

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify) <input type="text"/>
* 3. Date Received: <input type="text"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	* 5b. Federal Award Identifier: <input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="Bug O Nay Ge Shig School"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 41-1242052	* c. Organizational DUNS: <input type="text" value="100-984-954"/>	
<b>d. Address:</b>		
* Street1: <input type="text" value="15353 Silver Eagle Drive Northwest"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Bena"/>	County: <input type="text" value="Cass"/>	
* State: <input type="text" value="Minnesota"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="56626"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Delina"/>	
Middle Name: <input type="text" value="L."/>	* Last Name: <input type="text" value="White"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Resource Developer"/>	
Organizational Affiliation: <input type="text"/>		
* Telephone Number: <input type="text" value="218.665.3063"/>	Fax Number: <input type="text" value="218.665.2283"/>	
* Email: <input type="text" value="delinawhite@bugschool.k12.mn.us"/>		

<b>Application for Federal Assistance SF-424</b>
<b>9. Type of Applicant 1: Select Applicant Type:</b> <input type="text" value="Independent School District"/> Type of Applicant 2: Select Applicant Type: <input type="text" value="Indian/Native American Tribally Designated Organization"/> Type of Applicant 3: Select Applicant Type: <input type="text" value="Alaska Native and Native Hawaiian Serving Institution"/> * Other (specify): <input type="text" value="Indian/Native American Tribal Government (Federally Recognized)"/>
<b>* 10. Name of Federal Agency:</b> <input type="text" value="Bureau of Indian Education (BIE)"/>
<b>11. Catalog of Federal Domestic Assistance Number:</b> <input type="text"/> CFDA Title: <input type="text" value="21st Century Community Learning Centers Program - BIE"/>
<b>* 12. Funding Opportunity Number:</b> <input type="text"/> * Title:
<b>13. Competition Identification Number:</b> <input type="text"/> Title: <input type="text"/>
<b>14. Areas Affected by Project (Cities, Counties, States, etc.):</b> <input type="text" value="Leech Lake Reservation: Cass, Itasca, Hubbard, and Beltrami Counties."/>
<b>* 15. Descriptive Title of Applicant's Project:</b> <input type="text" value="After-school, summer-school, and project-based learning programs for students K-12, and an experiential learning program for graduating seniors."/>
Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424	
<b>16. Congressional Districts Of:</b>	
* a. Applicant 7 & 8	* b. Program/Project 7 & 8
Attach an additional list of Program/Project Congressional Districts if needed. <input type="text"/>	
<b>17. Proposed Project:</b>	
* a. Start Date: 02/04/2013	* b. End Date: 06/30/2013
<b>18. Estimated Funding (\$):</b>	
* a. Federal 240,838	
* b. Applicant	
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL 240,838	
<b>* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?</b>	
<input type="checkbox"/> a. This application was made available to the State under the Executive Order 12372 Process for review on <input type="text"/>	
<input type="checkbox"/> b. Program is subject to E.O. 12372 but has not been selected by the State for review.	
<input checked="" type="checkbox"/> c. Program is not covered by E.O. 12372.	
<b>* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.) Applicant Federal Debt Delinquency Explanation</b>	
<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<p>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)</p> <p><input checked="" type="checkbox"/> ** I AGREE</p> <p>** 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.</p>	
<b>Authorized Representative:</b>	
Prefix: Mrs.	* First Name: Cynthia
Middle Name: T.	
* Last Name: Johnson	
Suffix:	
* Title: Superintendent	
* Telephone Number: 218.665.3051	Fax Number: 218.665.3024
* Email: cyjohnson@bugschool.k12.mn.us	
* Signature of Authorized Representative: 	* Date Signed: 01/16/2013

APPENDIX VIII: Cover Page  
**BIE 21<sup>st</sup> CCLC**  
EED FORM # 05-07-039

<u>Bug O Nay Ge Shig School</u> Organization	
<u>Delina White</u> Name of Contact Person	<u>218.665.3063</u> Telephone
<u>delinawhite@bugschool.k12.mn.us</u> E-mail Address	<u>218.665.2283</u> Fax Number
<u><i>Waneta Applebee</i></u> Waneta Applebee Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures	Date <u>1.17.2013</u>
<p>■ Note: The general certifications and assurances that are signed and submitted by the district each spring (or provided by the applicant to EED) will apply to this federally funded program.</p>	
<u><i>Cynthia T. Johnson</i></u> Cynthia T. Johnson Signature of Organizational Representative	Date <u>Jan. 17, 2013</u>
<u>Superintendent</u> Title	

<u>\$ 240,838</u> Total Funding Requested Per Year
<u>\$ 722,514</u> Total Funding Requested for Three Years

<b>BIE Use Only</b> Project Number: _____ Date Received: _____
Project Approval: _____ Amount Awarded: \$ _____

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## **ABSTRACT**

The 21<sup>st</sup> Century grant will provide after-school, summer-school, and project-based programs for our students K-12. It will also provide an opportunity for experiential-learning introducing graduating seniors to the world around them; allowing students to connect beyond the campus and enhance their perspectives about education. We will share the responsibility for educating children by engaging families in the classroom, and partner with our tribal college linking and grounding academics in the ideas, values and beliefs of the Ojibwe/Anishinaabe community.

## **PROGRAM SUMMARY**

The Leech Lake Tribal Colleges' Science Technology Engineering and Math (STEM) program will strengthen our regular school day literacy and math programs. The primary curriculum of the regular school day is focused on BIE Reading Mastery and Math Counts programs. In developing a better program we will align Common Core Language Arts with standards required by the No Child Left Behind Act (NCLB) coupled with enrichment opportunities that motivate and inspire learning. Professional development is essential in our approach to program design, implementation, and evaluation for continuous program improvement and student progress. Teachers will identify effectiveness of activities and other services offered ensuring that each students needs are being met. In addition to increased academic achievement, developing positive study skills, attendance, and sense of responsibility to the community will be additional outcomes measured. Our target populations are students K-12 based on MN Comprehensive Assessment (MCA) Reading and Math scores, and graduating seniors.

**Reading** activities will be developed by skill level. These scaffolded skills will lead students to achieve grade level mastery of skills and knowledge for language arts standards. For example:

Below Benchmark students will receive one hour of literacy remediation after-school:

- K-2<sup>nd</sup> grades: Early literacy.
- 3<sup>rd</sup>-5<sup>th</sup> grades: Building fluency and vocabulary.
- 6<sup>th</sup>-8<sup>th</sup> grades: Vocabulary and comprehension.
- 9-12<sup>th</sup> grades: Vocabulary and research.

At Benchmark students will receive one hour of literacy enrichment after-school:

- K-2<sup>nd</sup> grades: Build fluency and comprehension.
- 3<sup>rd</sup>-5<sup>th</sup> grades: Vocabulary and oral presentation.
- 6<sup>th</sup>-8<sup>th</sup> grades: Vocabulary and qualitative research project.
- 9<sup>th</sup>-12<sup>th</sup> grades – Debate and current events.

**Math** curriculum and activities will follow similar academic strategy and rigor according to mathematical thinking and problem solving strategies. Math skills will be practiced through diverse activities and fun projects such as math games that involve keeping score, puzzles, measurements used in sewing, cooking, calculating cost of grocery items, estimating weights and distances, and reasoning. Books, materials, computer software and hardware, and other tools/resources that teach and stimulate thinking that are sensitive to cultural context and fit the ages, skills, and interests of the participants will be utilized. Participants will increase their skills and confidence in the use of calculators, check their answers, collect, analyze, and present results through the use of data and technology as appropriate such as graphs, and surveys.

The second hour of after-school activities will be at the discretion of each student. Each student will select extra-curricular activities that will engage them in physical, cultural, or traditional content. Options include sports, music, sewing, construction, computers, or electronics.

Graduating Seniors will tour a number of tribal historical sites from the Great Lakes, through the Plains, to the Southwest. The tour will strategically occur in April in order to participate in the Gathering of Nations pow-wow while in Albuquerque, New Mexico (a schedule of events & time line is located on page 15). The students will visit Native American historical sites, colleges and an overnight stay at Haskell University in Lawrence, Kansas. The experiential-learning activity takes place during 5 school days, two weekends and on one school holiday. Students will be accompanied by teachers who will provide daily lessons, in addition to their project-based activities. Written and photo journals will be maintained, and presentations will be prepared to share their experiences with classmates and the school board as just one means of assessment.

**PROGRAM NARRATIVE**  
**(Competitive Points)**

## **PROGRAM NARRATIVE / COMPETITIVE POINTS (15 points)**

- **Submitted in Partnership with Community Tribal Based Organization** - 21<sup>st</sup> CCLC application is submitted in partnership with the Leech Lake Tribal College (LLTC). The LLTC was created in response to the unique educational needs and helps Native American students overcome the barriers they face in higher education. This partnership will focus on long-term, sustainable progress in academic achievement for our students, reversing a national trend in Native American dropout rates. We will reach out to students as early as 8<sup>th</sup> grade for college preparatory advisement workshops, providing college preparation testing, and school visits. We will also provide an information and interactive school nutrition education program K-12 designed to promote healthy habits to students that will last a lifetime.
- **Health, Wellness, Prevention and Social Service Activities** - A key aspect of this partnership is early involvement with students and parents. We will address health and wellness throughout the school day by Active School Day activities and nutritious snacks K-12. After school activities include diabetes prevention, physical fitness, and nutritious meal preparation classes for students, staff, and community. We will educate and enforce good eating habits, healthy food options and fun physical activities for students and families. By collaborating with the Leech Lake / Minnesota State Health Improvement Program (SHIP), the Leech Lake Band of Ojibwe Diabetes Care Program (LLDCEP), and the Minnesota Chippewa Tribe / Minnesota Supplemental Nutrition Assistance Program (SNAP), we will expand opportunities for systems change through policy development in-school and after-school programs that targets low income communities on the Leech Lake Reservation.
- **Service-Learning, Community Involvement, and Youth Development Projects** - Project-based learning opportunities will provide students with the opportunity to experience meaningful exploration and engaging real-world challenges to design or create a high quality product and present their work to other people. One particular project includes a 9 day field trip as a rare opportunity to explore the connections and similarities between the Anishinaabe / Ojibwe culture and the ancestral homeland of the Pueblo people and their culture, comparing and contrasting today's lifestyles with those who lived in the past. All indigenous peoples are interested in the past because they consider their relationships to their ancestors to be sacred. Understanding and respecting other cultures and worldviews enriches us all. Through this project-based learning project we will promote a broader and deeper understanding of indigenous histories and cultures by educating children about Native peoples in an accurate historical context while emphasizing their continuing presence

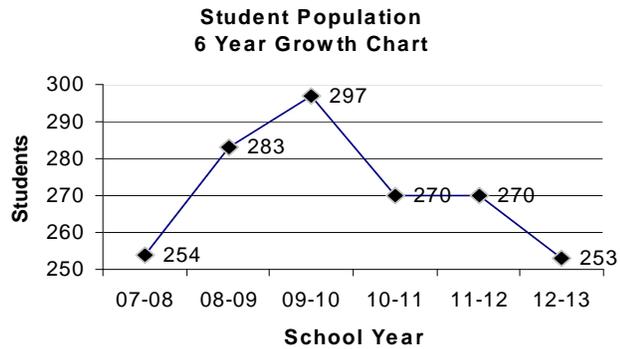
and influence within the United States.

- **Healthy School Climate** – A school climate pre- and post- survey will be conducted beginning in March 2013, to determine how staff feel about our organization, and will generate the perceptions and expectations for performance.

### NEED FOR THE PROJECT (18 points)

#### 1A. Annual Student Population Growth

- SY2012-2013 – 253 students.
- SY2011-2010 – 270 students.
- SY2010-2011 – 270 students.
- SY2009-2010 – 297 students.
- SY2008-2009 – 283 students.
- SY2007-2008 - 254 students.



The Bugonaygeshig School has been experiencing a decline in student enrollment since sy2009-2010. Partnering with the LLTC will allow us to expand our retention strategies to create a continuum of education by transitioning students into post-secondary education with a level of preparedness to enter into their selected area of study. An emphasis will be placed on the Science, Technology, Engineering, and Math (STEM) courses. (See Participants Served Chart page 31)

While the number of Natives enrolled in colleges and universities has more than doubled over the past 30 years, graduation rates have remained low. The National Center for Education According to national statistics, 44% of Natives age 25 or older had attended some college in 2007; only 9% of that group had earned a bachelor's degree as their highest level of education attained. The collaboration between the LLTC and the Bugonaygeshig School will not only foster higher graduation rates, but also increase the number of students who will attend post-secondary education.

The LLTC offers Associate Degrees in the areas of study in American Indian / Native American Studies, Business Administration and Management, Early Childhood Education and Teaching, Clinical Nutrition / Nutritionist, Liberal Arts and Sciences / Liberal Studies, Science Technologies / Technicians, General, and Criminal Justice / Police Science.

The LLTC offers Certifications in the areas of study in Carpentry, and Electricity.

1B. The entire student population and their parents / extended family members are targeted to participate in the 21<sup>st</sup> Century program, because of the high poverty and high school drop out rate. Native Americans have one of the highest high school dropout rates of any ethnic group in the nation. Reducing that figure is a priority for the Bugonaygeshig School. The national graduation rate for public schools was 69% in 2002; White students were at 76% and Native students were at 57%, according to Jay Greene Ph.D, and Marcus Winters Researchers for the Manhattan Institute for Policy Research, Civic Report #31; November 2002.

1C. As a Title 6111 Alternative Definition to AYP award recipient, we are making policy changes that will define Native American student success. Our strategies are parallel to those developed in by Brandt and Reyhner, 1992, and Trujillo & Alston, 2005, National Dropout Prevention Center/Network; "Strategies to Decrease Dropout Rates & Improve Graduation Rates among American Indian & Alaska Native Students" Faircloth, Susan & John Tippeconnic III, (2010), and "The Dropout/Graduation Rate Crisis Among American Indian & Alaska Native Students: Failure to Respond Places the Future of Native Peoples at Risk" Los Angeles, CA: The Civil Rights Project/Proyecto Derechos Civiles at UCLA; [www.civilrightsproject.ucla.edu](http://www.civilrightsproject.ucla.edu):

- Review and revise school policies and avoid implementation of policies that exclude, repress, demean, embarrass, harass or alienate Native students.
- Make schools physically, mentally and emotionally safe by working to end racism, sexual harassment and other forms of physical and emotional assault.
- Hold high expectations for students and challenge them to succeed.
- Avoid use of negative stereotypes.
- Recognize that not all students perform or achieve the same.
- Avoid blaming students or their parents and families for their academic failure or the low performance of the school.
- Actively involve parents and families in schools and communities.
- Individualize instruction and work to actively engage students in the learning process.
- Provide opportunities for students to be immersed in their Native language and culture and develop and implement culturally appropriate and relevant curricula.
- Prepare educators to work with American Indian and Alaska Native students.
- This includes pre-service as well as in-service professional development opportunities.

- Use tests and assessments as a means of supporting and assisting students rather than a means of promoting failure.

1D. N/A – we are not a 21<sup>st</sup> CCLC 2011-2012 grantee.

1E. We will support academic achievement for youth by identifying individual student tests based on the most recent data utilizing the MN Comprehensive Assessment (MCA) Reading and Math scores. Teachers will assess student gaps in achievement and match the classes to student need. Student below benchmark will receive one hour of remedial classes and one hour of after-school classes based in physical, cultural, traditional content. Students that are at benchmark will receive enrichment classes in reading and math for the first hour of after-school activities, then allowing students to select from after-school classes based in physical, cultural, or traditional content. These scaffolded skills will lead students to achieve at-grade level mastery of skills and knowledge beyond-grade level for language arts and math standards.

1F. There is still no national data on tribal college graduation rates. In the last decade the tribal college population has doubled to more than 24,000 students, while most are first-generation college students according to the American Indian Higher Education Consortium (AIHEC), which represents the nation's 37 tribal colleges. Our tribal college students serve as role models to keep all students enrolled in high school through graduation.

### **QUALITY OF PROJECT DESIGN (51 points)**

2A. SMART goals defined for sy2012-2013: Results from the review of recent data of student performance in reading and math were completed by comparing NWEA MAP scores from years 2010, 2011, and 2012. MAP tests are completed 3 times in one school year; fall, winter, and spring, administered by individual teachers. Scores should not be solely used to evaluate student performance when more than one person is administering the test. Inconsistencies in test administration could cause a variation in test results depending on how the test is administered from teacher to teacher. The real value of NWEA MAP assessments is to determine areas in which students are struggling in the short term, and in determining growth of students annually. Future MAP results will assist in assessing if growth can be sustained. (See Performance Measures Template page 33)

2B. The learning activities outlined in this grant are based on the integration of 2 knowledge systems, the Anishinaabe and Western. By drawing from the culture and language while weaving in fundamental literacy skills through writing, speaking, and reading, the necessary skills will be addressed. Some activities, like birch bark canoe making naturally incorporates the scientific inquiry based learning strategies. Other activities such as Lacrosse and archery incorporate physical fitness and wellness. The Anishinaabe believe that physical and cognitive aspects of being are equally important. Western researchers have shown a direct correlation between physical activity and learning (Basch, 2011). In addition, researcher have also shown a positive association between music and student achievement (Southgate & Roscigno, 2009). It must be noted that all learning activities have performance based assessments. The school will coordinate science fairs, sports competitions, powwows, fun days, community feasts and celebrations in order to ensure that the students served under the 21st Century grant fulfill the assessment requirements. The rationale for providing culture and language based learning activities is to increase traditional Anishinaabe traditions and culture. The student survey 2012, adapted from the National Assessment of Educational Progress showed that the Bugonaygeshig students wanted more culture and language learning opportunities. At the same time, the MCA assessment results indicated a need to support Informational Text across the grade levels, 3- 12.

2C. Our Curriculum Writer who was hired through the Title 6111, Alternative Definition to AYP grant will review current K-12 curriculum, assess and evaluate current methods and teaching techniques and create K-12 curriculum designed to improve learning that incorporates learning styles and needs of Native children. It is nationally recognized that once students fall 2 grade levels behind in either reading or math, they will never catch up. It is critical that a culturally integrated curriculum map be developed to change the way curriculum is delivered for students K-12, especially for the earlier grades in order to keep students on track prior to entry in the 3<sup>rd</sup> grade.

MAP testing will be administered by the Testing Coordinator to assure consistent psychometric testing procedures and recommend the DAC schedule testing and complete all test administration. Teachers will be present to help assist with behavior. Computer labs need to adequately equip to access web-based testing sites, and arranged to ensure an optimum testing environment.

2D. As of October 22, 2012, all teachers and administrative support staff enter behavior incidents immediately as they occur on campus. This serves as a means of documenting and communicating the details of each student infraction. The Dean of Students and the Principal(s) will be alerted through the NASIS Behavior system enabling them to respond effectively to each incident. Only the Behavior Intervention Team can input resolution and consequences once altercations have been resolved.

2E. A NASIS Behavior cumulative report will be produced identifying the number of incidents that occur monthly. The Academic Dean and Principal(s) will conduct a study of these collection points and an assessment will be completed and a strategy to address high incidents of similar issues will be discussed and decided upon. Progress monitoring and the implementation of interventions will be completed by the Behavior Intervention Team. As these interventions are implemented, the data will be compiled to identify change over time, set benchmarks, and establish best practices. This method ties directly into the Dropout Prevention Initiative that the school is also developing.

According to the 2008 BIE Youth Risk Behavior Survey, student negative behaviors have either declined or remained relatively the same, although our numbers of students who are at risk for negative behaviors are higher than all BIE schools in the nation. Those behaviors that stand out as increasing are middle school students who describe themselves as overweight (increase of 4%), those that are trying to lose weight (increase of 8%), and those who exercise to lose or maintain weight (increase of 15%). These statistics indicate a need for nutrition education, and increase physical fitness activities throughout the school day and after school. The Bugonaygeshig School will provide an informative and interactive school nutrition education program K-12 designed to promote healthy habits to students that will last a lifetime. We will introduce and reinforce good eating habits and physical activity in a fun and engaging way for students and their families. By collaborating with the Minnesota State Health Improvement Program (SHIP), the Leech Lake Band of Ojibwe Diabetes Care Program (LLDCEP), and the Leech Lake Tribal College (LLTC) we will expand opportunities for systems change through policy development in-school and after-school that targets low income communities on the Leech Lake Reservation.

2F. We are planning to expand the opportunities for our students to learn in a fun way through after-school enrichment classes, including nutrition education and cooking; physical fitness classes; collaborative college courses through our tribal college while earning college credits; and, an extension of the Active School Day with after-school nutritional education and cooking classes for students, staff & community. A capstone senior project will be travel to the Southwest as a project-based learning experience for all graduating seniors. Specific activities include:

- Combining indigenous foods nutrition education and cooking classes.
- Field Trips to Ahgwahching hill (local) for sledding in winter and BSU for swimming in the pool, and rollerblading, for example.
- Students will get an opportunity to experience college courses on a real college campus as a summer school program through our Leech Lake Tribal College.
- Students will also experience public transportation as they travel throughout the U.S. traveling by both bus and air.
- A project based learning trip to the Southwest will provide students with a lifelong cultural experience and exposure to post-secondary options. Students will travel by bus across South Dakota to New Mexico, stopping at Native American historical sites, and tribal colleges. Lesson plans will incorporate those provided by the Gathering of Nations organization, and a project-based learning component. Students will keep a written and photo journals, create a book about their own families and cultural traditions and customs, including their lodging, clothing, food, and other aspects of everyday life, and relate their family activities and traditions to similar Native American customs. Upon their return students will conduct a presentation to the School Board and their peers about their learning experience.

2G. (See Schedule of Operations page 35-38).

2H. Key community partners for our project are:

**Leech Lake Tribal College** will recruit students to complete a Certified Nursing Assistant (CNA) program. This opportunity will give high school students an opportunity to gain work experience in the field and to earn a living wage while attending school. The program requires 10 students for the class and the minimum age is 16. Students will complete the program in a cohort and will

benefit from attending class with other college student adults enrolled in the program. To become a nursing assistant requires 75 hours of classroom time and one-hundred hours of clinical training. Leech Lake Tribal College will work with students to enroll in the course and to take the required certification exam. Leech Lake Tribal College will provide student mentors, current or former Tribal College students who are willing to spend their time tutoring and mentoring students in STEM programming, specifically with rocket building and robotics. Contact will be science faculty member, Steve Smith. Leech Lake Tribal College will provide an instructor to teach Ojibwe 1 to Bug O Nay Ge Shig School students to supplement their instruction at the high school level. Leech Lake Tribal College will supplement Anishinaabe Knowledge Bowl training by offering high school students the opportunity to study for state competitions, based on select books and videos. Questions may pertain to various Indigenous cultures, languages, histories, and literatures.

**SHIP** will provide program and financial support for Nutrition and Physical Fitness education and activities; policy development; Active Day physical fitness activities; and completion of a School Health Index Assessment.

**SNAP** will provide healthy, safe foods and active lifestyles education to help reduce chronic disease and increase general well-being. This goal incorporates a specific concern to foster healthy nutrition that addresses the obesity epidemic that affects low-income families and youth.

**LLDCEP** – provides curriculum, sports equipment, snacks 3 times per week, and funding for incentives such as t-shirts and a summer diabetes camp in their efforts to expand opportunities for systems change on the Leech Lake Reservation. Activities include:

- A summer school diabetes awareness/prevention program.
- A fun nutritional education and physical fitness with cultural activities using the Bugonaygeshig school ropes course.
- Work Out – Low Fat (WOLF) curriculum developed in cooperation by the MN Diabetes Program Center for Health Promotion Institutes of Diabetes Digestive and Kidney Disease (NIDDK, 1996), the Dept of Health & Human Services, CDC, Office of Science Education, and the Indian Health Service for diabetes prevention.

2I, J,& K. The project-based learning senior trip will be used as both retention and a recruiting tool. Younger students will be encouraged to remain in school and graduate, and continue for a post-secondary education. It is hopeful that more Native students from surrounding schools will consider the Bugonaygeshig School because of our unique cultural and bi-lingual programming.

All students will be encouraged to attend our after school program that will be made available to all students who want to participate. We will develop our after school programming to attract students by combining academics, enrichment, cultural, and recreational activities into a learning guide that engages our students in a way that meets their particular needs as Native people. The operational conditions include:

- Effective partnerships with stellar organizations known in our community for providing positive learning and community engagement.
- Strong program management.
- Qualified after-school staff that includes opportunities for professional development and career advancement.
- Intentional linkages between school-day and after-school coordination and maximization of shared resources and facilities.
- Appropriate attention to safety, health, and nutrition issues.
- Strong family involvement and participants' learning and development.
- Evaluation for continuous improvement.

2L. The 21<sup>st</sup> Century Coordinator will work with teachers, parents, community volunteers, Curriculum Writer, and elder to establish policies and guidelines for participation in the after-school enrichment, tutoring and credit recovery program. Enrichment programs will be open to all students, while students in need of the Acellus credit recovery program must be referred by teachers, or parent /guardian. Tutoring classes will have a low student/teacher ratio 1:7. For all other activities students will be accepted on a first-come-first-serve basis, however special needs may be taken into consideration. If student / teacher ratio is too high, remaining students will be put on a waiting list. Students must have a signed parent permission and emergency slip in order to attend all after-school activities.

2M. Elders will be a vital component for summer school activities and will be active participants in curriculum review and Ojibwe culture and language instruction. LLTC students past and present will serve as student mentors and spend their time tutoring in STEM programming.

2N. Teachers will prepare written reports for the 21<sup>st</sup> Century Coordinator who will prepare a final report for presentation to the School Board at their regular September board meetings. Assessment will be based on end of school community celebration attendance and student satisfaction surveys for specific activities. (See pgs. 23-27)

2O. Key elements of the program will be sustained through continued collaborative efforts with the LLTC. At the end of the grant period, LLTC will continue to provide the College for Kids program and the STEM programs by offering campus camps in technology, math and science. The culture classes and the music and art programs will be integrated into the day school curriculum. A complete curriculum review process has been developed and iPads will replace textbooks to provide up to date information in the ever changing world.

2P The 21<sup>st</sup> Century Coordinator will work with the curriculum writer, principals and superintendent to imbed Core Standards into all courses to improve proficiency in reading, math, science and language arts.

2Q. The Bugonaygeshig School Board has selected Option 5 Alternative Governance for sy2013-3014, restructuring changes in staffing and governance in order to improve academic achievement and enable the school to make AYP has occurred in the following ways:

- Hired a new Superintendent.
- Realigned teachers' strengths to grade levels according to need.
- Increased professional development based on needs assessment.
- Restructured SPED program at secondary level.
- Restructuring committee will be formed to meet monthly to review options that promote higher achievement for all students.
- Hired a Curriculum Writer to incorporate academics into a culture based school K-12.

We are focused on improving reading and math by benchmarking all students 3 times a year using DIBELS for elementary, AIMSWeb MAZE for secondary, and AIMSWeb CBM and MCAPs in math in addition to the NWEA MAPs test. This data will identify in appropriate instructional levels and identified for intensive support for interventions. Students are released early on Wednesdays and teachers are given time to review student data more thoroughly and collaboratively. All primary leadership agents and instructional coaches are receiving intensive training through the BIE leadership institutes and evaluated by outside consultants in order to increase their capacity to guide these systemic changes.

While the strategies detailed in our school improvement plan are very similar to this year's school improvement strategies, the difference is that we are using our administration to specifically focus on individual, detailed areas. The Principal is focusing on the academics while the Superintendent is focused on the scientifically-researched based reading curriculum and resulting staff training in order to better meet the needs of our students. Teachers are regularly evaluating student performance and meet weekly to collaborate on how to meet those individual needs. After school programs have also been implemented to provide dance, beadwork, and art for gifted and talented students, while struggling students receive tutoring help for math and reading. Through this curriculum and training, we are continuing to improve the results of our data findings by adjusting our instruction through discussions and data review.

### **ADEQUACY OF RESOURCES (18 points)**

3A. Programs were developed based on input from Bugonaygeshig administration, staff, and the curriculum writer as well as the LLTC president, academic dean and STEM instructors. A 21<sup>st</sup> Century Coordinator position was developed to work with all stakeholders to provide the necessary resources for staff development and training. The day school student to staff ratio of the Bugonaygeshig School is never more than 10:1 and that ratio will be maintained for the after school and summer school classes except for team sports activities. Resources and personnel will be allocated for the project at the necessary level. The capstone senior graduation travel project will include 4 adults traveling with 20 students and will include certified academic teachers and culture teachers.

3B. A job description was developed for a .5 FTE for a 21<sup>st</sup> Century Coordinator reporting directly to the school superintendent. Work hours will be flexible to accommodate schedule changes for after school and summer school programming.

3C. Safe travel will be assured because all students will be bused to and from all activities. Students will be picked up at their homes and returned on regular bus routes. After school busing is already provided by the district and will continue for summer school programs.

3D. Newly updated state of the art computers labs in both the elementary and high school buildings will be available for after school and summer school activities. The library is fully accessible for all students and classrooms and the gym will be available as needed for space.

3E The Bugonaygeshig School will contribute excess transportation costs and support staff necessary for 21<sup>st</sup> Century programming. LLTC will provide necessary space for the College for Kids program, the Certified Nursing Assistant program and the college level instructors and mentors to develop STEM opportunities for students. The SHIP and SNAP programs will work together with Bugonaygeshig staff to provide nutritional meals and snacks for children attending the after school and summer programs.

3F. The school superintendent worked directly with the president of LLTC, LLTC faculty, the Tribal Chairwoman and the staff to develop program activities. Letters of support were provided by the LLBO, LLTC, SNAP, SHIP, and Bugonaygeshig School Board to support the program and the superintendent meets regularly with the LLTC administration and the Tribal directors to share information and provide updates on student progress.

### **QUALITY OF THE MANAGEMENT PLAN (24 points)**

Review of recent NWEA MAP scores from 2010, 2011, and 2012, has resulted in defining the 21<sup>st</sup> Century goal tables from the following areas of academic need that will be aligned with the Native Star SMART goals:

- Students enter the 3<sup>rd</sup> grade 1.5 – 2 years below grade level in both reading and math, while the achievement gap continues until there is an increase of 4-5 years below grade level by the 11<sup>th</sup> grade.
- In both 2011 and 2012, student performance increased more than the average predicted gain through the end of 4<sup>th</sup> grade.
- In 2012, students made significant progress in reading and were at grade level in the 4<sup>th</sup> grade.
- In 5<sup>th</sup> grade student's performances decrease until 9<sup>th</sup> grade.

- In both 2011 and 2012, 9<sup>th</sup> grade reading level scores increased at least 2 grade levels, even though there were significant gains in performance compared to NWEA Expected Growth, the 10<sup>th</sup> and 11<sup>th</sup> grade students were unable to catch up.
- Math scores in the Fall to Spring comparison were not available for 2011, therefore scores for 2010 were compared to 2012 results. In 2012, student performances in grades 5<sup>th</sup>–8<sup>th</sup> were lower than average NWEA Predicted Growth, while in 2010, student growth improved minimally.

4B. The planning for this project was completed during creation of the grant proposal. Continued planning will continue under the direction of the 21<sup>st</sup> Century Coordinator once the grant is awarded.

4C. The lesson plans for the learning activities will be created by a team of 21<sup>st</sup> Century teachers and educators through the professional development plan. A consultant will be hired to address the following areas: Culturally Responsive Literacy Instruction, History of Indian Education & Aim of Indian Education, Common Core Literacy Standards w/ focus on Informational Text, Lesson Design & Lesson Delivery, Performance Based Assessments & Rubrics, and Six-Traits Writing Rubric. Ten teachers will partake in supplementary teacher training. The lessons will be planned. Throughout the school year, teachers will collaborate in assessing the performance and writing assessments. All lessons will align to the Common Core Standards for Language Arts and Literacy and/or language based.

4D. The professional development will be created for 10 21<sup>st</sup> Century teachers. Each teacher will attend 10 professional development days. Eight days will be spent on educational philosophy, educational research for Native American students, lesson design and strategies, and assessment. Teachers will be trained in the Common Core Standards. Teachers will be trained on Performance Based Assessments. The trainer will have been trained on the Common Core Standards and be a trainer of trainers. The teachers will collaborate when assessing each individual artifact. This will be facilitated by the Consultant. The teachers will collaborate with the 21<sup>st</sup> Century Coordinator periodically throughout the grant to provide updates. In addition, the teachers will make presentations to the Culture and Language Curriculum Committee at the monthly meetings. The 21<sup>st</sup> Century Coordinator will make monthly presentations to the school board. The 21<sup>st</sup> Century Coordinator will write quarterly reports and an annual report. The coordinator is responsible for ensuring transparency of the program and communication via school website. All reporting will be monitored using the Native Star application.

**4E. Professional Development**

	Description	Amount	Focus
1	10 Teachers @ \$110/ Day @ 2Days of Training: April 6, 13, 2012  10 Teachers @ \$110/Day @ 4 Days of Training: June 10-14, 2013	\$2200  \$4400	<ul style="list-style-type: none"> <li>• Culturally Responsive Literacy Instruction</li> <li>• History of Indian Education &amp; Aim of Indian Education</li> <li>• Common Core Literacy Standards</li> <li>• Lesson Design &amp; Lesson Delivery</li> <li>• Performance Based Assessments &amp; Rubrics</li> <li>• Six-Traits Writing</li> </ul>
2	1 Teacher Trainer @ 6 Days of Training + 3 days of planning	\$6,000	
		\$12,600	

4F. The superintendent communicates regularly with community and partnership leaders. A monthly column in the Tribal newspaper shares activities and success stories from the school. A community climate survey will be developed in conjunction with the truancy prevention program and will be administered during quarterly family events. Parents who are unable to attend events in person will be contacted by phone or in person by the Parent Liaison.

4G. Parents will be notified of opportunities by weekly folders. Bugonaygeshig department directors communicate monthly at regular school board meetings and board reports are distributed to all staff following meetings. Superintendent attends bi-monthly director meetings with the LLBO Executive Director, and provides quarterly report to the LLBO Tribal Council.

- Provide education, food samples and recipes to families and communities at special events such as Family Fun Night.
- Recipe development and dissemination to families and community.

4H. The purpose of NCLB is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach proficiency on standards and assessments. According to the National Indian Education Studies of 2005-2011, the academic achievement gap has not closed at fourth and eighth grade in Reading and Mathematics for Native American students (Grigg, Moran, & Kuang, 2010; Moran, Rampey, Dion, & Donahue, 2008; Rampey, Lutkus, & Weiner, 2006). Despite the push for a fair and equitable education, Native American students continue to lag behind. Many advocates of Native American students purport that the content and strategies that are used in the schools and classroom are misaligned to the Native American culture, values, traditions, and philosophies (Ingalls,

Hammond, Dupoux, & Baeza, 2006). A strategy that has been recommended for the nearly 100 years is culture and language based education. First cited in the Merriam Report of 1928, it was recommended for schools to draw from the rich culture and language of the Native Americans. In 1991, the same message was sent by the Indian Nations At Risk Task Force (Department of Education, 1991). Brayboy and Castagno (2006) along with many others have all called for culturally relevant/responsive education for American Indian students. Yet, there is no research that sufficiently proves cultural and language based programs work for Native American students (Chessman & De Pry, 2010).

This grant seeks to work from the base of the culture and language of the Anishinaabe while aligning the learning activities to the Common Core Standards. The activities in this grant support the Common Core Language Arts and Literacy Standards. Each activity has a performance based assessment and/or a written language assessment. The 21st Century Coordinator is responsible for ensuring the teachers collect artifacts (digital and written), ensuring transparency and communication with all stakeholders, and providing a detailed written report to the school board. Collectively, the activities in this grant aim to bolster the everyday teaching and learning in the regular classroom. As shown by the MCA's informative text is an area that needs enrichment. As indicated by the student survey for culture and language integration, the school needs to integrate more cultural and language teachings in the school at various facets. The 21st Century grants give the Bugonaygeshig School the opportunity to increase student achievement while providing a cultural and linguistic foundation for our students.

DATA COLLECTION PROCESS									
No.	Activity	Description	Objective(s)	Assessment	Data Collected	Design & Methods	Instrument	Data Analysis	Transparency & Communication
1	Birch Bark Canoe Building  Native Flute Making  Pipestem Making  Cradle Board Making	Collect, design, and construct birch bark model canoes	Grades 3-12 Conduct research projects based on focused questions, demonstrating understanding of the subject under investigation.  Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	End of Summer School Community Celebration  Science Fair in January 2014	Digital recording of science presentation & artifacts @ end of summer school  Journals	Inquiry based lesson design w/ teacher facilitator(s)- 1 content teacher, 1 culture teacher	Presentation Rubric Writing Rubric  **based on Core Standards for Language Arts & Literacy  Student Survey	The teachers will write a written report about the summer school project. The teachers will present to Culture & Language Curriculum Committee.  The 21 <sup>st</sup> Century Coordinator will facilitate the data analysis.	The afterschool activities will be digitally archived. The pictures will be uploaded to the school website.
2	Soccer, LaCross, Tae Kwon Do	Learn fundamentals.  Learn teamwork		Family Fun Day Game				21 <sup>st</sup> Century will write up the final report for the	

		principles.						school board and present at the regular September 2013 school board meeting.
3	Archery  Chess			Archery Contest  Chess Contest				
4	Gardening & Cooking	Learn fundamentals for indigenous gardening and cooking.  Learn about health and nutrition.	Grades 3-12 Read and comprehend informational texts independently and proficiently.  Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	Community Feast	Digital recording of gardening and cooking activities.  Journals	Direct Instruction	Presentation Rubric Writing Rubric  ** Based on Core Standards for Language Arts & Literacy  Student Survey	
5	Native American Cultural Art:  Regalia Quilting Beading	Design and construct Native American regalia and quilts by beading and sewing techniques	Grades 3-12 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or	Pow wow demonstration	Digital recording of cultural art activities.  Journals	Direct Instruction	Demonstration Rubric  Writing Rubric  ** Based on Core Standards for Language Arts & Literacy	

			two) for a range of tasks, purposes, and audiences.  Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.						
6	Painting & Pottery	Collect, design, and produce pottery from white earth clay.  Design and create a painting	G3-12 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	Community Feast	Digital recording of painting and pottery activities.  Journals	Direct Instruction	Demonstration Rubric  Speaking Rubric  ** Based on Core <b>Standards for Language Arts &amp; Literacy</b>		
7	Ojibwe Language	Learn Ojibwe language.	G3-12 Present information such that listeners can follow the line	Community Feast	Digital recording of painting and pottery activities.	Language immersion	Demonstration Rubric  Speaking Rubric		

			of reasoning and the Organization.  Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.				** Based on Core Standards for Language Arts & Literacy		
8	Music Lessons  Native American Flute  Keyboarding  Guitar  Drum  Glee	Learn music fundamentals.	G5-6 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	End of the Year Concert	Digital recording of music activities.	Direct Instruction	Presentation Rubric		
9	Lego League Robotics	Learn the fundamentals of oral and written presentation.  Incorporate technology to express and	G3-12 Present information such that listeners can follow the line of reasoning and the Organization.	State Competition	Digital recording of Lego and robotics activities.	Inquiry Based lesson design	Demonstration Rubric  Speaking Rubric  ** Based on Core Standards for		

		enhance presentations/ demonstrations.	<p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>Link to STEM Standards.</p>				Language Arts & Literacy		
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### **SCHOOL IMPROVEMENT STATUS (12 points)**

We are currently in the third year of restructuring. The leadership team has been meeting to review fy2012 data and BOY fy2013 data. The BIE Reads and Math Counts programs are implemented and special attention is being given to high fidelity to the program. The data from these programs drive the decision making year round. Utilizing the research of the BIE programs, the school day includes the recommended 120 minutes of reading and 70 minutes of math instruction with subsequent in-school interventions as identified. The math and reading coaches visit classrooms daily and have developed the necessary rapport to help develop stronger teachers in the areas of reading and math. Outside consultants have been approved by the School Board to work with the Principal, Coaches, and staff to improve teaching in these areas. Use of the NWEA MAPs data will help identify students in need of intervention to increase academic achievement. Incentive programs have been implemented to improve attendance and evaluation of staff duties and responsibilities will be reviewed to determine staff needs for fy2014.

The school provides after school tutoring that begins in October and runs through April. Students are referred to the program based on assessment, academic, and special education needs. This extended day is from 3:30p to 5:30p and transportation is provided to assure program participation. The top priority is reading and math. Students will be using Reading Mastery for the reading intervention and supplemental pieces from their daily core curriculum, Math Investigations for math intervention. Additional after school programs in dance, beadwork, and art activities are also provided for gifted and talented students.

5C. N/A – our school is not making AYP.

5D. N/A – We are not an ORBS or Residential program

6. (See BUDGET / BUDGET NARRATIVE page 40).

## **PARTICIPANTS SERVED CHART**

### Participants Served Chart

<b>Name of Each After School Site</b>	<b>Designation – School Status</b>	<b>% Free or Reduced Lunch</b>	<b>Estimated # of Students to be Served</b>	<b># of Family Members to be Served</b>	<b>Grade Levels to be Served</b>
Bugonaygeshig Elementary & High School	Level 4 Restructuring	94%	200	150	K-12
Leech Lake Tribal College	Regionally Accredited – NCACS	N/A	150	100	3-12

## **PERFORMANCE MEASURES TEMPLATE**

<b>Performance Measures Template</b>				
<b>Measurable Improvement Objective</b>	<b>Strategies</b>	<b>Person Responsible</b>	<b>Benchmark Dates</b>	<b>Evaluation</b>
3 <sup>rd</sup> Grade students will be no more than 6 months below grade level in reading and math.	Continued use of data to evaluate current performance.  Regrouping students as needed to meet individual student needs	Elementary principal  Reading Coach  Math Coach	Quarterly	MAP, Dibels, Aimsweb
K-12 students will increase RIT scores in reading and math =or< than the average gain established by NSWEA norms.	Teachers will maintain fidelity to the reading and curriculum to assure consistent skill training.  Student performance will be monitored and data will be used to group students according to remediation needs.	Elementary Principal  High School Principal  Reading Coach  Math Coach	Quarterly	NWEA MAPs results in reading and math
SPED students will meet reading goals identified in individual IEPs.	Data will be used to determine individual student goals.	SPED coordinator  SPED teachers  School Psychologist	Quarterly or weekly if needed	Test results on MAPs or re-evaluation scores.
SPED students will be eligible to graduate in 2013 based on completion of academic and transition goals identified in individual IEPs.	Students IEP goals will be reviewed regularly.	SPED coordinator  SPED teachers  School Psychologist	Depends on IEP goals	IEP conferences  Teacher/student reviews
K-12 students will attend school 90% of the time.	Identify specific students to move the school from the current level to 90%.  Develop incentive programs for students who attend school regularly.	Supt/HS Principal  Dean of Students  Elementary Principal  School Counselor	Weekly	NASIS attendance data

## **SCHEDULE OF OPERATIONS**

**Bugonaygeshig School Schedule of Operations SY2012-2013**

<b>School Year 2012-2013: February 4, 2013 – May 3, 2013</b>				<b>PROPOSED</b>				
<b>Number of weeks during the school year: 16</b>								
<b>After School Enrichment Activity</b>	<b>Time</b>	<b>Location</b>	<b>Person in Charge</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>
<b>Native Flute Lessons</b>	4:30-5:30 p	Bug	Teacher		X		X	
<b>Piano Lessons</b>	4:30-5:30 p	Bug	Teacher		X		X	
<b>Guitar Lessons</b>	4:30-5:30 p	Bug	Teacher		X		X	
<b>Jazz Drum Lessons</b>	4:30-5:00 p	Bug	Teacher		X		X	
<b>Glee Club</b>	4:00-5:30 p	Bug	Superintendent		X		X	
<b>Chess Club</b>	4:30-5:30 p	Bug	Superintendent		X		X	
<b>Lego League</b>	4:30-5:30 p	Bug	Tribal College		X		X	
<b>Robotics</b>	4:30-5:30 p	Bug	Tribal College		X		X	
<b>Theater</b>	4:30-5:30 p	Bug	English teacher		X		X	
<b>Martial Arts</b>	4:30-5:30 p	Bug	Teacher		X		X	

Spring: April 19, 2013 – April 27, 2013 (Week 1)

PROPOSED

Number of weeks during the school year: One

Experiential-Learning Activity	Time	Location	Person in Charge	M	Tu	W	Th	F	S	Su
Depart MN – School Vehicle	5p	Bena, MN	21 <sup>st</sup> CCLC Coord., 2 Staff					X		
Bad Lands, SD	8a	Pine Ridge, SD	21 <sup>st</sup> CCLC Coord., 2 Staff						X	
Wounded Knee, SD	10a	Pine Ridge, SD	21 <sup>st</sup> CCLC Coord., 2 Staff						X	
Haskell Indian School	10p	Lawrence, KS	21 <sup>st</sup> CCLC Coord., 2 Staff							X
Travel Day	4p	Arrive New Mexico	21 <sup>st</sup> CCLC Coord., 2 Staff	X						
Visit Nat’l NA Attorney Conf.	9a	Albuquerque, NM	21 <sup>st</sup> CCLC Coord., 2 Staff		X					
Tour Taos Pueblo	1p	Taos Pueblo, NM	21 <sup>st</sup> CCLC Coord., 2 Staff		X					
Tour Chaco Canyon	1p	Taos, NM	21 <sup>st</sup> CCLC Coord., 2 Staff			X				
Tour IAIA	10a	Santa Fe, NM	21 <sup>st</sup> CCLC Coord., 2 Staff				X			
Tour U of NM	1p	Albuquerque, NM	21 <sup>st</sup> CCLC Coord., 2 Staff				X			
Tour Cultural Center	4p	Albuquerque, NM	21 <sup>st</sup> CCLC Coord., 2 Staff				X			
Plaza of the Governors	9a	Santa Fe, NM	21 <sup>st</sup> CCLC Coord., 2 Staff					X		
Pow-wow & Trader’s Mrkt	12n	Albuquerque, NM	21 <sup>st</sup> CCLC Coord., 2 Staff					X		
Depart NM - Air	7a	Albuquerque, NM	21 <sup>st</sup> CCLC Coord., 2 Staff						X	

<b>Summer School Year 2012-2013: June 17, 2013 – June 28, 2013</b>				<b>PROPOSED</b>				
<b>Number of weeks during the school year: 2</b>								
<b>Summer School Activity</b>	<b>Time</b>	<b>Location</b>	<b>Person in Charge</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>
<b>Birch Bark Canoe Building</b>	9a – 2p	Bug	Science Teacher & Elder / Community Member	X	X	X	X	
<b>Soccer</b>	9a - 12n	Bug	Physical Education Teacher	X	X	X	X	
<b>LaCrosse</b>	12n – 2p	Bug	Physical Education Teacher	X	X	X	X	
<b>Archery</b>	9a - 12n	Bug	Certified Archery Instructor	X	X	X	X	
<b>Ropes Course</b>	12n – 2p	Bug	Certified Ropes Course Instructor					
<b>Traditional Woodcarving</b>	9a – 2p	Bug	Industrial Arts Instructor & Elder / Community Member	X	X	X	X	
<b>Cooking and Gardening</b>	9a – 2p	Bug	Teacher & Elder / Community Member	X	X	X	X	
<b>Native American Cultural Arts</b>	9a – 2p	Bug	Cultural Arts Teacher	X	X	X	X	
<b>Pottery</b>	9a – 2p	Bug	Cultural Arts Teacher & Science Teacher	X	X	X	X	
<b>Squishy Art (K-3)</b>	9a – 2p	Bug	Elementary Teacher & Elder	X	X	X	X	
<b>Cradleboard Making &amp; Tradish Parenting</b>	9a – 2p	Bug	Seasonal Activities Teacher & Elder / Community Member					
<b>Quilting</b>	9a – 2p	Bug	Math Teacher & Elder/ Community Member					
<b>Dance Outfit Making</b>	9a – 2p	Bug	Cultural Teacher					
<b>Anishinaabe Knowledge Bowl</b>	9a – 2p	Tribal College	College Professor					
<b>Ojibwe 1</b>	9a – 2p	Tribal College	Ojibwe Professor	X	X	X	X	
<b>Certified Nurse's Assistant (CNA)</b>	9a – 2p	Tribal College	CNA Professor	X	X	X	X	

**After School Activities provided by SNAP & SHIP Program (Not funded by 21<sup>st</sup> Century)**

School Year 2012-2013: January 7, 2013 – May 3, 2013				CURRENT				
Number of weeks during the school year: 16								
After School Activity	Time	Location	Person in Charge	M	T	W	Th	F
Tutoring	3:30-5:30 p	Bug	Teacher	X	X			
Credit Recovery	3:30-5:30 p	Bug	Teacher	X	X			

School Year 2012-2013: January 7, 2013 – May 3, 2013				CURRENT				
Number of weeks during the school year: 16								
After School Activity	Time	Location	Person in Charge	M	T	W	Th	F
Cooking	3:30-5:30 p	Bug	Nutrition Education Mgr.	X	X			
Indigenous Foods	3:30-5:30 p	Bug	Nutrition Education Mgr.	X	X			
Yoga	3:30-5:30 p	Bug	Nutrition Education Mgr.	X	X			
Zumba	3:30-5:30 p	Bug	Nutrition Education Mgr.	X	X			

**After School Activities provided by Bugonaygeshig School Gift & Talented Program**

**(Not funded by 21<sup>st</sup> Century)**

School Year 2012-2013: January 7, 2013 – May 3, 2013				CURRENT				
Number of weeks during the school year: 16								
After School Activity	Time	Location	Person in Charge	M	T	W	Th	F
Beadwork	3:30-5:30 p	Bug	Cultural Arts Teacher	X	X			
Traditional Dances	3:30-5:30 p	Bug	Culture Teacher	X	X			

**BUDGET FORM – APPENDIX III**

## **Budget (15 points)**

### EXPENSES

1.	Personnel	\$ 35,545	
2.	Contracts	\$ 85,000	
3.	Travel	\$ 63,824	
4.	Equipment	\$ 5,500	
5.	College Robotics	\$ 10,600	
6.	Supplies	\$ 9,350	
7.	IDC (16.87%)	<u>\$ 31,019</u>	
8.	<b>TOTAL GRANT REQUEST</b>	<b>\$240,838</b>	<b>(Year 1)</b>

### **Budget Narrative**

1. Personnel
  - 21<sup>st</sup> Century Coordinator at ½ time or 20 hours/week x 45 weeks = 940 hours / \$24,634 or \$23,156 annual.
  - Professional Development @ 14 teachers x \$110 stipend x 6 days = \$5,280
2. Contracts
  - 30 weeks Oct 1 – May 3 @ 2 hours per day x 2 days per week x \$25 per hour.
  - Enrichment Instruction @ 11 teachers x \$3,000 = \$33,000
  - Tutoring Instruction @ 6 teachers x \$3,000 = \$78,000
  - Summer School @ 14 teachers x \$1,000 per week x 2 weeks = \$28,000
  - Culturally Responsive Instruction @ 6 days + 3 days of preparation = \$6,000
3. Travel
  - Mandatory 21<sup>st</sup> Century training @ 2 trainings x 2 people = \$8,824
    - Airfare @ \$1,200 x 2 staff x 2 trainings = \$4,800
    - Per Diem for 3 days @ \$306 x 2 staff x 2 trainings = \$1,224
    - Hotel for 8 nights x \$150 per night x 2 trainings = \$2,400
    - Taxi & Luggage @ \$100 x 2 staff x 2 trainings = \$400
4. Equipment
  - 10 iPads x \$500 each = \$5,000
  - 5 sewing machines x \$100 = \$500.
5. College Robotics kit and entry fee into state tournament = \$5,000
6. Supplies
  - Robotics uniforms \$1,000
  - Extra parts \$1,000
  - Flutes @ \$5 x 50 each = \$250
  - Electronic drums @ \$100 x 10 each = \$1,000
  - Theater: boards, paints, fabric, misc. materials = \$1,000
  - Martial arts uniform @ \$20 x 30 each = \$600
  - Sports misc. = \$1,000
  - Arts supplies: fabric, jingles, bones, beads, paints, paper, misc. = \$2,000
  - Tools: hammers, nails, files, screw drivers, misc. = \$1,000

## **21<sup>st</sup> CCLC Assurance Form**

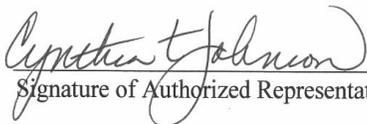
**APPENDIX VII: Assurance Form  
Assurances for BIE 21<sup>st</sup> CCLC**

By my signature below, I agree, upon the approval of the project application by the BIE, to accept and perform the following requirements:

- The program will complete and participate in the Profile and Performance Information Collection Survey (PPICS) data collection and electronic information gathering instrument on 21<sup>st</sup> CCLC programs administered by the U.S. Department of Education for federal reporting purposes.
- Program data about my program will be entered through the Native Star 21<sup>st</sup> CCLC File Cabinet on a monthly, quarterly or annually basis as required.
- The program will take place in a safe and easily accessible facility, all staff will have demonstrated competency in all BIE required safety and emergency preparedness mandates. All records will be on file and updated annually.
- The program will be developed and will be implemented in active collaboration with school staff, students, parents/caregivers and BIE Education Line Offices, and the BIE SEA 21<sup>st</sup> CCLC Director. The community was given notice of the applicant's intent to submit an application; the applicant will provide opportunities for public review of the application after submission;
- All federal funds not expended or used during the grant period will be returned to the BIE 21<sup>st</sup> CCLC office within 30 days of notice along with full disclosure of expenditures and expenses associated with the program.
- The paid staff time through the 21<sup>st</sup> CCLC funding shall be fully dedicated to the 21<sup>st</sup> CCLC program. A full time coordinator of the 21<sup>st</sup> CCLC program is limited to 15 hours maximum per week during the official school day.
- All activities funded by 21<sup>st</sup> CCLC funding will occur before and after the regular day school activities or on breaks and/or weekends or during a structured summer learning program.
- Tribal indirect costs will not be allowed throughout the life of the grant.
- Agreements with partners for in-kind services will be documented in writing with a Memorandum of Understanding and be available for any audits, monitoring, or on-site visits.
- The program will abide by the provisions set out in NCLB and their grant application as approved by the BIE. The grant may be officially modified in writing by a process specified by the BIE.
- Funds will not supplant Federal, State, local, or non-Federal funds;
- All documentation requirements and reporting deadlines for the grant will be met.
- School and/or dormitory officials will ensure funds are accounted for using Generally Accepted Accounting Practices (GAAP).

Cynthia T. Johnson, Superintendent

Typed Name and Title of Authorized Representative

  
Signature of Authorized Representative

November 21, 2012

Date

## **Job Description**

## Leech Lake Band of Ojibwe Job Description

<b>Division:</b>	Bug-O-Nay-Ge-Shig School
<b>Title:</b>	21 <sup>st</sup> Century Community Learning Center Coordinator
<b>Reports to:</b>	Superintendent
<b>Hours:</b>	Schedule varies, 940 hours per year (part-time)
<b>Work Site:</b>	Bug-O-Nay-Ge-Shig School
<b>Salary/Status:</b>	Certified Scale, DOQ, minimum \$16,622 – 45 week position (Grant Funded)

**Purpose:** This position is responsible for imparting knowledge and values to students in order to contribute to their future as positive and productive members of society.

### **Duties and Responsibilities:**

- Responsible for the management and supervision of the day-to-day operation of the 21<sup>st</sup> Century Community Learning Center Programs at individual project sites.
- Responsible for assuring high-quality program services and support to enrolled children and their families and sufficient levels of communication.
- Coordination and integration of staff and partners efforts to achieve intended academic and social outcomes.
- Ensures that site staff and programmatic activities comply with school district 21<sup>st</sup> Century Community Learning Center rules, regulations, policies and procedures.
- Leads and facilitates ongoing planning efforts of staff, contractors and community partners to achieve academic and social outcomes.
- Provides high quality supervision and coaching for all project staff and contractors.
- Represents 21<sup>st</sup> Century Community Learning Centers at required events, committees, associations and planning meetings.
- Ensures project staff establishes and maintains procedures to adequately document program activities and services.
- Ensures individual student and programmatic evaluation activities are consistently implemented.
- Assists in implementing professional development, evaluation and programmatic activities.
- Facilitates regular staff planning and program refinement sessions to achieve continuous improvement in project activities and impact.
- Develops and provides leadership to school councils.
- Acquires additional services and supports for program participants as needed to achieve project goals and impact.
- Utilizes technology where possible in all communications, reports data entry/interpretation and planning.
- Engages in coaching, problem solving/conflict resolution activities as needed to ensure effective program operation and high levels of staff and contractor performance.
- Exhibits ability to work flexible hours including evenings and weekends.
- The information contained in this job description is not an exhaustive list of the duties performed for this position. Other duties within the classification and the physical demands of the job may be assigned.
- Functions as a mandated reporter; testifies in court and serves as a child advocate.

**Qualifications:**

- Bachelor of Science Degree in Education, Community Education, or related field.
- Prior experience in staff supervision preferred
- Prior experience with school-based and school-related programming preferred.
- Familiarity with American Indian cultural values, traditions and lifestyles.
- Sensitivity to the unique needs of American Indian children and families.
- Flexible, patient, with a good sense of humor.
- High degree of professional ethics.

**Physical Requirements:**

- Subject to internal working conditions, non-smoking environment.

**Other Requirements:**

- All employees must satisfactorily pass: background check, including, but not limited to, reference checks and fingerprinting and pre-employment drug and alcohol test.

*I understand the job description for the 21<sup>st</sup> Century Community Learning Center position. I am capable and agree to perform the job duties and responsibilities assigned to me. I also understand that the duties and responsibilities and other working conditions may change from time to time with or without notice. I further understand that this job description is not a contract and does not guarantee employment for any specific period or amount of time. This job description will be revised periodically or as needed.*

**Job Description updated 11/21/12 vlv**

\_\_\_\_\_  
signature/date

\_\_\_\_\_  
Supervisor signature/date

**Employee**

\_\_\_\_\_  
Division Director signature/date

\_\_\_\_\_  
Human Resources Representative signature/date

## **Documents of Support**

**Letter of Support**  
**Bug O Nay Ge Shig School Board**



Bug O Nay Ge Shig School

November 8, 2012

Bureau of Indian Education  
ASC / DPA  
1011 Indian School Road Northwest  
Third Floor, Suite 332  
Albuquerque, NM 87104

**Re: Letter of Support for BIE 21<sup>st</sup> Century Community Learning Center Grant**

Dear Jack Edmo,

The Bug O Nay Ge Shig School was chartered by the Leech Lake Tribal Council as its tribal school to provide a quality education serving students in grades K-12.

The Bug O Nay Ge Shig School Board is the duly elected body to carry out the duties in accordance to the school board by-laws in order to ensure that students receive a quality education for lifetime learning in reading, math, and science proficiency; to build a strong foundation for post-secondary education in vocational, technical, and professional disciplines; to teach life skills; to perpetuate and promote an appreciation of Anishinaabe history, values and cultures; to integrate education with the life of Leech Lake Indian community including families of students; and to foster a sense of self-respect and respect for others.

This letter will serve as documentation to the BIE's 21<sup>st</sup> Century Community Learning Center grant that we as the School Board were consulted during the development of the proposal process and are in full compliance with, and support the financial integrity of the application requirements and all subsequent requirements issued in the potential grant award.

Authorization of this letter was agreed to by the School Board at an official school board meeting on November 8, 2012.

Sincerely,

Rocky Papisodora, Chairman  
Bugonaygeshig School Board

15353 Silver Eagle Drive NW, Bena, Minnesota 56626, 218.665.3000

**Letter of Support**  
**Leech Lake Band of Ojibwe**  
**(Tribal Chairwoman)**



## Leech Lake Band of Ojibwe

Carri Jones, Chairwoman  
Donald Finn, Secretary/Treasurer

District I Representative  
Robbie Howe

District II Representative  
Steve White

District III Representative  
LeRoy Staples Fairbanks, III

November 27, 2012

Bureau of Indian Education  
ASC / DPA  
1011 Indian School Rd. NW  
3<sup>rd</sup> Floor, Suite 332  
Albuquerque, NM 87104

**Re: Letter of Support and Collaboration; Bugonaygeshig School / BIE 21<sup>st</sup> CCLC Grant**

Dear Mr. Elmo,

I am writing this letter on behalf of the Leech Lake Band of Ojibwe, the students of the Bugonaygeshig School and their parents and community.

The Leech Lake Band of Ojibwe Indians is a federally recognized Indian Tribe organized under the Indian Reorganization Act of 1934, and operating under the Revised Constitution and Bylaws of the Minnesota Chippewa Tribe. The Leech Lake Reservation Tribal Council is the duly elected and authorized governing body of the Leech Lake Reservation, and the Leech Lake Tribal Council is charged with the responsibility of protecting and enhancing education for all its members.

We are in full support of the work being done at the Bugonaygeshig School and are fully aware of their efforts in building an alternative definition to AYP based on the BIE and Minnesota Waiver from the provisions of the NCLB Act. As evidenced by a resolution passed by the Leech Lake Band of Ojibwe Tribal Council in 2010, Resolution Number 2011-74 Protection of the Ojibwe Language, a principal goal is to support the promotion, protection, and enhancement efforts to preserve the language, culture, and traditions of the Leech Lake Ojibwe people.

I am very pleased that consideration will be given to our educational projects that will strengthen the self-concept for Native students by giving credence to our culture through authentic experiences, relevant curriculum content, and effective partnerships for health & wellness, and project-based learning experiences in after school, and summer school programming K-12.

Sincerely,

A handwritten signature in black ink that reads "Carri Jones".

Carri Jones,  
Chairwoman

115 Sixth Street NW, Suite E, Cass Lake, MN 56633  
(218) 335.8200, Fax (218) 335.8309  
[www.llojibwe.com](http://www.llojibwe.com)

**Memorandum of Understanding  
Leech Lake Tribal College**



**MEMORANDUM OF UNDERSTANDING**  
**Between**  
**Leech Lake Tribal College and Bugonaygeshig School**

Leech Lake Tribal College is pleased to support the Bugonaygeshig School in its mission to provide direct student services to foster interest in post-secondary education as well as to provide enrichment opportunities for students in Science, Technology, Engineering and Math (STEM).

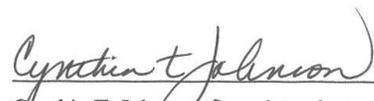
As a partner in this endeavor, Leech Lake Tribal College will collaborate with the Bugonaygeshig school to provide summer school and after school enrichment programs through the BIE's 21<sup>st</sup> Century Community Learning Center grant. The programs will focus on developing relationships that will help students to succeed in a college setting by providing technical assistance and leadership in STEM courses.

In addition to providing classroom space for both summer and after school programming, we will commit to the following activities:

1. Leech Lake Tribal College will work with the Bug O Nay Ge Shig School counselor to recruit students to complete a Certified Nursing Assistant (CNA) program. This opportunity will give high school students an opportunity to gain work experience in the field and to earn a living wage while attending school. The program requires 10 students for the class and the minimum age is 16. Students will complete the program in a cohort and will benefit from attending class with other college student adults enrolled in the program. To become a nursing assistant requires 75 hours of classroom time and one-hundred hours of clinical training. Leech Lake Tribal College will work with students to enroll in the course and to take the required certification exam.
2. Leech Lake Tribal College will provide student mentors, current or former Tribal College students who are willing to spend their time tutoring and mentoring students in STEM programming, specifically with rocket building and robotics. Contact will be science faculty member, Steve Smith.
3. Leech Lake Tribal College will provide an instructor to teach Ojibwe 1 to Bug O Nay Ge Shig School students to supplement their instruction at the high school level.
4. Leech Lake Tribal College will supplement Anishinaabe Knowledge Bowl training by offering high school students the opportunity to study for state competitions, based on select books and videos. Questions may pertain to various Indigenous cultures, languages, histories, and literatures.

The terms of this collaborative partnership (MOU) is effective as of today, November 21, 2012, as a commitment to begin the planning and implementation of this project-based learning, after-school, and summer school programming.

  
\_\_\_\_\_  
Donald R. Day, Leech Lake Tribal College President  
6945 Littlewolf Road NW PO Box 180  
Cass Lake, MN 56633  
218.335.4200

  
\_\_\_\_\_  
Cynthia T. Johnson, Superintendent  
Bugonaygeshig School  
15353 Silver Eagle Drive NW  
Bena, MN 56626

**Memorandum of Understanding  
Supplemental Nutrition Assistance Program  
(SNAP)**



**MINNESOTA CHIPPEWA TRIBE/HUMAN SERVICES DIVISION  
FOOD STAMP NUTRITION EDUCATION PROGRAM – FY 2013-14**

**MEMORANDUM OF ADMINISTRATIVE AND FINANCIAL AGREEMENT (MOA)**

This agreement shall be between the Minnesota Chippewa Tribe Food Stamp Nutrition Education Program and the **Leech Lake Reservation Bugonaygeshig School**.

**PURPOSE:** The MCT SNAP Nutrition Education Program is funded by the United States Department of Agriculture through the Child and Nutrition Act. The purpose remains that participants in Minnesota Supplemental Nutrition Assistance Program Education (SNAP-Ed) will choose healthful, safe foods and active lifestyles to help reduce chronic disease and increase general well-being. This goal incorporates a specific concern to foster healthy nutrition: *addressing the obesity epidemic that hits low-income families particularly hard, especially youth*. The primary client will be the SNAP *participant and SNAP eligible participant*. *MCT Program staff include the Nutrition Education Program Manager and Secretary, who will coordinate work-plans with reservation* **Community Nutrition Educators (Nutrition Manager)**.

**RESPONSIBILITIES:**

**FIRST PARTY:** The party of the Minnesota Chippewa Tribe (MCT) is to provide administrative direction of the SNAP Nutrition Education Program strictly adhering to the **USDA SNAP Nutrition Education Program Plan Guidance**. A copy will be provided to each **Community Nutrition Educator**. The MCT will reimburse the Reservation for program expenses after each quarter of the year.

1. The MCT Work-plan specifies specific goals and objectives to be conducted in collaboration with the six member reservation tribal health programs.
2. The MCT work-plan will not replicate or intrude on existing reservation nutrition education activities. MCT goals and objectives will complement existing reservation work-plans but will be coordinated in a manner that is agreeable to reservation health staff.
3. The MCT will reimburse the Reservation for salary, fringe benefits and other support costs such as travel, office supplies, printing and office space. This will be achieved by this agreement and an approved budget submitted by the Reservation and approved by the Executive Director of the MCT. Reservations may provide other support costs as an “in kind” contribution and authorize the MCT to record that as a “cost share” item. These must be non-federal public funds unless funds are delivered through at P.L. 93-628 Self-determination contract or a Self-Governance Compact. This must be approved by the MCT Executive Director and the Bugonaygeshig School. The amount of reimbursement shall not exceed \$75,000 for the term of this Agreement, provided that in the event of termination as provided herein the amount of reimbursement shall be prorated to the date the termination is effective..

**SECOND PARTY: The Bugonaygeshig School Board through the Superintendent** shall select a person to the position of Community Nutrition Education Manager (CNE) and notify the MCT Nutrition Education Program Manager accordingly. The Reservation Personnel Policy will guide this selection. *The Reservation will incur all program costs and apply for reimbursement from the MCT, after each quarter*

1. The Superintendent will have supervisory responsibility over the CNE and should report any concerns about the MCT Work-plan or budget to the MCT Nutrition Program Manager.

2. The **Community Nutrition Educator Manager** will be responsible for carrying out the MCT Work-plan, in coordination with existing reservation work-plan. The CNE will submit monthly reports, due five working days after each quarter, to the MCT Nutrition Education Manager in a format established by the MCT.

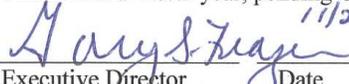
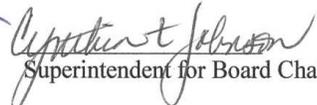
3. The **Community Nutrition Educator Manager** will utilize local reservation forms for travel, purchasing office supplies and any other related support costs. These costs must be written in budget format and attached to this agreement.

4. Reimbursement invoice and match report forms will be submitted to the Minnesota Chippewa Tribe based on approved budget. The forms will be submitted by the 5<sup>th</sup> of the month after each quarter. MCT will disburse payment within 30 days of receipt of invoice as set out in paragraph 4, below.

**TERMS OF AGREEMENT:**

If issues for clarification are identified, the MCT Nutrition Education Program Manager and the Superintendent shall revise in writing and seek concurrence of the MCT Executive Director and the School Board to effect modifications to this agreement.

This agreement shall be in effect **October 1, 2012 through September 30, 2014** and be renewed for the next federal fiscal year, pending USDA funding approval.

 Executive Director Minnesota Chippewa Tribe	<sup>11/20/12</sup> Date	 Superintendent for Board Chair	<sup>11/21/2012</sup> Date
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**Memorandum of Understanding  
Statewide Health Improvement Program  
(SHIP)**

**Memorandum of Understanding  
Between  
Leech Lake Band of Ojibwe  
And  
Bug O Nay Ge Shig School**

This Memorandum of Understanding (MOU) establishes a cooperative agreement between Leech Lake Band of Ojibwe Health Division and Bug O Nay Ge Shig School .

**I. MISSION**

Together, the Parties enter into this Memorandum of Understanding to mutually Promote the sustainability and expansion of current policies and practices regarding Active School Day Policies in the schools. Accordingly Leech Lake SHIP 2.0 Program and Bug O Nay Ge Shig School, operating under this MOU agree as follows:

**II. PURPOSE AND SCOPE**

The Leech Lake Band of Ojibwe Health Division and Bug O Nay Ge Shig School, agree to jointly Promote the objectives of SHIP 2.0. The scope of this program is to promote Policy and Environmental changes to Further enhance the Active School Day Policies.

Each organization of this MOU is responsible for its own expenses related to this MOU. There will be an exchange sub contract funds (\$5,000.00) between the parties for tasks associated with this MOU. **RESPONSIBILITIES** are listed below.

**III. RESPONSIBILITIES**

Each party will utilize Joel Bebeau, Health Director to serve as the official contact for this MOU and Millicent Simenson, SHIP 2.0 coordinator as a person responsible for the coordinate of activities for this MOU. The initial appointees of each organization are:

Millicent Simenson  
SHIP 2.0 Coordinator  
Leech Lake Health Division  
218-335-4532

JANEY BLANCHARD  
Principal  
Bug O Nay Ge Shig School  
218- 335-3001

The organizations agree to the following tasks for this MOU:

Leech Lake Band of Ojibwe Health Division will:

- Provision of financial assistance via a mini-grant
- Attend Coordination meetings
- Provide student assessment tools

- Provide school board, student and teacher surveys
- Post Policy superintendent review meeting

Bug O Nay Ge Shig School will:

- Conduct student assessments of students grades 9-12<sup>th</sup>.
- Develop new customized policies regarding Active School Days in the school.
- Implement Advertising within the school of new Active Day Policy.
- Develop new school curriculum to include Life Sport Policies.
- Conduct Post implementation school board surveys.

Both Parties commit themselves to:

- 18 months of dedicated service designed to Expand Active School Day Policies in the Schools.
- Provide input and statistics for Post evaluation activities.
- Work together to report success of program to MDH.
- Effectively utilizing the department to achieve the goals and objectives as outlined in the grant award and proposal.
- Dedicate current staff resources in efforts to promote the further growth and tailor-made components of this model in efforts to increase its effectiveness.
- Cooperate on all levels deemed significant to reaching our identified outcomes.

**IV. TERMS OF UNDERSTANDING**

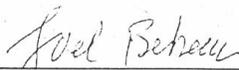
This Memorandum of Understanding is effective as of January 01, 2012 to June 30, 2013. The term is for the 18 month period of MDH. granting cycle.

**Authorization**

On behalf of the organization I represent, I wish to sign this MOU and enter into this SHIP 2.0 agreement.

Leech Lake Health Division

Bug O Nay Ge Shig School

  
 \_\_\_\_\_  
 Joel Bebeau  
 Health Director

  
 \_\_\_\_\_  
 JANEY BLANCHARD  
 Principal

9-10-12  
 \_\_\_\_\_  
 Date

9/10/12  
 \_\_\_\_\_  
 Date

**Memorandum of Understanding  
Between  
Leech Lake Band of Ojibwe  
And  
Bug O Nay Ge Shig School**

This Memorandum of Understanding (MOU) establishes a cooperative agreement between Leech Lake Band of Ojibwe Health Division and Bug O Nay Ge Shig School .

**I. MISSION**

Together, the Parties enter into this Memorandum of Understanding to mutually Promote the sustainability and expansion of current policies and practices regarding Health Food Option (S1) in the schools. Accordingly Leech Lake SHIP 2.0 Program and Bug O Nay Ge Shig School, operating under this MOU agree as follows:

**II. PURPOSE AND SCOPE**

The Leech Lake Band of Ojibwe Health Division and Bug O Nay Ge Shig School, agree to jointly Promote the objectives of SHIP 2.0. The scope of this program is to promote Policy and Environmental changes to Further enhance Health Food Options in schools.

Each organization of this MOU is responsible for its own expenses related to this MOU. There will be an exchange sub contract funds (\$5,000.00) between the parties for tasks associated with this MOU. **RESPONSIBILITIES** are listed below.

**III. RESPONSIBILITIES**

Each party will utilize Joel Bebeau, Health Director to serve as the official contact for this MOU and Millicent Simenson, SHIP 2.0 coordinator as a person responsible for the coordinate of activities for this MOU. The initial appointees of each organization are:

Millicent Simenson  
SHIP 2.0 Coordinator  
Leech Lake Health Division  
218-335-4532

JANEY BLANCHARD  
Principal  
Bug O Nay Ge Shig School  
218- 335-3001

The organizations agree to the following tasks for this MOU:

Leech Lake Band of Ojibwe Health Division will:

- Provision of financial assistance via a mini-grant
- Provide educational activities regarding this objective

- Attend Coordination meetings
- Collaboration activities with Cass County
- Provide student assessment tools
- Provide school board, student and teacher surveys
- Post Policy superintendent review meeting

Bug O Nay Ge Shig School will:

- Conduct student assessments of students grades 9-12<sup>th</sup>.
- Develop new customized policies regarding Healthy Food Options in the school.
- Develop vending machine policies regarding Healthy Food Choices
- Review school food budget
- Implement Advertising within the school of new food options.
- Develop new food rewards and school party or celebration policies.
- Conduct Post implementation school board surveys.

Both Parties commit themselves to:

- 18 months of dedicated service designed to Expand Healthy Food Options in the Schools.
- Provide input and statistics for Post evaluation activities.
- Work together to report success of program to MDH.
- Effectively utilizing the department to achieve the goals and objectives as outlined in the grant award and proposal.
- Dedicate current staff resources in efforts to promote the further growth and tailor-made components of this model in efforts to increase its effectiveness.
- Cooperate on all levels deemed significant to reaching our identified outcomes.

#### **IV. TERMS OF UNDERSTANDING**

This Memorandum of Understanding is effective as of January 01, 2012 to June 30, 2013. The term is for the 18 month period of MDH. granting cycle.

#### **Authorization**

On behalf of the organization I represent, I wish to sign this MOU and enter into this SHIP 2.0 agreement.

Leech Lake Health Division

Bug O Nay Ge Shig School

Joel Bebeau  
Joel Bebeau  
Health Director

Janey Blanchard 9/10/12  
JANEY BLANCHARD  
Principal

9-10-12  
Date

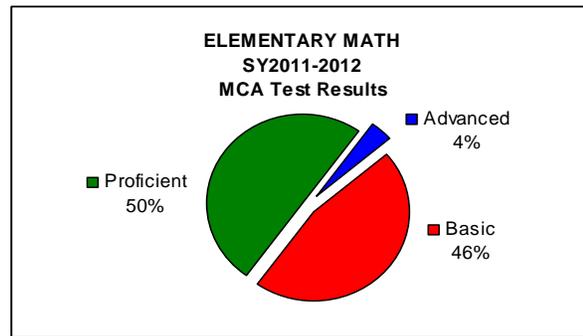
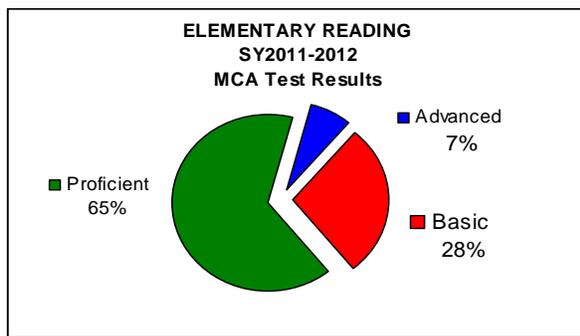
9/10/12  
Date

## **Assessment of Objective Data Showing the Need for After-school Programming**

## MN Comprehensive Assessments (MCA) Academic Achievement SY2011-2012

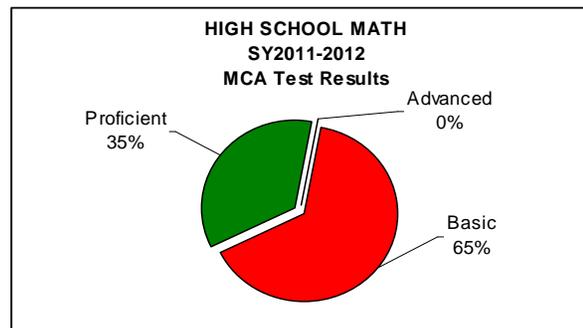
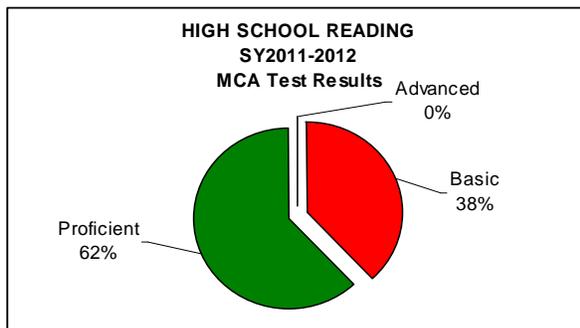
### Elementary Students Grades 3-6:

- 14 of 50 elementary students (28%) are below proficiency (Basic) in Reading.
- 24 of 37 elementary students (65%) are at proficiency in Reading.
- 3 of 32 elementary students (7%) are advanced in Reading.
- 22 of 48 elementary students (46%) are below proficiency (Basic) in Math.
- 32 of 64 elementary students (50%) are at proficiency in Math.
- 1 of 28 elementary students (4%) is advanced in Math.



High School Students grades 7 – 11, (with the exception of 9<sup>th</sup> grade did not take the MCA tests, 10<sup>th</sup> grade did not take Math tests, and 11<sup>th</sup> grade did not take Reading tests):

- 10 of 26 high school students (38%) are below proficiency (Basic) in Reading.
- 16 of 26 high school students (62%) are at proficiency in Reading.
- 0 high school students (0%) are advanced in Reading.
- 11 of 17 high school students (65%) are below proficiency (Basic) in Math.
- 6 of 17 high school students (35%) are at proficiency in Math.
- 0 high school students (0%) are advanced in Math.



Letter of Support for Compliance & Financial Integrity  
Bug O Nay Ge Shig Contract Grant School Official  
(Superintendent)

## BUG-O-NAY-GE-SHIG SCHOOL

15353 SILVER EAGLE DR. NW  
BENA, MINNESOTA 56626  
(218) 665-3000  
FAX (218) 665-3024  
1-800-265-5576

January 17, 2013

Mr. Jack Edmo  
Education Program Specialist  
Bureau of Indian Education 21<sup>st</sup> Century Community Learning Center  
BIE/ASC/DPA  
BIA Building #2  
1011 Indian School Road NW  
3<sup>rd</sup> Floor, Suite 332  
Albuquerque, New Mexico 87104

Aaniin Mr. Edmo,

On behalf of the BUG-O-NAY-GE-SHIG School, as a Grants Contract School, I am writing this letter of support as a commitment to the full compliance, support and financial integrity for the Bureau of Indian Education's 21<sup>st</sup> Century Community Learning Center program. Our school will follow the requirements in the Request for Proposal application. Our past performance and audits demonstrate our ability to successfully complete and provide sufficient capacity for the proposals we submit.

I fully support the full implementation of this grant proposal and look forward to the results it will provide for our students.

Respectfully submitted,



Cynthia T. Johnson, Superintendent