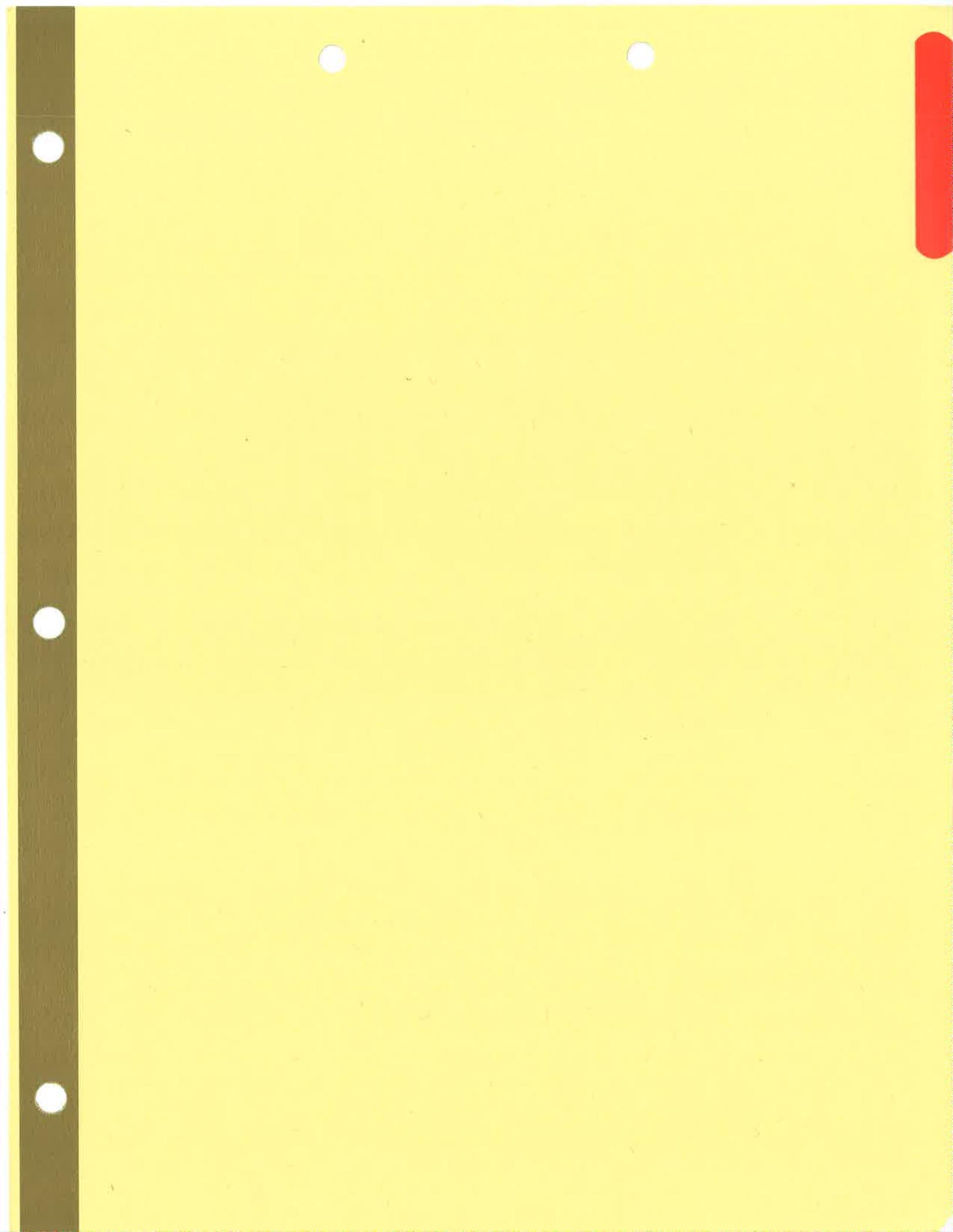
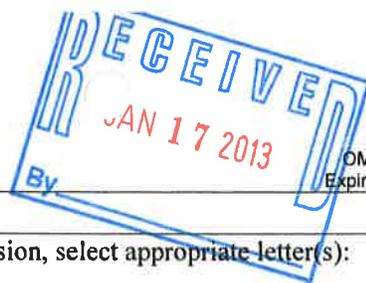


Nay Ah Shing School

21st CENTURY COMMUNITY
LEARNING CENTERS PROGRAM
BUREAU OF INDIAN
EDUCATION
DIVISION OF PERFORMANCE
AND ACCOUNTABILITY
APPLICATION PACKET



T 2 09



OMB Number: 4040-0004
Expiration Date: 04/31/2012

Application for Federal Assistance SF-424

Version 02

1. Type of Submission		*2. Type of Application		*If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> Application	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Continuation	* Other (Specify)	
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision				

*3. Date Received:	4. Application Identifier:
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5a. Federal Entity Identifier:	*5b. Federal Award Identifier:
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State Use Only:

6. Date Received by State:	7. State Application Identifier:
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8. APPLICANT INFORMATION:

* a. Legal Name: Mille Lacs Band of Ojibwe

* b. Employer/Taxpayer Identification Number (EIN/TIN): 41-1661577	*c. Organizational DUNS: 043482988
---	---------------------------------------

d. Address:

*Street 1: 43408 Oodena Drive
 Street 2:
 *City: Onamia
 County: Mille Lacs
 *State: minnesota
 Province:
 Country: United States *Zip/ Postal Code: 56359

e. Organizational Unit:

Department Name: Department of Education	Division Name: Nay Ah Shing High School
---	--

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

Prefix: Ms. First Name: Mary
 Middle Name:
 *Last Name: Simon
 Suffix:

Title: Nay Ah Shing High School Principal

Organizational Affiliation:

Responsible for developing and submitting grants for the Nay Ah Shing School programs.

*Telephone Number: 320-532-4695 ext. 2104 Fax Number: 320-532-4675

*Email: msimon@nas.k12.mn.us

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type: **I. Indian/Native American Tribal Government (Federally Recognize**

Type of Applicant 2: Select Applicant Type:

- Select One -

Type of Applicant 3: Select Applicant Type:

- Select One -

*Other (specify):

*10. Name of Federal Agency:

Bureau of Indian Education

11. Catalog of Federal Domestic Assistance Number:

CFDA Title:

*12. Funding Opportunity Number:

*Title:

13. Competition Identification Number:

Title:

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

Areas affected include the Mille Lacs Indian Reservation, which is located in northeast central Minnesota and spread throughout 160 non-contiguous miles over Aitkin, Crow Wing, Mille Lacs, and Pine counties.

*15. Descriptive Title of Applicant's Project:

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

*a. Applicant **MN008**

*b. Program/Project: **MN008**

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

17. Proposed Project:

*a. Start Date: **2-1-2013**

*b. End Date: **1-31-2016**

18. Estimated Funding (\$):

*a. Federal **\$599,277.00**

*b. Applicant

*c. State

*d. Local

*e. Other

*f. Program Income

*g. TOTAL **\$599,277.00**

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

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

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

- Yes
- No

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

**I AGREE

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

Authorized Representative:

Prefix: **Honorable**

*First Name: **Melanie**

Middle Name:

*Last Name: **Benjamin**

Suffix:

*Title: **Chief Executive**

*Telephone Number: **320-532-7486**

Fax Number: **320-532-7505**

*Email: **melanie.benjamin@millelacsband.com**

*Signature of Authorized Representative: *Melanie Benjamin* Date Signed: **1-11-2013**

Application for Federal Assistance SF-424

Version 02

***Applicant Federal Debt Delinquency Explanation**

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

**APPENDIX VIII: Cover Page BIE 21st CCLC
COVER PAGE
EED FORM # 05-07-039**

<u>Mille Lacs Band of Ojibwe Nay Ah Shing Schools</u>	
Organization	
<u>Mary Simon</u>	<u>320-532-4695</u>
Name of Contact Person	Telephone
<u>msimon@nas.k12.mn.us</u>	<u>320-532-4675</u>
E-mail Address	Fax Number
<u><i>Suzanne Wise</i></u>	<u>11/21/12</u>
Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures	Date
<i>■ 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.</i>	
<u><i>Suzanne Wise</i></u>	<u>11/21/12</u>
Signature of Organizational Representative	Date
<u>Commissioner of Education-MLB</u>	
Title	

\$ <u>199,759</u>
Total Funding Requested Per Year
\$ <u>599,277</u>
Total Funding Requested for Three Years

BIE Use Only Project Number: _____	Date Received: _____
Project Approval: _____	Amount Awarded: \$ _____

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Quality of Program Design- Pages 11-19

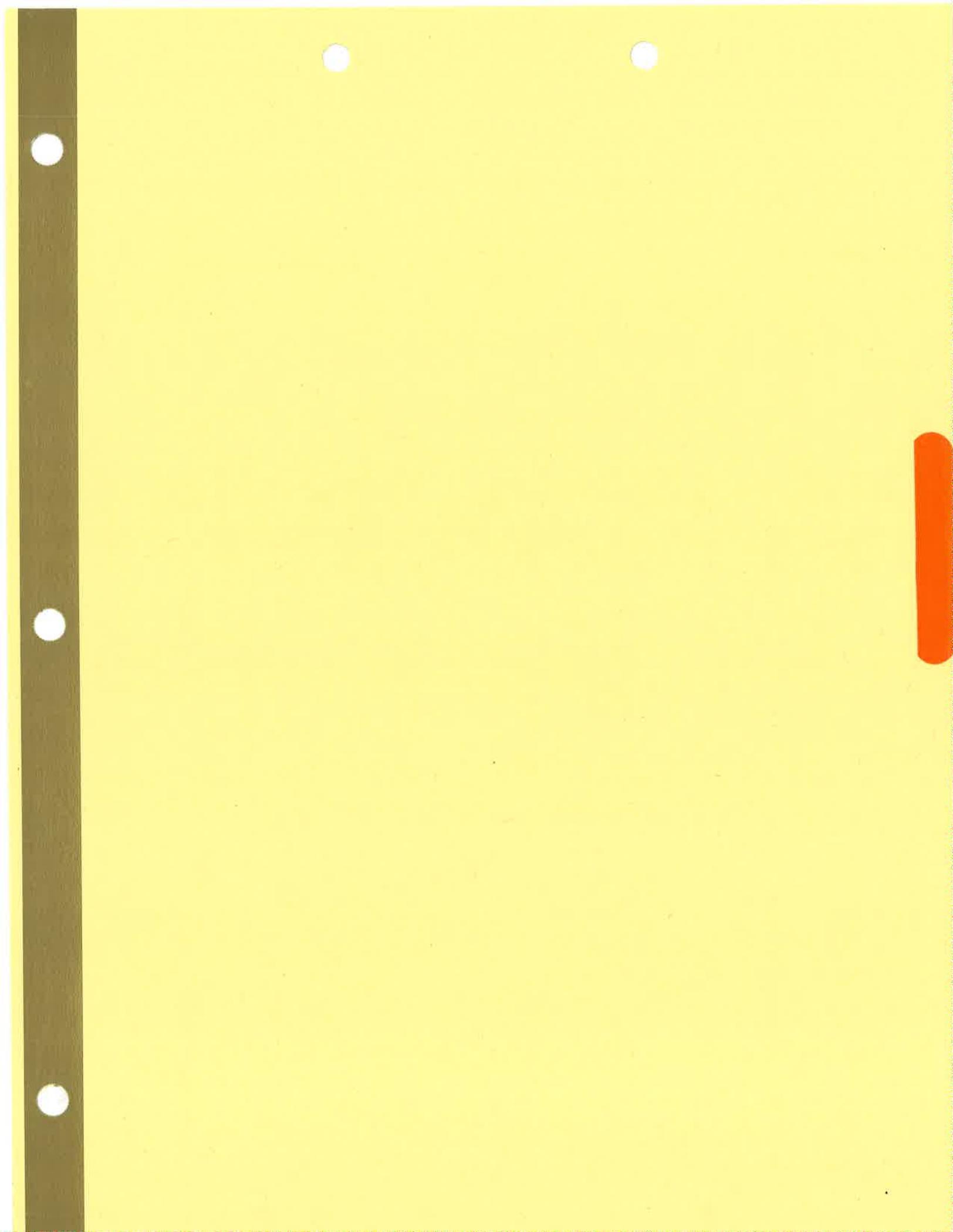
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Program Summary

21st CCLC programming will allow Nay Ah Shing School to provide a broad array of quality, intentional afterschool and summer programs for youth in grades K-12 and their families. Nay Ah Shing youth face many problems that contribute to their low academic performance, hinder their social and emotional well-being, and impede their development of 21st Century skills. Key obstacles include: intense poverty, high rates of substance use/abuse, physical and mental health concerns and lack of family stability and support.

While afterschool and summer programs cannot address all these problems, Nay Ah Shing School operates on the assumption that it must work aggressively to address them. 21st Century programming will approach youth holistically by addressing social, emotional, academic, and health needs, while also fostering 21st Century skills development, increasing school-community connectedness, and improving academic outcomes.

This proposed 21st Century program will collaborate with a variety of partner organizations to include: the Boys and Girls Club of the Mille Lacs Band of Ojibwe, Rum River Health Services, Central Lakes College, Mille Lacs Area Partners for Youth, Mille Lacs Area Youth Commission, Community Theatre, Anishinabe Opportunities Center, Nay Ah Shing Ojibwe Language and Culture Department, American Indian Business Leaders, and the Human Rights Commission.

Primary activities to be provided are: academic enrichment and tutoring services (after school and Saturdays if necessary), supplemental support services (Art and Fun Club, Food and Fun Club, Robotics Club, and youth entrepreneurship opportunities), additional program and activities (cultural arts, leadership opportunities, drum and dance), and related educational development for the students, families, and surrounding community (yearly theatre project). This proposal provides a wide array of inclusive and supervised services including: enriched instruction; tutoring; homework assistance; intervention services; musical, artistic and cultural activities; service learning; and the use of advanced technology especially in the development and production of theatre. All activities are inclusive in that persons with disabilities are encouraged to participate and every effort is made to welcome them and to accommodate their needs.

Nay Ah Shing School is involved with the Young American Indian Entrepreneurs Business Leaders Program, a collaborative project between College Lakes College, Isle, Onamia, Nay Ah Shing School, and Mille Lacs Area Partners for Youth. The program is designed to prepare youth for transition from high school to college and/or the world of work. Through hands-on workshops and educational field trips, the program builds students' awareness of opportunities in business, especially small business and entrepreneurship. The goal is to ultimately improve their lives by raising their expectations of themselves, thereby strengthening their connection to the work world and the communities where they live now and might in the future.

Abstract

Nay Ah Shing School's 21st Century proposed project views youth holistically, incorporating their physical, social, emotional, and academic needs. While homework help, tutoring and enhanced skill development in targeted subjects are important and will certainly figure key into this project, research increasingly points to the importance of "other" aspects of students' lives – their physical and emotional well-being, their peer groups and social interactions, their sense of culture, community, and self. It has been shown that social and emotional variables such as the ability to manage personal emotions, to work cooperatively with others, and to develop motivation and the ability to persevere are important for academic achievement (Ragozinno, 2003. "Promoting Academic Achievement through Social and Emotional Learning," *educational HORIZONS*). It is also apparent that regular, sustained physical activity helps youth thrive in all aspects of the lives (National Governors' Assoc., 2000. "Improving Academic Performance by Meeting Student Health Needs."). Given the strict testing mandates in today's schools, after school and summer programs are one of the few places where youth can gain experiences that are essential to nurturing all aspects of their lives.

Relevant nonacademic factors can be classified into three groups:

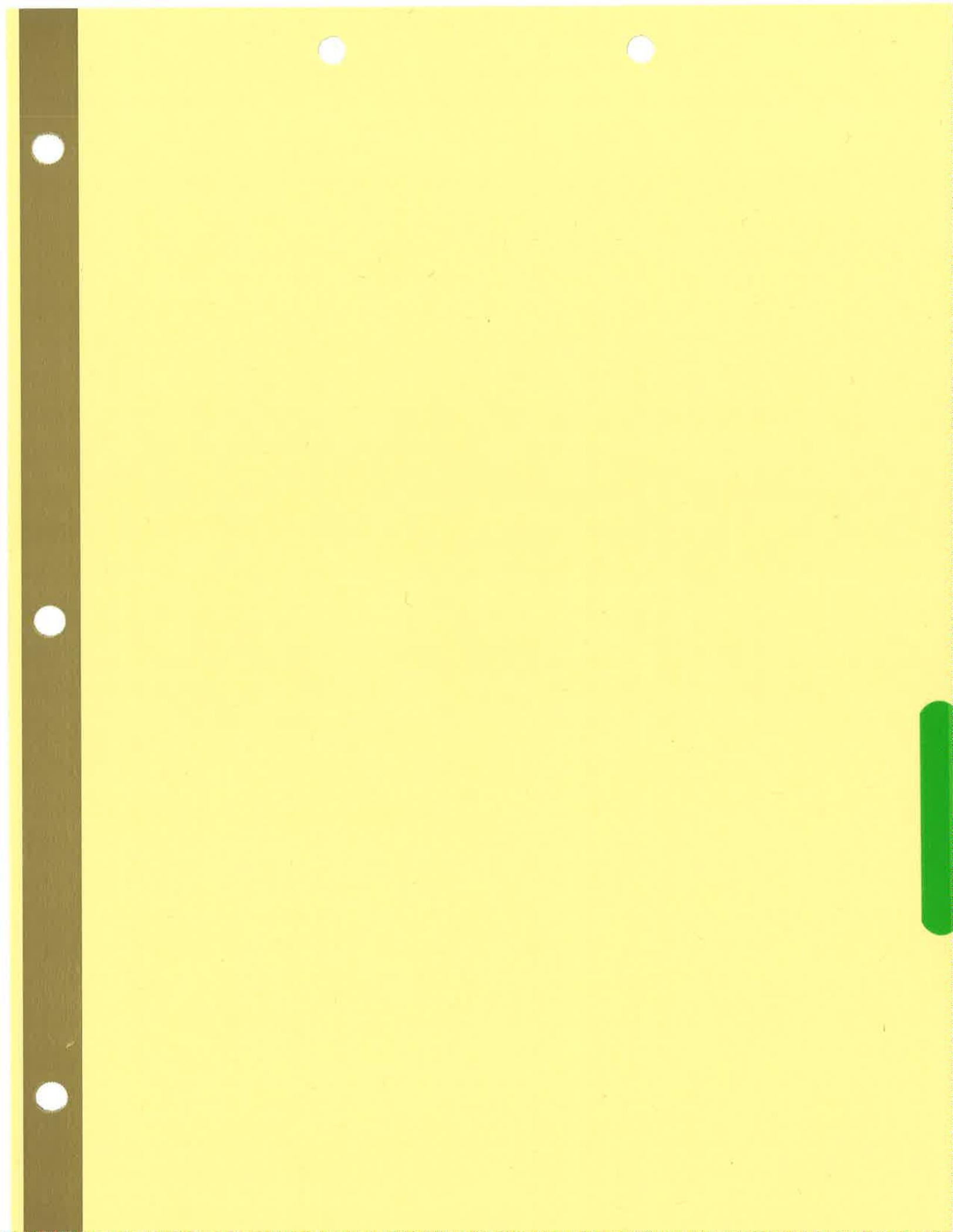
1. Individual psychosocial factors, such as motivation (e.g., academic self-discipline, commitment to school) and self-regulation (e.g., emotional control, academic self-confidence).
2. Family factors, such as attitude toward education, involvement in students' school activities, and geographic stability.
3. Career planning that identifies a good fit between students' interests and their postsecondary work.

ACT research indicates that students with higher academic motivation, self-discipline, and self-confidence are more likely to earn higher college GPAs. Students with these traits, as well as those with clear academic goals, strong academic skills, college social connections, a commitment to college, and an interest in their subject matter, are more successful in college. ACT research shows that differences in college success across racial/ethnic and income groups narrow when students have the requisite academic achievement and relevant nonacademic skills.

Nay Ah Shing School addresses 21st Century skills development in a multitude of ways and with a great deal of intention, seeing their development as pivotal to the success of youth, both now and in the future. Specific individual needs to be addressed include: opportunities for civic engagement and community service, problem solving, team work, communication, critical thinking, information literacy, and creativity.

Competitive Points

- This grant is submitted in partnership with the Boys and Girls Club. Nay Ah Shing School will collaborate with Boys and Girls Club staff to support “Power Hour,” which is provided right after school at the club. The program is run by educational consultants who works closely with the school to determine the type of support students need most. Students are provided incentives and rewards for active participation in the “Power Hour.” The Boys and Girls Club will be providing assistance with the theatre project. Set construction and design will be taking place at the Boys and Girls Club sites under the direction of the theatre director and the Anishinabe Opportunities Center, who will be working directly with students in the construction of the sets. Boys and Girls Club staff at each site will be assisting in the supervision of students while working on the set construction. The sites include: Chiminising Community Center in Isle, District II Community Center in McGregor, and District III Community Center in Lake Lena.
- Nay Ah Shing School works with Rum River Health Services to provide services and activities that work to prevent alcohol and drug use within the community. Nay Ah Shing will continue to support the efforts of the Mille Lacs Youth Commission, who is made up of youth of Nay Ah Shing School, as well as the two school districts in the area. The Nay Ah Shing leadership team meets twice monthly throughout the school year. Nay ah Shing School is also working with Riverwood Health to provide incentives for effective wellness and fitness activities by participating in their community healthy bingo project. Nay Ah Shing School is also collaborating with the Mayo Clinic as part of a pilot study to support the research that increased exercise can lead to higher achievement for students.
- Nay Ah Shing School continues to support the Middle School and High School American Indian Business Leaders (AIBL) Chapters. Recently the chapters made picnic tables for the school. This winter, they will come up with designs for the tables and in the spring, they will paint the tables. One table will be used for fundraising. The students plan to make more tables and donate them to the Assisted Living Unit. The AIBL chapters meet twice monthly. Service Learning projects are on their agenda at each meeting. Recently the AIBL chapter sponsored a Jump Rope for Heart community event.
- Nay Ah Shing School has implemented the Best Behavior Program. Students are given Howa Slips when they are caught doing the right thing. All staff participates in the program, carrying Howa Slips with them to hand out to students. The school board held a special parent dinner/meeting giving parents an opportunity to discuss concerns or share successes they see. There was agreement at the meeting that a mentorship program could help students feel more welcome and supported. Parents were willing to help get a mentorship program going. This student-to-student (supervised by school staff), and parent-to-parent program (supervised by parent action committee) will begin in January. The theatre production project will provide opportunities for community involvement and positive growth for all ages. All aspects of the theater project leads to improved community interaction.



1A: Explain the annual growth of your student population and how you will address the catch-up growth of your student population.

Nay Ah Shing School held a data retreat in August 2012 to review and examine the data from NWEA scores and MCA scores. Data from NWEA testing for the 2011-2012 school year showed that the students are making gains when comparing fall to spring scores for individual students and grade levels, even though they continue to lag behind in levels of proficiency according to MCA data.

In math: 65% of Kindergarten students made typical or above growth, 1st grade 63%, 2nd grade 72%, 3rd grade 60%, 4th grade 71%, 5th grade 74%, 6th and 7th grade 63%.

In reading: 74% of Kindergarten students made typical or above growth, 1st grade 18%, 2nd grade 55%, 3rd grade 55%, 4th grade 55%, 5th grade 65%, 6th and 7th grade 50%

Students who did not make typical or above gains were identified and are as follows: 1st grade 5 students, 2nd grade 6 students, 3rd grade 8 students, 4th grade 6 students, 5th grade 5 students, 6th and 7th grade 6 students. The total number of students identified as most at risk academically is 36 students. Those are the students who are targeted to receive the most assistance. Each of these children will have individual learning plans. These students will also be referred to the mentorship program. The purpose of the mentorship program is to more closely monitor all aspects of student learning and to attempt to address and control the factors that will enhance student learning, and to reduce the barriers that prevent students from making significant progress. The after school tutoring program will focus on this group of students. These students will also be referred to the Boys and Girls Club Power Hour.

The overall school goal as listed in Native Star for the 2012-2013 school year is as follows: 90% of the students in grades K-8 will meet or exceed individual growth targets in reading and math. Growth targets will improve through the use of small group instruction at the students' instructional levels using scientifically researched reading and math materials, and supplemental instruction during the school day and the afterschool program. Goals will be set for each student identified as most at risk. Frequent monitoring will be implemented using NWEA and other curriculum based assessments.

The second goal as listed in Native Star for the 2012-2013 school year is as follows: The mean score in math and reading in all grades will increase to within 5 RIT points of the established norm. Mean scores will improve through the use of specific skills instruction to address problem areas in each grade level during the school day and after school, frequent progress monitoring to track progress, and implementation of learning plans for students who have not made significant progress in the prior school year.

After school programming as supported by 21st Century funding is critical in addressing the academic needs of the lowest performing students.

1B: Describe how your program will identify, target and recruit the sub-population of students and/or families that are most in need of services and the extent to which the proposed project is appropriate to and will successfully address the needs of the target population.

Priscilla Little (n.d., "Moving Beyond the Barriers: Attracting and Sustaining Youth Participation in Out-of-School Time Programs," Harvard Research Project, <http://www.hfrp.org/publications-resources/>) suggests various incentives and strategies that can help retain youth in afterschool and summer programs. Many of these will be incorporated into this project. Program staff will work closely with day-time teachers to help them encourage participation and suggest likely students who would be a good fit for the different program offerings. Where practical, day-school teachers will be encouraged to give extra credit to older youth for participating in afterschool and summer programs. Marketing to youth and their families will stress the long-term value of afterschool and summer programs with regard to future career goals and post-high school education. It will also highlight the wide variety of activities and new opportunities available to combat disinterest that older youth often feel in relation to afterschool and summer programs. Additionally, older students will be given incentives for participation and activity completion (i.e. the opportunity to be involved in special activities or field trips). On-going, regular feedback from youth will be used to make program modifications so as to continue to spark youth interest and to incorporate unmet needs. Data collection and interpretation and frequent monitoring will be used to recruit students, to determine needs of students, and to assure that those needs are met in the after school programming.

Activities will be developed and administered with an eye toward encouraging participation by students with special needs. Special needs students are more likely to engage in afterschool and summer activities (at a) are non-competitive, b) allow everyone to experience success, c) can be adjusted to meet individualized needs, and d) incorporate different learning styles and venues (TASC, n.d., "Including Special Needs Students in After-School Programs," www.tasc.org). This project will incorporate these strategies to the extent possible and program marketing and recruitment will stress that 21st Century programs are open to all participants, regardless of their abilities. Afterschool and summer programs can be a very a beneficial setting for youth with mental health issues as these programs can give them a safe, less threatening environment in which to practice news skills, learn new coping strategies, and interact with peers

The key to recruitment is to get students interested in afterschool activities, as a lack of interest is one of the primary reasons *older youth* do not attend programs. Research finds that "[e]ffective after-school programs offer a 'diverse set of activities' for youth to enjoy" to "hook" them into attending (Lauver & Little, 2005. "Finding the Right Hook," *The School Administrator*). Activities such as dance, music, art, and sports not only help "spark" students' interests and get them involved, they can also help them expand their own schooling goals (The After-School Corporation, 2006. "Shared Features of High-Performing After-School Programs," www.tascorp.org).

21st Century programming will include a theatre project in which students of all ages will work with community members to develop a play production that tells their own historical story. Students will be involved in all aspects of the production to include the research and collection of historical data, the riting of the script, the designing of the sets, technical aspects of the production to include video

production, and putting on the production. The wide array of learning opportunities that the theater project provides means that every student will be able to find something that will interest them.

Program features that can make afterschool and summer programs more appealing to older youth are “incentives and flexibility to compete with or complement youths’ outside obligations” and the ability to exhibit leadership (Harvard Family Research Project, 2011. “Out-of-School Time Programs for Older Youth,” *Research Update*). Additionally, programs for older youth must stress career/workforce exploration and experience as older teens are more likely to participate in afterschool and summer programs if they believe that such programs will lead to “better employment opportunities or an advantage in the job market” (Lauver and Little, *ibid.*).

To assist “reluctant scholars,” it is necessary to get students to attend afterschool and summer programs. To summarize from the above discussion of recruitment strategies, older youth are more likely to be involved in afterschool and summer programs that will help them in the workforce, that offer flexibility and incentives, and that give them leadership opportunities. And youth of all ages are more likely to attend programs if they offer a broad array of activities from which to choose. Thus these features will all be stressed in program materials to “lure-in” reluctant learners. Once youth are attending programs, there are several strategies that will be enacted to assist them in actualizing their learning. First, the focus will be to assist them in setting concrete – and achievable – learning goals, as “reluctant scholars” are often those youth for whom learning goals have seemed huge and unobtainable; just the process of meeting a goal should give them encouragement. The program’s staff will help youth learn *how* to learn by teaching them how to ask questions and how to look up and evaluate information. The program’s staff will seek out activities that accommodate a broad range of learning styles, and learning will often stress trial and error-based approaches to nurture the recognition that “failure” can be instructive. Ongoing, regular reflection (and reporting) on activities and outcomes will be key to the success of all these strategies, as it essential to know what is working for particular youth and why.

Nay Ah Shing School’s proposed 21st Century programming will include the implementation of the American Indian Entrepreneurship (AIBL) program, in which students have an opportunity to meet with American Indian and non-American Indian Business owners and/or leaders, participate in field trips to Native owned business, and learn more about entrepreneurship through the use of Young American Indian Entrepreneur curriculum.

21st Century programming will also include a youth summer entrepreneurship program in which students will learn more about business ownership and other career/workforce exploration.

1C: Describe how the proposed project will address the risk factors linked to academic failure for each target population. The services to be provided should be closely tied to the identified needs.

Youth from Nay Ah Shing School display many characteristics that: place them at risk academically, and hinder their current social and emotional well-being, and impact their future success in school and beyond. While this proposal cannot address all of these characteristics here, it will focus on those that are most prominent: poverty; physical, chemical, and mental health concerns; and issues related to having a diverse population and a rural location.

Low-income:

The Mille Lacs Lake area is poor relative to other parts of Minnesota. 81% of students respectively qualify for free or reduced-price lunch, compared to a statewide average of 36.6% (MN Dept. of Ed, <http://education.state.mn.us>). Nay Ah Shing Schools are Title I district wide. Mille Lacs County, where the vast majority of our students reside, had a February 2012 unemployment rate of 12.1% compared to 6.6% in Minnesota as a whole (MN Dept. of Employment and Economic Development, www.positivelyminnesota.com); the county thus had the third highest unemployment rate of all Minnesota counties. Given the high poverty rates and high unemployment, the Mille Lacs Lake population is also highly transient.

Low-income youth, for instance, generally lag behind their higher income peers academically, and often do not have sufficient access to new technologies that can help them both achieve academically and develop 21st Century skills. Similarly, American Indian youth are less likely to have access to computers in their homes than their non-AI counterparts (National Center for Education Statistics, 2007. *National Indian Education Study, Part II*. U.S. Dept. of Education).

All programs will be provided at no cost to the students. Proposed programming will include the purchase of additional computers to be used for power hour for the purpose of remediation of skills. The school library and computer lab will be available to students as needed. 21st century programming will focus on the older population of students as well to focus on college and career readiness skills, and entrepreneurship skills. This will be accomplished through the support of the American Indian Business Leaders Program. The theatre project will provide many opportunities for students to interact with the community in a positive way, to connect to community members in a special way that can prove helpful in meeting the needs of students outside the school setting. Transportation will be provided to students so all students can access 21st Century programming.

Physical, Chemical, and Mental Health:

Area youth also display many physical challenges, chief amongst these being struggles with obesity. Preliminary data from recent health screenings of Nay Ah Shing K-12 students by Mille Lacs Health System medical providers finds that an increasing number of students are obese or overweight. As is true nationwide, there is also a trend toward increasing BMI (body mass index) as youth age. This trend is particularly alarming as American Indian youth, youth residing in rural areas, and low-income youth are all more likely to develop diabetes (CDC, 2004. "National Diabetes Fact Sheet," www.cdc.gov/diabetes; CDC, 1998. "National Health Interview Survey," National Center for Health Statistics).

Chemical health concerns also loom large in the area. A 2005 Bureau of Indian Education (BIE) survey of students in all BIE schools found that Nay Ah Shing students were more likely to have had at least one drink of alcohol in the past 30 days (59% for Nay Ah Shing versus 43% for BIE students nationally) and to have had their first drink before the age of 13 (59% versus 31% for all BIE schools).

Nay Ah Shing Schools has a significantly high percentage of special education students: 27% as compared to 14.8% in Minnesota schools generally (www.education.state.mn.us).

Rural youth face unique challenges as well. They are less likely to finish high school or to pursue higher education, are more likely to engage in drug and alcohol use, and are at a higher risk for suicide (Collins, et al., 2008. "Strategies for Improving Out-of-School Time Programs in Rural Communities." *Research-to-Results*, www.childtrends.org). Geographical isolation also impedes rural youths' chances of attaining critical technology skills, and limited industries mean lower tax bases and, hence, less educational funding (Wright, 2003. "Finding Resources to Support Rural Out-of-School Time Initiatives, The Finance Project, www.financeproject.org).

Many of the above facts and figures will have significant implications in the implementation and achievement of project goals. Collaboration with many different agencies will help assure the success of 21st Century programming. Nay Ah Shing School continues to work with Rum River Health Services to provide services and activities that work to prevent alcohol and drug use within the community. Nay Ah Shing will continue to support the efforts of the Mille Lacs Youth Commission, who is made up of youth of Nay Ah Shing School, as well as the two school districts in the area. The Nay Ah Shing leadership team meets twice monthly throughout the school year. Nay ah Shing School is also working with Riverwood Health to provide incentives for effective wellness and fitness activities by participating in their community healthy bingo project. Nay Ah Shing School is also collaborating with the Mayo Clinic as part of a pilot study to support the research that increased exercise can lead to higher achievement for students.

1D: Provide data on state assessment, Native Star, and NWEA tests.

The breakdown on NWEA normative data is as follows: Percent of students within the norm range as determined by a 10 point spread is: Reading: Kindergarten 80%, 1ST grade 40%, 2nd grade 66%, 3rd grade 57%, 4th grade 44%, 5th grade 48%, and 6/7 grades 57%. Math: Kindergarten 80%, 1st grade 78%, 2nd grade 69%, 3rd grade 61%, 4th grade 44%, 5th grade 19%, and 6/7 grade 36%.

Once again the goal for the coming year is that the mean score in math and reading in all grades will increase to within 5 RIT points of the established norm RIT score as determined by 2011 norm standards.

None of the grades 3-8 reached the state proficiency level for the 2011-2012 school year. All requested data is complete and current in Native Star at this time.

1E: Describe how the performance measures are directly related to the most recent data provided through state academic assessment or other instruments. How goals of supporting academic achievement for youth are directly related to most recent data.

The goal as listed in Native Star for the 2012-2013 school year is as follows: 90% of the students in grades K-8 will meet or exceed individual growth targets in reading and math. Growth targets will improve through the use of small group instruction at the students' instructional levels using scientifically researched reading and math materials, and supplemental instruction during the school day and the afterschool program. Goals will be set for each student identified as most at risk. Frequent monitoring will be implemented using NWEA and other curriculum based assessments.

The second goal as listed in Native Star for the 2012-2013 school year is as follows: The mean score in math and reading in all grades will increase to within 5 RIT points of the established norm RIT score. Mean scores will improve through the use of specific skills instruction to address problem areas in each grade level during the school day and after school, frequent progress monitoring to track progress, and implementation of learning plans for students who have not made significant progress in the prior school year.

The goals for the 2012- 2013 school year are based on data collected from the 2011-2012 school year. All data was reviewed at an all school data retreat held in August 2012. Data will be shared with those involved with the 21st Century program so that specific needs can be identified for individual students and individual goals can be established for students participating in the 21st century program. Individual learning plans established by school day staff will be provided to 21st Century program staff. This will help assure that after school programming will contribute to the overall academic success of the students participating in the program.

1F: Cite any additional factors that place students at risk of educational failure or how your program aligns to other areas of consideration, such as dropout prevention, etc.

Drop-out rates are generally indicative of school and community connectedness issues. American Indian/Alaskan Native (AI/AN) students have the highest dropout rate of any racial/ethnic group in the U.S. (Freeman, C., & Fox, M., 2005. *Status and trends in the education of American Indians and Alaska Natives* (NCES 2005-108). Washington, DC: U.S. Dept. of Ed.). We will address the dropout rate by creative and realistic programming in which students will enjoy participating. The programs proposed will be fun and engaging to students. The theatre project will reach out to them and all the community, and bring about positive attitudes about themselves and the community. Students who are able to take pride in themselves are more likely to remain in school or return to school, as they are better able to avoid negative influences that may impact them. Students will have numerous opportunities to connect with community members through their involvement in the theater project that can sustain beyond the school environment and provide on-going support to students to continue with educational pursuits.

Quality of Program Design

2A: Describe goals, performance measures and activities that address the needs of the identified and targeted population. Smart goals need to be aligned with Native Star smart goals.

One goal developed in Native Star for the 2012-2013 school year is as follows: 90% of the students in grades K-8 will meet or exceed individual growth targets in reading and math. Growth targets will improve through the use of small group instruction at the students' instructional levels using scientifically researched reading and math materials, and supplemental instruction during the school day and the after school program. Goals will be set for each student identified as most at risk. Frequent monitoring will be implemented using NWEA and other curriculum based assessments.

The second goal in Native Star for the 2012-2013 school year is as follows: The mean score in math and reading all grades will increase to within 5 RIT points of the established norm RIT score as determined by 2011 norm standards. Mean scores will improve through the use of specific skills instruction to address problem areas in each grade level during the school day and after school, frequent progress monitoring to track progress, and implementation of learning plans for students who have not made significant progress in the prior school year.

Afterschool tutoring and summer school will help to teach critical skills that the students are lacking as determined by NWEA data. Staff will teach to the students' strengths to help alleviate the current deficits that keep students from making significant gains. Homework help will also be available at the Boys and Girls Club, as many students do not receive help with homework at home. Educational consultants will work with students during a scheduled daily Power Hour.

Cultural activities such as Drum and Dance and Native Crafts and Designs will be offered so that students will be more likely to embrace interpersonal growth opportunities within their culture rather than other negative influences.

Programs like the Robotics and Leadership programs serve to inspire our youth to go beyond and gain new experiences that will help bridge between high school and college. Nay Ah Shing School is involved with the Young American Indian Entrepreneurs Business Leaders Program, a collaborative project between College Lakes College, Isle, Onamia, and Nay Ah Shing School, and Mille Lacs Area Partners for Youth. The program is designed to prepare youth for transition from high school to college and/or the world of work. Through hands-on workshops and educational field trips, the program builds their awareness of opportunities in business, especially small business and entrepreneurship. The goal is to ultimately improve their lives by raising their expectations of themselves, thereby strengthening their connection to the work world and the communities where they live now and might live in the future.

The proposed theatre project seeks to sponsor an art experience for students of Nay Ah Shing School, as well as the surrounding community. The project will produce a dramatic performance that depicts the art historical experiences of the Mille Lacs Band of Ojibwe.

Students will actively collaborate with community members to research, write, produce, and perform the play. Research will involve interviews with Band Elders, reading historical texts, and studying Ojibwe music to learn the relationship between the art and the collective experience of the Mille Lacs Band of Ojibwe people. The final result will be an emotional and informative play that will inspire the audience and performers alike. The production will be meaningful to the students involved as the production will be about them. From the production team, to the performers, and to the general public audience, the play will inspire all involved to examine its complex and diverse culture. The project will also serve as a community healing event that will help reduce the barriers that students face. Participants will strive to create a performance that produces communal inspiration, strength, and celebration of Native American Life.

The concentration of this project will be on the process. Students will learn how to wire footlights, write scripts, apply makeup, make costumes, and run an entire production company. Our students will be interviewing the elders who have firsthand knowledge of reservation life in the 40's, 50's and 60's. Using camcorders and effective interview techniques, they will interview and compile information from Band Elders. This information will be brought back to the student writers who under the guidance of the staff will develop a play to be produced on stage. Students will then be taught how to form their own production company. These students will in turn audition other students and adults for all technical aspects of the company. Nay Ah Shing school has developed a taste/ exposure for theatre with an after school drama club which has been supported through Mille Lacs Area Partners for Youth. All students, members of the community and persons with disabilities will be encouraged to participate. The production company will perform a minimum of five performances for the immediate community and travel to outlying districts and other reservations to perform. Student videographers will be filming the experience with the intention to produce and market copies of the performance. This will help make the project sustainable over time. Students of all ages will gain the knowledge and skills to understand and apply the artistic processes of create, perform, and respond. The production will be put on in a variety of settings to include the three districts on the Mille Lacs Reservation, Colleges such as Central Lakes College, Brainerd, St Cloud University, St Cloud, and Fond Du Lac College near Duluth, Mn. In addition, the production will be presented to the following communities: Leech Lake, Cass Lake, and Four Directions near the Twin Cities. The possibilities are endless with the students successfully recording the process and outcome of this production project.

2B: Provide a detailed description of all evidenced based or scientifically based research that supports your choice of programming and teaching strategies, as well as describing how the strategies link to measureable objectives and the needs section

A review of research studies by the Harvard Family Research Project shows the following results:

- Children and youth who participate in after school programs can reap a host of positive benefits in a number of interrelated outcome areas – academic, social-emotional, prevention, and health and wellness.
- Powerful impact of supporting a range of positive learning outcomes, including academic achievement, by affording children and youth opportunities to practice new skills through hands-on, experiential learning in project-based after school programs.

- Successful programs focus not just on academic support, but also offer other enrichment activities. Thus, balancing academic support with a variety of structured, engaging, and enjoyable extracurricular activities appears to improve academic performance.
- Many after school programs focus less on academics and more on improving young people's social and developmental challenges, such as social skills, self-esteem and self-concept issues, initiative, and leadership skills. Research has shown that participation in these programs is associated with decreased behavioral problems, improved social and communication skills, better relationships with peers and teachers, increased self-confidence, self-esteem and self-efficiency, lower levels of depression and anxiety, development of initiative, and improved feelings and attitudes toward self and school.
- After school programs can have a positive effect on a range of prevention outcomes, such as avoidance of drug and alcohol use, decreases in delinquency and violent behavior, increased knowledge of safe sex, avoidance of sexual activity, and reduction in juvenile crime.
- After school programming has the potential power to promote the general health, fitness, and wellness of young people by keeping them active, fostering the importance of healthy behaviors, and providing healthy snacks

Jon Reyner, writing about dropout prevention for American Indian youth, writes that educators of Native students should use alternative teaching methodologies – ones that are cooperative, holistic, and/or experiential – with American Indian youth as these have been shown to be more effective (Reyner, 1992. “Plans for Dropout Prevention and Special School Support Services for American Indian and Alaska Native Students,” *Journal of American Indian Ed.*). Nay Ah Shing School's 21st Century program proposal actually takes this a step further and seeks to implement alternative methodologies for *all* students. Students do not want programming that simply extends what they are doing during the school day and are more likely to respond positively to and learn more from lessons that are hands-on, experience based, and are tied to real world problems and issues.

In emphasizing alternative learning styles, it is essential to always give students time to complete projects as “students are often labeled failures because they are not given the time they need to complete their work or their learning” (F. Smith, 2001. *Just a Matter of Time*. Bloomington: The Phi Delta Kappan). 21st Century program allows students to work on projects that they would normally not have time for during the regular school day.

Studies show that successful collaboration with the local Boys and Girls Club can greatly enhance overall achievement of students. Youth attending Boys & Girls Clubs with regular frequency [defined as at least 52 times per year] have higher levels of integrity, academic achievement, and school effort and lower levels of aggression and truancy and are less likely to carry a weapon, smoke, or drink “Making Every Day Count: **Boys & Girls Club** Role in Promoting Positive Outcomes for Teens” (Arbreton et al., 2009. Private/Public Ventures/Boys & Girls Club of America). Club participation is related to enhanced academic achievement and school engagement. Retaining youth in afterschool and summer programs is an effective way to support school-day programming. “Participation in **Boys and Girls Clubs** and Relationships to Youth Outcomes” (Anderson-Butcher, et al., 2003. *Journal of Community Psychology*).

Nay Ah Shing School 21st Century proposed program will commit to working with highly qualified staff in after school programming. This will be accomplished by recruiting day program staff to work with the after school program.

Nay Ah Shing day staff have expressed interest in working with the after school program. The ability to attract and retain high-quality staff is a key aspect of quality afterschool and summer programs, particularly in rural areas where the workforce pool is small and where higher education levels tend to be lower than in urban centers (Harvard Family Research Project, 2011. "Out-of-School Time in Rural Areas," *Research Update*). To remedy the paucity of qualified staff in rural areas, the Harvard Family Research Project recommends that afterschool and summer programs "invest in staff" and that they "devote substantial resources to hiring and training staff" (HFRP, *ibid.*). One recommendation they give is to hire school-day teachers to work on afterschool and summer programs. These teachers have often already built strong connections with students. Hiring "staff who come from the same community as the youth they serve" also contributes to program quality (Pechman and Fiester, 2002. "Leadership, Program Quality, and Sustainability," Policy Studies Associates).

Nay Ah Shing School will seek explicit and intentional ways to involve youth as evaluators of 21st Century programming, particularly older youth). Program staff will work with interested youth over the course of the project to help them devise meaningful and interesting ways to evaluate the project. The Harvard Family Research Project notes how such involvement not only contributes to organizational development, it can also enhance positive youth development (see HFRP, 2002. "Youth Involvement in Evaluation and Research, *Issues and Opportunities in Out-of-School Time Evaluation*).

2C: Describes how the proposed project will monitor students' academic progress to meet the annual growth required and specifically the catch up growth needed to be on grade level.

Frequent progress monitoring will be conducted during the school day to determine if students are making adequate progress. Data will be shared with the 21st Century Coordinator who will document progress. Participation rates will be monitored for all programs. Students will be given surveys to determine level of growth and also levels of satisfaction with the programs. Participants will complete pretests and posttests whenever possible. The 21st Century Coordinator will retain close contact with day school staff to keep up with current needs of students, and to discuss student progress.

2D: Describe how you will use NASIS behavior for the collection of student data for reporting purposes; include description of access to NASIS and staff who are familiar with its capabilities.

All school staff are familiar with NASIS and use it on a regular basis. All staff has access to behavior reports for the students they work with. NASIS reports are sent home to be reviewed by parents. 21st Century Coordinator will be access to NASIS data for all 21st Century program participants. The coordinator will share relevant data with 21st Century program staff.

2E: Include information on all planned data collection methods including PPICS, NASIS behavior rates , local student risk surveys.

Nay Ah Shing is willing to use the PPICS program for reporting data. The 21st century coordinator will be responsible for reporting in the PPICS system. The information will be reviewed by the principal. All day school teachers who have behavioral incidences do report in NASIS. This is an expectation for all day school staff. The Dean of Students and the Behavior Specialist review behavioral data on a daily basis.

The 21st Century Coordinator will be able to access NASIS, after completing security awareness training. Teachers have been trained in the use of NWEA data to guide instruction and to evaluate how well students are doing. NWEA data can be shared with afterschool and summer staff. The 21st Century Coordinator will coordinate the sharing of data to avoid confidentiality issues that might otherwise occur. The 21st Century Coordinator can assure that data is collected on a consistent basis.

2F: Describe how your program will expand opportunities and/or increase student motivation in an afterschool program that may not be addressed in the regular school day.

Elliot Seif, an educational consultant, author cadre, Understanding by Design shares 10 important benefits to an arts experience such as theatre:

- Arts experiences can increase student engagement. The arts provide opportunities for students to show off and demonstrate their skills through authentic performance.
- Children learn positive habits, behaviors, and attitudes. Learning to dance, act etc teaches that taking steps; practicing to get better at something, being persistent; and being patient are important to children's growth and improvement.
- The arts enhance creativity as children write and produce their own plays.
- Students sharpen their critical intellectual skills. The arts foster higher levels of thinking that carry over to learning other academic subjects as well as life outside of school.
- The arts teach students methods for learning language skills. As children learn to read notes, compose music, memorize dance steps and scripts, and act in a drama, they are learning how to develop new concepts, build vocabulary, and understand new language.
- The arts help students learn mathematics. The arts require measurement, number manipulation, and proportional thinking, all of which foster mathematical thinking
- The arts expand on and enrich learning about historical periods, drama and dance help bring literature alive.
- Aesthetic learning is its own reward. The arts teach young people about beauty, proportion, and grace. Students learn to examine conflict, power, emotion, and life itself. The power of the arts is in its wondrous ability to give us joy, help us understand tragedy, and promote empathy
- Students practice teamwork. In developing a theatrical production, group performance, or any type of collaborative artistic endeavor, students practice the fine art of teamwork. As they work together, they learn to understand differences and diversity and realize the ways that teamwork contributes to a great performance. By also teaching students how to live and work together, the arts contribute to making schools safer and more peaceful learning environments.

The theatre production will provide an opportunity that is cultural relevant that cannot be provided during the school day. The wide variety of other after school activities will capture of the interest of many student who may not otherwise participate in after school programming.

2G. "Schedule of Operations" is included. Please check Schedule of Operations tab.

2H: Identify the key community partners for your project. Describe the specific roles to be played by each of the partners. (If funds are to be provided for subcontractors, provide a copy of the contract or Memorandum of Agreement as an Appendix).

High quality programs effectively leverage partnerships with a variety of stakeholders, especially families, schools and communities.

Anishinabe Center- Will go to the Boys and Girls Club in all three district to work with students in the design and construction of sets for the production under the supervision of the theatre director.

Central Lakes College- will collaborate with the school to implement Young American Indian Entrepreneurship Program and also Youth Entrepreneur Summer Camp

Mille Lacs Partners for Youth, -Also collaborate with the school to implement Young American Indian Entrepreneurship Program.

Mille Lacs Youth Commission- will assist in the evaluation of programs to assure that all programs maintain student interest. Also work to support students to be alcohol and chemical free. To help recruit students to after school programs and to serve as role models and possible mentors to younger students.

American Indian Business Leaders, -will also assist in the evaluation of programs to assure that all programs maintain student interest. To help recruit students to after school programs and to serve as possible mentors and role models to younger students

Elder Advisory Council,- to provide guidance to students on the accuracy of data collected to assure that the script portrays an accurate historical account of Mille Lacs Band History.

Community Theatre – To recruit community members to participate in the production.

Rum River Health Services- To continue to work with the Mille Lacs Youth Commission to ensure active participation by Nay Ah Shing School Students.

2I: Describe how the program will link to the school day for homework, tutoring, intervention, and enrichment programs.

Teachers at the school are involved in the tutoring program. An educational specialist from the Boys and Girls Club is assigned to work very closely with the school so students can work on critical skills that focus on strengths of the students during the power hour. Students most at risk have been identified and individual plans are written for them. Afterschool and summer staff will have access to the individual plans. Students most at-risk are scheduled for frequent progress monitoring (weekly) Information will be shared with the 21st Century Coordinator. Frequent daily communication needs to occur between the Boys and Girls Club educational specialist and the 21st Century Coordinator, and also between day school staff and the 21st Century coordinator. The 21st Century coordinator will spend time each day within the day school to aid in communication with the day staff and to review academic and behavioral data of students who participate in the after school program.

2J: Describe how the program proposes to attract youth and/or their families.

One area of emphasis in the proposed program is on the needs of older youth. Critical to attracting them is programming that interests them and will not only give them hands-on opportunities to explore job/career possibilities, but also provide the chance to learn more about post-secondary educational options.

The 21st Century Program will provide students with hands-on experiences with entrepreneurial initiatives that will undoubtedly benefit them in the workplace and will help make their economic futures more secure. Afterschool programming can provide participants with structured, secure settings in which they can interact with their peers and thus develop a greater sense of school and community connectedness. By providing the program in the school setting, easier access can be provided for students with disabilities and other special needs as they will not need to move from one location to another to attend programs. By providing a wide array of activities, students will be able to find an activity that they will be highly interested in. The proposed theatre project will provide numerous opportunities to match interests of individual students and family.

2K: Describe why students will want to attend your program/services. Also explain how you will maintain student enrollment over time. If you have made agreements with the day school regarding participation for sports eligibility requirements or for students performing below a certain standard, describe these agreements.

Communication with day staff will occur on a daily basis with the 21st Century coordinator. Students will not be allowed to participate in afterschool enrichment events if they have been unexcused absent from school. Students are expected to participate in homework help if they are behind in school work. Incentives will continue to be provided to students to encourage them to do well. Special events will be planned for those students doing well. Only those students who meet criteria will be able to attend the special events. Students must be performing at a level of C or better to maintain eligibility for sports. Students will take an active role in the evaluation of after school programming to assure that the programming continues to match student interest. Older students will serve as mentors to younger students and may receive incentives for doing so. Students will have many opportunities for advancement with the after school theatre project to include learning all aspects of theatre which will lead to students running their own production company. By working with video as well, the theatre project can be sustainable.

2L: Describe how your program will coordinate with other providers of after school activities (including school sponsored extracurricular sports activities and other extra-curricular activities offered by the school and/or community, if applicable).

The 21st Century Program Coordinator will spend time in the day school on a daily basis to coordinate activities with other providers. All providers will meet on a regular basis to go over calendars to help assure that activities do not double up and students are able to participate in a number of activities.

2M: Describe how elders (senior citizens) will be used as volunteers to support activities.

Elders will be asked to share their stories. They will also be invited to participate in the theatre production in whatever capacity, even if it is to just show up to support their school community. Members of the Elder Advisory Council will be depended on to review script and/or other data that students have collected to assure that all information collected is accurate.

2N: Describe how you will evaluate your program's effectiveness and need for improvement. Explain your data driven decision and how that translates into the after school program.

Youth will be involved in program planning and activities in several ways. Focus groups with youth (generally by age level) will be initiated to assess their satisfaction with programming and to gather ideas for future programming. Surveys will be administered to gather information on programming content and topics. Continued support will be provided for more youth-led and organized activities, such as American Indian Business Leaders (AIBL), and the Mille Lacs Youth Commission.

The system that Nay Ah Shing has developed for collecting and maintaining required data elements includes the following: Standardized logs will be used to document program attendance (in both school year and summer programs), including family, community, and volunteer involvement and to track particular activities and the amount of time devoted to each. The 21st century coordinator will collect program logs. Data will be entered into a data base.

21st Century Coordinator will have regular contact with community partners and will keep abreast of any issues regarding service delivery. Partners will be an active part of the Advisory Council and will be asked to give updates at quarterly meetings. Additionally, the Program Evaluator will conduct informal discussions and/or formal surveys with them at least two times per year to capture program successes and challenges, including pertinent stories highlighting each of these.

Program evaluation will be ongoing and will provide continual feedback so that necessary program modifications can be made in a timely manner. In addition to the data elements noted above, we will implement a number of additional evaluation activities as discussed below.

Conducting additional program evaluation activities, including assessments of program quality, will be key to both the success and the sustainability of the project. Focus groups with youth participants will employ open-ended questions to assess their satisfaction with various aspects of programming (e.g., particular activities, procedures) and to gather their input on future program activities. Use of open-ended questions will help us better understand not just what youth feel about particular aspects of programming but, more importantly, *why* they feel the way that they do. Similarly, informal interviews with staff and administrators at partner organizations will be used to collect their perspectives on program strengths and weaknesses as well as their suggestions for improving program quality.

2O: Describe a sustainability plan designed to sustain key elements of the program after the end of federal funding.

Plan to request funding from the Arts Board and other provide grants to continue the theatre program. Also, the students will learn about video production and will produce video of the theatre productions that may be sold at some point.

Also the students will learn all aspects of theatre including how to run their own production company. Students will learn the skills to put on a theater production every year. Therefore the theatre project has the potential to be self-sustaining. Entrepreneurial opportunities will be self-sustaining. Both the middle school and high school have their own savings account and are gaining self-sufficiency.

2P: Describe how your program will coordinate services with the school and any other programs that are addressing the needs of your target population.

The 21st Century community program will be based in the school for most of the programming and transportation will be provided. The 21st Century coordinator will spend a portion of each day at the school for the purpose of coordinating services and acquiring necessary student data.

2Q: Describe your school's restructuring plan and the role the afterschool program has in raising academic achievement.

Afterschool programming is critical for those students who are making less than typical gains. This project will focus on the older students as well as the younger students. It will use effective assessment techniques so as to accurately and effectively meet students' individual needs. The school theatre project will generate much interest and excitement. It will distract students away from negative things and focus on positive actions which are designed to strengthen community bonds and relationships with adults. NWEA Map data will be used to determine strengths and weaknesses of individual students in the afterschool program. The after school program will be flexible and work with students' identified strengths to improve skills.

Adequacy of Resources

3A: Describe the staffing capacity for proposed programs and services, including the student-to-staff ratios. Academic portion has support of certified teachers 1 – 10. Enrichment/Recreational 1-15

The student to staff ratio less than 1 and 10. Certified teachers provide academic afterschool instruction. The student to staff ratio for tutoring for the students most in need of intervention is less than 1 and 5, so individual needs can better met.

3B: Include job descriptions and schedules for key staff Coordinator- 51-100 students (.50 FTE) 101-150 students(.75 FTE) 151 plus students (1.00 FTE))

Job description is included for the 21st Century coordinator and the Boys and Girls Club Educational Specialist

3C: Describe how you will ensure that students will travel safely to and from your program and get home from school-based and/or off site programs Cite all student safety policies, procedures and requirements that ensure a safe and secure learning environment.

Safety is foundational to effective OST programs (Beckett et al., 2001. "Accountability for After-School Care," RAND Corporation) All staff, volunteers, and community partners will focus on participants' safety. Tribal police will be alerted to potential problem situations. All staff, volunteers, and community partners will be oriented to school safety and emergency procedures, including those related to special needs students. Nay Ah Shing School is committed to providing a safe and secure learning environment:

- We will always be certain to have at least one staff person ready to greet youth when they arrive.
- Staff will use a positive tone of voice and respectful language when conversing with youth and with one another. They will be reminded to smile and to make eye contact.
- Program supplies and materials will be organized and we will always try to have ample supplies.
- Stimulating learning will entail that youth are neither rushed nor bored. To accommodate different learning styles, they will often need to be able to work at their own individual pace.
- Whenever possible, program activities will lead to tangible outcomes so that youth can gain a sense of accomplishment.
- Youth will be gently encouraged to try out new skills and we will help them view "failures" as learning opportunities.
- Whenever possible, activities will stress a combination of abstract principles and concrete examples.
- Youth will have regular opportunities to reflect on activities.
- Staff will remain actively involved with youth and will frequently use open-ended questions. (For instance, asking youth what they would like to do versus whether they would rather do activity A or activity B.)
- Conflicts will not be avoided. They will be addressed in a non-threatening manner. All sides will be able to share their perspectives and staff will help youth resolve issues to the extent possible.
- We will ensure that youth have opportunities to get to know one another and help them be inclusive. Regularly varying the size and composition of groups can facilitate this process.
- Staff will seize opportunities for mentoring whenever possible.
- Youth will have ample opportunities to plan activities and to provide input into the policies that impact them.
- We will always seek out opportunities to publicly acknowledge youth achievements, work, or contributions.

- **Safe Travel**
- Research shows that "[c]oordinating and securing transportation is often one of the first challenges facing programs in rural areas" (The Forum for Youth Investment, 2003. "After School for All?"). To the extent possible, transportation will be provided to and from after school and summer activities to minimize barriers caused by lack of public transportation and the economic needs of families that cannot afford to make extra trips across broad, rural areas. As with all other program activities, safety will be prioritized. At Nay Ah Shing School, all vehicles undergo regular safety and maintenance inspections and drivers' safety records are continually assessed. Youth are expected to abide by a strict set of transportation-safety rules, and we will continue to educate youth about these and ensure that they are enforced.

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Safe Travel
John Doe

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- Bus monitors are available to help monitor student behavior on the bus to further assure the safety of students on the buses. Regular school buses are used to transport students home for the after school program.
- Students are transported to and from after school activities by school bus. Students are expected to follow all school rules and policies. Also follow the school bus rules. If there are problems on the bus, then students are brought back to the school.

3D: Describe how you will leverage existing school resources like computer labs, libraries, and classrooms to carry out activities.

The library will be open extended hours at least one night per week. Two more computers will be added for use in the Power hour program. In this way, students who do not have computers or internet access in their homes will be able to come to the Boys and Girls Club to work during evening hours when the school is closed. Study Island, a program designed to help students remediate skills will be installed on all computers.

3E: Describe the resources that partners are contributing, such as use of community recreational areas, staff, supplies, in-kind matches.

KC Paulson from the Annisnabe Center will be donating personal time to work with the students on stage design and props for the production. They will provide the necessary tools to create the sets.

Jonathon Clemons from Jac'd Karaoke and Sound will donate personal time, and the use of his equipment and lighting as necessary to create the scenes for the production

The Human Rights Commission will help to get the word out about the production and will provide support for the production

Cheryl Thiesz will provide her theatre expertise to oversee the entire production agreeing to work on all aspects of the production to keep costs down.

The Nay Ah Shing School Ojibwe Department will provide video recorders to interview community members to get the story

The Boys and Girls Club of the Mille Lacs Band has been working diligently with Nay Ah Shing school to provide the best service possible for students. In doing so, Boys and Girls club staff has forged connections with school staff. Staff has begun working with teachers to ensure that homework directions and assignments are available for youth to work on in their after-school program. On going professional development is offered to Boys and Girls Club staff. All staff recently "Quality Matters" training.

Rum River Health Services (RRHS): RRHS is a not-for-profit organization located in Princeton. As stated on their website, "[f]or 25 years, Rum River Health Services has helped people when life sometimes takes unexpected turns" (www.rumriverhs.org). RRHS provides services in three primary areas: alcohol and drug abuse services, housing and supports, and community health. Our collaboration h RRHS will center on the first of these and, most notably, on preventing underage drinking.

RRHS was recently awarded Planning and Implementation (P & I) funding from the Minnesota Department of Human Services for five years to provide prevention programming in the northern end of Mille Lacs County (where our school is located). Initiatives under the grant include the development of a community prevention coalition, education of and asset building amongst youth (both “formally” through school-based curricula and more informally through extended school day/year youth groups and activities), youth leadership development opportunities, and compliance checks. At this time Boys and Girls Club of Mille Lacs, Mille Lacs Areas Partners for Youth and Nay Ah Shing School are all active members in the community wide prevention coalition, the Mille Lacs Area Partners for Prevention. Nay Ah Shing school has a history of successful collaboration with Rum River Health Services. Recently Rum River Health Services provided teacher training and direct assistance to Nay Ah Shing School teachers in the implementation of “Project Northland,” a prevention curriculum. Nay Ah Shing students have formed a leadership group which meets after school to address issues related to drug and alcohol use that negatively affect students.

Community volunteers have been and will continue to be critical to improving the social, emotional, physical, and academic outcomes of our youth participants. In Nay Ah Shing after school and summer programs, for instance, Mille Lacs Band elders are particularly involved in activities centering on Ojibwe culture (e.g., drumming, dance, beadwork, etc.) and have become meaningful mentors for many students.

3F: Describe and document how school administrators and tribal authorities were consulted during the development of the proposal and how communication with these authorities will occur during the grant period.

Melanie Benjamin, Chief of the Mille Lacs Band of Ojibwe has given her signature. The Band Assembly has signed the resolution supporting the grant proposal. Community feedback regarding the theatre project has been very positive and many have committed to taking part in the production.

The school administrator is the writer of this grant and is obviously in full support of everything in the grant proposal. The school improvement team has provided feedback into what the needs are for an effective after school program.

Quality of the Management Plan

4A: Includes clearly defined 21st CCLC Smart goals tables, responsibilities, and milestones for accomplishing project tasks aligned with Native Star SMART goals. (In performance table)

One Native Star goal for the 2012-2013 school year is as follows: 90% of the students in grades K-8 will meet or exceed individual growth targets in reading and math. Growth targets will improve through the use of small group instruction at the students' instructional levels using scientifically researched reading and math materials, and supplemental instruction during the school day and the after school program. Goals will be set for each student identified as most at risk. Frequent monitoring will be implemented using NWEA and other curriculum based assessments.

The other Native Star goal for the 2012-2013 school year is as follows: The mean score in math and reading all grades will increase to within 5 RIT points of the established norm RIT score as determined by 2011 norm standards. Mean scores will improve through the use of specific skills instruction to address problem areas in each grade level during the school day and after school, frequent progress monitoring to track progress, implementation of learning plans for students who have not made significant progress in the prior school year.

All high school students will make adequate progress towards high school graduation and will meet their individual graduation plan yearly goals.

4B: Includes a detailed timeline for program implementation and continued planning for the first year of your grant. Include a three month pre-implementation phase with associated costs for the first year.

Theater Production:

1. Start with the research interviewing elders and community members to get the story from those who lived through it..
2. The data will be compiled and checked for accuracy, verifying all information with the elder advisory council
3. Students will meet in groups to begin writing the script for the production
4. The script will be completed by the end of April hopefully as planned and receive final approval by the elder advisory council
5. Parts will be determined- students and community members will begin to sign up for parts
6. Students will receive on going training in all aspects of play production according to individual student interest. Students will sign up in areas of interest to them.
7. Students will meet in groups to help design the sets
8. Dates will be set up for workers from the Annisinabe Center to go out to the four Boys and Girls Club sites, with each site assigned to different design sets.
9. Play practice will be scheduled to accommodate the people involved
10. The production will be put in a variety of locations.

Posting for the 21st Century Coordinator will occur immediately. Other programs will begin with the hiring of the 21st Century Coordinator.

4C: Describe the management materials that will be used, such as forms, student and staff handbooks, policy information, lesson plans aligned to common core and/or state standards, job descriptions etc.

Students will sign up at all group meetings and for all play practices. Students will keep logs of their interviews. The interviews will be saved to archives with approval from the interviewees. The 21st century Coordinator will supervise all activities under the 21 Century grant.

The American Indian Business Leaders (AIBL) programs at Nay Ah Shing schools will use the “Young American Indian Entrepreneur” curriculum developed by Fond du Lac Tribal and Community College and the University of Minnesota. This curriculum is grounded in the National Content Standards for Entrepreneurial Education (NCSEE) (www.etc.umn.edu).

The Theatre program will follow all Common Core Standards. All after school and summer programming will be based on the standards.

The 21st Century Coordinator will review lesson plans for all 21st Century programs.

4D: Describe the organizational structure and how it will support effective management of the 21st CCLC, including how program quality and service delivery will be monitored through Native Star.

21st Century Community Learning Center program will employ a .50 time coordinator to oversee the program. The position will be supervised by the school principal, who is familiar with Native Star. The Coordinator will attend the school improvement team meetings (SIT/SET) to provide feedback on how a program is going and to accept feedback from day staff on how to improve the program.

4E: Describe the types of professional development that will be offered, how often, when and to whom. Orientation, fostering positive behavior, regularly scheduled staff meetings for program development, linking to the school day, how to help with homework, training enrichment/recreation leaders, aligning to standards, data driven decision making at the student level, and grade level expectations, etc.

All 21st Century staff will meet at least bi monthly to discuss progress and turn in data collected. The coordinator will bring problems concerns to the leadership team. On line training will be used as much as possible to keep costs down. A team will attend the annual 21st Century conference and at least on Regional conference per year. School staff will be invited to participate in training offered through the Boys and Girls Club. The Rum River Health Services coordinator will keep the school abreast of professional development opportunities related to “positive community norms” Professional development opportunities will be open to staff and volunteers. These training sessions will give all project staff time to come together, thus increasing the flow and sharing of information and ideas.

Nay Ah Shing staff was recently trained to administer the NPASS (the National Partnership for After School Science) program, a program that aligns with Minnesota Academic Standards in Science for elementary and middle school students. NPASS’s pedagogical approach – informal science – including hands-on opportunities to explore science with real-world applications, while also stressing time and

space for youth “to reflect on and share their experiences, their ideas, their frustrations and their conclusions” (npass2.edc.org).

Professional development is a key aspect of our project; staff will be presented with ongoing and varied opportunities for professional development as research finds that when staff is provided with more training, they have higher quality interactions with youth and, hence, better outcomes for youth (Miller, 2005. “Pathways to Success for Youth,” Massachusetts After-School Research Study).

Our Professional development plan begins with a required orientation for all new staff. The orientation will begin with safety and emergency procedures (as these are foundational to any youth program). “NCASA Standards for Quality School-Aged Care” (NIOST and NCASA, 1998. <http://www.sedl.org/pubs/fam95/331.html>) suggest that staff orientation includes the following: job responsibilities, program policies, behavior guidance, basics of quality programming, working with families; and curriculum planning. Professional Development and orientation activities will focus on these areas. Other areas to focus professional development on is identifying and working with at-risk youth, and understanding diversity and working with youth from diverse backgrounds, including youth with special needs. Ongoing satisfaction with and needs for professional development will be regularly assessed by the Project Coordinator, and our professional development plan will be modified as new needs emerge and/or as novel opportunities present themselves.

4F: Describe how you will collaborate with all tribal and community stakeholders (partners, community members, businesses, parents, youth, staff, school, etc.) during the grant period.

The 21st Century Coordinator will be responsible to distribute information about the after school program to community partners and stakeholders. Also articles will be written in the school newspaper which is distributed quarterly. Teachers will be given information to distribute to students in their classrooms. Most communication will be handled through email contact or telephone conference calls. The 21st Century Coordinator will meet regularly with partners and will attend the school improvement team meetings.

4G: Describe your plans to disseminate information about your program using a monthly plan format highlighting weekly themes and outline the process of dissemination to the community, parents, school staff, and school board in a manner that is understandable and accessible. Must be easily understood by the parents and community of the students served.

Targeting mailings and phone calls will also be utilized to communicate with families, community partners, and volunteers. Use of various methods will ensure that information is available to a wider range of people

Program evaluation data will be used regularly to assess program quality and overall impact of program, and to modify programming as needed. To assist us in interpreting and applying evaluation data results (and to help identify gaps in that data), we will take evaluation results to the schools, our partners, and the broader community by making regular (i.e., quarterly) reports to the following:

- Nay Ah Shing School Board, School Administrator, and the Mille Lacs Band of Ojibwe Commissioner of Education.

- Advisory councils for the Boys and Girls Club
- Parent Action Committee
- District community meetings.

Our website will periodically highlight program outcomes and successes, as will communication in print with parents and families. And while not “evaluation data” per se, we will actively seek out opportunities to showcase and share our youths’ work – in schools (special walls, displays), the community (public spaces such as libraries and community centers), and through print and electronic venues (Mille Lacs Messenger, Mille Lacs Band of Ojibwe publication, student papers, and the newly established school newspaper).

Information will be disseminated through the use of the school newspaper. The 21st Century program coordinator will provide a quarterly report to the school board. The Project Coordinator will provide regular (e.g., weekly) programming updates for lead staff from all partner organizations and administrators and other key personnel from the school via email.

Family engagement and support will be critical to the success of our project, and communication with families is key to promoting this. In this respect, we follow the advice of OST researcher and policy makers who note that “[f]amilies should receive regular communication...through multiple methods – including in-person, flyers, email telephone – about the program and their child’s progress and needs” (Metz et al., 2008. “Putting It All Together,” Public/Private Ventures). Communication with the families of youth participants will be regular (e.g., weekly) and ongoing. Given past family input, it will, in fact be a priority.

4H: Describe what data will be collected to monitor student progress and behavior as well as what data from the Profile and Performance Information Collection Survey (PPICS) data collection and electronic information gathering instrument on 21st CCLC programs administered by the US Dept of Education will be included in data reporting to BIE and the community, school staff, and school board. BIE requires that student progress will be monitored quarterly during the school year and that student progress is monitored with pre and post testing for the summer programming.

Academic data will be collected quarterly using NWEA Map data. Behavioral, attendance data, and grade reports will be monitored through NASIS. (PPICS) data collection will be used according to grant requirements. Pre and post tests will be used for all summer programming.

School Improvement Status

Nay Ah Shing School is currently in Restructuring Status. The 21st Century Coordinator will work very closely with current teaching staff, and will have access to NWEA assessment data for all students involved in after school programming. The Coordinator will attend school improvement team meetings.

The 21st Century program seeks to foster connections to and support for school-day programming in a variety of ways. One of the key means through which we will develop these connections is through a continued focus on recruiting and retaining school-day staff, particularly licensed teachers as they are more on top of school-day program standards. There are also upsides to the fact that our program sites are school based. One of these upsides of sharing space within the school is that it makes it significantly easier to maintain open and regular communication between school staff and after school and summer programs. Another is that through the sharing of learning spaces and materials (and hopefully staff!) it is easier for after school and summer programs to make links between the fun enrichment activities that they do and school-day learning in such areas as math and reading (After School Alliance, 2011. "Aligning Afterschool with the Regular School Day," *Issue Brief*). School-based after school and summer programs can also shift teachers' perceptions of students' abilities as after school and summer programs cultivate skills and competencies that are often hidden during the school day (Little, 2006. "Promising Strategies for Connecting OST Programs to Schools," *The Evaluation Exchange*

5D: ORBS: Describe the 21st CCLC role in partnership with the day program . Provide a capacity statement that explains the process of engagement between the programs. Identify the activities for students participating in the program.

"Community theatre will foster school connectedness by providing enrichment activity for families in a welcoming environment; additionally, when parents/guardians learn together with their children, school connectedness is enhanced. "The arts are among society's most compelling and effective paths for developing 21st Century skills." Arts activities such as the Summer Community Theatre will foster community connectedness by inviting community members into the theatre production as performers, students, and set constructors and as spectators. Involvement in the arts contributes to increased academic achievement.

Food and Fun special programming that gives youth hands-on experience special nutrition topics, such as planning and cooking healthy meals or reading food labels for nutrition content. Students will be able to participate in this activity by doing well in school. This will be used as an incentive program to encourage students to do their best during the school day.

Youth Leadership: One of the key ways in which activities promote youth leadership is through community service projects that allow youth to work together to devise solutions to real-world problems. Community service projects will provide youth with real-world experiences that will benefit them in their post-secondary educational pursuits. Community service projects will help develop stronger connections between youth and the community. Older youth will also have opportunities to develop and refine their leadership skills through the American Indian Business Leaders Chapters for Middle School and High School students. The AIBL program and the Business Leaders Program both stress life skills through their focus on real-world experience with entrepreneurship and the development of financial literacy. Youth leadership activities such as community service projects will create new connections between youth and the community. And the ability to take on leadership roles has been shown to contribute to positive school feelings and, hence, better academic outcomes. The Summer Business Leaders Program will help youth gain critical thinking and problem solving skills that will prepare them for college; additionally segments of the program will occur on a college campus and will

thus give youth exposure to faculty, campus facilities, and life on campus. The AIBL and Summer Business Leaders programs will offer youth hands-on business and entrepreneurial experience that will help to increase their workforce readiness. Critical thinking, financial literacy, communication, and collaboration will be fostered through AIBL and the Summer Business Leaders program. AIBL and the Summer Business Leaders program will bring youth into businesses in the community and will give them opportunities to interact with community business people in meaningful ways. Opportunities for leadership will enhance academic outcomes.

Native Crafts and Designs provide ways for youth to explore their culture and complete hands on projects that they do not have time for during the regular school day. Students take a great deal of pride in completed projects. Successful completion of a project can lead to greater self confidence,

Summer programming will be structured so that interested youth can attend more academic-based activities at Nay Ah Shing School in the morning and then go directly to the Boys and Girls Club for the remainder of the day if desired.

Budget/Budget Narrative

6A: Certified and Non-Certified Staff: for each position, describe the services to be provided, the duration of services, and the unit rate of pay (salary, per hour or per day)

A half time 21st Century Coordinator will be hired. This position will be a year round position. This position will be responsible for the overall documentation of the success of individual students within the program and for the documentation of success of programs and the success of the overall 21st Century program

6B: Professional/Technical: Describe proposed subcontract agreements with community agencies and other contractors including the cost. It should reflect your Memorandum of Agreement/Contract accurately

Many agencies and individuals will be involved in this 21st Century program. The Boys and Girls Club will provide Homework help for students called Power Hour. The Club will provide trained educational specialists to work with the students on a daily basis. This will be provided every day throughout the school year. The Boys and Girls Club is in need of more computers in their center for power hour so a greater number of students are able to participate. In the budget request are two computers to be used for that purpose. The Boys and Girls Club will also assist with the play project by agreeing to help students in the construction of the sets out at the district centers. This will enable students from all areas to participate in this project. The Boys and Girls Club will provide direct supervision of students.

The Anninisabe Opportunities Center has agreed to volunteer time to help the students and adults in the designing and building of the sets. The sets will be build at the Boys and Girls Clubs. The only cost will be for supplies, which are listed on the budget table

The Human Rights Commission is highly supportive of this project and will help spread the word about the program and help recruit community members for the project.

The Community Theatre offers their support of the project and expressed willingness to assist in what ever way.

Jac'D Karaoke has agreed to volunteer his time and his sound equipment for this project

Dave Berger has also agreed to volunteer his time to the project, helping with set design etc.

Cheryl Minnema has agreed to serve as the historian to assure that the story will be an accurate historical account

Amanda Nickaboine, Ojibwe Language Director, supports this project. She plans to assist with the project and will encourage her staff to participate.

Central Lakes College has agreed to sponsor the American Indian Business Leaders Youth Entrepreneur Summer Camp. A contract has been included for your review.

6C: Staff and Student Travel: Indicate the event, amount of time and cost. Staff travel required: include travel and expenses for a team representation of the staff for a mandatory annual 21st CCLC conference and one annual regional/national conference. The only staff travel sanctioned under this grant is for specific 21st CCLC capacity building events *Student travel: All requests for student travel must be specified in the grant application.*

Transportation will be provided to and from the Boys and Girls Club district centers to participate in the play production. Transportation must be provided from after school activities to student homes, and transportation needs to be provided for students to participate in summer school activities. The 21st Century Coordinator will travel to the mandatory annual CCLC conference and one annual regional/national conference

6D:Supplies/Materials/Curriculum/Testing: Provide specific information on supplies and materials requested and their costs per site.

Two Computers will be purchased for the Boys and Girls Club District One Site, for the Power Hour program. Supplies will be purchased for the theatre project. These are listed on the Budget table

6E: Coordinated Funding: Provide a brief narrative describing federal, state and local programs that will be combined or coordinated with the proposed program for the most effective use of public resources

Nay Ah Shing School has consolidated all funding sources to support the school improvement plan. All necessary programs funds will be used to support 21st Century programming. The Gifted and Talented Program will be highly involved in the theatre project. The Ojibwe Language program will provide time and resources to the theater project as well.

Program sustainability involves a lot more than just knocking on doors asking for money; in fact, it requires a fair amount of planning and forethought in relation to numerous aspects of programming, not just funding. The Finance Project, a national non-profit organization that helps “leaders finance and sustain initiatives that lead to better futures for children, families, and communities”

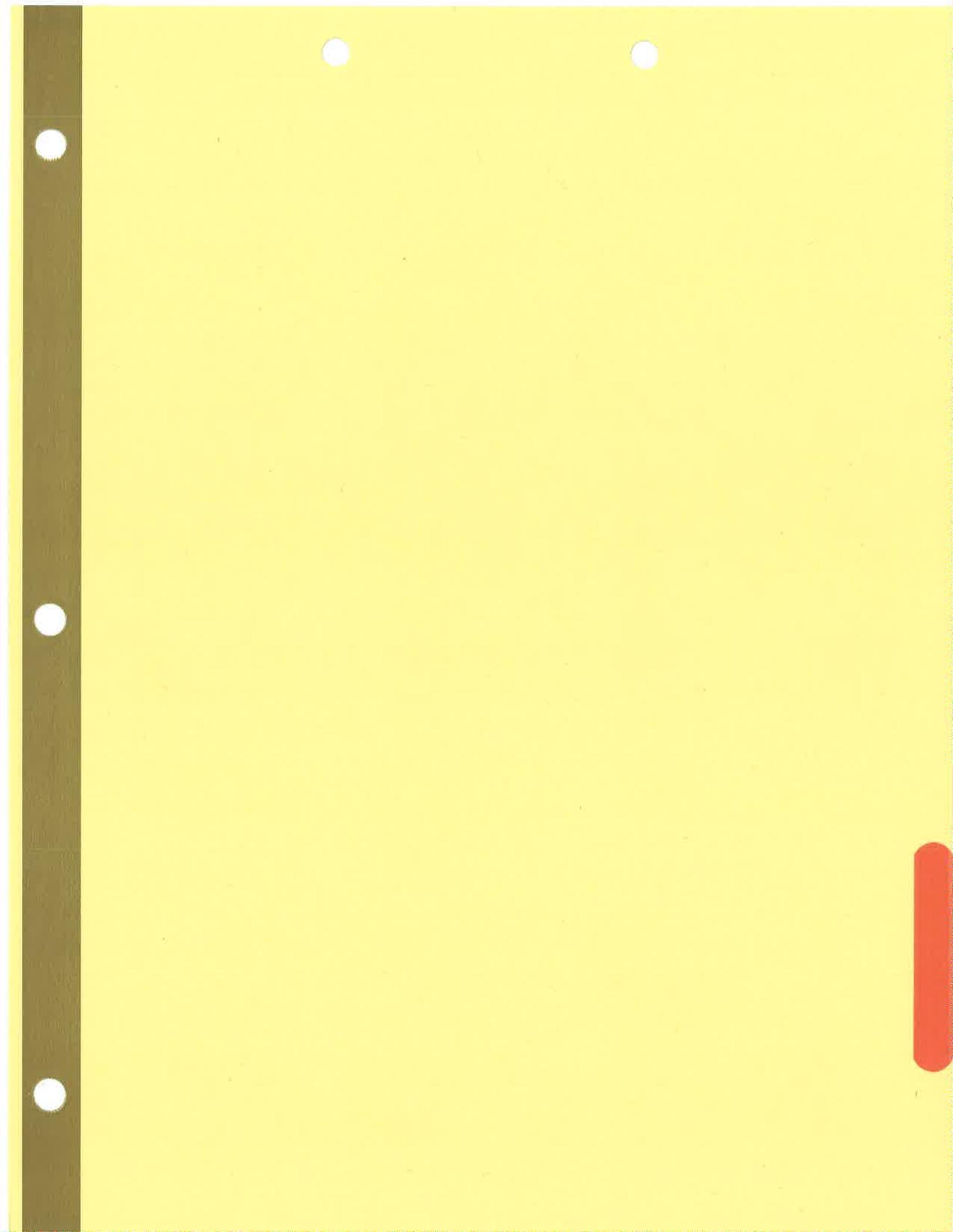
(www.financeproject.org), finds that initiatives that flourish display most of the following elements:

- a well-articulated vision
- the ability to document and demonstrate success
- the ability to adjust to changing social, economic, and political trends
- support from policy makers and the public
- the ability to identify and tap into necessary monetary and in-kind resources
- strong internal governance systems
- clear and convincing plans to harness key resources for sustainability (see K. Gaughen, et al., 2009. “Sustaining Youth Engagement Initiatives,” The Finance Project).

Nay Ah Shing's Food Services Coordinator, we have been able to leverage USDA funds for summer lunches and after-school snacks

We have received small (\$500 - \$1000) grants from several local/regional sources, including the Crow Wing County Power Company. These funds have generally been used for small project costs (e.g., gardening equipment, art supplies, literacy resources, etc.).

- Nay Ah Shing School collaborates with Rum River Health Services (RRHS) on a Planning and Implementation (P & I) grant through the Minnesota Department of Human Services. As the fiscal agent for the P & I grant, they will be working with our school for the next five years on developing community incentives and administering programming to reduce youth alcohol usage.
- Local and regional businesses: We anticipate seeking more intentional collaborations with local and regional businesses than we have had in the past.
- Colleges and Universities: Attracting and retaining older youth and helping to prepare them for post-secondary educational possibilities will entail more linkages with colleges and universities. We do have connections with Central Lakes College and the Mille Lacs Tribal College.
- Applications will be made to community agencies to help support upcoming student projects. Students will take an active role in planning after school programming in the future. Students will be assisted in the development of their own theater production company. Students will then decide what the next advancement in theater will be.



APPENDIX IV: Participants Served Chart

Required Minimum

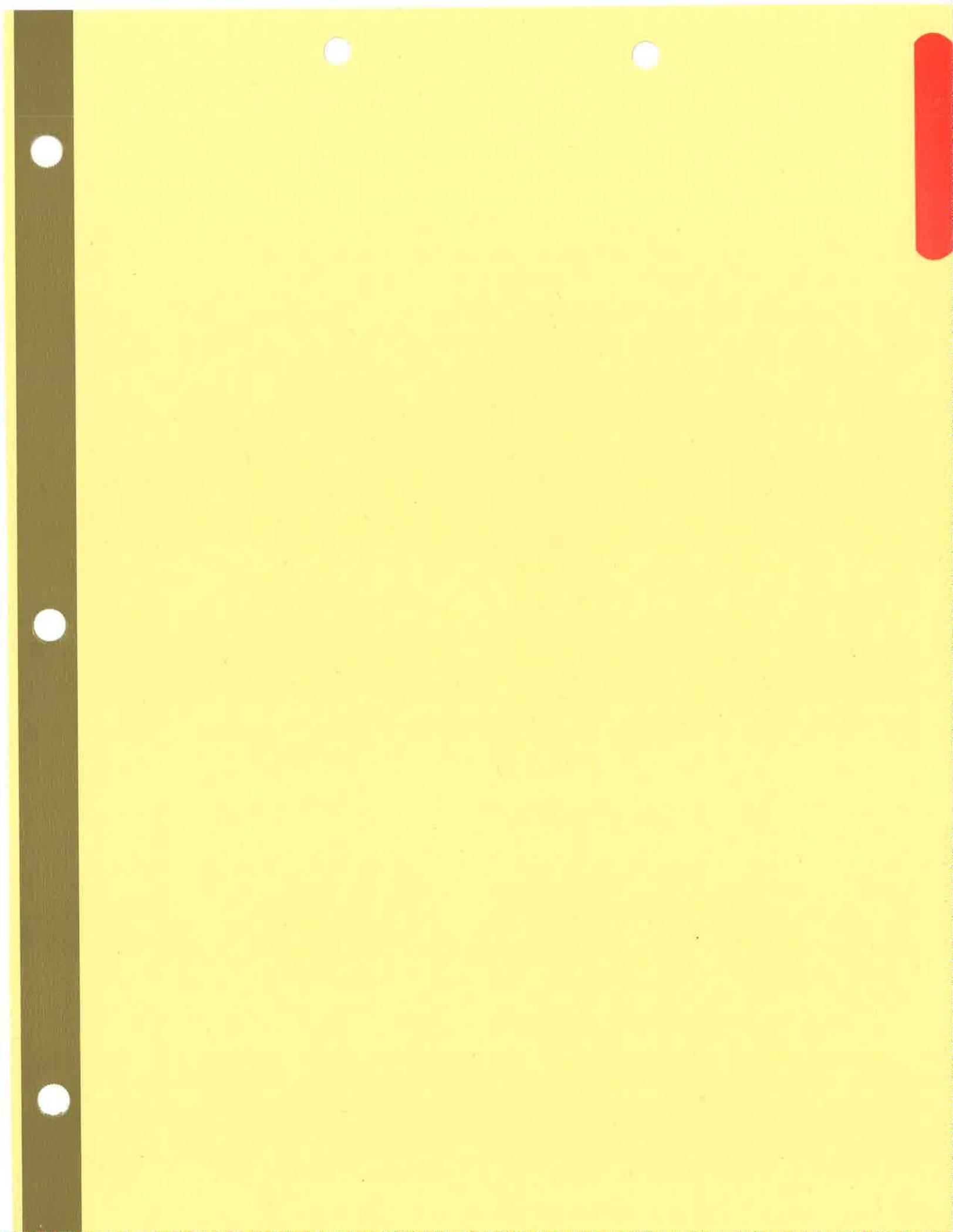
Name of Each After School Site	Designation – School Status	% Free or Reduced Lunch	Estimated # of Students to be Served	Percentage of Day School population Served	# of Family Members to be Served, if Appropriate	Grade Levels to be Served
<i>Nay Ah Shing School</i>	<i>Restructuring</i>	81%	200 students	70%	200	K-12
<i>Boys and Girls Club District 1</i>			Average 82 per day	30%		AGE 5-18

APPENDIX V: Performance Measures Template

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
<p>Students will increase Rit score by the end of the year in Math and Reading to within 5 points of norm group</p>	<p>After school tutoring Individual work/goal plans for students most at risk.</p>	<p>21st Century Coordinator Teachers Principal</p>	<p>May NWEA Testing Curriculum based assessment</p>	<p>Review of NWEA Scores Review of all data sources to include MCA assessment data</p>
<p>Students will improve overall student growth by making typical or above growth according the NWEA</p>	<p>After School tutoring Individual work/goal plans for students most at risk</p>			
<p>Students will continue to make progress towards Smart Goals even after May Testing</p>	<p>Summer School programming geared to help the most in need small student to staff ratio</p>			
<p>Students will complete Mn Art Standards</p>	<p>Participation in Nay Ah Shing play production to some capacity</p>	<p>21st Century Coordinator Principal Theater Director</p>	<p>Willingness to continue to participate</p>	<p>Satisfaction Survey Pre test as compared to post test.</p>

any measurements of other programs?

<p>Student will learn about American Indian Business Leaders and learn Entrepreneurship skills</p>	<p>Students will participate in the Young American Indian Entrepreneurship Program</p>	<p>Principal Mary Sam-Central Lakes College</p>	<p>Participant Surveys</p>	<p>100% participation in the program.</p>
<p>Students will learn entrepreneurship skills and learn how to develop a business plan</p>	<p>Participate in Youth Entrepreneur Summer camp</p>	<p>Mille Lacs Area partners for Youth</p>	<p>Business Plan</p>	<p>Review of Business plan</p>
		<p>21st Century Coordinator</p>		<p>Presentation of business plan</p>
		<p>American Indian Business Leaders Advisor</p>		<p>Pre-Post test</p>
				<p>Survey</p>



Schedule of Operations

SCHOOL(S) SERVED: Nay Ah Shing School

SCHOOL YEAR (Dates-e.g. January 2013 – August 2013):

Number of Weeks during the school year: 32 weeks

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Power Hour	3:30-4:30	Boys and Girls Club Education Specialist	X	X	X	X	X		
After School Tutoring	3:00-4:00	Classrooms Teachers	X	X	X	X			
Drum and Dance	3:00-5:00	Drum Instructors		X		X			
Native Crafts and Designs	3:00-5:00	Ojibwe Language Staff Ojibwe Room Upper School	X	X	X	X			
Theater	5:00-7:00	Upper school Circle and Community Sites	X	X	X	X			
Robotics	3:00-4:00	Nay Ah Shing School			X				
Leadership program	3:00-4:00	Nay Ah Shing				Every other			

Appendix III – 21st CCLC Budget Worksheet
Nay Ah Shing School

ADD	Add East
ELO	Minneapolis
Name of School	Nay Ah Shing School
Grant Name	
Award Number	
Project Start Date	January 2013
Project End Date	June 2018

PREVIOUS SCHOOL YEAR ALLOCATION	
EXPENDED PREVIOUS SY ALLOCATION	
TOTAL CARRYOVER AVAILABLE	\$0.00
CURRENT SCHOOL YEAR ALLOCATION	
TOTAL AVAILABLE	\$0.00

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
------------	-------------	--------	-------

Direct Instruction

Personnel Services

			\$ - 79,722.5
--	--	--	------------------

21 st Century Coordinator	Half time -.50 FTE = 21,562.5	21,562.5	21,562.5
Summer Program Staff (temp)	20/hr X 6 hr per day X 5 per week X 4 wk X 7 staff	16,800.0	16,800.0
Extended Day Staff (temp)	20/hr X 2hr per day X 4 per week X 32 wk X 4 staff	20,480.0	20,480.0
Theatre Director	8 hr/wk for 19wks X 70/hr	10,640.0	10,640.0
Culture Drum and Dance	20/hr X 2hr/day X 4days per/wk X 32wk	5120.0	5120.0
Native Crafts and Designs	20/hr X 2hr/day X 4 days/wk X 32 wk	5120.0	5120.0

Employee Benefits

			\$ - 8050.00
	25%	\$	8050.00

Professional Development

			\$ - 8378.00
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Regional Conference		3500	3000
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21 st Century Annual Conference		3500	3000
Staff professional development- Local			2378
Purchased Services			\$ 19,000
Robotic Program Fees			6500
Leadership Program			12,500
Equipment			\$
Materials and Supplies			\$
Forms, Paper and Postage for surveys, Office supplies,	500.00		500.00
Incentives for Students	500.00		500.00
Food and Fun Materials	2400		2400.00
Summer School Supplies, testing materials, curriculum		4000.00	4000.00
theatre Costumes		3000.00	3000.0
Set Props		800.00	800.00
Sound/Lighting for productions		800.00	800.00
Set Materials		2000.00	2000.00
Make Up supplies		1150.00	1150.00
Electrical for sets etc		1000.00	1000.00
Other Expenses:			\$
Travel - Theatre		24,356	25,258.5
Travel- Extended/Summer		20,000	20,000
Instructional Support			
Personnel Services			\$
Theatre Workers/Chaperones	8 hr/wk X 19 wk X 20/hr X 2	6080.0	6080.0
American Indian Business Leaders Advisor	Stipend 1000.00 X 2 staff	2000.0	2000.00
Student Tutor/Job Shadow	8/hr X 4 hr/wk X 32 wk X 10 students	10,240	10,240

Open Library Supervisor	20/hr X 3 hr per wk X 32 wk	1920.0	1920.0
Mom and Me Supervisor	20/hr X 3 per wk X 2per month X 8months	960.0	960.0
Employee Benefits			\$
	25%	\$	-
Professional Development			\$
			-
Totals			\$
		\$	197759
	Difference (Allocation-Budget)	-197759	

Appendix III – 21st CCLC Budget Worksheet
Boys and Girls Club

ADD	ADD East
ELO	Minneapolis
Name of School	Nay Ah Shing School
Grant Name	
Award Number	
Project Start Date	January 2013
Project End Date	June 2018

PREVIOUS SCHOOL YEAR ALLOCATION	
EXPENDED PREVIOUS SY ALLOCATION	
TOTAL CARRYOVER AVAILABLE	\$0.00
CURRENT SCHOOL YEAR ALLOCATION	
TOTAL AVAILABLE	\$0.00

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			
	In Kind		\$
Employee Benefits			
	25%	\$	\$
		-	-
Professional Development			
	In kind		\$
			-
Equipment			
Computers	2 Computers to support on line tutoring /remedial programs		\$ - 2000.00
			2000.00
		Total Budget	2000.00

Difference (Allocation less Budget)



APPENDIX VII: Assurance Form

Assurances for BIE 21st 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 21st 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 21st 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 21st 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 21st 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 21st CCLC funding shall be fully dedicated to the 21st CCLC program. A full time coordinator of the 21st CCLC program is limited to 15 hours maximum per week during the official school day.
- All activities funded by 21st 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).

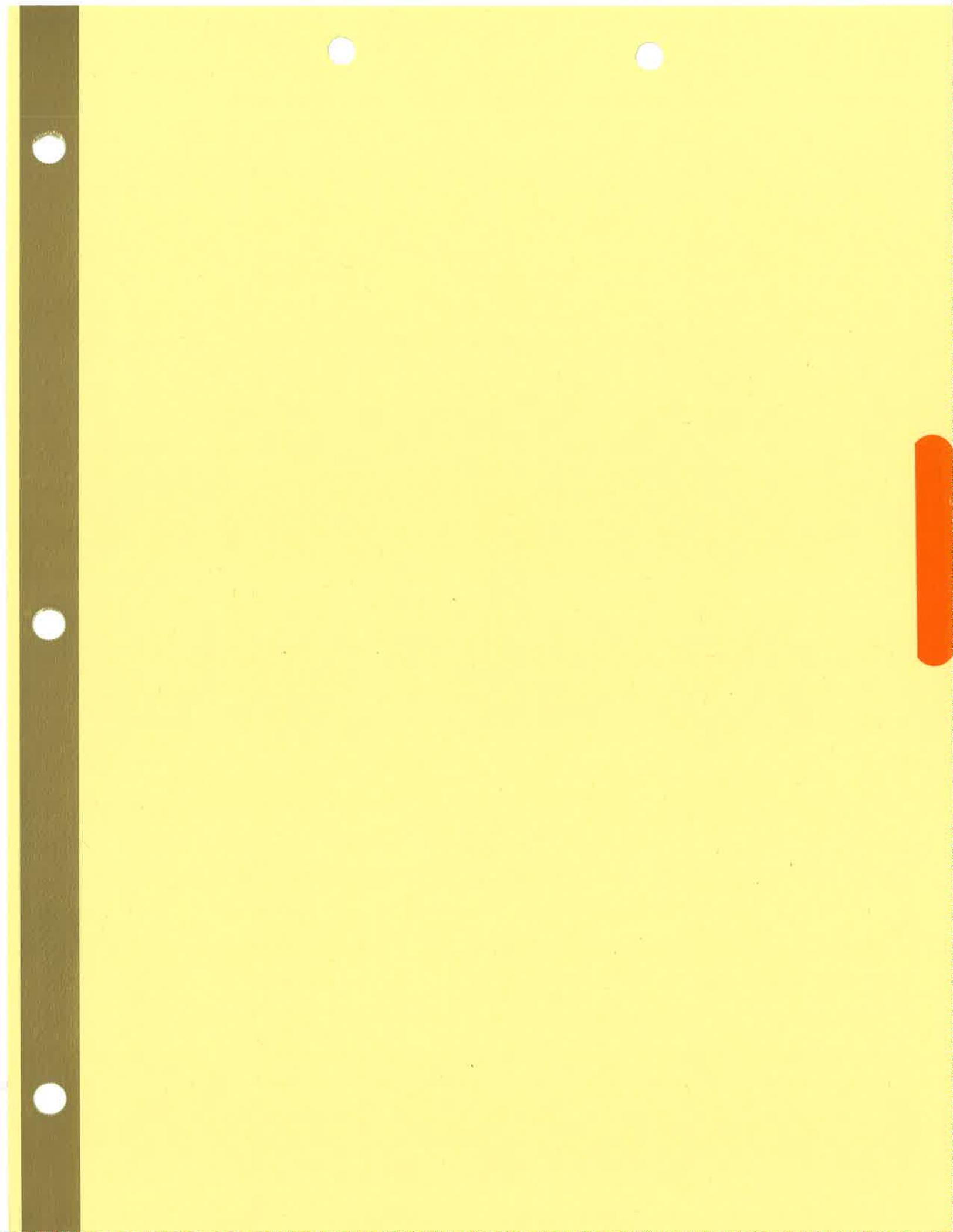
Kim Kegg, School Board Chair

Typed Name and Title of Authorized Representative

Signature of Authorized Representative

Date

1 - 8 - 13



Mille Lacs Band of Ojibwe Indians Job Description

Title: 21 st Century Community Learning Center Coordinator	Page: 1 of 3
Department: NASS	Issue Date:
Reports To: Principal	Revision Date: 07/08/2004
Approval:	Exempt/Non-exempt: Exempt
Time/date: 5:00 p.m., 4/11/02	Compensation Grade: E7

Section 1. Position Purpose

The 21st Century Community Learning Center Coordinator is responsible for the development, management and administration of 21st Century Community Learning Center programs for Mille Lacs Band adults, youth, and children. This position will be based in District III, but will be required to work with educational programs in all 3 Districts.

Section 2. Education, Experience, and Skills Requirements

- A Bachelor's degree in education, recreation, social science, or a related field and three to five years experience working with program management in an educational setting is required.

OR

- An Associates degree in education, recreation, social science or related field and nine years experience working with program management in an educational setting.
- Experience in managing federal and state grants, including; grant writing, grant reporting, grant management and federal and state grant rules and regulations is required.
- Prior experience in managing cooperative or collaborative grants program is required.
- Prior supervisory experience is required.
- Prior experience in program and project development is required.
- Prior experience in development of program assessments and evaluations is required.
- Good interpersonal and communication skills.
- Experience with and understanding of Native American culture and is able to demonstrate cultural sensitivity.

Decision 3. Decision Making and Problem Solving

Problems are often not well defined and are non-recurring, but may bear some resemblance to problems encountered earlier. Precedent, policy, and principles and theories of childhood and adult learning offer some guidance, but some latitude and judgment is required in determining the appropriate course of action. Creativity and resourcefulness are often required to produce effective solutions. Performs duties within the scope of normal responsibilities, under limited supervision.

Mille Lacs Band of Ojibwe Indians Job Description

Title: 21 st Century Community Learning Center Coordinator	Page: 2 of 3
Department: NASS	Issue Date:
Reports To: Principal	Revision Date: 07/08/2004
Approval:	Exempt/Non-exempt: Exempt
Time/date: 5:00 p.m., 4/11/02	Compensation Grade: E7

Poor decisions may have an immediate effect on Band members' ability to develop or enhance their long-term self-sufficiency.

Typical decisions include:

- Identification of Band member and Tribal employee needs and development of child/adult education programs to address those needs.
- Issues related to the supervision of professional staff.
- Interpretation and application of grant management and grant reporting requirements.

Section 4. Authority and Responsibility

- Manage the 21st Century Community Learning Center.
- Supervise the staff of the 21st CCLC Learning Center(s).
- Establish a 21st CCLC Advisory Council or establish a collaborative working relationship with a similar existing advisory council.
- Establish and maintain a collaborative working relationship with other agencies and services of the Band, and local agencies and schools that provide programs to children, youth, and adults.
- Develop and implement an ongoing communications programs to Band members with the programs and services offered through the Community Centers.
- Review the 21st Century Community Learning Center grant objectives and identify those programs and services that are necessary to accomplish those objectives. Report that assessment to others to gain their support for the programs.
- Identify programs, services, and activities needed by Band members, present that information to the Advisory Council, and facilitate the development of strategies to provide services, programs, and activities.
- Assess and evaluate the effectiveness of programs, report that assessment to the Director of Employment and Training and the Commissioner of Education, revise programs as necessary.
- Assist with the preparation, presentation, and management of budgets.
- Prepare and present various reports to Band officials and Federal government agencies and representatives.

Section 5. Interpersonal Relations and Contacts

- Information exchanges often involve complex issues in which there is an ongoing dialogue to arrive at a mutual understanding of the issues.

Mille Lacs Band of Ojibwe Indians Job Description

Title: 21 st Century Community Learning Center Coordinator	Page: 3 of 3
Department: NASS	Issue Date:
Reports To: Principal	Revision Date: 07/08/2004
Approval:	Exempt/Non-exempt: Exempt
Time/date: 5:00 p.m., 4/11/02	Compensation Grade: E7

- Effective exchanges may require motivating, directing, or otherwise exerting control or influence on another. Such exchanges may have a substantial impact on the services provided to individual Band members.
- Many informational exchanges are in the form of speaking in front of a large group of people. The incumbent must be comfortable delivering information in such a setting.
- The incumbent represents the Band at outside hearings, meetings, and other public events. Must be able to represent the Band in a positive fashion.

Section 6. Working Conditions

- Nature of work is such those incumbent experiences some periods of moderate stress levels. Primary sources of stress deal with employee and program participant issues, workload, and deadlines.
- Work is exclusively in doors in a controlled climate area.
- Little threat of personal danger or risk.
- Hours are very flexible Monday through Friday. (A typical week may be Monday to Thursday, 12:00 noon to 8:00 pm and Fri 8:00 am to 5:00 pm.) Extra hours may be necessary to meet deadlines and maintain workload.
- Local travel is required; some travel outside the state is also required.

Section 7. Special Considerations

- A valid Minnesota driver's license and insurability under the Band's automobile coverage is required.

Mille Lacs Band of Ojibwe Indians Job Description

Title: Boys and Girls Club of Mille Lacs Education Specialist	Page: 1 of 3
Department: Education	Issue Date:
Reports To: Branch Coordinator	Revision Date:
Approval:	Exempt/Non-exempt Status: Non Exempt
Time/date:	Compensation Grade: N9

Section 1. Position Purpose

The Education Specialist is responsible for providing a comprehensive, diversified education program that meets the needs of the members and community.

Section 2. Education, Experience, and Skills Requirements

- High School Diploma or GED, and two (2) years of post secondary education is required.
- One to three (1-3) years of prior experience in youth work, education, child development, or related field is required.
- One to three (1-3) years experience working within tribal communities required.
- Should have experience in educational program planning, organizing special events, and working in collaboration with other area agencies and schools.
- Must have experience tutoring youth.
- Must be comfortable with communicating with parents on a regular basis regarding Club members and activities.
- Must be able to maintain statistical information regarding programs and participation.
- Must be computer literate and have the ability to troubleshoot computer problems and operate in applicable computer software.
- Must have drivers license Must be insurable under the Mille Lacs Band Drivers Insurance policy.

Section 3. Decision Making and Problem Solving

Problems are:

- Problems are defined and similar, decision-making is applying guidelines, policies and procedures, some judgment is required
- Impact is immediate and may last into the near term future, health and well being of a Band member may be at moderate risk but other systems help to alleviate this risk, the level of performance of a small work unit may be compromised in the short term.

List three typical decisions and problems include:

- Planning and implementation of education programs.
- Creating and maintaining educational relationships within and outside the Mille Lacs Band.
- Issues relating to the supervision of youth.

Mille Lacs Band of Ojibwe Indians Job Description

Title: Boys and Girls Club of Mille Lacs Education Specialist	Page: 2 of 3
Department: Education	Issue Date:
Reports To: Branch Coordinator	Revision Date:
Approval:	Exempt/Non-exempt Status: Non Exempt
Time/date:	Compensation Grade: N9

Section 4. Authority and Responsibility

- Run daily educational programs including, tutoring, computer classes, and literacy programs.
- Provide program planning, implementation, and evaluation.
- Maintain working relationship with area schools and teachers.
- Supervise the learning center and volunteers.
- Facilitate group club programs and plan special events.
- Work with the Education Advisory Committee and the Elders Advisory Board.
- Communicate effectively with the community, staff, members and parents.
- Attend regular staff meetings and be responsible for extensive record keeping and documentation.
- Perform other duties as assigned.

Section 5. Interpersonal Relations and Contacts

- Exchange of detailed factual information followed by a discussion or questions to make decisions, may be sharing information before a group of people.
- Similar objectives and outcomes are desired, but means to achieve those outcomes may differ, Compromise and concessions may be needed. Requires greater communication skills.

Section 6. Working Conditions

- Typical hours are 8:00 a.m. – 5:00 p.m., Monday – Friday. Evening and weekend scheduling is possible.
- There is moderate stress associated with this position.
- Work is primarily indoors, but events and trips may require some outdoor work.
- There is little risk of personal danger or risk.
- Some local travel may be required.

Section 7. Special Considerations

Any other special considerations such as:

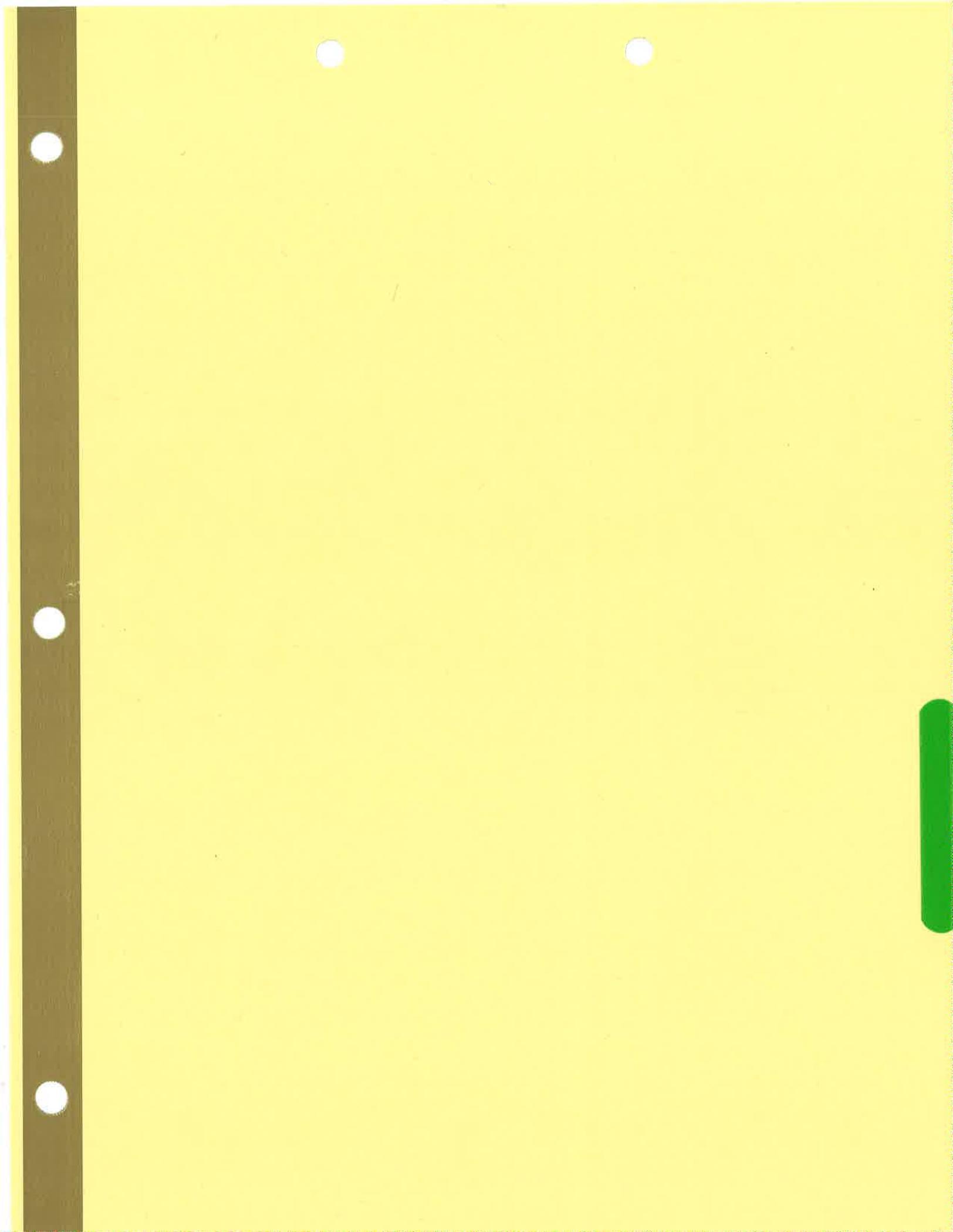
Must have drivers license

Must be insurable under the Mille Lacs Band Drivers Insurance policy.

Mille Lacs Band of Ojibwe Indians Job Description

Title: Boys and Girls Club of Mille Lacs Education Specialist	Page: 3 of 3
Department: Education	Issue Date:
Reports To: Branch Coordinator	Revision Date:
Approval:	Exempt/Non-exempt Status: Non Exempt
Time/date:	Compensation Grade: N9

Must pass a background check
Must pass a Pre-employment drug & alcohol test.





Nay Ah Shing School

Mille Lacs Band of Ojibwe

Commissioner of Education: Dennis Olson

Principal: Mary Simon

Assistant Principal: Silvia Norberg

*Nay Ah Shing School Board: Ruth Sam, Dale Day
Joseph Nayquonabe, Cheryl Miller and Rick Dunkley*

November 19, 2012

The Ojibwe Language Program at the Nay Ah Shing Schools fully supports the planned Theater Production that will portray the history of the Mille Lacs Band. I feel that this project is very important to the Students and Community members. We as Anishinaabe people have lost so much culturally, especially the language. A project like this will encourage students to interact once again with the Elders, learn the Mille Lacs Band history and hopefully by learning the history the students will be vested in the future.

The Ojibwe Language program has staff that is proficient or fluent in the Ojibwe Language and can therefore be a resource for the production. We also have an Elder Advisory Council that is a great resource because many of them are knowledgeable in the "Old Ways" of our Culture. We will look forward to further collaboration and helping to make this project successful.

A handwritten signature in black ink that reads "Amanda Nickaboine".

Amanda Nickaboine

Ojibwe Language Program Director

Nay Ah Shing School Community Play
(Topic-Historical Trauma) (Message-Witnessing the generations still speaking Ojibwe)

Cheryl Minnema – letter of commitment

In my own experience, I have witnessed “Historical Trauma” to be a very commonly chosen topic within the arts. As Anishinabe, I see our history of trauma on skateboards, t-shirts, paintings, within published memoirs, collections of short stories, poetry, plays, and within movies. I am turned off by the telling and re-telling of historical trauma that lacks an over powering message of resilience and pride. I personally do not like anyone feeling bad for me; I want people to look at me and feel my strength, my mother’s strength, my grandmother’s strength, my great-grandmother’s strength.

It is very important that this play goes full circle, giving the audience that over powering message of why we are called the Mille Lacs Band of Non-Removable.” We are not non-removable just because our ancestors refused to relocate; we are non-removable because as Ojibwe people, we are still breathing, walking, harvesting and most importantly we are still speaking our native language. Tell the story of our voice-our native voice-speaking Ojibwe.

I don’t want to re-tell the historical trauma of our people and give the message of “poor me.” I want people to learn about our history and be a part of a strengthened migration forward. I want students to feel resilient against any barrier between themselves and knowing how to speak Ojibwe.

I am committed to working on this play as a historical consultant. As a historical consultant, I will review and provide historical background, review incoming interviews and assist in the process of script writing.

Bizindan (Listen)

Bizindan Gide’ ekidoomagak. (Listen to your heart and what it is telling you)

Cheryl Minnema



The Mille Lacs Area Human Rights Commission
P.O. Box 69
Onamia, MN 56359
Tel: 320-279-1384

September 12, 2011

To whom it may concern,

The Mille Lacs Area Human Rights Commission feels that Nay Ah Shing School's plan to work on a theater production in 2012 focusing on the history of the Mille Lacs Band of Ojibwa is of great importance to the people of the Mille Lacs area. The school's desire to portray the historical trauma of the Mille Lacs Band, leading to hope and celebration is something which would benefit all people in the area and lead to greater understanding and appreciation of the area's cultural diversity. This theater project desires to reach out to the tribal elders and bring their participation into the project, uniting generations.

The Mille Lacs Area Human Rights Commission gives our support to this worthy project, and encourages participation by other groups of the area and beyond. The theater project assists in fulfilling our Commission's task that is "Working to create community that embraces diversity."

Sincerely,


David Gallus, osc

CoChair of the Mille Lacs Area Human Rights Commission.

In Partnership with
The cities of Garrison, Isle and Onamia; The Mille Lacs Band of Ojibwa; The Independent School Districts, #473 (Isle) and #480 (Onamia) and The Nay Ah Shing Tribal School; Businesses including The Mille Lacs Band's Corporate Commission and The Mille Lacs Health System; The Local Law Enforcement Agencies; The Crosier Community, Bethany Lutheran Church, Tribal Elders and Area Clergy.

Anishinabe OIC

100 North Crosier Drive

Onamia, MN 56359

Phone: 320-532-4046 Fax 320-532-4080

Email: anishinabeoic@citlink.net

September 12, 2011

Regarding the grant application of Nay Ah Shing Upper School for a theater production, the Anishinabe Opportunities Center fully supports and encourages this production and will participate in any way possible. The opportunity for a community-based movement such as this can bring people of many walks of life together and celebrate cultural diversity.

Resources the Anishinabe Opportunities Center can offer include carpentry instructors, tools and community volunteers who can work side-by-side with students in building sets for the stage. Further, we are a part of a network of churches, businesses and community leaders of the entire Mille Lacs area being able to rally interest in most all aspects of production and performance.

Serving the Mille Lacs Band of Ojibwe, The Anishinabe Opportunities Center is a 501(c)3 non-profit agency which assists band members to live productive lives, providing basic skills training, talking circles, re-entry programs for those out of incarceration and hosting inter-community events, the AOIC serves to integrate productive lives with community.

Sincerely



KC Paulson,

Executive Director

Mille Lacs Community Theater

Mary Simon,

This letter is to indicate our interest/support for your proposed 2012 theater production. Our community theater strives to show equal support for all three schools in our area. We look forward to collaborative efforts and a future relationship with your production group.

Sincerely,

Jill Dupre'

Mille Lacs Community Theater

November 19, 2012

Mary Simon, Principal
Nay Ah Shing School
43651 Oodena Drive
Onamia, MN 56359

Dear Ms. Simon,

I would like to express my interest and willingness to serve as set designer, carpenter, and electrician within the Mille Lacs Band of Ojibwe's 2012 Grant application, as a facilitator in the community's participation in arts learning.

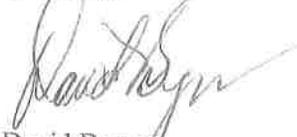
Both the students in our community and the larger community can gain a greater appreciation for the arts through a project such as the one being proposed. The opportunity for students to learn through the concrete manipulation of the objects in their world often has a greater impact on their learning and retention. The process of researching, designing, creating, and finally producing a project of this scope will undoubtedly leave them with a new fund of knowledge. Hopefully, these experiences can seed new projects of their own as a result of the newfound confidence and knowledge.

I believe that ensuring this production is open to all community members, regardless of age or ability, is essential to its success. The completion of its technical side requires many hands, skills, as well as hours. I am committed to aiding those individuals with their endeavors as it relates to their personal success and that of the project.

It would be my job to train and assist as necessary the individual students and adults in the areas of set design, light building and operation, and the construction and painting of the set(s). Communication is paramount with all members of the production company, from its Project Director, Mary Simon, to the youngest actor/student.

If you have any questions or concerns about my commitment to this project, please contact me via phone at 320-532-2100.

Sincerely,



David Berget
718 Riverside Drive Northeast
St. Cloud, MN 56304



BOYS & GIRLS CLUBS
OF 10,000 LAKES
MILLE LACS BAND BRANCHES

Memo

To: Mary Simon
From: Phillip Sam
Date: 11/21/2012
Re: Support for Power Hour and Theatre Project

Hello Mary,

This memo is to give you the support that you need for the support the school and Boys and Girls Clubs of 10,000 Lakes – Mille Lacs Branches collaboration for the following projects:

- Power Hour
- Area Theatre Project on Generational Trauma

I look forward to our continued collaboration to make this community inclusive of all youth, no matter what their background may be.

Thank you,

Phillip Sam



Nay Ah Shing School *Mille Lacs Band of Ojibwe*

Commissioner of Education: Suzanne Wise
Principal: Mary Simon
Assistant Principal: Sileta Norberg
Nay Ah Shing School Board: Kimberly Kegg, Semra Kimpson,
Joe Nayquonabe Jr., Rich Dunhley, Eloise Wind

As the teaching artist involved in our proposal I am firmly committed to learning experiences that concentrate on the process rather than the product. I strongly believe that the foundation of this project rests on the belief that students will develop an appreciation for the arts by learning the process. Having ownership in the project will provide them with a better understanding of the arts and appreciation for other artists as well as themselves. They will develop skills that are necessary for individual achievement and self-esteem as well as for the good of the group and in doing so will reinforce the value of cooperative learning. I am committed to sharing the value of group decision making and problem-solving with other members of our company in order to develop communication and interactive skills.

I am also committed to making sure this project is open to all students and community members who wish to participate. The audition or selection process will focus on potential rather than skill. I believe the program will provide the chance for those who have never had the opportunity to demonstrate their abilities, for gifted students to reach a higher level and for those with disabilities to develop their special talents. It will provide all our students and community members with greater self-confidence and self-assurance necessary for life skills.

Since my studies at the Metropolitan Opera in New York City from 1988-1992 I have been extensively involved in over 30 plays. During this time I have provided an environment in which the arts can flourish and take root. Theater is often difficult to understand because students have no first hand knowledge of how it is all put together. Yet, when they develop their own material and music and learn all the jobs of a production company first hand they begin to realize and appreciate the arts in a professional way. Students under my guidance will learn to put a Production Company together with the prime focus on the process. It will be my job to train all aspects of the production company for their individual jobs, from the production manager to the makeup artists to the electricians to the performers. Each head crew member will receive every aspect of the job they are to perform and learn in kind to teach their crew members under my guidance. The hierarchy of the Production Company will be followed. I will also be responsible along with a student manager for directing the play and making sure it is filmed and performed for audiences within and outside of our own community. I understand that my role as director is a significant responsibility and will make it a priority.

Cheryl Theisz Gifted and Talented Coordinator (Nay Ah Shing)

"Leaders of the Pack"

43651 Oodena Drive, Onamia MN 56359

Tel: High School 320-532-4695

Fax: 320-532-4675

Elementary School 320-532-4690

Fax: 320-532-4718

Jac'D Karaoke and Sound

November 12, 2012

To: Mary Simon
Nay Ah Shing School
43651 Oodena Drive
Onamia Mn 56359

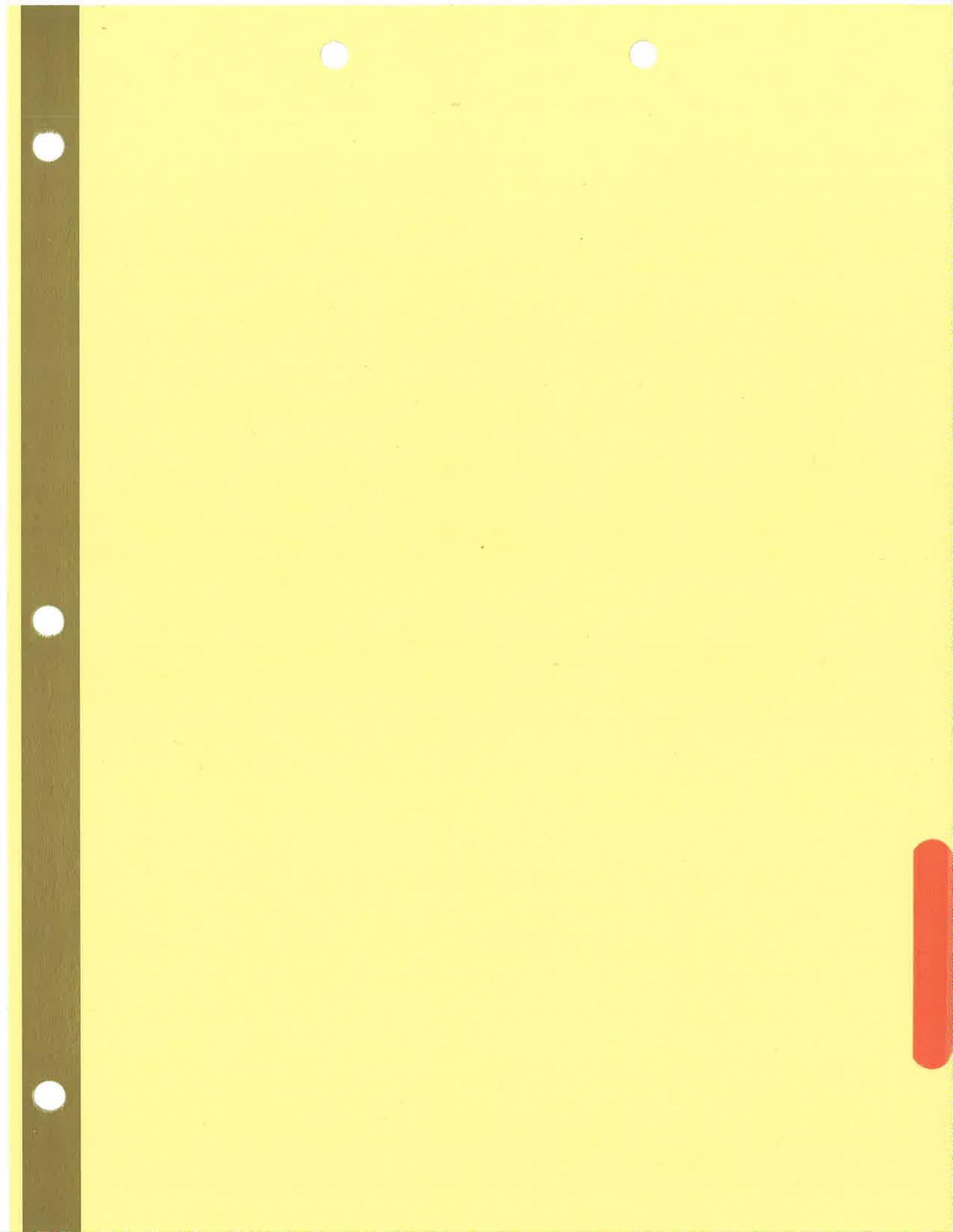
From: Jonathan Clemons,
Jac'D Karaoke and Sound
Zimmerman, Mn

I would like to express my eagerness to be involved in the proposed theater production project by providing technical assistance in the area of lighting and sound. I have a wide array of sound equipment available for use. I would enjoy the opportunity to teach students how to operate sound equipment, and how to use the principles of sound to create and express ideas in theater. I have enjoyed for the past three years, working with students by providing a Karaoke night at the Nay Ah Shing Upper School. This has proven to be a very rewarding experience. I know that I would enjoy working with students on this project as well.

Thank You for considering me for this project!

Jonathan Clemons

A handwritten signature in black ink, appearing to read 'Jonathan Clemons', written in a cursive style.



**STATE OF MINNESOTA
MINNESOTA STATE COLLEGES AND UNIVERSITIES
CUSTOMIZED TRAINING INCOME CONTRACT**

CENTRAL LAKES COLLEGE (hereafter "College/University") by virtue of its delegated authority from the Board of Trustees of the Minnesota State Colleges and Universities and Nay Ah Shing School (hereafter "PURCHASER") agree as follows:

I. DUTIES OF THE COLLEGE/UNIVERSITY: The COLLEGE/UNIVERSITY agrees to provide the following:

Title of Instruction/Activity/Service:

American Indian Leadership Camp for Nay Ah Shing students Grades 8 – 12, up to 20 student participants

Date(s) of Instruction/Activity/Service:

June 28 – July 1, 2011

8 a.m. – 3:15 p.m. camp, 3:15 – 4:30 Tuesday, Wednesday and Thursday after camp activities (see Addendum B draft schedule)

Instructor/Trainer/Consultant:

Various

Location:

Central Lakes College, Brainerd Campus, Business & Industry Center

Other Provisions:

II. DUTIES OF THE PURCHASER: The PURCHASER agrees to provide: T-shirts for students and AIB staff

III. SITE OF INSTRUCTION/ACTIVITY/SERVICE:

Central Lakes College, Brainerd Campus or other site as agreed upon by the Purchaser and College/University.

IV. CONSIDERATION AND TERM OF PAYMENT:

A. Cost Includes:

CLC Instruction/facilitation, CLC Site Coordination and Administration, CLC Student Stipend (for one student worker), supplies and lunch on Tuesday, Wednesday, Thursday, snacks on Tuesday, Wednesday, Thursday and Friday for a total of \$4387.50. Lunch Friday, July 1, 2011 will be funded and sponsored by the Initiative Foundation and Corporate Commission Mille Lacs Band of Ojibwe.

Any travel or stipends for the business panel or any other guest or dignitaries, drum group, or fry bread expenses are not included.

B. Terms of Payment. The COLLEGE/UNIVERSITY will send an invoice for the cost of the Instruction, books and any applicable application and/or course fees 20 days after the start of each class. The PURCHASER will pay within 30 days of receiving the invoice.

**Central Lakes College
Attention Business Office
501 West College Drive**

V. **AUTHORIZED AGENTS FOR THE PURPOSES OF THIS CONTRACT:**

- A. PURCHASER'S authorized agents: Mary Simon, Principal
- B. COLLEGE/UNIVERSITY'S authorized agent: Rebecca Best, Dean of Workforce, Economic & Regional Development

VI. **TERM OF CONTRACT:**

- A. Effective Date: June 28, 2011
- B. End Date: July 1, 2011 or until all obligations set forth in this contract have been satisfactorily fulfilled, whichever occurs first. Cost of instruction to be renegotiated annually prior to June 1 of each subsequent year.

VII. **CONTRACT CANCELLATION:** This contract may be cancelled by the PURCHASER or the COLLEGE/UNIVERSITY at any time, with or without cause, upon Seven (7) days' written notice to the other party. In the event of such a cancellation, the COLLEGE/UNIVERSITY shall be entitled to payment, determined on a pro rata basis, for work or Instruction/Activity/Service satisfactorily performed.

VIII. **COURSE CANCELLATION:** Notwithstanding the 7 (seven) day notice period established in paragraph VII, in the event that the PURCHASER desires to cancel or reschedule the course due to low enrollment, PURCHASER shall give at least Seven (7) days notice in writing to the COLLEGE/UNIVERSITY's authorized agent to cancel or reschedule. If the course is cancelled as provided herein, no fee payment will be required by the COLLEGE/UNIVERSITY. If the course is rescheduled as provided herein, payment shall be according to paragraph IV.

IX. **ASSIGNMENT:** Neither the PURCHASER nor the COLLEGE/UNIVERSITY shall assign or transfer any rights or obligations under this contract without the prior written approval of the other party.

X. **AMENDMENTS:** Any amendments to this contract shall be in writing and shall be executed by the same parties who executed the original contract or their successors in office.

XI. **GOVERNMENT DATA PRACTICES ACT:** The PURCHASER must comply with the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13, as it applies to all data provided by the COLLEGE/UNIVERSITY in accordance with this contract, and as it applies to all data created, collected, received, stored, used, maintained, or disseminated by the PURCHASER in accordance with this contract. The civil remedies of Minnesota Statutes Section 13.08, apply to the release of the data referred to in this Article by either the PURCHASER or the COLLEGE/UNIVERSITY.

In the event the PURCHASER receives a request to release the data referred to in this Article, the PURCHASER must immediately notify the COLLEGE/UNIVERSITY. The COLLEGE/UNIVERSITY will give the PURCHASER instructions concerning the release of the data to the requesting party before the data is released.

XII. **RIGHTS IN ORIGINAL MATERIALS.** The COLLEGE/UNIVERSITY shall own all rights, including all intellectual property rights, in all original materials, including any curriculum materials, inventions, reports, studies, designs, drawings, specifications, notes, documents, software and documentation, computer-based training modules, electronically or magnetically recorded materials, and other work in whatever form, developed by the COLLEGE/UNIVERSITY and its

employees individually or jointly with others or any subPURCHASER in the performance of its obligations under this contract. This provision shall not apply to the following materials:

IN WITNESS WHEREOF, the parties have caused this contract to be duly executed intending to be bound thereby.

1. PURCHASER:

PURCHASER certifies that the appropriate person(s) have executed the contract on behalf of PURCHASER as required by applicable articles, by-laws, resolutions, or ordinances.

By Dennis W. Olson
Title Commissioner of Education - Mills has Band of Osiris
Date 6/27/11

2. MINNESOTA STATE COLLEGES AND UNIVERSITIES
CENTRAL LAKES COLLEGE

By Kari Christensen
Title Vice President of Academic & Student Affairs
Date 6/27/11

ADDENDUM B



YES! Camp American Indian Business Leader Student Camp

Tuesday, June 28, 2011

8:00 a.m. – 8:45 a.m.	Welcoming ceremony <i>(Mary Sam, Mary Simon, Charles Black Lance, Kori Busho)</i>
8:45 a.m. – 9:00 a.m.	Break
9:00 a.m. – 9:30 a.m.	Group team building activity <i>(Charles Black Lance, Kathryn Black Lance, Mary Sam)</i> <ul style="list-style-type: none">• Improve productivity in teams• Use a variety of leadership styles to respond to the changing needs of a developing team
9:30 a.m. - 10:00 a.m.	Business camp and planning overview <i>(Charles Black Lance, Greg Bergman, Kori Busho)</i>
10 a.m. – 11:00 a.m.	Goal development and setting / conflict resolution <i>(Charles Black Lance, Kathryn Black Lance)</i> <ul style="list-style-type: none">• Explore common barriers to effective conflict management and how to eliminate them• Explore personal conflict resolution style• Review strategies to improve your influence in managing conflict• Explore methods of building Win/Win Relationships, consensus building and mediation
11 a.m. – Noon	What is an entrepreneur/ is business ownership for you? <i>(Greg Bergman)</i> <ul style="list-style-type: none">• Brief intro about myself if not done in planning overview• Brief discussion about what defines an entrepreneur and some brief business statistics• Your tube Young Entrepreneur videos• Interactive discussion about video• Attributes of a typical entrepreneur• Entrepreneur quiz
Noon –12:45 p.m.	Break for lunch
1:00 p.m. – 2:00 p.m.	Product/Service Development- Developing a viable product or service <i>(Greg Bergman)</i> <ul style="list-style-type: none">• Discuss and define your product/service
2:00 p.m. – 2:15 p.m.	Break

2:15 p.m. – 3:30 p.m.

Market research/feasibility – Taking the next steps of defining your customers/market, refining your product or service offerings to meet customer needs, identifying your competition, differentiating your product or service.

(Greg Bergman)

- Discuss and refine market research and importance of it

3:30 p.m. – 4:30 p.m.

End of day activity

(Student Life – Erich Heppner)

- You all know the 5 D's of Dodgeball...Dodge, Duck, Dip, Dive, and Dodge. Time to put your skills to the test with a fun game in the gymnasium.

Wednesday, June 29, 2011

8:45 a.m. – 9:00 a.m.	Networking and getting settled
9 a.m. – 10:30 a.m.	<p>Advertising and Sales - Develop a plan for how to reach your customers and researching those tools. Develop business name, logo and related material. Includes public relations and collateral material such as brochures, business cards etc.</p> <p>(Greg Bergman)</p> <ul style="list-style-type: none">• Develop a plan on how to reach your customer• Promoting your business/marketing calendar• Business name• Logo• Brochures/business cards• Public relations
10:30 a.m. – 10:45 a.m.	Break
10:45 a.m. – 11:15 a.m.	<p>Wrap up marketing plan</p> <p>(Greg Bergman)</p> <ul style="list-style-type: none">• Wrap up marketing plan
11:15 a.m. – Noon	<p>Customer service and feedback- Develop the system of how you address your customers and gather feedback from customers to ensure customer satisfaction. Students will learn and discuss how to provide the appropriate level of customer service for their business.</p> <p>(Greg Bergman)</p> <ul style="list-style-type: none">• Provide a foundation for excellent service to customers and coworkers• Identify the parameters of who is your customer• Examine issues of customer needs• Examine characteristics of customer feedback and customer satisfaction• "Explore Moments of Truth"
Noon – 12:30 p.m.	Break for lunch
12:30 p.m. – 1:45 p.m.	<p>The operations plan - Identify people, equipment, suppliers, and facilities needed to operate the business. Develop brief position descriptions, identify equipment needed, identify suppliers and develop facility requirements.</p> <p>(Greg Bergman)</p> <ul style="list-style-type: none">• Purpose and overview of the operations plan• Key elements of the operations plan strategy and how they impact the business• Facilities• Furniture, fixtures and equipment• Staffing• Supplies• Recap of the vision and the specific discussion regarding the key components of the operations plan• Review of questions to be answered for addition over the next two days
1:45 p.m. – 2:00 p.m.	Break

2:00 p.m. – 3:00 p.m.

Overview of organization structures and the role of government regulation in business. Discussion of legal and liability issues related to owning a business.

(Greg Bergman)

- Overview of government's role in business regulation
 - Federal
 - State
 - Local
- Basic business legal issues
 - Contracts
 - Employment
 - Liability
 - Advertising
 - Taxes
- Forms of business organization
- Legal and regulatory issues specific to the Mille Lacs Band Reservation area
- Discussion regarding key management responsibilities and how they will get done

3:00 p.m. – 4:00 p.m.

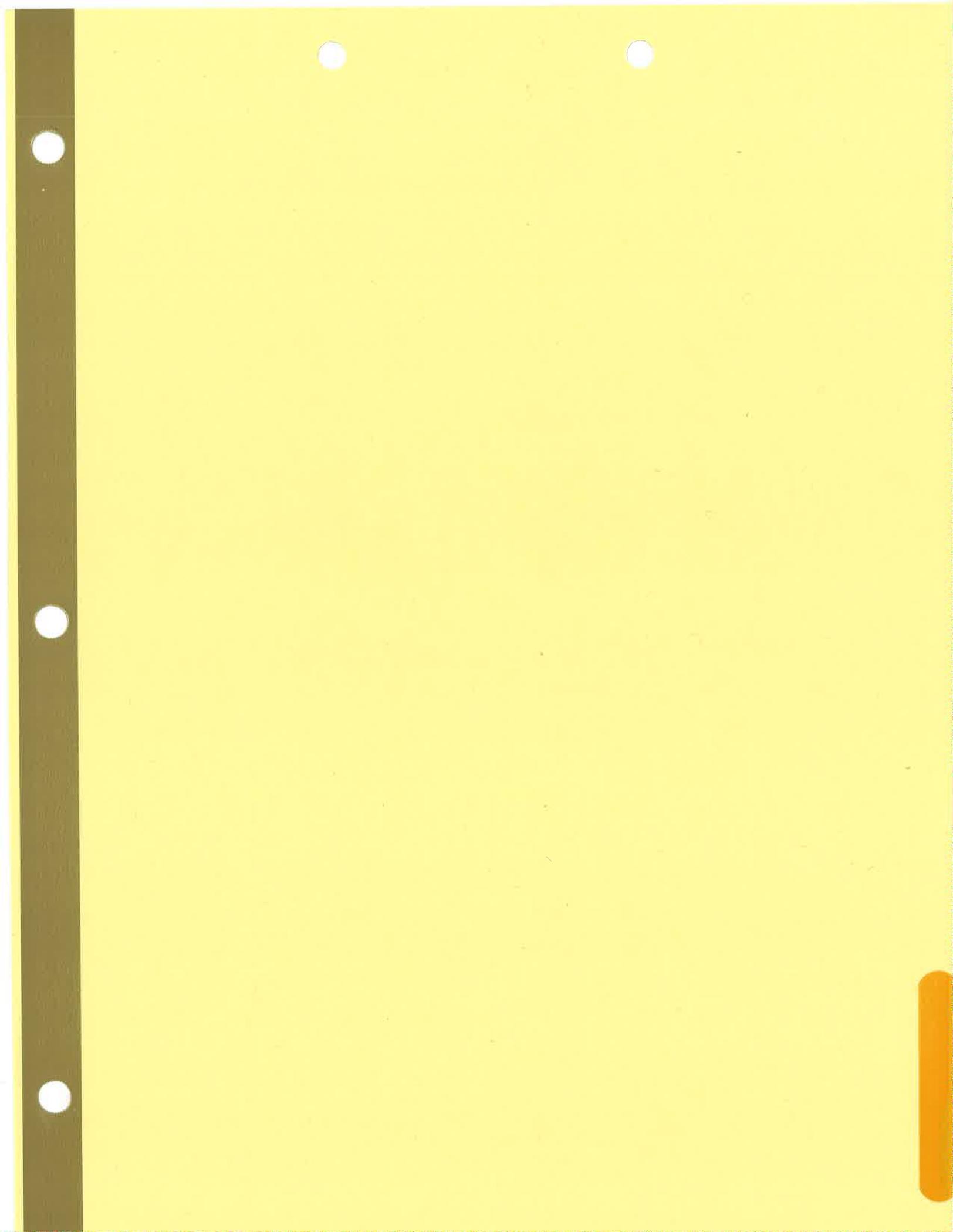
End of day activity

(Student Life – Erich Heppner)

- You may have seen the game show Minute To Win It on TV. Today you will have the chance to compete as a team for the top prize. Get ready to laugh and be involved in various mini games.

Thursday, June 30, 2011

- 8:45 a.m. – 9 a.m. Networking and getting settled
- 9 a.m. – 10:15 a.m. Financial basics-understanding how business information is documented and the key business financial statements.
(Greg Bergman)
- Listing business accounts (cash - accounts receivable, etc.)
 - Categorize them by assets, liabilities and equity (balance sheet)
 - Same for income and expenses (income statement).
- 10:15 a.m. – 10:30 a.m. Break
- 10:30 a.m. – 11:30 a.m. Developing financial projections for your business
(Greg Bergman)
- Add figures to these financials by way of projections
 - Estimate of what you think the business would do and ultimately if it would be profitable
- 11:30 a.m. –12:00 p.m. Lunch
- 12:00 p.m. – 1:00 p.m. How to give an award winning presentation
(Kathryn Black Lance)
- Intro to persuasive speaking/overview of Monroe's Motivated Sequence
 - Grab their Attention!!
 - Establish the Need
 - Present a Solution
 - Visualize the Results and Call to Action!
- 1:00 p.m. – 1:15 p.m. Break
- 1:15 p.m. – 2:30 p.m. Get it all together -completing plan for review and presentation, going back to finish unfinished sections or do additional research
(Greg Bergman, Charles Black Lance, Kathryn Black Lance, NAS camp staff)
- 2:30 p.m. – 2:45 p.m. Break
- 2:45 p.m. – 3:00 p.m. Presentation
-
- 3:00 p.m. – 3:30 p.m. Panel Feedback
- 3:30 p.m. Honoring Ceremony



Assessment of Objective Data

Nay Ah Shing administrators conducted a student survey to assess general school needs. One interesting finding that came out of the survey has to do with what students reported was *not* happening outside of the school day: 68% of elementary-aged students reported that their parents/guardians did not read to them and 59% of all students reported that they did not receive any assistance with their homework.

Results of surveys for parents and youth indicated that both groups believe after school and summer programs are beneficial to students. The reasons why varied only slightly. The most common response for students included community involvement, citizenship, team building, and exposure to new ideas and experiences. The second most common cluster of responses included building social skills especially friendships with peers and relationships with adults. The third cluster of responses related to emotional capabilities (e.g., self-esteem and confidence). Fourth and fifth on the list were responses revolving around increasing or reinforcing academic skills and keeping youth out of trouble. Parent /Guardian surveys differed slightly in that being with friends/socializing was the most common response with citizenship and community involvement being second and academic outcomes third.

An additional survey regarding after school and summer programming with Nay Ah Shing parents/guardians also demonstrated that they were most interested in extracurricular programs that meet their children's cultural needs, including Ojibwe language, culture, and arts and crafts. The second most common response was that parents/families wanted more career and college exploration activities for their children.

Nay Ah Shing School failed to make AYP last year. Often times, the students who need the most academic assistance are not interested in such "academic specific" activities as tutoring or homework help, and they are much more likely to attend programs that are of interest to them. Thus there is a need for more "disguised learning" to attract youth, and more opportunities for them to apply academic concepts in a real-world manner.

The need for more regular and sustained opportunities for physical activity, particularly ones that are non-competitive and are open to youth of all abilities are intricately tied to academic needs as research consistently demonstrates the positive impact that such activity can have on academic outcomes. There is little opportunity for engagement in physical activity for youth who are not involved in competitive sports. This is particularly true for older youth, as sports get increasingly competitive as they age and only the "best" athletes participate.

There is very little in the way of programming that specifically and intentionally addresses the needs and interests of older youth. Many of the services that are for older youth are either not open to all youth (e.g., competitive sports, speech, National Honor Society) or do not address older youths' and their families' concerns with work/career readiness and the exploration of post-secondary educational options.

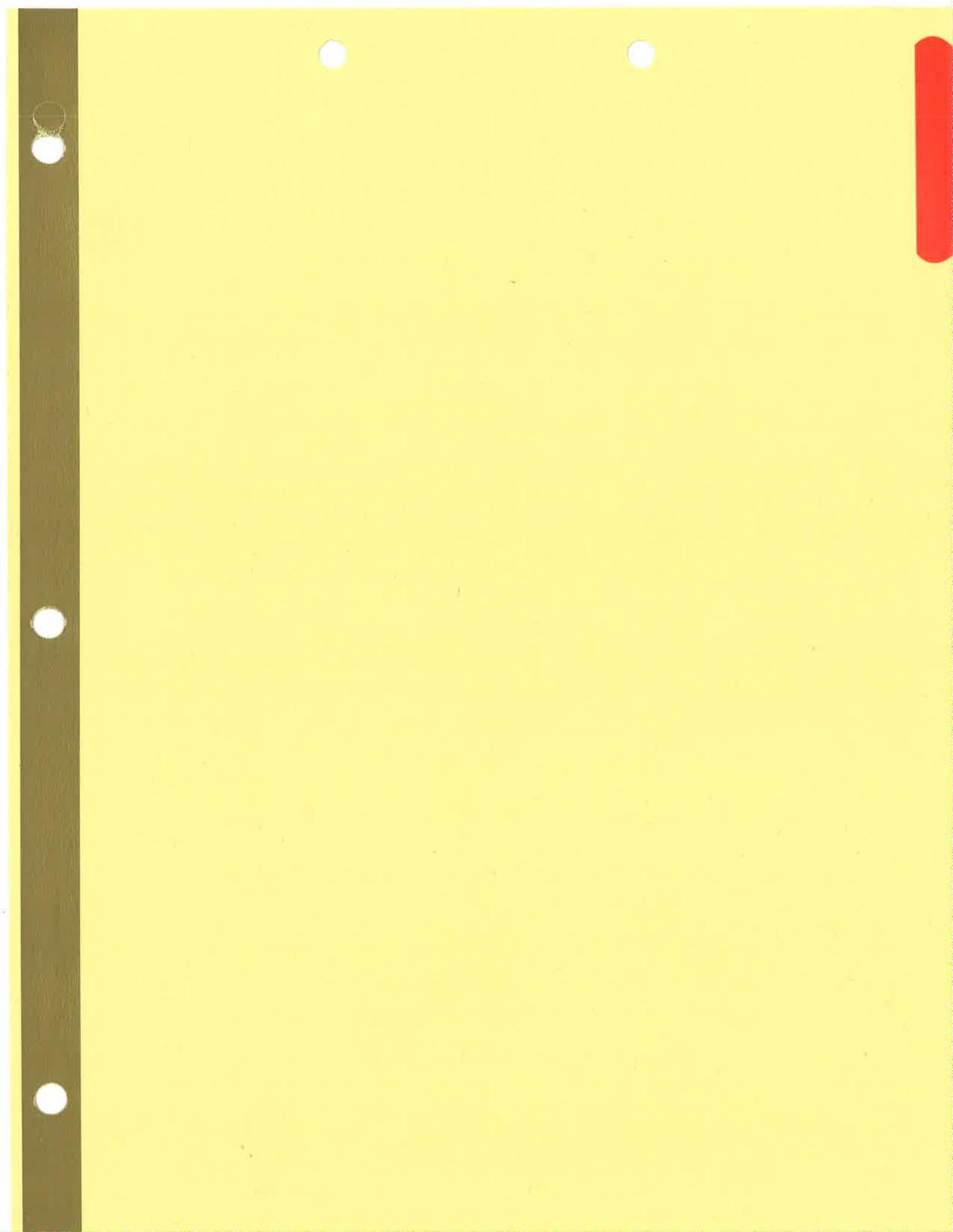
Summer program options are limited in that there are few for older youth and few that provide opportunities for regular, sustained participation. Students report "bored, nothing to do," as a concern in the community.

Access to programming can be an issue for youth.

The necessity of making more intentional, strident efforts to increase school and community connectedness also figures significantly into our proposed project. To be fully supportive of after school programs and to help ensure their success, families and communities must be connected to those programs. Parents/guardians need to feel not only welcomed in the schools and in after school programs, but that need to know that their active participation in their children's education and activities is important.

Troubled race relations have plagued the Mille Lacs area. Since the early 1990s, two major lawsuits have divided people over hunting and fishing rights and reservation boundaries. The fall-out from these lawsuits includes increased mistrust and racism and a decreased ability to work together. A recent example of precarious race relations is a highly publicized incident that occurred during the 2006 Isle Days Parade. In at least two places along the parade route, the American Indian Veterans' float was met with jeers, boos, and demeaning gestures.

This proposal takes a positive approach in recognizing and addressing these community issues which are often significant barriers to student achieving success in school. The theatre project in particular will bring a variety of stakeholders together, working on a common goal for the benefit of students. It will help students to form relationships with community members that can be long standing. It is the process that will be most beneficial to students as they learn new skills in an exciting new way.





THE MILLE LACS BAND OF
OJIBWE INDIANS

Legislative Branch of Tribal Government

JOINT RESOLUTION 15-02-10-13

A JOINT RESOLUTION APPROVING THE SUBMISSION OF A 21st CENTURY COMMUNITY LEARNING CENTERS PROGRAM GRANT APPLICATION TO U.S. BUREAU OF INDIAN EDUCATION FOR THE PURPOSES OF ENHANCING AFTER-SCHOOL AND SUMMER EDUCATIONAL OPPORTUNITIES FOR MILLE LACS BAND YOUTH

- WHEREAS, the Mille Lacs Band Assembly is the duly elected governing body for the Mille Lacs Band of Ojibwe, a federally-recognized Indian Tribe; and
- WHEREAS, according to 3 MLBSA § 2(d), the Band Assembly is empowered to adopt resolutions to promote the general welfare of the people of the Band; and
- WHEREAS, the Chief Executive of the Band is empowered to exercise the Executive Branch powers of the Band; and
- WHEREAS, the Mille Lacs Band Assembly and Chief Executive have established as a priority the improvement of social and economic conditions and quality of life for the people of the Mille Lacs Band of Ojibwe; and
- WHEREAS, the Mille Lacs Band Assembly and the Chief Executive recognize the importance of providing high quality services to support student learning and development opportunities beyond the classroom; and,
- WHEREAS, the Mille Lacs Band Assembly and the Chief Executive support the efforts of Nay Ah Shing Schools to offer additional educational services to reinforce and complement the regular academic program in order cultivate Mille Lacs Band's future generations; and,
- WHEREAS, the Mille Lacs Band Assembly and the Chief Executive recognize that cost share funds are not required for the 21st Century Community Learning Center's Program; and,
- NOW, THEREFORE, BE IT RESOLVED, that the Mille Lacs Band Assembly does hereby authorize and approve the submission of a proposal to Bureau of Indian Education for the purposes of participating in the 21st Century Community Learning Center's Program.

WE DO HEREBY CERTIFY, that the foregoing resolution was duly concurred with and adopted at a special session of the Band Assembly in Legislative Council assembled, a quorum of legislators being present held on the 20th day of November, 2012 at East Lake, Minnesota by a vote of 2 FOR, 0 AGAINST, 0 SILENT.

DISTRICT I

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DISTRICT IIA

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DISTRICT III

45749 Grace Lake Road • Sandstone, MN 55072
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URBAN OFFICE

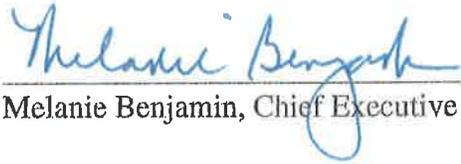
1433 E. Franklin Avenue, Ste. 7c • Minneapolis, MN 55404
(612) 872-1424 • Fax (612) 872-1257

IN WITNESS WHEREOF, we, the Band Assembly hereunto cause to have set the
signature of the Speaker of the Assembly.



Curt Kalk, Speaker of the Assembly

IN CONCURRENCE, with the action of the Speaker of the Assembly, I, hereunto set my hand to
this resolution.



Melanie Benjamin, Chief Executive

OFFICIAL SEAL OF THE BAND