs include Infant and Toddler Childcare, Head Start/Preschool and FACE (Family and Child Education). EC children will experience increased daily Potawatomi language instruction and immersive language use with prepared lesson plans adhering to our tribal preschool language curriculum pacing guides. By-weekly collaborative planning between language instructors and early childhood staff will assist in strengthening knowledge and use of Potawatomi on a broader scale throughout the EC programs. Monthly immersive trainings with a fluent speaker and weekly group language sessions will be provided for EC parents and EC staff, with Potawatomi language content aligning with language lessons taught simultaneously to EC children ? and intended to encourage Potawatomi language practice in children?s homes. A technology based Edmodo education community account operated through this language grant will help participating EC parents and EC staff stay connected to language project calendar and announcements, as well as connecting to media-rich language learning applications (as described in project objective #2).

Results Expected:

Ten early childhood parents and six early childhood teachers/staff will have achieved successful completion of Project?s Apprentice Families - EC Language Curriculum Level Two (ACTFL Novice Mid proficiency) with a measurable increase in individual and family language proficiency from first pre-test to final assessment at the end of the year; Edmodo online educational applications are operational and updated weekly; project evaluation components are implemented by contracted independent education evaluator and project staff; evaluation data collected and recorded quarterly.

Criteria for Evaluating:

A mixed methods evaluation model will be used throughout the entire project, with project-established rubrics, assessments and pretests/posttests to track parents and EC staff participant learning progress. Age appropriate assessment models will track early childhood student progress. The result will be a comprehensive account of the progress being made in implementing this project, and will document multiple impacts of our efforts. For example, qualitative methods?as will be used at the initial stages of our evaluation process?will help guide the development of evaluation questions and focus the evaluation. Quantitative methods will be used to determine the level and extent of change experienced by the project parents and EC staff, while qualitative methods used throughout the evaluation process will help us interpret findings and make connections between participation and outcomes.

Objective Work Plan (OWP)

Benefits Expected:

Formal immersive Potawatomi language education will be permanently established with a fully implemented Level Two (Novice Mid) language curriculum integrated into our early childhood programs. Parent participants will have potential to become future EC language mentors to new parents, increasing number of parents involved in learning Potawatomi, and taking a proactive role in revitalizing language use in their homes and community.

Criteria for Evaluating:

Project team and independent education evaluator will continue to monitor implementation of early childhood language curriculum pacing guides, lesson plans, and multiple assessments (formal and informal). Periodically scheduled interviews with language instructors, parents and EC teachers/staff will be conducted to evaluate language teaching methodology effectiveness, and to make project adjustments when needed.

	Activities	Position(s) Performing the Activity		Time Period mm/dd/year	
		Lead	Other Support	Begin	End
1	Organize and host ANA Language Project Open-House Welcome Back to Year Two EC parent and teacher participants, and open to all community members for information sharing: (1) what did grant participants accomplish during year one?; and (2) what can be expected for the coming year two? Provide information through a multimedia presentation, take-home brochures, a generous Q&A time period. The event will also include sample language activities facilitated by the language instructor team and language mentors, and will be promoted through newsletter, posters, and postcards to community.	Culture Department Director / Language Project Coordinator / Preschool Language Instructor / Elementary Language Instructor	Full Department Language Team / Language Project Assistant / Language Mentors	08/01/2015	09/20/2015
2	Schedule Hannahville Tribal School Language Instructor/s to attend (35) weekly advanced language classes with first language fluent speakers at Forest County Potawatomi Community in Crandon, WI - to advance department language instructors team knowledge for teaching grant year two weekly conversational language to parents and teachers of early childhood education programs. Year two calendar dates set.	Language Project Coordinator / Fluent Speaker	Language Project Assistant	08/01/2015	08/15/2015
3	Schedule calendar dates for year two, level two weekly language lessons, and monthly sessions with fluent first language speaker. Print and distributes calendar dates widely, as a poster, flier and newsletter information.	Language Project Coordinator / Fluent Speaker	Language Project Assistant	08/01/2015	08/15/2015
4	During first quarter, Tribal School Language Instructors attend nine advanced language classes with fluent Forest County Potawatomi speakers. Lessons are audio recorded, with notes, and new resources are uploaded to Edmodo and Language Team Wiki.	Language Project Coordinator	Members of Department Language Instructor Team	08/01/2015	10/30/2015
5	Completed first quarter Level Two daily language lesson plans and materials for early childhood education program classrooms are submitted and uploaded to Edmodo for parent review and archived on language team wiki. Lesson plans based upon tribal preschool language curriculum pacing guides. Language topics correlated to parents' lessons to maximize language practice and support in the home. / Compile, print, catalogue and upload language lesson plans and coursework materials to Edmodo in preparation for EC parents and EC staff.	Language Project Coordinator / Preschool Language Instructor	Language Project Assistant	08/01/2015	10/30/2015

Objective Work Plan (OWP)

6	Compile, print, catalogue and upload Level Two language lesson plans and coursework materials to Edmodo in preparation for nine of the year two first quarter weekly language lessons, and three monthly fluent speaker-led immersive language trainings for early childhood education parents & EC staff.	Language Project Coordinator / Fluent Speaker / Preschool Language Instructor / Elementary Language Instructor	Department Language Instructors Team / Language Project Assistant	08/01/2015	10/30/2015
7	During first quarter, EC parents and EC staff attend nine weekly language lessons, one monthly session with fluent speaker. The quarter end includes a pretest and posttest, as well as a cumulative formal assessment.	Culture Department Director / Language Project Coordinator / Fluent Speaker / Independent Education Evaluator	Department Language Instructors Team / Language Project Assistant	08/01/2015	10/30/2015
8	Conduct Level Two evaluation during first quarter to track progress in language learning and speaking for (1) EC parents and EC teachers, (2) early childhood classroom students, and (3) Potawatomi language use in family interactions. Administer quarterly posttest. Collect and aggregate data.	Language Project Coordinator / Department Language Instructors / Independent Education Evaluator	Language Project Assistant	08/01/2015	10/30/2015
9	During second quarter, Tribal School Language Instructors attend nine advanced language classes with fluent Forest County Potawatomi speakers. Lessons are audio recorded, with notes, and new resources are uploaded to Edmodo and Language Team Wiki.	Language Project Coordinator	Members of Department Language Instructor Team	11/01/2015	01/30/2016
10	Completed second quarter Level Two daily language lesson plans and materials for early childhood education program classrooms are submitted and uploaded to Edmodo for parent review and archived on language team wiki. Lesson plans based upon tribal preschool language curriculum pacing guides. Language topics correlated to parents' lessons to maximize language practice and support in the home. / Compile, print, catalogue and upload language lesson plans and coursework materials to Edmodo in preparation for EC parents and EC staff.	Language Project Coordinator / Preschool Language Instructor	Language Project Assistant	11/01/2015	01/30/2016
11	Compile, print, catalogue and upload Level Two language lesson plans and coursework materials to Edmodo in preparation for nine of the year two, second quarter weekly language lessons, and three monthly fluent speaker-led immersive language trainings for early childhood education parents & EC staff.	Language Project Coordinator / Fluent Speaker / Preschool Language Instructor / Elementary Language Instructor	Language Project Assistant	11/01/2015	01/30/2016
12	During second quarter, EC parents and EC staff attend nine weekly language lessons, one monthly session with fluent speaker. The quarter end includes a pretest and posttest, as well as a cumulative formal assessment.	Culture Department Director / Language Project Coordinator / Fluent Speaker / Independent Education Evaluator	Department Language Instructors Team / Language Project Assistant	11/01/2015	01/30/2016
13	Conduct Level Two evaluation during second quarter to track progress in language learning and speaking for (1) EC parents and EC teachers, (2) early childhood classroom students, and (3) Potawatomi language use in family interactions. Administer quarterly posttest. Collect and aggregate data.	Language Project Coordinator / Department Language Instructors / Independent Education Evaluator	Language Project Assistant	11/01/2015	01/30/2016

Objective Work Plan (OWP)

14	Complete and submit first year two, semi-annual ANA Language Project Report	Culture Department Director / Language Project Coordinator		12/30/2015	01/30/2016
15	During third quarter, Tribal School Language Instructors attend nine advanced language classes with fluent Forest County Potawatomi speakers. Lessons are audio recorded, with notes, and new resources are uploaded to Edmodo and Language Team Wiki.	Language Project Coordinator	Members of Department Language Instructor Team	02/01/2016	04/30/2016
16	Completed third quarter Level Two daily language lesson plans and materials for early childhood education program classrooms are submitted and uploaded to Edmodo for parent review and archived on language team wiki. Lesson plans based upon tribal preschool language curriculum pacing guides. Language topics correlated to parents' lessons to maximize language practice and support in the home. / Compile, print, catalogue and upload language lesson plans and coursework materials to Edmodo in preparation for EC parents and EC staff.	Language Project Coordinator / Preschool Language Instructor	Language Project Assistant	02/01/2016	04/30/2016
17	Compile, print, catalogue and upload Level Two language lesson plans and coursework materials to Edmodo in preparation for nine of the year two, third quarter weekly language lessons, and three monthly fluent speaker-led immersive language trainings for early childhood education parents & EC staff.	Language Project Coordinator / Fluent Speaker / Preschool Language Instructor / Elementary Language Instructor	Department Language Instructors Team / Language Project Assistant	02/01/2016	04/30/2016
18	During third quarter, EC parents and EC staff attend nine weekly language lessons, one monthly session with fluent speaker. The quarter end includes a pretest and posttest, as well as a cumulative formal assessment.	Culture Department Director / Language Project Coordinator / Fluent Speaker / Independent Education Evaluator	Department Language Instructors Team / Language Project Assistant	02/01/2016	04/30/2016
19	Conduct Level Two evaluation during third quarter to track progress in language learning and speaking for (1) EC parents and EC teachers, (2) early childhood classroom students, and (3) Potawatomi language use in family interactions. Administer quarterly posttest. Collect and aggregate data.	Language Project Coordinator / Department Language Instructors / Independent Education Evaluator	Language Project Assistant	02/01/2016	04/30/2016
20	Prepare progress report for non-competitive, year three continuation grant funding.	Culture Department Director / Language Project Coordinator		03/01/2016	04/30/2016
21	During fourth quarter, Tribal School Language Instructors attend nine advanced language classes with fluent Forest County Potawatomi speakers. Lessons are audio recorded, with notes, and new resources are uploaded to Edmodo and Language Team Wiki.	Language Project Coordinator	Members of Department Language Instructor Team	05/01/2016	07/30/2016

Objective Work Plan (OWP)

22	Completed fourth quarter Level Two daily language lesson plans and materials for early childhood education program classrooms are submitted and uploaded to Edmodo for parent review and archived on language team wiki. Lesson plans based upon tribal preschool language curriculum pacing guides. Language topics correlated to parents' lessons to maximize language practice and support in the home. / Compile, print, catalogue and upload language lesson plans and coursework materials to Edmodo in preparation for sessions with EC parents and EC staff.	Language Project Coordinator / Preschool Language Instructor		05/01/2016	07/30/2016
23	Compile, print, catalogue and upload Level Two language lesson plans and coursework materials to Edmodo in preparation for nine of the year two, fourth quarter weekly language lessons, and three monthly fluent speaker-led immersive language trainings for early childhood education parents & EC staff.	Language Project Coordinator / Fluent Speaker / Preschool Language Instructor / Elementary Language Instructor	Department Language Instructors Team / Language Project Assistant	05/01/2016	07/30/2016
24	During fourth quarter, EC parents and EC staff attend nine weekly language lessons, one monthly session with fluent speaker. The quarter end includes a pretest and posttest, as well as a cumulative formal assessment.	Culture Department Director / Language Project Coordinator / Fluent Speaker / Independent Education Evaluator	Language Project Assistant	05/01/2016	07/30/2016
25	Conduct Level Two evaluation during third quarter to track progress in language learning and speaking for (1) EC parents and EC teachers, (2) early childhood classroom students, and (3) Potawatomi language use in family interactions. Administer quarterly posttest. Collect and aggregate data.	Language Project Coordinator / Department Language Instructors / Independent Education Evaluator	Language Project Assistant	05/01/2016	07/30/2016
26	Complete and submit second year two, semi-annual ANA Language Project Report.	Culture Department Director / Language Project Coordinator		06/30/2016	07/30/2016

Objective # : 2

Technology based language lesson content for Curriculum Level Two (ACTFL Novice Mid) will be developed for Language Apprentice Families (Parents & Children in Tribal Early Childhood Education Programs). Companion technology resources will help EC parents and EC teachers stay connected not only to language project calendar and announcements, but also to media-rich language learning coursework applications online. All media-rich language content will be delivered through Edmodo applications that are accessible by computer, tablets, smartphones and EC classroom smartboard. Through collaboration with fluent speakers, tribal preschool and K-12 language instructors, technology based language content will be developed to compliment and reinforce curriculum content from group learning with fluent speaker and language instructors. Companion resources will include weekly production of interactive lessons for use on EC classroom SmartBoard, production of mobile flash-based lessons for parents (developed in-house with Adobe Captivate and Articulate Storyline). Publication of flash-based early childhood storybooks with companion reinforcement learning activities are part of the EC Potawatomi language curriculum for parents, teachers, and children to share. Online project language learning will be accessible 24/7. DVDs with video, audio and text based lessons, as well as printed hard-copy storybooks and lessons will be made available to parent participants who do not have home internet access. Additionally, tribal school computer network accounts will be established for parents to access all project language resources, surveys, evaluations and assessments.

Objective Work Plan (OWP)

Results Expected:

HTML5 and Flash-based media-rich coursework lessons for Language Apprentice Families/Level Two (ACTFL Novice Mid) will include 35 language lessons and assessments, 10 immersive conversation language lessons and assessments, and 12 storybooks with age appropriate companion activities to assess story comprehension. DVDs will be produced with the same language lessons and storybook content. Text-based hard copies of lessons and storybooks will be printed.

Criteria for Evaluating:

A mixed methods evaluation model (quantitative and qualitative) will be used to periodically assess Level Two (Novice Mid) technology language materials' effectiveness in the EC classroom setting, as well as in parent and EC staff language learning and participation.

Benefits Expected:

Media-rich resources will compliment and reinforce an enhanced and permanent early childhood language program that will help ensure that language revitalization efforts are maintained long into the future. This Level Two (Novice Mid) language documentation and coursework will provide more readily available language resources than has previously been available to parents and community members. While some may not have home computers, many do have smartphones. By producing language materials in accessible formats, parents and other community members will have daily access 24/7.

Criteria for Evaluating:

Rubrics will be established with independent education evaluator to grade the efficacy of online coursework and assessments, HTML5 and flash-based lessons, and storybook presentation and lesson content, as companion language resources for reinforcing face-to-face lessons and conversational language training at Level Two (Novice Mid).

	Activities	Position(s) Performing the Activity		Time Period mm/dd/year	
		Lead	Other Support	Begin	End
1	Curriculum Level Two, Language HTML5 and Flash-based companion language lesson resources will be developed in-house to produce the media-rich lessons that will be published and uploaded directly to Edmodo during the first quarter. A Brush-Up Hands-on training for using the Edmodo Potawatomi Language coursework and resources will be provided to all project staff, early childhood parents and EC teachers.	Language Project Coordinator	Language Project Assistant	08/01/2015	09/30/2015
2	First quarter weekly production of companion interactive lesson activities for use with early childhood education classroom SmartBoard. Content of lesson activities are planned to reinforce daily EC language lesson plans.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	08/01/2015	10/30/2015
3	Three Level Two HTML5 and flash-based early childhood storybooks with companion reinforcement learning activities will be produced and uploaded to Edmodo during the first quarter. Storybook DVDs will be published during the same time period.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	08/01/2015	10/30/2015
4	Three Level Two HTML5 and flash-based immersive conversation language lessons with companion assessments will be produced and uploaded to Edmodo. Immersive conversation lesson DVDs will be published during the first quarter.	Language Project Coordinator / Preschool Language Instructor / Fluent Speaker	Elementary Language Instructor / Language Project Assistant	08/01/2015	10/30/2015
5	Four HTML5 and flash-based coursework language lessons and assessments for Language Apprentice Families/Level Two. Identical lesson content will be published at the same time on DVDs.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	08/01/2015	10/30/2015

Objective Work Plan (OWP)

6	Quarter two weekly production of companion interactive lesson activities for use with early childhood education classroom SmartBoard. Content of lesson activities are planned to reinforce daily EC language lesson plans.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	11/01/2015	01/30/2016
7	Four HTML5 and flash-based immersive conversation language lessons with companion assessments will be produced and uploaded to Edmodo. Immersive conversation lesson DVDs will also be published during the second quarter.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	11/01/2015	01/30/2016
8	Four HTML5 and flash-based immersive conversation language lessons with companion assessments will be produced during quarter two and uploaded to Edmodo. Immersive conversation lesson DVDs will also be published during the second quarter.	Language Project Coordinator / Preschool Language Instructor / Fluent Speaker	Elementary Language Instructor / Language Project Assistant	11/01/2015	01/30/2016
1	Nine HTML5 and flash-based coursework language lessons and assessments for Language Apprentice Families/Level Two. Identical lesson content will be published at the same time on DVDs.	Language Project Coordinator / Preschool Language Instructor /	Elementary Language Instructor / Language Project Assistant	11/01/2015	01/30/2016
10	Quarter three weekly production of companion interactive lesson activities for use with early childhood education classroom SmartBoard. Content of lesson activities are planned to reinforce daily EC language lesson plans.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	02/01/2016	04/30/2016
11	Three HTML5 and flash-based early childhood storybooks with companion reinforcement learning activities will be produced and uploaded to Edmodo during the third quarter. Storybook DVDs will be published during the same time period.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	02/01/2016	04/30/2016
12	Three HTML5 and flash-based immersive conversation language lessons with companion assessments will be produced and uploaded to Edmodo. Immersive conversation lesson DVDs will also be published during the third quarter.	Language Project Coordinator / Preschool Language Instructor / Fluent Speaker	Elementary Language Instructor / Language Project Assistant	02/01/2016	04/30/2016
13	Nine HTML5 and flash-based coursework language lessons and assessments for Language Apprentice Families/Level Two published during third quarter. Identical lesson content will be published at the same time on DVDs.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	02/01/2016	04/30/2016
14	Quarter four weekly production of companion interactive lesson activities for use with early childhood education classroom SmartBoard. Content of lesson activities are planned to reinforce daily EC language lesson plans.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	05/01/2016	07/30/2016
15	Three HTML5 and flash-based early childhood storybooks with companion reinforcement learning activities will be produced and uploaded to Edmodo during the fourth quarter. Storybook DVDs will be published during the same time period.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	05/01/2016	07/30/2016

Objective Work Plan (OWP)

16	One HTML5 and flash-based immersive conversation language lesson with companion assessment will be produced and uploaded to Edmodo. Immersive conversation lesson DVD will also be published during the fourth quarter.	Language Project Coordinator / Preschool Language Instructor / Fluent Speaker	Elementary Language Instructor / Language Project Assistant	05/01/2016	07/30/2016
17	Nine HTML5 and flash-based coursework language lessons and assessments for Language Apprentice Families/Level Two published during fourth quarter. Identical lesson content will be published at the same time on DVDs.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	05/01/2016	07/30/2016

Project Year: 3

Objective # : 1

Language Apprentice Families (Parents & Children in Tribal Early Childhood Education Programs) ? Curriculum Level Three (ACTFL Novice High proficiency). This objective will launch the level three curriculum in a multi-year Potawatomi Apprentice Family Project integrated with Hannahville's Early Childhood (EC) Tribal Programs. Early Childhood Programs include Infant and Toddler Childcare, Head Start/Preschool and FACE (Family and Child Education). EC children will experience increased daily Potawatomi language instruction and immersive language use with prepared lesson plans adhering to our tribal preschool language spiraling curriculum pacing guides. By weekly collaborative planning between language instructors and early childhood staff will assist in strengthening knowledge and use of Potawatomi on a broader scale throughout the EC programs. Monthly immersive trainings with a fluent speaker and weekly group language sessions will be provided for EC parents and EC staff, with Potawatomi language content aligning with language lessons taught simultaneously to EC children ? and intended to encourage Potawatomi language practice in children's homes. A technology based Edmodo education community account operated through this language grant will help participating EC parents and EC staff stay connected to language project calendar and announcements, as well as connecting to media-rich language learning applications (as described in project objective #2).

Results Expected:

Ten early childhood parents and six early childhood teachers/staff will have achieved successful completion of Project? s Apprentice Families - EC Language Curriculum Level Three (ACTFL Novice High proficiency) with a measurable increase in individual and family language proficiency from first pre-test to final assessment at the end of the year; Edmodo online educational applications are operational and updated weekly; project evaluation components are implemented by contracted independent education evaluator and project staff; evaluation data collected and recorded quarterly.

Criteria for Evaluating:

A mixed methods evaluation model will be used throughout the entire project, with project-established rubrics, assessments and pretests/posttests to track parents and EC staff participant learning progress. Age appropriate assessment models will track early childhood student progress. The result will be a comprehensive account of the progress being made in implementing this project, and will document multiple impacts of our efforts. For example, qualitative methods?as will be used at the initial stages of our evaluation process?will help guide the development of evaluation questions and focus the evaluation. Quantitative methods will be used to determine the level and extent of change experienced by the project parents and EC staff, while qualitative methods used throughout the evaluation process will help us interpret findings and make connections between participation and outcomes.

Objective Work Plan (OWP)

Benefits Expected:

Formal immersive Potawatomi language education will be permanently established with a fully implemented Level Three (Novice High) language curriculum integrated into our early childhood programs. Parent participants will have potential to become future EC language mentors to new parents, increasing number of parents involved in learning Potawatomi, and taking a proactive role in revitalizing language use in their homes and community.

Criteria for Evaluating:

Project team and independent education evaluator will continue to monitor implementation of early childhood language curriculum pacing guides, lesson plans, and multiple assessments (formal and informal). Periodically scheduled interviews with language instructors, parents and EC teachers/staff will be conducted to evaluate language teaching methodology effectiveness, and to make project adjustments when needed.

Activities	Position(s) Performing the Activity		Time Period mm/dd/year	
	Lead	Other Support	Begin	End
1 Organize and host ANA Language Project Open-House Welcome Back to Year Three EC parent and teacher participants, and open to all community members for information sharing: (1) what did grant participants accomplish during year two?; and (2) what can be expected for the coming year three? Provide information through a multimedia presentation, take-home brochures, a generous Q&A time period. The event will also include sample language activities facilitated by the language instructor team and language mentors, and will be promoted through newsletter, posters, and postcards to community.	Culture Department Director / Language Project Coordinator / Preschool Language Instructor / Elementary Language Instructor	Full Department Language Team / Language Project Assistant / Language Mentors	08/01/2016	09/30/2016
2 Schedule Hannahville Tribal School Language Instructor/s to attend (35) weekly advanced language classes with first language fluent speakers at Forest County Potawatomi Community in Crandon, WI - to advance department language instructors team knowledge for teaching grant year two weekly conversational language to parents and teachers of early childhood education programs. Year three calendar dates set.	Language Project Coordinator	Language Project Assistant	08/01/2016	08/15/2016
3 Schedule calendar dates for year three, level two weekly language lessons, and monthly sessions with fluent first language speaker. Print and distributes calendar dates widely, as a poster, flier and newsletter information.	Language Project Coordinator	Language Project Assistant	08/01/2016	08/15/2016
4 During the first quarter of year three, Tribal School Language Instructors attend nine advanced language classes with fluent Forest County Potawatomi speakers. Lessons are audio recorded, with notes, and new resources are uploaded to Edmodo and Language Team Wiki.	Language Project Coordinator	Members of Department Language Instructors Team	08/01/2016	10/30/2016
5 Completed first quarter Level Three daily language lesson plans and materials for early childhood education program classrooms are submitted and uploaded to Edmodo for parent review and archived on language team wiki. Lesson plans based upon tribal preschool language curriculum pacing guides. Language topics correlated to parents' lessons to maximize language practice and support in the home. / Compile, print, catalogue and upload language lesson plans and coursework materials to Edmodo in preparation for EC parents and EC staff.	Language Project Coordinator / Preschool Language Teacher	Language project assistant	08/01/2016	10/30/2016

Objective Work Plan (OWP)

6	Compile, print, catalogue and upload Level Three language lesson plans and coursework materials to Edmodo in preparation for year three second quarter weekly language lessons, and three monthly fluent speaker-led immersive language trainings for early childhood education parents & EC staff.	Language Project Coordinator / Fluent Speaker / Preschool Language Instructor / Elementary Language Instructor	Language Project Assistant	08/01/2016	10/30/2016
7	During first quarter, EC parents and EC staff attend nine weekly language lessons, one monthly session with fluent speaker. The quarter end includes a pretest and posttest, as well as a cumulative formal assessment.	Culture Department Director / Language Project Coordinator / Fluent Speaker / Independent Education Evaluator	Department Language Instructors Team	08/01/2016	10/30/2016
8	Conduct Level Three evaluation during first quarter to track progress in language learning and speaking for (1) EC parents and EC teachers, (2) early childhood classroom students, and (3) Potawatomi language use in family interactions. Administer quarterly posttest. Collect and aggregate data.	Language Project Coordinator / Department Language Instructors / Independent Education Evaluator	Language Project Assistant	08/01/2016	10/30/2016
9	During second quarter, Tribal School Language Instructors attend nine advanced language classes with fluent Forest County Potawatomi speakers. Lessons are audio recorded, with notes, and new resources are uploaded to Edmodo and Language Team Wiki.	Language Project Coordinator	Members of Department Language Instructors Team	11/01/2016	01/30/2017
10	Completed second quarter Level Three daily language lesson plans and materials for early childhood education program classrooms are submitted and uploaded to Edmodo for parent review and archived on language team wiki. Lesson plans based upon tribal preschool language curriculum pacing guides. Language topics correlated to parents' lessons to maximize language practice and support in the home. / Compile, print, catalogue and upload language lesson plans and coursework materials to Edmodo in preparation for sessions with EC parents and EC staff.	Language Project Coordinator / Preschool Language Teacher	Language Project Assistant	11/01/2016	01/30/2017
11	Compile, print, catalogue and upload Level Three language lesson plans and coursework materials to Edmodo in preparation for second quarter weekly language lessons, and three monthly fluent speaker-led immersive language trainings for early childhood education parents & EC staff.	Language Project Coordinator / Fluent Speaker / Preschool Language Instructor / Elementary Language Instructor	Language Project Assistant	11/01/2016	01/30/2017
12	During second quarter, EC parents and EC staff attend nine weekly language lessons, one monthly session with fluent speaker. The quarter end includes a pretest and posttest, as well as a cumulative formal assessment.	Culture Department Director / Language Project Coordinator / Fluent Speaker / Independent Education Evaluator	Department Language Instructors Team	11/01/2016	01/30/2017
13	Conduct Level Three evaluation during second quarter to track progress in language learning and speaking for (1) EC parents and EC teachers, (2) early childhood classroom students, and (3) Potawatomi language use in family interactions. Administer quarterly posttest. Collect and aggregate data.	Language Project Coordinator / Department Language Instructors / Independent Education Evaluator	Language Project Assistant	11/01/2016	01/30/2017

Objective Work Plan (OWP)

14	Complete and submit first year three, semi-annual ANA Language Project Report	Culture Department Director / Language Project Coordinator		12/30/2016	01/30/2017
15	During third quarter, Tribal School Language Instructors attend nine advanced language classes with fluent Forest County Potawatomi speakers. Lessons are audio recorded, with notes, and new resources are uploaded to Edmodo and Language Team Wiki.	Language Project Coordinator	Members of Department Language Instructors Team	02/01/2017	04/30/2017
16	Completed third quarter Level Three daily language lesson plans and materials for early childhood education program classrooms are submitted and uploaded to Edmodo for parent review and archived on language team wiki. Lesson plans based upon tribal preschool language curriculum pacing guides. Language topics correlated to parents' lessons to maximize language practice and support in the home. / Compile, print, catalogue and upload language lesson plans and coursework materials to Edmodo in preparation for sessions with EC parents and EC staff.	Language Project Coordinator / Preschool Language Teacher	Language Project Assistant	02/01/2017	04/30/2017
17	Compile, print, catalogue and upload Level Three language lesson plans and coursework materials to Edmodo in preparation for third quarter weekly language lessons, and three monthly fluent speaker-led immersive language trainings for early childhood education parents & EC staff.	Language Project Coordinator / Fluent Speaker / Preschool Language Instructor / Elementary Language Instructor	Language Project Assistant	02/01/2017	04/30/2017
18	During third quarter, EC parents and EC staff attend nine weekly language lessons, one monthly session with fluent speaker. The quarter end includes a pretest and posttest, as well as a cumulative formal assessment.	Culture Department Director / Language Project Coordinator / Fluent Speaker / Independent Education Evaluator	Department Language Instructors Team	02/01/2017	04/30/2017
19	Conduct Level Three evaluation during third quarter to track progress in language learning and speaking for (1) EC parents and EC teachers, (2) early childhood classroom students, and (3) Potawatomi language use in family interactions. Administer quarterly posttest. Collect and aggregate data.	Language Project Coordinator / Department Language Instructors / Independent Education Evaluator	Language Project Assistant	02/01/2017	04/30/2017
20	During fourth quarter, Tribal School Language Instructors attend nine advanced language classes with fluent Forest County Potawatomi speakers. Lessons are audio recorded, with notes, and new resources are uploaded to Edmodo and Language Team Wiki.	Language Project Coordinator	Members of Department Language Instructors Team	05/01/2017	07/30/2017
21	Completed fourth quarter Level Three daily language lesson plans and materials for early childhood education program classrooms are submitted and uploaded to Edmodo for parent review and archived on language team wiki. Lesson plans based upon tribal preschool language curriculum pacing guides. Language topics correlated to parents' lessons to maximize language practice and support in the home. / Compile, print, catalogue and upload language lesson plans and coursework materials to Edmodo in preparation for sessions with EC parents and EC staff.	Language Project Coordinator / Preschool Language Teacher	Language Project Assistant	05/01/2017	07/30/2017

Objective Work Plan (OWP)

22	Compile, print, catalogue and upload Level Three language lesson plans and coursework materials to Edmodo in preparation for fourth quarter weekly language lessons, and three monthly fluent speaker-led immersive language trainings for early childhood education parents & EC staff.	Language Project Coordinator / Fluent Speaker / Preschool Language Instructor / Elementary Language Instructor	Language Project Assistant	05/01/2017	07/30/2017
23	During fourth quarter, EC parents and EC staff attend nine weekly language lessons, one monthly session with fluent speaker. The quarter end includes a pretest and posttest, as well as a cumulative formal assessment.	Culture Department Director / Language Project Coordinator / Fluent Speaker / Independent Education Evaluator	Department Language Instructors Team	05/01/2017	07/30/2017
24	Conduct Level Three evaluation during fourth quarter to track progress in language learning and speaking for (1) EC parents and EC teachers, (2) early childhood classroom students, and (3) Potawatomi language use in family interactions. Administer quarterly posttest. Collect and aggregate data.	Language Project Coordinator / Department Language Instructors / Independent Education Evaluator	Language Project Assistant	05/01/2017	07/30/2017
25	Complete and submit second year three, semi-annual ANA Language Project Report	Culture Department Director / Language Project Coordinator		06/30/2017	07/30/2017

Objective #: 2

Technology based language lesson content for Curriculum Level Two (ACTFL Novice Mid) will be developed for Language Apprentice Families (Parents & Children in Tribal Early Childhood Education Programs). Companion technology resources will help EC parents and EC teachers stay connected not only to language project calendar and announcements, but also to media-rich language learning coursework applications online. All media-rich language content will be delivered through Edmodo applications that are accessible by computer, tablets, smartphones and EC classroom smartboard. Through collaboration with fluent speakers, tribal preschool and K-12 language instructors, technology based language content will be developed to compliment and reinforce curriculum content from group learning with fluent speaker and language instructors. Companion resources will include weekly production of interactive lessons for use on EC classroom SmartBoard, production of mobile flash-based lessons for parents (developed in-house with Adobe Captivate and Articulate Storyline). Publication of flash-based early childhood storybooks with companion reinforcement learning activities are part of the EC Potawatomi language curriculum for parents, teachers, and children to share. Online project language learning will be accessible 24/7. DVDs with video, audio and text based lessons, as well as printed hard-copy storybooks and lessons will be made available to parent participants who do not have home internet access. Additionally, tribal school computer network accounts will be established for parents to access all project language resources, surveys, evaluations and assessments.

Results Expected:

HTML5 and Flash-based media-rich coursework lessons for Language Apprentice Families/Level Three (ACTFL Novice High) will include 35 language lessons and assessments, 10 immersive conversation language lessons and assessments, and 12 storybooks with age appropriate companion activities to assess story comprehension. DVDs will be produced with the same language lessons and storybook content. Text-based hard copies of lessons and storybooks will be printed.

Criteria for Evaluating:

A mixed methods evaluation model (quantitative and qualitative) will be used to periodically assess Level Three (Novice High) technology language materials' effectiveness in the EC classroom setting, as well as in parent and EC staff language learning and participation.

Objective Work Plan (OWP)

Benefits Expected:

Media-rich resources will compliment and reinforce an enhanced and permanent early childhood language program that will help ensure that language revitalization efforts are maintained long into the future. This Level Three (Novice High) language documentation and coursework will provide more readily available language resources than has previously been available to parents and community members. While some may not have home computers, many do have smartphones. By producing language materials in accessible formats, parents and other community members will have daily access 24/7.

Criteria for Evaluating:

Rubrics will be established with independent education evaluator to grade the efficacy of online coursework and assessments, HTML5 and flash-based lessons, and storybook presentation and lesson content, as companion language resources for reinforcing face-to-face lessons and conversational language training at Level Three (Novice High).

Activities	Position(s) Performing the Activity		Time Period mm/dd/year	
	Lead	Other Support	Begin	End
1 Curriculum Level Three, Language HTML5 and Flash-based companion language lesson resources will be developed in-house to produce the media-rich lessons that will be published and uploaded directly to Edmodo during the first quarter. If needed, a Brush-Up Hands-on training for using the Edmodo Potawatomi Language coursework and resources will be provided to all project staff, early childhood parents and EC teachers.	Language Project Coordinator	Language Project Assistant	08/01/2016	09/30/2016
2 First quarter weekly production of companion interactive lesson activities for use with early childhood education classroom SmartBoard. Level three content of lesson activities are planned to reinforce daily EC language lesson plans.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	08/01/2016	10/30/2016
3 Three HTML5 and flash-based early childhood storybooks with companion reinforcement learning activities will be produced at Level Three and uploaded to Edmodo during the first quarter. Storybook DVDs will be published during the same time period.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	08/01/2016	10/30/2016
4 Three HTML5 and flash-based immersive conversation language lessons with companion assessments will be produced at Level Three and uploaded to Edmodo. Immersive conversation lesson DVDs will be published during the first quarter.	Language Project Coordinator / Preschool Language Instructor / Fluent Speaker	Elementary Language Instructor / Language Project Assistant	08/01/2016	10/30/2016
5 Four HTML5 and flash-based coursework language lessons and assessments for Language Apprentice Families/Level Three. Identical lesson content will be published at the same time on DVDs.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	08/01/2016	10/30/2016
6 Quarter two weekly production of companion interactive lesson activities for use with early childhood education classroom SmartBoard. Content of lesson activities at Level Three are planned to reinforce daily EC language lesson plans.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	11/01/2016	01/30/2017
7 Four HTML5 and flash-based immersive conversation language lessons with companion assessments will be produced at Level Three and uploaded to Edmodo during . Immersive conversation lesson DVDs will also be published during the second quarter.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	11/01/2016	01/30/2017

Objective Work Plan (OWP)

8	<p>Four HTML5 and flash-based immersive conversation language lessons with companion assessments will be produced at Level Three during quarter two and uploaded to Edmodo. Immersive conversation lesson DVDs will also be published during the second quarter.</p>	<p>Language Project Coordinator / Preschool Language Instructor / Fluent Speaker</p>	<p>Elementary Language Instructor / Language Project Assistant</p>	11/01/2016	01/30/2017
1	<p>Nine HTML5 and flash-based coursework language lessons and assessments for Language Apprentice Families/Level Three. Identical lesson content will be published at the same time on DVDs.</p>	<p>Language Project Coordinator / Preschool Language Instructor</p>	<p>Elementary Language Instructor / Language Project Assistant</p>	11/01/2016	01/30/2017
10	<p>Quarter three weekly production of companion interactive lesson activities for use with early childhood education classroom SmartBoard. Level Three content of lesson activities are planned to reinforce daily EC language lesson plans.</p>	<p>Language Project Coordinator / Preschool Language Instructor</p>	<p>Elementary Language Instructor / Language Project Assistant</p>	02/01/2017	04/30/2017
11	<p>Three HTML5 and flash-based early childhood storybooks with companion reinforcement learning activities will be produced at Level Three and uploaded to Edmodo during the third quarter. Storybook DVDs will be published during the same time period.</p>	<p>Language Project Coordinator / Preschool Language Instructor</p>	<p>Elementary Language Instructor / Language Project Assistant</p>	02/01/2017	04/30/2017
12	<p>Three HTML5 and flash-based immersive conversation language lessons with companion assessments will be produced at Level Three and uploaded to Edmodo. Immersive conversation lesson DVDs will also be published during the third quarter.</p>	<p>Language Project Coordinator / Preschool Language Instructor / Fluent Speaker</p>	<p>Elementary Language Instructor / Language Project Assistant</p>	02/01/2017	04/30/2017
13	<p>Nine HTML5 and flash-based coursework language lessons and assessments for Language Apprentice Families/Level Three published during third quarter. Identical lesson content will be published at the same time on DVDs.</p>	<p>Language Project Coordinator / Preschool Language Instructor</p>	<p>Elementary Language Instructor / Language Project Assistant</p>	02/01/2017	04/30/2017
14	<p>Quarter four weekly production of companion interactive lesson activities for use with early childhood education classroom SmartBoard. Level Three content of lesson activities are planned to reinforce daily EC language lesson plans.</p>	<p>Language Project Coordinator / Preschool Language Instructor</p>	<p>Elementary Language Instructor / Language Project Assistant</p>	05/01/2017	07/30/2017
15	<p>Three HTML5 and flash-based early childhood storybooks with companion reinforcement learning activities at Level Three will be produced and uploaded to Edmodo during the fourth quarter. Storybook DVDs will be published during the same time period.</p>	<p>Language Project Coordinator / Preschool Language Instructor</p>	<p>Elementary Language Instructor / Language Project Assistant</p>	05/01/2017	07/30/2017
16	<p>One HTML5 and flash-based immersive conversation language lesson with companion assessment will be produced at Level Three and uploaded to Edmodo. Immersive conversation lesson DVD will also be published during the fourth quarter.</p>	<p>Language Project Coordinator / Preschool Language Instructor / Fluent Speaker</p>	<p>Elementary Language Instructor / Language Project Assistant</p>	05/01/2017	07/30/2017

Objective Work Plan (OWP)

17	Nine HTML5 and flash-based coursework language lessons and assessments for Language Apprentice Families/Level Three published during fourth quarter. Identical lesson content will be published at the same time on DVDs.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	05/01/2017	07/30/2017
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Upload #5

Applicant: Hannahville Indian Community
Application Number: NL14000917
Project Title: Penothiyek mine dbenwe wdenwemagnewan e bodewadmimwat
(Children and their Families Speaking Potawatomi): Language Apprentice
Families in Tribal Early Childhood Education
Status: Awarded
Document Title: Form GG_LobbyingForm-V1.1.pdf

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Hannahville Indian Community

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE: * DATE:

Upload #6

Applicant: Hannahville Indian Community
Application Number: NL14000917
Project Title: Penothiyek mine dbenwe wdenwemagnewan e bodewadmimwat
(Children and their Families Speaking Potawatomi): Language Apprentice
Families in Tribal Early Childhood Education
Status: Awarded
Document Title: Form PerformanceSite_1_4-V1.4.pdf

Project/Performance Site Location(s)

Project/Performance Site Primary Location

I am submitting an application as an individual, and not on behalf of a company, state, local or tribal government, academia, or other type of organization.

Organization Name:

DUNS Number:

* Street1:

Street2:

* City:

County:

* State:

Province:

* Country:

* ZIP / Postal Code:

* Project/ Performance Site Congressional District:

Project/Performance Site Location 1

I am submitting an application as an individual, and not on behalf of a company, state, local or tribal government, academia, or other type of organization.

Organization Name:

DUNS Number:

* Street1:

Street2:

* City:

County:

* State:

Province:

* Country:

* ZIP / Postal Code:

* Project/ Performance Site Congressional District:

Additional Location(s)

Supplemental Upload #1

Applicant: Hannahville Indian Community
Application Number: NL14000917
Project Title: Penothiyek mine dbenwe wdenwemagnewan e bodewadmimwat
(Children and their Families Speaking Potawatomi): Language Apprentice
Families in Tribal Early Childhood Education
Status: Awarded
Description: Additional Narrative Request
Created Date: 07/08/2014



Department of Culture, Language and History

Potawatomi Language Program

Hannahville Indian School – Nah Tah Wahsh PSA
Early Childhood and Grades K-12



July 3, 2014

MODIFICATIONS: REQUESTED NARRATIVE

Outcomes Expected

Impact Indicator: A long-range proficiency measurement plan will be implemented for all participants at the beginning of the project that will include documenting language status with the same measure (Novice High Benchmarks for adults, with age-modified Novice Level Benchmarks for children) at three target points in time:

- Pre-grant status: Pre-test data gathered, aggregated, documented for baseline language knowledge,
- End of grant target: Post-test data gathered, aggregated, documented for actual status
By the end of this three-year project, eighty percent of adult participants will reach the language proficiency target of Novice High, with eighty-five percent of approximately 180 children reaching the age-modified language proficiency target at novice level.
- Three-year target status: Post-grant test data gathered, aggregated, documented

Strategy

Parent participation is essential to the success of this language project, as well as to the success of Hannahville's long term goals for language revitalization. It is the young adults of this community who are committed to learning the language who as parents now, are also the not-so-distant community leadership who will make certain that the language has a permanent place and robust life in homes and community. So it is our intent to make every effort to keep parents on board, committed and engaged.

It is realistic, however, to anticipate that one or more parents will drop out for any number of legitimate reasons. Our goal, then, will be to plan contingencies to keep the attrition rate low.

Keeping this in mind, our first priority within our recruiting activities will be to make certain that our target recruit number is at least double the number of participants projected to successfully complete the three-year project – and that these recruits have self-identified a strong commitment to the language. It is also critical that parents/adults have a clear understanding of the language project requirements throughout their three-year commitment. Participant policy and procedure

guidelines will be written to identify criteria and requirements for the successful completion of the project. Included in the requirements will be a minimum number of sessions attended, and designated minimum progress percentage to be maintained through formal language assessments. Tentative minimum requirements have already been identified through discussion with the language program instructor team, but will be firmed up during the first month of project implementation. Incentives (such as quarterly gas cards) may also be offered for meeting the minimum requirements.

Because our Potawatomi Language Program operates within our Tribal School, we can tap into available resources within the various school-based programs (e.g., FACE which provides education and tutoring for parents of early childhood education children). FACE is intended to increase the academic success rate of parents and children at the same time, and we intend to tap into FACE staff for successful retention strategies already in use within our community.

Contingency plans for parent participants who may struggle with meeting the minimum language session attendance requirements will include online language assignments, activities and assessments. These online language lessons are already built into our plan to assure that adult participants have opportunities to increase their language proficiency level and to keep pace with their project peers.

Students in Hannahville's Tribal School have a state mandated graduation requirements to successfully complete two classes of Potawatomi language. Because of this, we already have successful strategies and resources in place to assist and tutor high school students who begin to fall behind in meeting the required proficiency levels to complete the course. Some of the strategies can be modified for parent language grant participants.

Finally, as a testament to the continuing commitment of participants from our previous ANA Language Instructor Skills Training grant, the four community members who received certificates of successful completion in that grant have committed to participating in the current proposed grant project. These four community members (separate from our instructional team) have agreed to function as mentors to the young parents – to offer moral support, tutoring, rides if needed, and to be present at the language learning sessions for the language grant project.

A formal contingency plan for maintaining parent participation, along with policy and procedure guidelines, will be completed during the first month of the project.

Supplemental Upload #2

Applicant: Hannahville Indian Community
Application Number: NL14000917
Project Title: Penothiyek mine dbenwe wdenwemagnewan e bodewadmimwat
(Children and their Families Speaking Potawatomi): Language Apprentice
Families in Tribal Early Childhood Education
Status: Awarded
Description: Earl M. Commitment
Created Date: 07/08/2014



**Department of Culture, Language and History
Potawatomi Heritage Center**

Potawatomi Language Program
Hannahville Indian School – Nah Tah Wahsh PSA
Early Childhood and Grades K-12



July 2, 2014

Earl Meshigaud, Sr.
Culture Department Director
Hannahville Indian Community
N14911 Hannahville Road
Wilson, MI 49896

To Whom It May Concern:

I am pleased to confirm my commitment as Project Director for the Hannahville Indian Community's proposed ANA language grant project, "Penothiyek Mine Dbenwe Wdenwe magnewan e Bodewadmimwat" or "Children and Families Speaking Potawatomi." This language project is to get parents and children in early childhood education invested in learning the Potawatomi Language at the ground level – and to begin to set up the practice of speaking the language in the home.

Specifically, as the Project Director, I will serve as oversight for the operations of the project reporting and activities, promote parent participation in the ANA language project throughout the community, and participate in weekly lessons with parents. I will assure that project goal, objectives and work plan are understood by all staff, and make certain that any additional necessary office/training space is allocated through the tribal school.

Additionally, I will secure consultant contracts and new staff requisitions, set up policy procedures and workable contingency plan, and review progress on objective work plans and submission of required reports in a timely manner. My estimated time commitment is approximately 12 hours per month, or 144 hours per year, or 432 hours over the life of the three year grant.

Igwien. Ninse,

Earl Meshigaud, Sr.

Supplemental Upload #3

Applicant: Hannahville Indian Community
Application Number: NL14000917
Project Title: Penothiyek mine dbenwe wdenwemagnewan e bodewadmimwat
(Children and their Families Speaking Potawatomi): Language Apprentice
Families in Tribal Early Childhood Education
Status: Awarded
Description: Negotiation Email
Created Date: 07/08/2014

Applicant: Hannahville Indian Community
Contact: Jill Beudo
Project Title: Penothiyek mine dbenwe wdenwemagnewan e bodewadmimimwat
Phone: (906) 723-2625
Email: jillbeudo@hannahville.org
Application Number: NL14000917

THIS IS NOT A NOTICE OF AWARD. This email is a follow up to our conversation on Wednesday July 2, 2014 requesting additional information to support the above referenced application. As discussed during our telephone conversation, in order for ANA to continue the funding decision process and to move this application package forward for funding consideration the following items and documentation will need to be or emailed or faxed (202-690-7441/8145), Christina Clark, by 8am EST on **Monday July 7th, 2014**.

ANA is packaging this project for funding consideration in the following amounts:

Federal budget

Year 1 Federal Amount \$120,715

Year 2 Federal Amount \$116,868

Year 3 Federal Amount \$119,949

It is recommended that Non-Federal share not exceed 25% of the federal budget (%20 of the combined Federal and Non-Federal budget).

Outcomes Expected

The intent of the impact indicator is understood; target numbers for fluency levels are not set because baselines are unknown. However, some kind of target for the impact indicator is needed. In addition, targets for fluency levels are set in the objectives as stated in the narrative. Thus, it is recommended that the impact indicator mirror the objectives. The pre grant status and the three year target may be left as TBD. The three year target at the end of the grant should be identified. This will establish a reasonable target for the end of project completion.

In addition it is suggested that the target of 108 students be revised to a percentage of student involved in the program. This will prevent target numbers from falling short if one or more student leaves the school.

Strategy

Provide narrative describing how parent participation will be maintained throughout the three year project period. Also policies and procedures should be considered, is there a minimum number of sessions that should be attended or minimal progress on an annual basis.

The applicant should consider contingency plans for families that do not continue throughout the three year project period. What may be done to retain parent involvement, and how will goals be achieved if they aren't able to maintain the involvement of the same parents over time?

Organizational Capacity

Provide a letter that specifies the contributions and time commitments of the cultural director. Although this position is not part of the budget request, it is assigned to several key project tasks and therefore the time commitment to the project should be clearly identified.

OWP

Revise objectives so they are consistent to what was in the application (pages 10-16). Be sure to avoid adding additional information to the stated objectives in the OWP and keep them concise. Objectives in the OWP should also encompass the outcomes for the entire project period, for example objective one should state the target fluency level of Novice High and not the intermediate levels per year. Clarify objective two; is this the amount of materials that will be created each year, or is the number presented the three year target?

Activities in the OWP should also be revised to be more concise as well. Keep activities to what will be done. The methodology for completing activities should be presented in the narrative, and the progress will be updated via reports throughout project implementation.

OWP results and benefits

The following specific suggestions are meant to support identification and monitoring of results and benefits on the OWP.

YEAR ONE

Year 1, Objective 1 Results:

Remove text “project evaluation components are implemented by contracted independent education evaluator and project staff” as this is an activity, not a result. Criteria for Evaluating Year 1, Objective 1 Results - Replace existing text with the following:

Enrollment and attendance records, log of applications becoming operational, log of evaluation data being collected and recorded quarterly, language assessments

Year 1, Objective 1 Benefits - Replace existing text with the following:

Formal immersive Potawatomi language education will be permanently established with a fully implemented Level One (Novice Low) language curriculum integrated into our early childhood programs.

Criteria for Evaluating Year 1, Objective 2 Results -Replace existing text with the following:

Monitor number of materials, copies of materials, and DVDs are produced.

Year 1, Objective 2 Benefits – Replace existing text with the following:

N/A (The benefits for this objective are detailed in year three)

Criteria for Evaluating Year 1, Objective 2 Benefits - Replace existing text with the following:

NA

YEAR TWO

Year 2, Objective 1 Results:

Remove text “project evaluation components are implemented by contracted independent education evaluator and project staff” as this is an activity, not a result.
Criteria for Evaluating Year 2, Objective 1 Results - Replace existing text with the following:

Enrollment and attendance records, log of applications becoming operational, log of evaluation data being collected and recorded quarterly, language assessments

Year 2, Objective 1 Benefits: Formal immersive Potawatomi language education will be permanently established with a fully implemented Level Two (Novice Mid) language curriculum

integrated into our early childhood programs.

Criteria for Evaluating Year 2, Objective 2 Results -Replace existing text with the following:

Monitor number of materials, copies of materials, and DVDs are produced.

Year 2, Objective 2 Benefits – Replace existing text with the following:

N/A (The benefits for this objective are detailed in year three)

Criteria for Evaluating Year 2, Objective 2 Benefits:

NA

YEAR THREE

Year 3, Objective 1 Results:

Remove text “project evaluation components are implemented by contracted independent education evaluator and project staff” as this is an activity, not a result.
Criteria for Evaluating Year 3, Objective 1 Results - Replace existing text with the following:

Enrollment and attendance records, log of applications becoming operational, log of evaluation data being collected and recorded quarterly, language assessments

Year 3, Objective 1 Benefits – Replace existing text with the following:

Formal immersive Potawatomi language education will be permanently established with a fully implemented Level Three (Novice High) language curriculum integrated into our early childhood programs.

Criteria for Evaluating Year 3, Objective 2 Results -Replace existing text with the following:

Monitor number of materials, copies of materials, and DVDs are produced.

Year 3, Objective 2 Benefits – Replace existing text with the following:

Language coursework and applications developed through this project provide more readily available language resources than have previously been available to parents and community members.

Criteria for Evaluating Year 3, Objective 2 Benefits – Replace existing text with the following:

Survey parents and community members to determine whether they think language resources are more readily available after year three than they were at the project’s start.

Supplemental Upload #4

Applicant: Hannahville Indian Community
Application Number: NL14000917
Project Title: Penothiyek mine dbenwe wdenwemagnewan e bodewadmimwat
(Children and their Families Speaking Potawatomi): Language Apprentice
Families in Tribal Early Childhood Education
Status: Awarded
Description: Revised OWP
Created Date: 07/08/2014

Objective Work Plan (OWP)

Project Title:

Penothiyek mine dbenwe wdenwemagnewan e bodewadmimwat (Children and their Families Speaking Potawatomi): Language Apprentice Families in Tribal Early Childhood Education

Project Goal:

Formal and comprehensive Potawatomi language education will be permanently established within our tribal early childhood education programs, and will integrate language education components for parent involvement and participation to assure that the Potawatomi language will be supported and used by families in their homes and throughout the community.

Problem Statement:

At present, Potawatomi language learning for our young children has a very limited scope within our Tribal Early Childhood (EC) Education Programs, and currently no integrated parental learning opportunities and comprehensive language teaching materials exist for our parents/families to help reinforce, teach and practice the Potawatomi language with their young children in their homes and throughout the community.

Project Year: 1

Objective #: 1

By the end of 36 months, eighty percent of adult participants will reach the language proficiency target of Novice High, with eighty-five percent of approximately 108 children reaching the age-modified language proficiency target at novice level.

Results Expected:

Ten early childhood parents and six early childhood teachers/staff will have achieved successful completion of Project's Apprentice Families - EC Language Curriculum Level One (ACTFL Novice Low proficiency) with a measurable increase in individual and family language proficiency from first pre-test to final assessment at the end of the year one; Edmodo online educational applications are operational and updated weekly; evaluation data collected and recorded quarterly.

Criteria for Evaluating:

Enrollment and attendance records, log of applications becoming operational, log of evaluation data being collected and recorded quarterly, language assessments

Benefits Expected:

Formal immersive Potawatomi language education will be permanently established with a fully implemented Level One (Novice Low) language curriculum integrated into our early childhood programs.

Criteria for Evaluating:

Project team and independent education evaluator will monitor implementation of early childhood language curriculum pacing guides, lesson plans, and multiple assessments (formal and informal). Periodically scheduled interviews with language instructors, parents and EC teachers/staff will be conducted to evaluate language teaching methodology effectiveness, and to make project adjustments when needed.

	Activities	Position(s) Performing the Activity		Time Period mm/dd/year	
		Lead	Other Support	Begin	End
1	Review Project goal, objectives and Work Plan; allocate fully operational office and group language education and training spaces.	Culture Department Director / Language Project Coordinator		08/01/2014	09/01/2014
2	Post and hire part-time Language Project Assistant.	Culture Department Director / Language Project Coordinator / Human Resources		08/01/2014	09/15/2014
3	Provide work space, equipment, project position training, and review project goals, objectives and specific project responsibilities Language Project Assistant.	Culture Department Director / Language Project Coordinator		08/01/2014	09/26/2014

Objective Work Plan (OWP)

4	Establish recordkeeping and evaluation database system to track parent and EC staff participants' progress throughout weekly language learning sessions, monthly immersive language training with fluent speaker, and online language coursework. Set up language project adult participant policy and procedure guidelines for successful completion requirements.	Culture Department Director / Language Project Coordinator		08/01/2014	09/30/2014
5	Attend ANA post-award training	Language Project Coordinator/ Grants Accountant		08/01/2014	01/30/2015
6	Set up Edmodo language community account to establish regular communication among project staff, EC parents, EC teachers/staff and project partners. Project calendar and announcements to be posted via Edmodo. Media-rich companion language learning coursework applications will be published on Edmodo as well(as described in Objective 2).	Language Project Coordinator	Language Project Assistant	08/01/2014	09/01/2015
7	Submit written contingency action plan to tribal council executives for potential project challenges.	Culture Department Director / Language Project Coordinator		08/01/2014	10/01/2014
8	Contract Fluent Speaker Consultant; confirm language content and instructional strategies plan, and monthly scheduling for 10 immersive language training schedule with early childhood education parents and EC teachers/staff during the academic school year.	Culture Department Director / Language Project Coordinator	Language Project Assistant	08/01/2014	10/01/2014
9	Meet with Fluent Speaker in Crandon, WI, to confirm language content, instructional strategies plan, and scheduling the first half of(35)weekly language lessons for early childhood parents and EC teachers/staff (during academic school year). Following up meeting to coordinate lesson plans with Department Language Instructors Team.	Culture Department Director / Language Project Coordinator	Department Language Instructors Team	08/01/2014	10/01/2014
10	Contract independent education evaluator; confirm evaluation model to be used throughout the entire project.	Culture Department Director / Language Project Coordinator		08/01/2014	10/01/2014
11	Establish measurable evaluation tools: project rubrics, benchmarks, classroom practices, assessment types, journals, pretests and posttests - to track progress in language learning/speaking for (1) EC parents and EC teachers, (2) early childhood classroom students, and (3) Potawatomi language use in family interactions. Conduct first EC Parent and EC staff interviews, as well as first pretest to establish benchmark starting point. Collect and aggregate data.	Language Project Coordinator / Independent Education Evaluator	Department Language Instructor Team	08/01/2014	10/15/2014

Objective Work Plan (OWP)

12	Schedule Hannahville Tribal School Language Instructor/s to attend (35) weekly advanced language classes with first language fluent speakers at Forest County Potawatomi Community in Crandon, WI - to advance department language instructors team knowledge for teaching weekly conversational language to parents and teachers of early childhood education programs. Calendar dates set.	Language Project Coordinator / Fluent Speaker		08/01/2014	10/01/2014
13	Schedule monthly collaborative consultation meetings with Potawatomi Band project partners.	Language Project Coordinator	Language Project Assistant	08/01/2014	10/01/2014
14	Purchase Purchase SmartBoard SB680 and Adobe Captivate and Articulate Storyline software.	Language Project Coordinator	Language Project Assistant	08/01/2014	10/01/2014
15	Plan and implement ANA Language Project public relations campaign to inform the Hannahville community about the scope and long-term benefits of this language project - through newsletter articles, posters, flyers and postcards. Invite the six community participants who completed Language Instructor Skills Training along with our Language Instructor Team, to join EC parents and EC teachers as language learning mentors during weekly classes. Schedule calendar dates for year one weekly language lessons, and monthly sessions with fluent first language speaker. Print and distributes calendar dates widely, as a poster, flier and newsletter information.	Culture Department Director / Language Project Coordinator	Language Project Assistant	08/01/2014	10/01/2014
16	Organize and host ANA Language Project Open-House for face-to-face information sharing with community members, and to recruit parents and relatives of early childhood education children to commit to project participation. Provide information through a multimedia presentation, take-home brochures, a generous Q&A time period, and a project participant registration table manned by language team members and language learning mentors. The event will also include sample language activities facilitated by the language instructor team and language mentors, and will be promoted through newsletter, posters, and postcards to community.	Culture Department Director / Language Project Coordinator	Language Project Assistant / Department Language Team Instructors	08/01/2014	10/15/2014
17	Calendar dates set. During the first quarter, Tribal School Language Instructors attend eight advanced language classes with fluent Forest County Potawatomi speakers. Lessons are audio recorded, with notes, and new resources are uploaded to Edmodo and Language Team Wiki.	Language Project Coordinator	Members of Department Language Instructor Team	08/01/2014	10/30/2014
18	Completed first quarter daily language lesson plans and materials for early childhood education program classrooms are submitted and uploaded to Edmodo for parent review and archived on language team wiki. Lesson plans based upon on tribal preschool language curriculum pacing guides. Language topics correlated to parents' lessons to maximize language practice and support in the home. / Compile, print, catalogue and upload language lesson plans and coursework materials to Edmodo in preparation for first four sessions with EC parents and EC staff.	Language Project Coordinator / Preschool Language Instructor / Elementary Language Instructor	Language Project Assistant	08/01/2014	10/30/2014

Objective Work Plan (OWP)

19	<p>During first quarter, EC parents and EC staff attend one orientation session on how to access and use language class materials through mobile devices, attend one testing session to establish baseline Potawatomi knowledge for each parent/staff participant, attend four weekly language lessons, and three monthly immersive language trainings with fluent speaker.</p>	<p>Culture Department Director / Language Project Coordinator / Fluent Speaker / Independent Education Evaluator</p>	<p>Department Language Instructors Team / Language Project Assistant</p>	08/01/2014	10/30/2014
20	<p>During the second quarter, Tribal School Language Instructors attend nine advanced language classes with fluent Forest County Potawatomi speakers. Lessons are audio recorded, with notes, and new resources are uploaded to Edmodo and Language Team Wiki.</p>	<p>Language Project Coordinator</p>	<p>Members of Department Language Instructor Team</p>	11/01/2014	01/30/2015
21	<p>Compile, print, catalogue and upload language lesson plans and coursework materials to Edmodo in preparation for nine of the second quarter weekly language lessons, and four monthly fluent speaker-led immersive language trainings for early childhood education parents & EC staff.</p>	<p>Language Project Coordinator / Fluent Speaker / Preschool Language Instructor / Elementary Language Instructor</p>	<p>Department Language Instructors Team / Language Project Assistant</p>	11/01/2014	01/30/2015
22	<p>Completed Second Quarter daily language lesson plans and materials for early childhood education program classrooms are submitted and uploaded to Edmodo for parent review and archived on language team wiki. Lesson plans based upon tribal preschool language curriculum pacing guides. Language topics correlated to parents' lessons to maximize language practice and support in the home.</p>	<p>Language Project Coordinator / Preschool Language Instructor</p>	<p>Language Project Assistant</p>	11/01/2014	01/30/2015
23	<p>During second quarter, EC parents and EC staff attend nine weekly language lessons, and four monthly immersive language trainings with fluent speaker. The quarter end includes a pretest and posttest, as well as a cumulative formal assessment.</p>	<p>Culture Department Director / Language Project Coordinator / Fluent Speaker / Independent Education Evaluator</p>	<p>Department Language Instructors Team / Language Project Assistant</p>	11/01/2014	01/30/2015
24	<p>Conduct evaluation to track progress in language learning and speaking for (1) EC parents and EC teachers, (2) early childhood classroom students, and (3) Potawatomi language use in family interactions. Collect and aggregate data.</p>	<p>Language Project Coordinator / Fluent Speaker / Independent Education Evaluator</p>	<p>Language Project Assistant</p>	12/30/2014	01/30/2015
25	<p>Complete and submit semi-annual ANA Language Project Report</p>	<p>Culture Department Director / Language Project Coordinator</p>		12/30/2014	01/30/2015
26	<p>During the third quarter, Tribal School Language Instructors attend nine advanced language classes with fluent Forest County Potawatomi speakers. Lessons are audio recorded, with notes, and new resources are uploaded to Edmodo and Language Team Wiki.</p>	<p>Language Project Coordinator</p>	<p>Members of Department Language Instructor Team</p>	02/01/2015	04/30/2015
27	<p>Compile, print, catalogue and upload language lesson plans and coursework materials to Edmodo in preparation for nine of the third quarter weekly language lessons, and three monthly fluent speaker-led immersive language trainings for early childhood education parents & EC staff.</p>	<p>Language Project Coordinator / Fluent Speaker / Preschool Language Instructor / Elementary Language Instructor</p>	<p>Department Language Instructors Team / Language Project Assistant</p>	02/01/2015	04/30/2015

Objective Work Plan (OWP)

28	Completed Third Quarter daily language lesson plans and materials for early childhood education program classrooms are submitted and uploaded to Edmodo for parent review and archived on language team wiki. Lesson plans based upon on tribal preschool language curriculum pacing guides. Language topics correlated to parents' lessons to maximize language practice and support in the home.	Language Project Coordinator / Preschool Language Instructor	Language Project Assistant	02/01/2015	04/30/2015
29	During third quarter, EC parents and EC staff attend nine weekly language lessons, and three monthly immersive language trainings with fluent speaker. The quarter end includes a pretest and posttest, as well as a cumulative formal assessment.	Culture Department Director / Language Project Coordinator / Fluent Speaker / Independent Education Evaluator	Department Language Instructors Team / Language Project Assistant	02/01/2015	04/30/2015
30	Conduct evaluation during third quarter to track progress in language learning and speaking for (1) EC parents and EC teachers, (2) early childhood classroom students, and (3) Potawatomi language use in family interactions. Collect and aggregate data.	Language Project Coordinator / Fluent Speaker / Independent Education Evaluator	Language Project Assistant	03/01/2015	04/30/2015
31	Prepare progress report for non-competitive continuation grant funding.	Culture Department Director / Language Project Coordinator		03/01/2015	04/30/2015
32	During fourth quarter, Tribal School Language Instructors attend nine advanced language classes with fluent Forest County Potawatomi speakers. Lessons are audio recorded, with notes, and new resources are uploaded to Edmodo and Language Team Wiki.	Language Project Coordinator	Members of Department Language Instructor Team	05/01/2015	07/30/2015
33	Completed Fourth Quarter daily language lesson plans and materials for early childhood education program classrooms are submitted and uploaded to Edmodo for parent review and archived on language team wiki. Lesson plans based upon on tribal preschool language curriculum pacing guides. Language topics correlated to parents' lessons to maximize language practice and support in the home.	Language Project Coordinator / Preschool Language Instructor	Language Project Assistant	05/01/2015	07/30/2015
34	Compile, print, catalogue and upload language lesson plans and coursework materials to Edmodo in preparation for nine of the fourth quarter weekly language lessons, and one monthly fluent speaker-led immersive language trainings for early childhood education parents & EC staff.	Language Project Coordinator / Fluent Speaker / Preschool Language Instructor / Elementary Language Instructor	Department Language Instructors Team / Language Project Assistant	05/01/2015	07/30/2015
35	During fourth quarter, EC parents and EC staff attend nine weekly language lessons, one monthly session with fluent speaker. The quarter end includes a pretest and posttest, as well as a cumulative formal assessment.	Culture Department Director / Language Project Coordinator / Fluent Speaker / Independent Education Evaluator	Department Language Instructors Team / Language Project Assistant	05/01/2015	07/30/2015

Objective Work Plan (OWP)

36	Conduct evaluation during fourth quarter to track progress in language learning and speaking for (1) EC parents and EC teachers, (2) early childhood classroom students, and (3) Potawatomi language use in family interactions. Administer annual posttest. Collect and aggregate data.	Language Project Coordinator / Department Language Instructors / Independent Education Evaluator	Language Project Assistant	05/01/2015	07/30/2015
37	Complete and submit second semi-annual ANA Language Project Report	Culture Department Director / Language Project Coordinator		06/01/2015	07/30/2015

Objective #: 2

By the completion of 36 months, technology based language lesson curriculum content and media-rich companion lesson resources will be completed and produced, representing a target total of 105 language lessons and assessments, 30 immersive conversation language lessons and assessments, and 36 storybooks with interactive assessment activities (with copies text-based hard copies available on DVDs and online).

Results Expected:

HTML5 and Flash-based media-rich coursework lessons for Language Apprentice Families/Level One (ACTFL Novice Low) will include 35 language lessons and assessments, 10 immersive conversation language lessons and assessments, and 12 storybooks with age appropriate companion activities to assess story comprehension. DVDs will be produced with the same language lessons and storybook content. Text-based hard copies of lessons and storybooks will be printed.

Criteria for Evaluating:

Monitor number of materials, copies of materials, and DVDs are produced.

Benefits Expected:

N/A (The benefits for this objective are detailed in year three)

Criteria for Evaluating:

N/A

	Activities	Position(s) Performing the Activity		Time Period mm/dd/year	
		Lead	Other Support	Begin	End
1	Curriculum Level One, Year One, Language HTML5 and Flash-based companion language lesson resources will be developed in-house to produce the media-rich lessons that will be published and uploaded directly to Edmodo. Hands-on training for using the Edmodo Potawatomi Language coursework and resources will be provided to all project staff, early childhood parents and EC teachers.	Language Project Coordinator	Language Project Assistant	08/01/2014	09/30/2014
2	First quarter weekly production of companion interactive lesson activities for use with early childhood education classroom SmartBoard. Content of lesson activities are planned to reinforce daily EC language lesson plans.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	08/01/2014	10/30/2014
3	Three HTML5 and flash-based early childhood storybooks with companion reinforcement learning activities will be produced and uploaded to Edmodo during the first quarter. Storybook DVDs will be published during the same time period.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	08/01/2014	10/30/2014

Objective Work Plan (OWP)

4	Three HTML5 and flash-based immersive conversation language lessons with companion assessments will be produced and uploaded to Edmodo. Immersive conversation lesson DVDs will be published at the same time.	Language Project Coordinator / Preschool Language Instructor / Fluent Speaker	Elementary Language Instructor / Language Project Assistant	08/01/2014	10/30/2014
5	Four HTML5 and flash-based coursework language lessons and assessments for Language Apprentice Families/Level One. Identical lesson content will be published at the same time on DVDs.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	08/01/2014	10/30/2014
6	Quarter two weekly production of companion interactive lesson activities for use with early childhood education classroom SmartBoard. Content of lesson activities are planned to reinforce daily EC language lesson plans.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	11/01/2014	01/30/2015
7	Three HTML5 and flash-based early childhood storybooks with companion reinforcement learning activities will be produced and uploaded to Edmodo during the second quarter. Storybook DVDs will be published during the same time period.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	11/01/2014	01/30/2015
8	Four HTML5 and flash-based immersive conversation language lessons with companion assessments will be produced and uploaded to Edmodo. Immersive conversation lesson DVDs will also be published during the second quarter.	Language Project Coordinator / Preschool Language Instructor / Fluent Speaker	Elementary Language Instructor / Language Project Assistant	11/01/2014	01/30/2015
9	Nine HTML5 and flash-based coursework language lessons and assessments for Language Apprentice Families/Level One. Identical lesson content will be published at the same time on DVDs.	Language Project Coordinator / Preschool Language Instructor /	Elementary Language Instructor / Language Project Assistant	11/01/2014	01/30/2015
10	Quarter three weekly production of companion interactive lesson activities for use with early childhood education classroom SmartBoard. Content of lesson activities are planned to reinforce daily EC language lesson plans.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	02/01/2015	04/30/2015
11	Three HTML5 and flash-based early childhood storybooks with companion reinforcement learning activities will be produced and uploaded to Edmodo during the third quarter. Storybook DVDs will be published during the same time period.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	02/01/2015	04/30/2015
12	Three HTML5 and flash-based immersive conversation language lessons with companion assessments will be produced and uploaded to Edmodo. Immersive conversation lesson DVDs will also be published during the third quarter.	Language Project Coordinator / Preschool Language Instructor / Fluent Speaker	Elementary Language Instructor / Language Project Assistant	02/01/2015	04/30/2015
13	Nine HTML5 and flash-based coursework language lessons and assessments for Language Apprentice Families/Level One. Identical lesson content will be published at the same time on DVDs.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	02/01/2015	04/30/2015

Objective Work Plan (OWP)

14	<p>Quarter four weekly production of companion interactive lesson activities for use with early childhood education classroom SmartBoard. Content of lesson activities are planned to reinforce daily EC language lesson plans.</p>	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	05/01/2015	07/30/2015
15	<p>Three HTML5 and flash-based early childhood storybooks with companion reinforcement learning activities will be produced and uploaded to Edmodo during the fourth quarter. Storybook DVDs will be published during the same time period.</p>	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	05/01/2015	07/30/2015
16	<p>One HTML5 and flash-based immersive conversation language lesson with companion assessment will be produced and uploaded to Edmodo. Immersive conversation lesson DVD will also be published during the fourth quarter.</p>	Language Project Coordinator / Preschool Language Instructor / Fluent Speaker	Elementary Language Instructor / Language Project Assistant	05/01/2015	07/30/2015
17	<p>Nine HTML5 and flash-based coursework language lessons and assessments for Language Apprentice Families/Level One. Identical lesson content will be published at the same time on DVDs.</p>	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	05/01/2015	07/30/2015

Project Year: 2

Objective #: 1

By the end of 36 months, eighty percent of adult participants will reach the language proficiency target of Novice High, with eighty-five percent of approximately 108 children reaching the age-modified language proficiency target at novice level.

Results Expected:

Ten early childhood parents and six early childhood teachers/staff will have successfully completed Project's Apprentice Families - EC Language Curriculum Level Two (ACTFL Novice Mid proficiency) with a measurable increase in individual and family language proficiency from first pre-test to final assessment at the end of the year; Edmodo online educational applications are operational and updated weekly; evaluation data collected and recorded quarterly.

Criteria for Evaluating:

Enrollment and attendance records, log of applications becoming operational, log of evaluation data being collected and recorded quarterly, language assessments

Benefits Expected:

Formal immersive Potawatomi language education will be permanently established with a fully implemented Level Two (Novice Mid) language curriculum integrated into our early childhood programs.

Criteria for Evaluating:

Project team and independent education evaluator will continue to monitor implementation of early childhood language curriculum pacing guides, lesson plans, and multiple assessments (formal and informal). Periodically scheduled interviews with language instructors, parents and EC teachers/staff will be conducted to evaluate language teaching methodology effectiveness, and to make project adjustments when needed.

Objective Work Plan (OWP)

Activities	Position(s) Performing the Activity		Time Period mm/dd/year	
	Lead	Other Support	Begin	End
1 Organize and host ANA Language Project Open-House Welcome Back to Year Two EC parent and teacher participants, and open to all community members for information sharing: (1) what did grant participants accomplish during year one?; and (2) what can be expected for the coming year two? Provide information through a multimedia presentation, take-home brochures, a generous Q&A time period. The event will also include sample language activities facilitated by the language instructor team and language mentors, and will be promoted through newsletter, posters, and postcards to community.	Culture Department Director / Language Project Coordinator / Preschool Language Instructor / Elementary Language Instructor	Full Department Language Team / Language Project Assistant / Language Mentors	08/01/2015	09/20/2015
2 Schedule Hannahville Tribal School Language Instructor/s to attend (35) weekly advanced language classes with first language fluent speakers at Forest County Potawatomi Community in Crandon, WI - to advance department language instructors team knowledge for teaching grant year two weekly conversational language to parents and teachers of early childhood education programs. Year two calendar dates set.	Language Project Coordinator / Fluent Speaker	Language Project Assistant	08/01/2015	08/15/2015
3 Schedule calendar dates for year two, level two weekly language lessons, and monthly sessions with fluent first language speaker. Print and distributes calendar dates widely, as a poster, flier and newsletter information.	Language Project Coordinator / Fluent Speaker	Language Project Assistant	08/01/2015	08/15/2015
4 During first quarter, Tribal School Language Instructors attend nine advanced language classes with fluent Forest County Potawatomi speakers. Lessons are audio recorded, with notes, and new resources are uploaded to Edmodo and Language Team Wiki.	Language Project Coordinator	Members of Department Language Instructor Team	08/01/2015	10/30/2015
5 Completed first quarter Level Two daily language lesson plans and materials for early childhood education program classrooms are submitted and uploaded to Edmodo for parent review and archived on language team wiki. Lesson plans based upon on tribal preschool language curriculum pacing guides. Language topics correlated to parents' lessons to maximize language practice and support in the home. / Compile, print, catalogue and upload language lesson plans and coursework materials to Edmodo in preparation for EC parents and EC staff.	Language Project Coordinator / Preschool Language Instructor	Language Project Assistant	08/01/2015	10/30/2015
6 Compile, print, catalogue and upload Level Two language lesson plans and coursework materials to Edmodo in preparation for nine of the year two first quarter weekly language lessons, and three monthly fluent speaker-led immersive language trainings for early childhood education parents & EC staff.	Language Project Coordinator / Fluent Speaker / Preschool Language Instructor / Elementary Language Instructor	Department Language Instructors Team / Language Project Assistant	08/01/2015	10/30/2015

Objective Work Plan (OWP)

7	During first quarter, EC parents and EC staff attend nine weekly language lessons, one monthly session with fluent speaker. The quarter end includes a pretest and posttest, as well as a cumulative formal assessment.	Culture Department Director / Language Project Coordinator / Fluent Speaker / Independent Education Evaluator	Department Language Instructors Team / Language Project Assistant	08/01/2015	10/30/2015
8	Conduct Level Two evaluation during first quarter to track progress in language learning and speaking for (1) EC parents and EC teachers, (2) early childhood classroom students, and (3) Potawatomi language use in family interactions. Administer quarterly posttest. Collect and aggregate data.	Language Project Coordinator / Department Language Instructors / Independent Education Evaluator	Language Project Assistant	08/01/2015	10/30/2015
9	During second quarter, Tribal School Language Instructors attend nine advanced language classes with fluent Forest County Potawatomi speakers. Lessons are audio recorded, with notes, and new resources are uploaded to Edmodo and Language Team Wiki.	Language Project Coordinator	Members of Department Language Instructor Team	11/01/2015	01/30/2016
10	Completed second quarter Level Two daily language lesson plans and materials for early childhood education program classrooms are submitted and uploaded to Edmodo for parent review and archived on language team wiki. Lesson plans based upon tribal preschool language curriculum pacing guides. Language topics correlated to parents' lessons to maximize language practice and support in the home. / Compile, print, catalogue and upload language lesson plans and coursework materials to Edmodo in preparation for EC parents and EC staff.	Language Project Coordinator / Preschool Language Instructor	Language Project Assistant	11/01/2015	01/30/2016
11	Compile, print, catalogue and upload Level Two language lesson plans and coursework materials to Edmodo in preparation for nine of the year two, second quarter weekly language lessons, and three monthly fluent speaker-led immersive language trainings for early childhood education parents & EC staff.	Language Project Coordinator / Fluent Speaker / Preschool Language Instructor / Elementary Language Instructor	Language Project Assistant	11/01/2015	01/30/2016
12	During second quarter, EC parents and EC staff attend nine weekly language lessons, one monthly session with fluent speaker. The quarter end includes a pretest and posttest, as well as a cumulative formal assessment.	Culture Department Director / Language Project Coordinator / Fluent Speaker / Independent Education Evaluator	Department Language Instructors Team / Language Project Assistant	11/01/2015	01/30/2016
13	Conduct Level Two evaluation during second quarter to track progress in language learning and speaking for (1) EC parents and EC teachers, (2) early childhood classroom students, and (3) Potawatomi language use in family interactions. Administer quarterly posttest. Collect and aggregate data.	Language Project Coordinator / Department Language Instructors / Independent Education Evaluator	Language Project Assistant	11/01/2015	01/30/2016
14	Complete and submit first year two, semi-annual ANA Language Project Report	Culture Department Director / Language Project Coordinator		12/30/2015	01/30/2016

Objective Work Plan (OWP)

15	<p>During third quarter, Tribal School Language Instructors attend nine advanced language classes with fluent Forest County Potawatomi speakers. Lessons are audio recorded, with notes, and new resources are uploaded to Edmodo and Language Team Wiki.</p>	Language Project Coordinator 	Members of Department Language Instructor Team 	02/01/2016	04/30/2016
16	<p>Completed third quarter Level Two daily language lesson plans and materials for early childhood education program classrooms are submitted and uploaded to Edmodo for parent review and archived on language team wiki. Lesson plans based upon on tribal preschool language curriculum pacing guides. Language topics correlated to parents' lessons to maximize language practice and support in the home. / Compile, print, catalogue and upload language lesson plans and coursework materials to Edmodo in preparation for EC parents and EC staff.</p>	Language Project Coordinator / Preschool Language Instructor 	Language Project Assistant 	02/01/2016	04/30/2016
17	<p>Compile, print, catalogue and upload Level Two language lesson plans and coursework materials to Edmodo in preparation for nine of the year two, third quarter weekly language lessons, and three monthly fluent speaker-led immersive language trainings for early childhood education parents & EC staff.</p>	Language Project Coordinator / Fluent Speaker / Preschool Language Instructor / Elementary Language Instructor 	Department Language Instructors Team / Language Project Assistant 	02/01/2016	04/30/2016
18	<p>During third quarter, EC parents and EC staff attend nine weekly language lessons, one monthly session with fluent speaker. The quarter end includes a pretest and posttest, as well as a cumulative formal assessment.</p>	Culture Department Director / Language Project Coordinator / Fluent Speaker / Independent Education Evaluator 	Department Language Instructors Team / Language Project Assistant 	02/01/2016	04/30/2016
19	<p>Conduct Level Two evaluation during third quarter to track progress in language learning and speaking for (1) EC parents and EC teachers, (2) early childhood classroom students, and (3) Potawatomi language use in family interactions. Administer quarterly posttest. Collect and aggregate data.</p>	Language Project Coordinator / Department Language Instructors / Independent Education Evaluator 	Language Project Assistant 	02/01/2016	04/30/2016
20	<p>Prepare progress report for non-competitive, year three continuation grant funding.</p>	Culture Department Director / Language Project Coordinator 		03/01/2016	04/30/2016
21	<p>During fourth quarter, Tribal School Language Instructors attend nine advanced language classes with fluent Forest County Potawatomi speakers. Lessons are audio recorded, with notes, and new resources are uploaded to Edmodo and Language Team Wiki.</p>	Language Project Coordinator 	Members of Department Language Instructor Team 	05/01/2016	07/30/2016

Objective Work Plan (OWP)

22 Completed fourth quarter Level Two daily language lesson plans and materials for early childhood education program classrooms are submitted and uploaded to Edmodo for parent review and archived on language team wiki. Lesson plans based upon on tribal preschool language curriculum pacing guides. Language topics correlated to parents' lessons to maximize language practice and support in the home. / Compile, print, catalogue and upload language lesson plans and coursework materials to Edmodo in preparation for sessions with EC parents and EC staff.	Language Project Coordinator / Preschool Language Instructor		05/01/2016	07/30/2016
23 Compile, print, catalogue and upload Level Two language lesson plans and coursework materials to Edmodo in preparation for nine of the year two, fourth quarter weekly language lessons, and three monthly fluent speaker-led immersive language trainings for early childhood education parents & EC staff.	Language Project Coordinator / Fluent Speaker / Preschool Language Instructor / Elementary Language Instructor	Department Language Instructors Team / Language Project Assistant	05/01/2016	07/30/2016
24 During fourth quarter, EC parents and EC staff attend nine weekly language lessons, one monthly session with fluent speaker. The quarter end includes a pretest and posttest, as well as a cumulative formal assessment.	Culture Department Director / Language Project Coordinator / Fluent Speaker / Independent Education Evaluator	Language Project Assistant	05/01/2016	07/30/2016
25 Conduct Level Two evaluation during third quarter to track progress in language learning and speaking for (1) EC parents and EC teachers, (2) early childhood classroom students, and (3) Potawatomi language use in family interactions. Administer quarterly posttest. Collect and aggregate data.	Language Project Coordinator / Department Language Instructors / Independent Education Evaluator	Language Project Assistant	05/01/2016	07/30/2016
26 Complete and submit second year two, semi-annual ANA Language Project Report.	Culture Department Director / Language Project Coordinator		06/30/2016	07/30/2016

Objective # : 2

By the completion of 36 months, technology based language lesson curriculum content and media-rich companion lesson resources will be completed and produced, representing a target total of 105 language lessons and assessments, 30 immersive conversation language lessons and assessments, and 36 storybooks with interactive assessment activities (with copies text-based hard copies available on DVDs and online).

Results Expected:

HTML5 and Flash-based media-rich coursework lessons for Language Apprentice Families/Level Two (ACTFL Novice Mid) will include 35 language lessons and assessments, 10 immersive conversation language lessons and assessments, and 12 storybooks with age appropriate companion activities to assess story comprehension. DVDs will be produced with the same language lessons and storybook content. Text-based hard copies of lessons and storybooks will be printed.

Criteria for Evaluating:

Monitor number of materials, copies of materials, and DVDs are produced.

Objective Work Plan (OWP)

Benefits Expected:

N/A (The benefits for this objective are detailed in year three)

Criteria for Evaluating:

N/A

Activities	Position(s) Performing the Activity		Time Period mm/dd/year	
	Lead	Other Support	Begin	End
1 Curriculum Level Two, Language HTML5 and Flash-based companion language lesson resources will be developed in-house to produce the media-rich lessons that will be published and uploaded directly to Edmodo during the first quarter. A Brush-Up Hands-on training for using the Edmodo Potawatomi Language coursework and resources will be provided to all project staff, early childhood parents and EC teachers.	Language Project Coordinator	Language Project Assistant	08/01/2015	09/30/2015
2 First quarter weekly production of companion interactive lesson activities for use with early childhood education classroom SmartBoard. Content of lesson activities are planned to reinforce daily EC language lesson plans.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	08/01/2015	10/30/2015
3 Three Level Two HTML5 and flash-based early childhood storybooks with companion reinforcement learning activities will be produced and uploaded to Edmodo during the first quarter. Storybook DVDs will be published during the same time period.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	08/01/2015	10/30/2015
4 Three Level Two HTML5 and flash-based immersive conversation language lessons with companion assessments will be produced and uploaded to Edmodo. Immersive conversation lesson DVDs will be published during the first quarter.	Language Project Coordinator / Preschool Language Instructor / Fluent Speaker	Elementary Language Instructor / Language Project Assistant	08/01/2015	10/30/2015
5 Four HTML5 and flash-based coursework language lessons and assessments for Language Apprentice Families/Level Two. Identical lesson content will be published at the same time on DVDs.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	08/01/2015	10/30/2015
6 Quarter two weekly production of companion interactive lesson activities for use with early childhood education classroom SmartBoard. Content of lesson activities are planned to reinforce daily EC language lesson plans.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	11/01/2015	01/30/2016
7 Four HTML5 and flash-based immersive conversation language lessons with companion assessments will be produced and uploaded to Edmodo. Immersive conversation lesson DVDs will also be published during the second quarter.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	11/01/2015	01/30/2016
8 Four HTML5 and flash-based immersive conversation language lessons with companion assessments will be produced during quarter two and uploaded to Edmodo. Immersive conversation lesson DVDs will also be published during the second quarter.	Language Project Coordinator / Preschool Language Instructor / Fluent Speaker	Elementary Language Instructor / Language Project Assistant	11/01/2015	01/30/2016

Objective Work Plan (OWP)

9	Nine HTML5 and flash-based coursework language lessons and assessments for Language Apprentice Families/Level Two. Identical lesson content will be published at the same time on DVDs.	Language Project Coordinator / Preschool Language Instructor /	Elementary Language Instructor / Language Project Assistant	11/01/2015	01/30/2016
10	Quarter three weekly production of companion interactive lesson activities for use with early childhood education classroom SmartBoard. Content of lesson activities are planned to reinforce daily EC language lesson plans.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	02/01/2016	04/30/2016
11	Three HTML5 and flash-based early childhood storybooks with companion reinforcement learning activities will be produced and uploaded to Edmodo during the third quarter. Storybook DVDs will be published during the same time period.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	02/01/2016	04/30/2016
12	Three HTML5 and flash-based immersive conversation language lessons with companion assessments will be produced and uploaded to Edmodo. Immersive conversation lesson DVDs will also be published during the third quarter.	Language Project Coordinator / Preschool Language Instructor / Fluent Speaker	Elementary Language Instructor / Language Project Assistant	02/01/2016	04/30/2016
13	Nine HTML5 and flash-based coursework language lessons and assessments for Language Apprentice Families/Level Two published during third quarter. Identical lesson content will be published at the same time on DVDs.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	02/01/2016	04/30/2016
14	Quarter four weekly production of companion interactive lesson activities for use with early childhood education classroom SmartBoard. Content of lesson activities are planned to reinforce daily EC language lesson plans.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	05/01/2016	07/30/2016
15	Three HTML5 and flash-based early childhood storybooks with companion reinforcement learning activities will be produced and uploaded to Edmodo during the fourth quarter. Storybook DVDs will be published during the same time period.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	05/01/2016	07/30/2016
16	One HTML5 and flash-based immersive conversation language lesson with companion assessment will be produced and uploaded to Edmodo. Immersive conversation lesson DVD will also be published during the fourth quarter.	Language Project Coordinator / Preschool Language Instructor / Fluent Speaker	Elementary Language Instructor / Language Project Assistant	05/01/2016	07/30/2016
17	Nine HTML5 and flash-based coursework language lessons and assessments for Language Apprentice Families/Level Two published during fourth quarter. Identical lesson content will be published at the same time on DVDs.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	05/01/2016	07/30/2016

Project Year: 3

Objective Work Plan (OWP)

Objective #: 1

By the end of 36 months, eighty percent of adult participants will reach the language proficiency target of Novice High, with eighty-five percent of approximately 108 children reaching the age-modified language proficiency target at novice level.

Results Expected:

Ten early childhood parents and six early childhood teachers/staff will have successfully completed Project's Apprentice Families - EC Language Curriculum Level Three (ACTFL Novice High proficiency) with a measurable increase in individual and family language proficiency from first pre-test to final assessment at the end of the year; Edmodo online educational applications are operational and updated weekly; evaluation data collected and recorded quarterly.

Criteria for Evaluating:

Enrollment and attendance records, log of applications becoming operational, log of evaluation data being collected and recorded quarterly, language assessments.

Benefits Expected:

Formal immersive Potawatomi language education will be permanently established with a fully implemented Level Three (Novice High) language curriculum integrated into our early childhood programs.

Criteria for Evaluating:

Project team and independent education evaluator will continue to monitor implementation of early childhood language curriculum pacing guides, lesson plans, and multiple assessments (formal and informal). Periodically scheduled interviews with language instructors, parents and EC teachers/staff will be conducted to evaluate language teaching methodology effectiveness, and to make project adjustments when needed.

	Activities	Position(s) Performing the Activity		Time Period mm/dd/year	
		Lead	Other Support	Begin	End
1	Organize and host ANA Language Project Open-House Welcome Back to Year Three EC parent and teacher participants, and open to all community members for information sharing: (1) what did grant participants accomplish during year two?; and (2) what can be expected for the coming year three? Provide information through a multimedia presentation, take-home brochures, a generous Q&A time period. The event will also include sample language activities facilitated by the language instructor team and language mentors, and will be promoted through newsletter, posters, and postcards to community.	Culture Department Director / Language Project Coordinator / Preschool Language Instructor / Elementary Language Instructor	Full Department Language Team / Language Project Assistant / Language Mentors	08/01/2016	09/30/2016
2	Schedule Hannahville Tribal School Language Instructor/s to attend (35) weekly advanced language classes with first language fluent speakers at Forest County Potawatomi Community in Crandon, WI - to advance department language instructors team knowledge for teaching grant year two weekly conversational language to parents and teachers of early childhood education programs. Year three calendar dates set.	Language Project Coordinator	Language Project Assistant	08/01/2016	08/15/2016
3	Schedule calendar dates for year three, level two weekly language lessons, and monthly sessions with fluent first language speaker. Print and distributes calendar dates widely, as a poster, flier and newsletter information.	Language Project Coordinator	Language Project Assistant	08/01/2016	08/15/2016

Objective Work Plan (OWP)

4	<p>During the first quarter of year three, Tribal School Language Instructors attend nine advanced language classes with fluent Forest County Potawatomi speakers. Lessons are audio recorded, with notes, and new resources are uploaded to Edmodo and Language Team Wiki.</p>	Language Project Coordinator 	Members of Department Language Instructors Team 	08/01/2016	10/30/2016
5	<p>Completed first quarter Level Three daily language lesson plans and materials for early childhood education program classrooms are submitted and uploaded to Edmodo for parent review and archived on language team wiki. Lesson plans based upon tribal preschool language curriculum pacing guides. Language topics correlated to parents' lessons to maximize language practice and support in the home. / Compile, print, catalogue and upload language lesson plans and coursework materials to Edmodo in preparation for EC parents and EC staff.</p>	Language Project Coordinator / Preschool Language Teacher 	Language project assistant 	08/01/2016	10/30/2016
6	<p>Compile, print, catalogue and upload Level Three language lesson plans and coursework materials to Edmodo in preparation for year three second quarter weekly language lessons, and three monthly fluent speaker-led immersive language trainings for early childhood education parents & EC staff.</p>	Language Project Coordinator / Fluent Speaker / Preschool Language Instructor / Elementary Language Instructor 	Language Project Assistant 	08/01/2016	10/30/2016
7	<p>During first quarter, EC parents and EC staff attend nine weekly language lessons, one monthly session with fluent speaker. The quarter end includes a pretest and posttest, as well as a cumulative formal assessment.</p>	Culture Department Director / Language Project Coordinator / Fluent Speaker / Independent Education Evaluator 	Department Language Instructors Team 	08/01/2016	10/30/2016
8	<p>Conduct Level Three evaluation during first quarter to track progress in language learning and speaking for (1) EC parents and EC teachers, (2) early childhood classroom students, and (3) Potawatomi language use in family interactions. Administer quarterly posttest. Collect and aggregate data.</p>	Language Project Coordinator / Department Language Instructors / Independent Education Evaluator 	Language Project Assistant 	08/01/2016	10/30/2016
9	<p>During second quarter, Tribal School Language Instructors attend nine advanced language classes with fluent Forest County Potawatomi speakers. Lessons are audio recorded, with notes, and new resources are uploaded to Edmodo and Language Team Wiki.</p>	Language Project Coordinator 	Members of Department Language Instructors Team 	11/01/2016	01/30/2017
10	<p>Completed second quarter Level Three daily language lesson plans and materials for early childhood education program classrooms are submitted and uploaded to Edmodo for parent review and archived on language team wiki. Lesson plans based upon tribal preschool language curriculum pacing guides. Language topics correlated to parents' lessons to maximize language practice and support in the home. / Compile, print, catalogue and upload language lesson plans and coursework materials to Edmodo in preparation for sessions with EC parents and EC staff.</p>	Language Project Coordinator / Preschool Language Teacher 	Language Project Assistant 	11/01/2016	01/30/2017

Objective Work Plan (OWP)

11	Compile, print, catalogue and upload Level Three language lesson plans and coursework materials to Edmodo in preparation for second quarter weekly language lessons, and three monthly fluent speaker-led immersive language trainings for early childhood education parents & EC staff.	Language Project Coordinator / Fluent Speaker / Preschool Language Instructor / Elementary Language Instructor	Language Project Assistant	11/01/2016	01/30/2017
12	During second quarter, EC parents and EC staff attend nine weekly language lessons, one monthly session with fluent speaker. The quarter end includes a pretest and posttest, as well as a cumulative formal assessment.	Culture Department Director / Language Project Coordinator / Fluent Speaker / Independent Education Evaluator	Department Language Instructors Team	11/01/2016	01/30/2017
13	Conduct Level Three evaluation during second quarter to track progress in language learning and speaking for (1) EC parents and EC teachers, (2) early childhood classroom students, and (3) Potawatomi language use in family interactions. Administer quarterly posttest. Collect and aggregate data.	Language Project Coordinator / Department Language Instructors / Independent Education Evaluator	Language Project Assistant	11/01/2016	01/30/2017
14	Complete and submit first year three, semi-annual ANA Language Project Report	Culture Department Director / Language Project Coordinator		12/30/2016	01/30/2017
15	During third quarter, Tribal School Language Instructors attend nine advanced language classes with fluent Forest County Potawatomi speakers. Lessons are audio recorded, with notes, and new resources are uploaded to Edmodo and Language Team Wiki.	Language Project Coordinator	Members of Department Language Instructors Team	02/01/2017	04/30/2017
16	Completed third quarter Level Three daily language lesson plans and materials for early childhood education program classrooms are submitted and uploaded to Edmodo for parent review and archived on language team wiki. Lesson plans based upon tribal preschool language curriculum pacing guides. Language topics correlated to parents' lessons to maximize language practice and support in the home. / Compile, print, catalogue and upload language lesson plans and coursework materials to Edmodo in preparation for sessions with EC parents and EC staff.	Language Project Coordinator / Preschool Language Teacher	Language Project Assistant	02/01/2017	04/30/2017
17	Compile, print, catalogue and upload Level Three language lesson plans and coursework materials to Edmodo in preparation for third quarter weekly language lessons, and three monthly fluent speaker-led immersive language trainings for early childhood education parents & EC staff.	Language Project Coordinator / Fluent Speaker / Preschool Language Instructor / Elementary Language Instructor	Language Project Assistant	02/01/2017	04/30/2017
18	During third quarter, EC parents and EC staff attend nine weekly language lessons, one monthly session with fluent speaker. The quarter end includes a pretest and posttest, as well as a cumulative formal assessment.	Culture Department Director / Language Project Coordinator / Fluent Speaker / Independent Education Evaluator	Department Language Instructors Team	02/01/2017	04/30/2017

Objective Work Plan (OWP)

19	Conduct Level Three evaluation during third quarter to track progress in language learning and speaking for (1) EC parents and EC teachers, (2) early childhood classroom students, and (3) Potawatomi language use in family interactions. Administer quarterly posttest. Collect and aggregate data.	Language Project Coordinator / Department Language Instructors / Independent Education Evaluator	Language Project Assistant	02/01/2017	04/30/2017
20	During fourth quarter, Tribal School Language Instructors attend nine advanced language classes with fluent Forest County Potawatomi speakers. Lessons are audio recorded, with notes, and new resources are uploaded to Edmodo and Language Team Wiki.	Language Project Coordinator	Members of Department Language Instructors Team	05/01/2017	07/30/2017
21	Completed fourth quarter Level Three daily language lesson plans and materials for early childhood education program classrooms are submitted and uploaded to Edmodo for parent review and archived on language team wiki. Lesson plans based upon tribal preschool language curriculum pacing guides. Language topics correlated to parents' lessons to maximize language practice and support in the home. / Compile, print, catalogue and upload language lesson plans and coursework materials to Edmodo in preparation for sessions with EC parents and EC staff.	Language Project Coordinator / Preschool Language Teacher	Language Project Assistant	05/01/2017	07/30/2017
22	Compile, print, catalogue and upload Level Three language lesson plans and coursework materials to Edmodo in preparation for fourth quarter weekly language lessons, and three monthly fluent speaker-led immersive language trainings for early childhood education parents & EC staff.	Language Project Coordinator / Fluent Speaker / Preschool Language Instructor / Elementary Language Instructor	Language Project Assistant	05/01/2017	07/30/2017
23	During fourth quarter, EC parents and EC staff attend nine weekly language lessons, one monthly session with fluent speaker. The quarter end includes a pretest and posttest, as well as a cumulative formal assessment.	Culture Department Director / Language Project Coordinator / Fluent Speaker / Independent Education Evaluator	Department Language Instructors Team	05/01/2017	07/30/2017
24	Conduct Level Three evaluation during fourth quarter to track progress in language learning and speaking for (1) EC parents and EC teachers, (2) early childhood classroom students, and (3) Potawatomi language use in family interactions. Administer quarterly posttest. Collect and aggregate data.	Language Project Coordinator / Department Language Instructors / Independent Education Evaluator	Language Project Assistant	05/01/2017	07/30/2017
25	Complete and submit second year three, semi-annual ANA Language Project Report	Culture Department Director / Language Project Coordinator		06/30/2017	07/30/2017

Objective # : 2

By the completion of 36 months, technology based language lesson curriculum content and media-rich companion lesson resources will be completed and produced, representing a target total of 105 language lessons and assessments, 30 immersive conversation language lessons and assessments, and 36 storybooks with interactive assessment activities (with copies text-based hard copies available on DVDs and online).

Objective Work Plan (OWP)

Results Expected:

HTML5 and Flash-based media-rich coursework lessons for Language Apprentice Families/Level Three (ACTFL Novice High) will include 35 language lessons and assessments, 10 immersive conversation language lessons and assessments, and 12 storybooks with age appropriate companion activities to assess story comprehension. DVDs will be produced with the same language lessons and storybook content. Text-based hard copies of lessons and storybooks will be printed.

Criteria for Evaluating:

Monitor number of materials, copies of materials, and DVDs are produced.

Benefits Expected:

Language coursework and applications developed through this project provide more readily available language resources than have previously been available to parents and community members.

Criteria for Evaluating:

Survey parents and community members to determine whether they think language resources are more readily available after year three than they were at the project's start.

	Activities	Position(s) Performing the Activity		Time Period mm/dd/year	
		Lead	Other Support	Begin	End
1	Curriculum Level Three, Language HTML5 and Flash-based companion language lesson resources will be developed in-house to produce the media-rich lessons that will be published and uploaded directly to Edmodo during the first quarter. If needed, a Brush-Up Hands-on training for using the Edmodo Potawatomi Language coursework and resources will be provided to all project staff, early childhood parents and EC teachers.	Language Program Coordinator	Language Project Assistant	08/01/2016	09/30/2016
2	First quarter weekly production of companion interactive lesson activities for use with early childhood education classroom SmartBoard. Level three content of lesson activities are planned to reinforce daily EC language lesson plans.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	08/01/2016	10/30/2016
3	Three HTML5 and flash-based early childhood storybooks with companion reinforcement learning activities will be produced at Level Three and uploaded to Edmodo during the first quarter. Storybook DVDs will be published during the same time period.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	08/01/2016	10/30/2016
4	Three HTML5 and flash-based immersive conversation language lessons with companion assessments will be produced at Level Three and uploaded to Edmodo. Immersive conversation lesson DVDs will be published during the first quarter.	Language Project Coordinator / Preschool Language Instructor / Fluent Speaker	Elementary Language Instructor / Language Project Assistant	08/01/2016	10/30/2016
5	Four HTML5 and flash-based coursework language lessons and assessments for Language Apprentice Families/Level Three. Identical lesson content will be published at the same time on DVDs.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	08/01/2016	10/30/2016
6	Quarter two weekly production of companion interactive lesson activities for use with early childhood education classroom SmartBoard. Content of lesson activities at Level Three are planned to reinforce daily EC language lesson plans.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	11/01/2016	01/30/2017

Objective Work Plan (OWP)

7	Four HTML5 and flash-based immersive conversation language lessons with companion assessments will be produced at Level Three and uploaded to Edmodo during . Immersive conversation lesson DVDs will also be published during the second quarter.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	11/01/2016	01/30/2017
8	Four HTML5 and flash-based immersive conversation language lessons with companion assessments will be produced at Level Three during quarter two and uploaded to Edmodo. Immersive conversation lesson DVDs will also be published during the second quarter.	Language Project Coordinator / Preschool Language Instructor / Fluent Speaker	Elementary Language Instructor / Language Project Assistant	11/01/2016	01/30/2017
9	Nine HTML5 and flash-based coursework language lessons and assessments for Language Apprentice Families/Level Three. Identical lesson content will be published at the same time on DVDs.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	11/01/2016	01/30/2017
10	Quarter three weekly production of companion interactive lesson activities for use with early childhood education classroom SmartBoard. Level Three content of lesson activities are planned to reinforce daily EC language lesson plans.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	02/01/2017	04/30/2017
11	Three HTML5 and flash-based early childhood storybooks with companion reinforcement learning activities will be produced at Level Three and uploaded to Edmodo during the third quarter. Storybook DVDs will be published during the same time period.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	02/01/2017	04/30/2017
12	Three HTML5 and flash-based immersive conversation language lessons with companion assessments will be produced at Level Three and uploaded to Edmodo. Immersive conversation lesson DVDs will also be published during the third quarter.	Language Project Coordinator / Preschool Language Instructor / Fluent Speaker	Elementary Language Instructor / Language Project Assistant	02/01/2017	04/30/2017
13	Nine HTML5 and flash-based coursework language lessons and assessments for Language Apprentice Families/Level Three published during third quarter. Identical lesson content will be published at the same time on DVDs.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	02/01/2017	04/30/2017
14	Quarter four weekly production of companion interactive lesson activities for use with early childhood education classroom SmartBoard. Level Three content of lesson activities are planned to reinforce daily EC language lesson plans.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	05/01/2017	07/30/2017
15	Three HTML5 and flash-based early childhood storybooks with companion reinforcement learning activities at Level Three will be produced and uploaded to Edmodo during the fourth quarter. Storybook DVDs will be published during the same time period.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	05/01/2017	07/30/2017
16	One HTML5 and flash-based immersive conversation language lesson with companion assessment will be produced at Level Three and uploaded to Edmodo. Immersive conversation lesson DVD will also be published during the fourth quarter.	Language Project Coordinator / Preschool Language Instructor / Fluent Speaker	Elementary Language Instructor / Language Project Assistant	05/01/2017	07/30/2017

Objective Work Plan (OWP)

17	Nine HTML5 and flash-based coursework language lessons and assessments for Language Apprentice Families/Level Three published during fourth quarter. Identical lesson content will be published at the same time on DVDs.	Language Project Coordinator / Preschool Language Instructor	Elementary Language Instructor / Language Project Assistant	05/01/2017	07/30/2017
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Supplemental Upload #5

Applicant: Hannahville Indian Community
Application Number: NL14000917
Project Title: Penothiyek mine dbenwe wdenwemagnewan e bodewadmimwat
(Children and their Families Speaking Potawatomi): Language Apprentice
Families in Tribal Early Childhood Education
Status: Awarded
Description: pms doc
Created Date: 07/21/2014

PIN **ACCT* ****EIN**** *DUNS***** *****Organization Name*****
4E64 4E64G 1382008182A1 030188288 HANNAVILLE HEALTH CENTER
FINANCE OFFICER
LOCATION ADDRESS: N14911 HANNAVILLE B-1 ROAD

WILSON
MI 49896

MAILING ADDRESS: Same as Above

CREATED: 10/20/1981 CHANGED: 10/20/2010
PAYEE ACCT LAST UPDATE: 11/07/2006
BANK ACCT LAST UPDATE: 06/22/2004
HHS IND: Y HHS REG CODE: 05 ENTITY CODE: 2833
CITY CODE: 5252 COUNTY CODE: 109 MSA: 0000
CONG DIST: 01 STATE CODE: 26 COUNTRY CODE: US
DPM GROUP: F42E USER: VNK8KNP
272: File

REVIEW REASON: Delinquent FCTRs

SUB ACCOUNT	PAY TYPE	STOP PAY MAN REV	REVIEW REASON
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PIN **ACCT* ****EIN**** *DUNS***** *****Organization Name*****
4E64 4E64P 1382008182A1 030188288 HANNAVILLE HEALTH CENTER
FINANCE OFFICER
LOCATION ADDRESS: N14911 HANNAVILLE B-1 ROAD

WILSON
MI 49896

MAILING ADDRESS: Same as Above

CREATED: 10/20/1981 CHANGED: 10/20/2010
PAYEE ACCT LAST UPDATE: 03/27/2001
BANK ACCT LAST UPDATE: 06/22/2004
HHS IND: Y HHS REG CODE: 05 ENTITY CODE: 2833
CITY CODE: 5252 COUNTY CODE: 109 MSA: 0000
CONG DIST: 01 STATE CODE: 26 COUNTRY CODE: US
DPM GROUP: F42E USER: VNK8KNP
272: File

Supplemental Upload #6

Applicant: Hannahville Indian Community
Application Number: NL14000917
Project Title: Penothiyek mine dbenwe wdenwemagnewan e bodewadmimwat
(Children and their Families Speaking Potawatomi): Language Apprentice
Families in Tribal Early Childhood Education
Status: Awarded
Description: e-mail re rental space as match
Created Date: 07/31/2014

HANNAHVILLE INDIAN COMMUNITY

Ruthenia,

Yes, we do own the space, but it is not the cost of the space, it is the cost to provide electricity, custodial services, heating, etc. for this space.

Thanks.

Jill

On Thu, Jul 31, 2014 at 12:35 PM, Hopkins, Ruthenia (ACF) <Ruthenia.Hopkins@acf.hhs.gov> wrote:

Hi Jill,

Thank you for the clarification but the way it is written in the application, it appears that you are charging the space as non-federal share. Does Hannahville own the space?

Ruth Hopkins

Administration for Children and Families

Office of Grants Management

Division of Discretionary Grants

370 L'Enfant Promenade, S.W.

Washington, D.C.

[\(phone\)](tel:202-260-6819)

[\(fax\)](tel:202-401-5468)

Ruthenia.Hopkins@acf.hhs.gov (e-mail)

From: Jill Beaudio [mailto:jillbeaudio@hannahville.org]
Sent: Thursday, July 31, 2014 12:25 PM

To: Hopkins, Ruthenia (ACF)
Subject: Re: Hannahville Indian Community---rental space as inkind

Ruthenia,

The \$3700 is not actually any of the items you indicated; it is actually the cost of heating, electrical, custodial services, etc. of the space that will be used by the project. Please let me know if this answers your question or if you need further information.

Thanks.

Jill

On Thu, Jul 31, 2014 at 11:29 AM, Hopkins, Ruthenia (ACF) <Ruthenia.Hopkins@acf.hhs.gov> wrote:

Hi Jill,

I am reviewing your application under the Language Preservation and Maintenance grant.

You are charging rental space as an in-kind donation of \$3,700.

1. If the grantee owns the space, you may only claim use or depreciation costs.
2. If the space is owned by a third party, you may charge the space at fair market value.
3. If the grantee is paying a mortgage or rent, you may charge actual space cost based upon square footage.

It is not clear in the budget which category this may fall into.

Please advise. If necessary, please submit a revised budget and budget narrative with an explanation.

Thank you,