



WI 07

**Application for Federal Assistance SF-424**

**\* 1. Type of Submission:**

- Preapplication
- Application
- Changed/Corrected Application

**\* 2. Type of Application:**

- New
- Continuation
- Revision

\* If Revision, select appropriate letter(s):

\_\_\_\_\_

\* Other (Specify):

\_\_\_\_\_

\* 3. Date Received:  
Completed by Grants.gov upon submission.

4. Applicant Identifier:  
\_\_\_\_\_

5a. Federal Entity Identifier:  
\_\_\_\_\_

\* 5b. Federal Award Identifier:  
\_\_\_\_\_

**State Use Only:**

6. Date Received by State: \_\_\_\_\_

7. State Application Identifier: \_\_\_\_\_

**8. APPLICANT INFORMATION:**

\* a. Legal Name: **Ojibwa Indian School**

\* b. Employer/Taxpayer Identification Number (EIN/TIN):  
**85 0197413**

\* c. Organizational DUNS:  
**100996404**

**d. Address:**

\* Street1: **9620 42nd Avenue NE**

Street2: **PO Box 600**

\* City: **Belcourt**

County/Parish: **Rolette**

\* State: **North Dakota**

Province: \_\_\_\_\_

\* Country: **USA: UNITED STATES**

\* Zip / Postal Code: **58316**

**e. Organizational Unit:**

Department Name: \_\_\_\_\_

Division Name: \_\_\_\_\_

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

Prefix: **Mr.** \* First Name: **Michael**

Middle Name: \_\_\_\_\_

\* Last Name: **Blue**

Suffix: \_\_\_\_\_

Title: **Principal**

Organizational Affiliation: \_\_\_\_\_

\* Telephone Number: **701-477-3108**

Fax Number: **701-477-6039**

\* Email: **Michael.Blue@BIE.EDU**

**Application for Federal Assistance SF-424**

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

N. Other

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

BIE School

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

Bureau of Indian Education - Division of Performance and Accountability

**11. Catalog of Federal Domestic Assistance Number:**

CFDA Title:

21st Century Community Learning Centers Program

**\* 12. Funding Opportunity Number:**

\* Title:

21st Century Community Learning Centers Program

**13. Competition Identification Number:**

Title:

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

Turtle Mountain Indian Reservation - ND

Add Attachment

Delete Attachment

View Attachment

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

To provide out of school programs and enrichment activities to students and families enrolled to Ojibwa Indian School with a primary focus on student achievement.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

ND

\* b. Program/Project

000

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

2/1/2013

\* b. End Date:

6/30/2013

**18. Estimated Funding (\$):**

* a. Federal	\$114,478.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	\$114,478.00

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

Mr.

\* First Name:

Michael

Middle Name:

\* Last Name:

Blue

Suffix:

\* Title:

Principal

\* Telephone Number:

701-477-3108

Fax Number:

701-477-6039

\* Email:

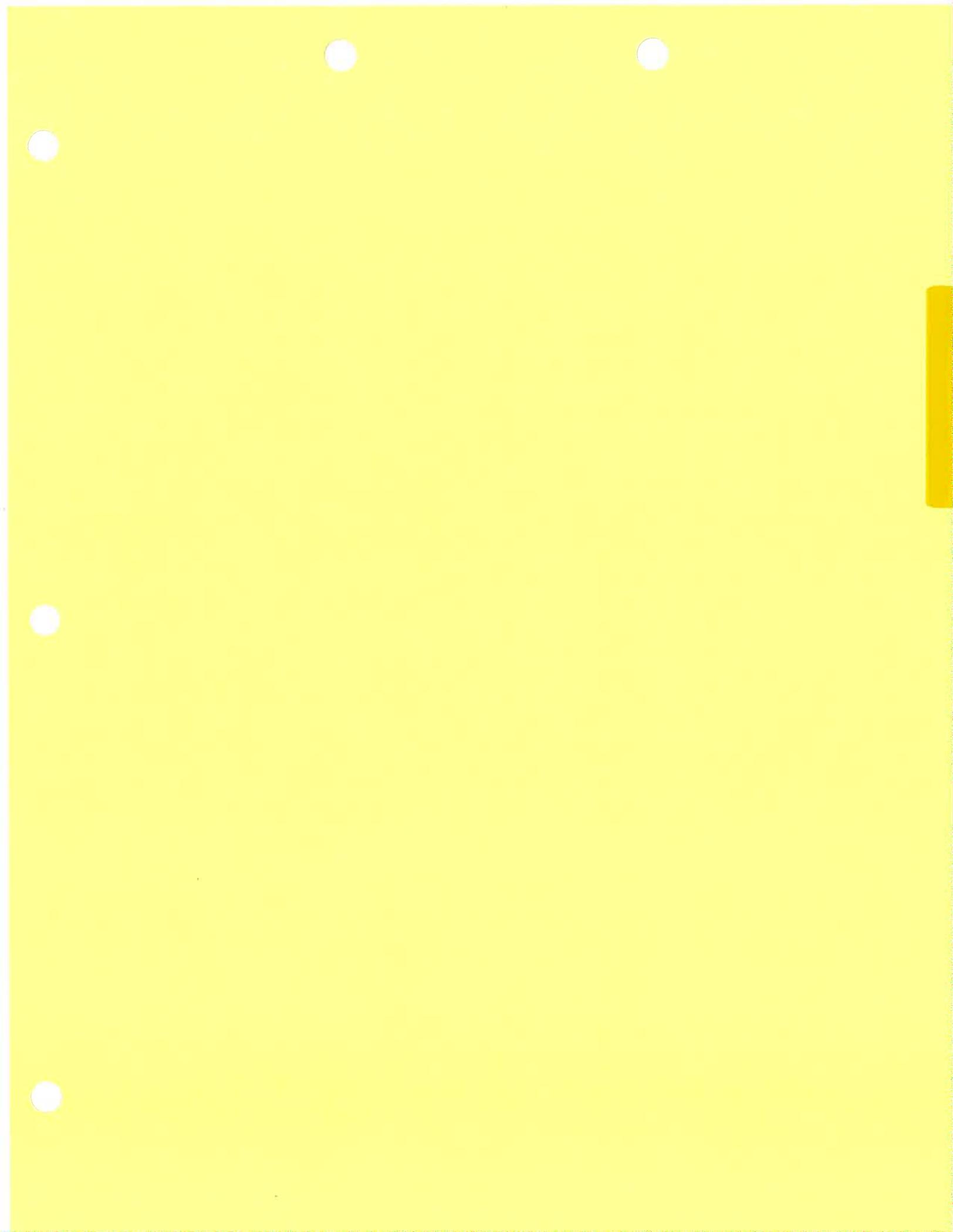
MichaelBlue@BIE.EDU

\* Signature of Authorized Representative:

Completed by Grants.gov upon submission.

\* Date Signed:

Completed by Grants.gov upon submission.

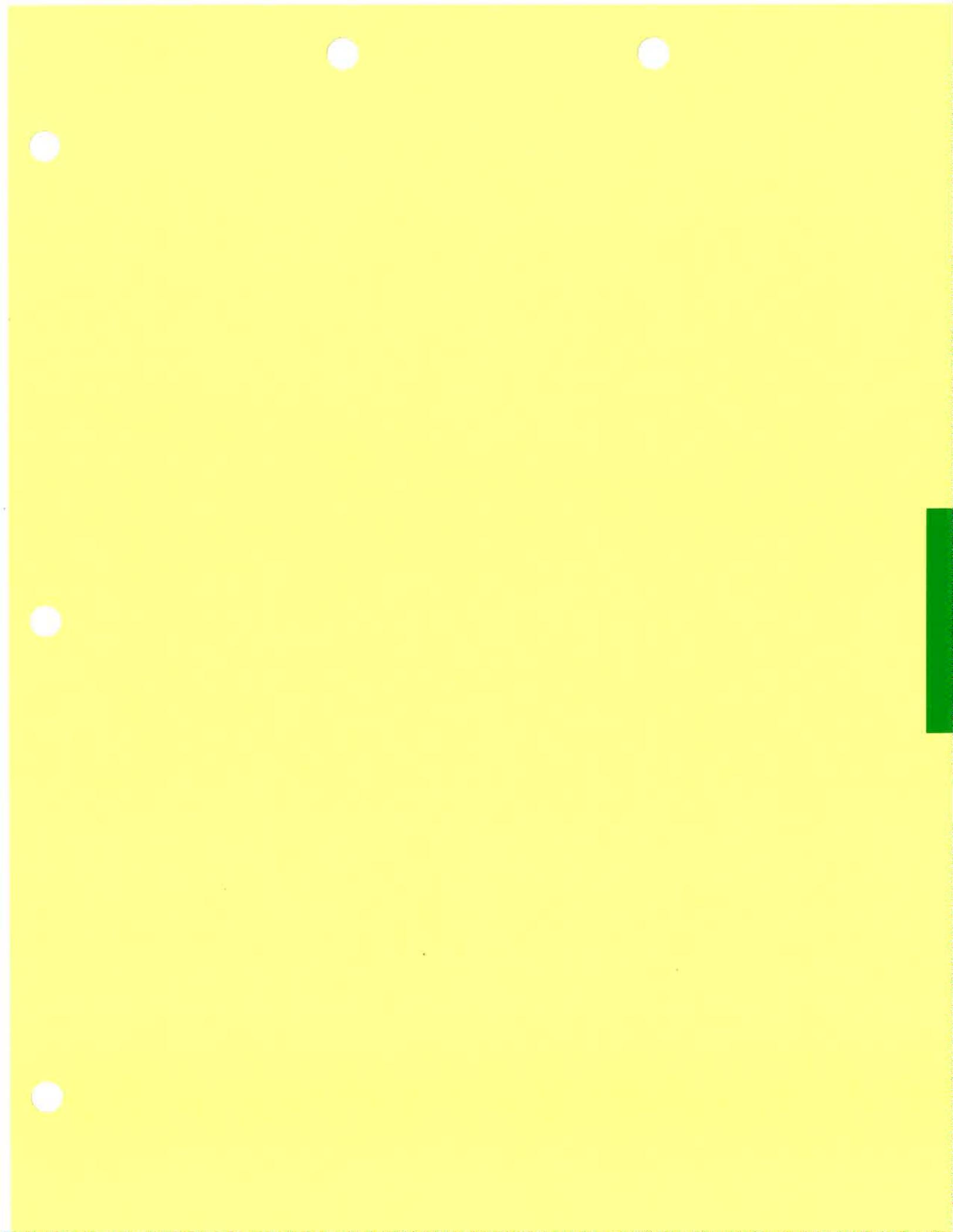


**APPENDIX VIII: Cover Page BIE 21<sup>st</sup> CCLC  
COVER PAGE  
EED FORM # 05-07-039**

<u>Ojibwa Indian School</u>	
Organization	
<u>Mr. Michael Blue</u>	<u>701-477-3108</u>
Name of Contact Person	Telephone
<u>Michael.Blue@BIE.EDU</u>	<u>701-477-6039</u>
E-mail Address	Fax Number
	<u>1/11/2013</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>1/11/2013</u>
Signature of Organizational Representative	Date
<u>Principal</u>	
Title	

<u>\$ (Y1) \$114,478.00 (Y2-3) \$399,096.00</u>
Total Funding Requested Per Year
<u>\$ 513,574.00</u>
Total Funding Requested for Three Years

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



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## Abstract

### Name and address of applicant:

Ojibwa Indian School  
9620 42<sup>nd</sup> AVE NE  
PO Box 600  
Belcourt, ND 58316

### Contact information:

Name: Mr. Michael Blue  
Title: Principal  
Phone: (701) 477-3108  
Fax: (701) 477-6039  
Email: [Michael.Blue@BIE.EDU](mailto:Michael.Blue@BIE.EDU)

Program title: OIS 21<sup>st</sup> CCLC program

This program will serve (insert number): 1 rural BIE school

Please provide the name of each school that will have a Community Learning Center:

Ojibwa Indian School

In the schools to be served:

Number of students to be served 256 Community members to be served 90  
Grade levels to be served K-8 Students who are eligible for free or reduced-price lunch  
90% Limited English proficient 47

Residing in the 21<sup>st</sup> Century, the Ojibwa Indian School (OIS) administrators, Board members, teachers, parents and students fully understand that education is the driving force within our community, equipping present and future students and families to become visionaries of change and positive community revitalization. Understanding their role to keep children safe in after school and summer learning programs by providing academic and enrichment programs along with an array of cultural, developmental and recreational opportunities, the OIS staff and Board is committed to providing safe, drug-free, supervised and cost-effective after school programs to their students and OIS families in order to support each student's academic achievement and related educational development of family members. Experienced in providing out of school programs and activities, OIS is proud to state that the school is 'shovel ready' to continue to assist our students with extended learning.

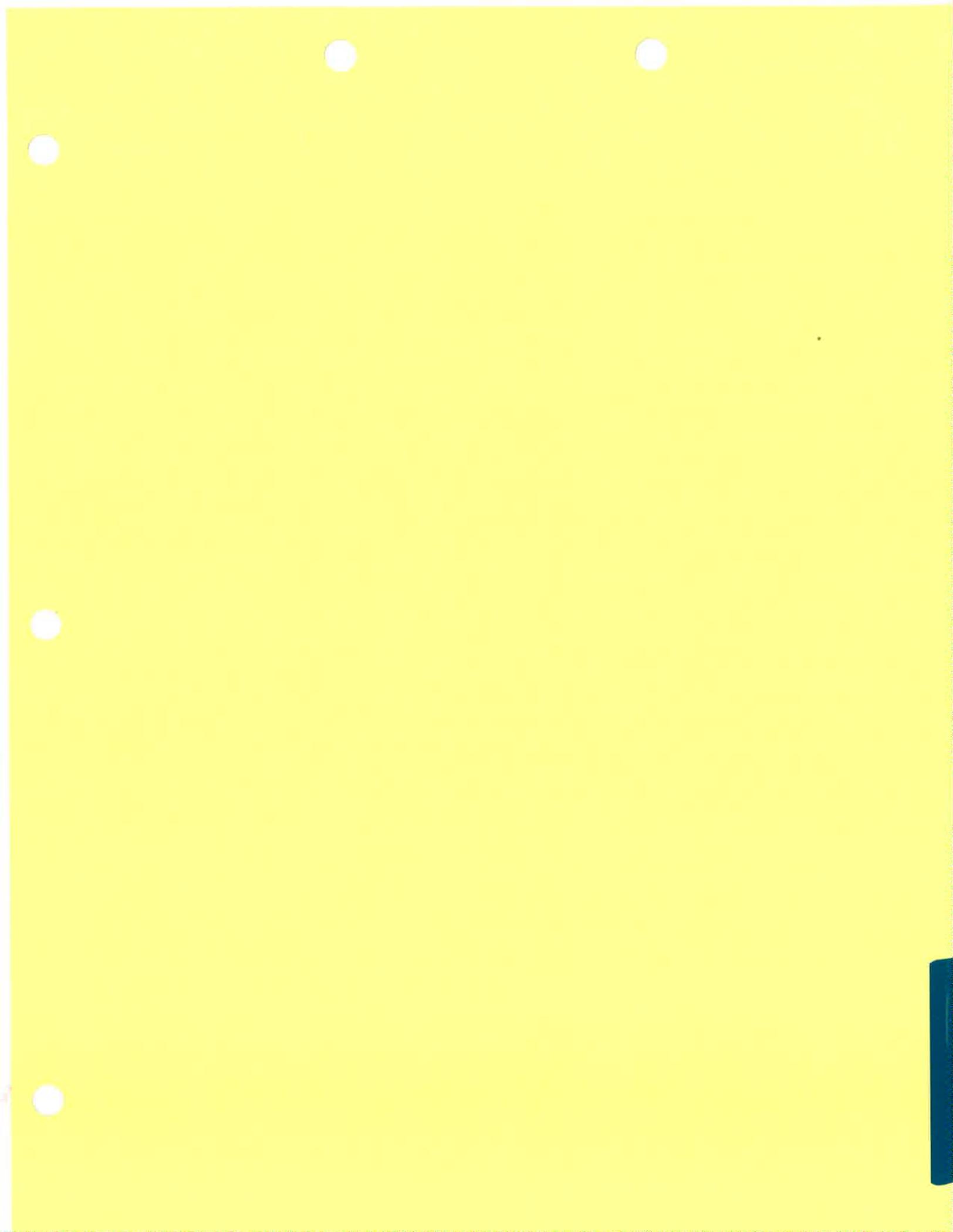
The OIS 21<sup>st</sup> CCLC program will be provided at Ojibwa Indian School. Ojibwa Indian School is a Title I school serving 285 K-8 Native American students of which 38% have been identified as at risk of school failure. In October 2009, OIS was notified that a plan for restructuring must be completed. The School Board, School Improvement Team, Administration and staff and students have made great strides over the past three years, but the school continues to fail to make Annual Yearly Progress (AYP). A structured, well-designed school, family and student supported after school program that reinforces school day learning will be instrumental in helping our students make AYP.

Our 21<sup>st</sup> CCLC program will integrate education, resource and support services by providing culturally rich activities tied to classroom studies and highlighting enrichment and remedial tutoring/homework assistance while linking drug, alcohol, teen pregnancy and suicide/violence prevention services.

Our program is designed to bring together a number of existing community organizations and resources in order to provide an array of inclusive and supervised learning enrichment activities. Our menu of learning opportunities will assist our students in improving their academic achievement and enhance their physical, mental and social well being. 21<sup>st</sup> CCLC programs will be offered Monday – Thursday after school for 110 minutes and 3 hours per day, 4 days per week for four weeks during the summer. Some of the anticipated outcomes of our 21<sup>st</sup> CCLC program include:

- Reduced number of unsupervised children in the afternoons, and in the summer
- Increased daily attendance – it is projected that 80% of our students will participate in 21<sup>st</sup>CCLC programs for 30 or more days
- Reduced actual and/or potential number of students engaging in drug abuse activities and in juvenile crime, or being victims of crime. Reduced adult crime rate in our school community
- Raised academic skill levels and performance by students on standardized tests and consequently the number of students meeting state and local performance standards in core academic subjects such as language arts, science, writing and math
- Increased number of parent and community members receiving related educational training and development

Maintaining and forming additional partnerships, focusing on student achievement and success, listening to and providing related services to families and establishing a School Advisory Committee will ensure our 21<sup>st</sup> CCLC program meets the real needs of all participants and assists in providing our kids with a sense of future. For letters of commitment please see



## Program Narrative

### Competitive Points

- Applications submitted in partnership with a community or tribal based organization, tribal or local community colleges, colleges and/or universities, and state, local, and county agencies.

OIS has formed numerous partnerships with Tribal entities that provide support to out of school learning for our students. Our partners' contributions allow for expanding out of school learning for our students and their families by providing a variety of supports and services. Additionally, our established partnerships focus on new ways to expand and improve the capacity of our school to further meet the needs of our students and their families. Our established partnerships allow all parties to coordinate resources that support expanded after school opportunities and strengthen our ability to make a difference in the lives of all program participants.

To date, we have letters of support and commitment from four Tribal organizations who focus primarily on youth and include a family component (see Appendices). The programs/services provided by Tribal entities/organizations will assist our school in providing education and help for many of the stressors faced by our students and parents. All partners will be asked to submit a 'lesson plan' prior to the start of their sessions to be reviewed by the School Advisory Committee (SAC) members. Because all parties working together want to see our students achieve, we know that our current partnerships will be instrumental in helping our school enhance educational outcomes. Successful partnerships will also assist OIS with ensuring long-term sustainability of our 21<sup>st</sup> CCLC program.

The School Advisory Committee members will be responsible for continued recruitment of partners based on the needs of our students and families. SAC members will be responsible for ensuring partners have clear understanding of our mission and goals and that there is a consensus between all parties. For example, the Director of Education at the community college will be asked to utilize the after school program as a practicum setting for education majors.

All recruited partners will be asked to work with the school in defining specific outcomes. Determining and using indicators and performance measures to monitor whether our efforts are productive will provide OIS and their partners with critical information about what is and is not working and will assist in helping accomplish program goals. Upon notification of the grant award, Memorandums of Understanding will be completed with each partner defining goals, prevention/education activity and schedule.

- Health, wellness, prevention and social service activities that provide services to students and parents/caregivers.

Our current partners will provide an array of health, wellness, prevention and social service activities for our students and families. Turtle Mountain Outreach, provides violence and suicide prevention education to youth and parents; Turtle Mountain Outreach also provides presentations/learning for upper elementary and junior high students on the

Sources of Strength (SOS) program. SOS is a comprehensive wellness program that works to use peer leaders to change norms around codes of silence and help seeking. A uniqueness of this program is that it has a true preventive aim in building multiple sources of support around individuals so that when times get hard, they have learned strengths to rely on. Tribal Personal Responsibility Education Program (PREP) provides after school pregnancy/ STD/HIV-AIDS/ prevention education and activities to youth and parents. Additionally, Tribal PREP will work with our families and students by bringing the Strengthening Families Program each semester of our school year. The Strengthening Families Program is an evidence-based family skills training program found to significantly reduce problem behaviors, delinquency and alcohol and drug abuse in children and to improve social competencies and school performance. Turtle Mountain Youth and Family Services will provide financial literacy to families and upper level elementary and junior high students. Using the Money Matters: Make It Count curriculum, this agency has more than 10 years of experience in providing this program and will be instrumental in linking financial literacy to math. Tribal Health is committed to providing health education to after school students and parents. A primary focus of Tribal Health will be drug and alcohol prevention education.

- Service-Learning projects, community improvement projects, youth development projects.

OIS is committed to expanding our current community campaigns (i.e. food drives) by involving our students in community service projects that will supplement and assist in meeting curriculum objectives. The school board and administration fully support this effort. All agree that service-learning projects will provide our students with a broader and deeper understanding of community issues and how they, as community members, can become involved to make a difference. We know that a service learning program will allow our students to use their time, talents and resources to help improve life for others and in turn enhance their own lives at the same time, will strengthen students' engagement with our school and with our community.

Discussions have been held with students regarding what it means to help people in their community. With funding for after school programs, we will have the ability to put those words into action. Our early elementary students, participating in the after school programs will also be a part of service learning projects. Working with these students, projects determined will be based on age-appropriateness; amount of work required and parent permission and support. For example, the Tribe has a retirement facility whereby these students could adopt the residents for weekly visits along with inviting the residents to the school to participate in family enrichment evenings.

For upper elementary and middle school students the following guidelines will be adhered to:

- A meeting will be held with all students and parents to announce the service learning project. Parents and students will also be informed how service learning complements academic coursework.
- A commitment statement will be signed by the student, parent/caregiver and homeroom teacher

- After school program participants will work with after school staff to plan and implement their service learning project(s).
  - Each group of students, based on grade level (i.e. grades 4-5 or 6-8), will choose a local cause
  - Pick a local project. Discussions will be held to narrow down what is and is not possible, keeping in mind time, available funding, resources and number of students. Students will be reminded by their after school instructor who is their guide for service learning projects, that the project must be practical to be successful.
  - Under the guidance of the after school instructor, a plan of all details will be devised.
  - Using the school web site, local radio and newspaper, students will be responsible for 'getting the word out' about their service learning projects.
  - Under the supervision and guidance of after school teachers, put the plan into action. Weekly meetings will be held to review whether or not the project is going according to the plan. Adjustments may need to be made that will assist in ensuring service learning success.
  - The Site Coordinator (Dawn Davis) will serve as the liaison between the students and local organizations and agencies.
  - All services learning projects will be documented using journals regarding the amount of time spent, daily overview of each student's experience and a final written report by students about their experience and perceived impact.
  - OIS will be responsible for monitoring the impact of service learning projects and academic performance.
- School climate: applicants must describe in the application on how the school staff will implement a healthy school climate project that will include all school staff, school boards, parents/caregivers, and community service programs.

The OIS staff and board will continue the process of school climate implementation that will promote healthy relationships, school connectedness and dropout prevention. Our school climate improvement process will be based on a cyclical and continuous process of preparation, evaluation, action planning, implementation of the action plan and re-evaluation. Our school climate process will promote the learning and positive social, emotional, ethical and civic development of students, enhance engagement in teaching, learning and school-wide activities, and address barriers to learning and teaching and reengage those who have become disengaged. OIS staff, inclusive of after school staff, partners, students and families will continue with trainings related to implementing and maintaining a healthy school climate. Trainings and education will take place during school orientation, family enrichment activities and parent meetings. Families will be asked to be an integral part of this endeavor. With their support, we believe our students will reengage or stay engaged with our school. OIS staff will implement a healthy school climate that will include all staff, board members, parents/caregivers and community service programs by coordinating the following practices:

1. Instruction - after school programs will be designed to promote student as well as adult social, emotional, civic and intellectual skills and dispositions. Evidence-based strategies will be integrated into the after school curriculum and into the culture of the classroom that promote students' social, emotional and ethical competencies and

enhance academic performance.

2. Systemic interventions will be designed or will be continued to ensure a climate of safety and learning. Our school climate will ensure that students and families are engaged and respected and that all participants work together to develop and contribute to a shared school visions that supports or climate for learning.
3. Crisis preparedness will be continued during the after school programs to recognize socially as well as physically dangerous moments. Teaching staff have received training in such areas as bullying prevention, Positive Behavioral Support and other 'crisis-related' topics that have contributed to providing our students with a safe and caring school environment. Training and opportunities to practice responding to crisis situations will be continued in order to decrease social violence and increase academic achievement.
4. Evaluations for after school programs that recognize social, emotional and civic as well as intellectual development and learning. In order to ensure that OIS does offer a healthy school climate, parents, staff and students will be asked to participate in this evaluation process through surveys, forums/parent and staff meetings, monthly report data will reveal perception and areas needed for improvement.
5. Align state and district policy with building practice. OIS ensures that school staff, students and families have received training and/or information designed to create a safe climate for learning, school climate assessment and improvement. OIS will continue to assess existing policies and make improvements when deemed necessary.

### 1) Need for Project

#### Overview

Ojibwa Indian School (OIS) is an elementary/middle school located on the Turtle Mountain Indian Reservation at Belcourt, North Dakota and is funded by the Bureau of Indian Affairs, Office of Indian Education Programs. For the past four school years our enrollment and average daily attendance (ADA) has been as follows:

2009-2010	ADA	2010-2011	ADA	2011-2012	ADA	2012-2013	ADA
297	90.69%	308	92.10%	306	92.74%	285	98.16%

The Turtle Mountain Reservation is located on a six mile by twelve mile land base and is considered one of the most densely populated Reservations per square mile (86 people per square mile residing on the Reservation versus 15 people per square mile residing on lands throughout the rest of the County) in the United States. The Reservation and adjacent Tribal lands are located within Rolette County, North Dakota, which has a poverty rate of 29.4% to 40.9%, dependant upon the town in the county.

The Tribe's enrollment is approximately 33,830 members, of which 13,764 of the Tribe's population lives on or adjacent to the Turtle Mountain Reservation. Tribal data shows that 48% of the Reservation population is under the age of 21 years with 35.14% of enrolled members being under the age of 18. The Turtle Mountain Tribe is the fastest growing population segment in the State of North Dakota. For the past two decades, the Turtle Mountain Tribe has been growing at a 20% rate while the national average has been 13% and the State of North Dakota average has been .05%. The U.S. Census Bureau projects North Dakota as the state with the second fastest growth in the nation in Native American by 2025.

The Turtle Mountain Indian Reservation fully meets the Federal Government definition of a distressed area due to the large percentage of high risk youth residing within the Reservation boundaries. Further, the Socioeconomic Mapping and Resource Topography (SMART) system reveals that our Community Disadvantage Index of 10 supports the fact that we are residing in area that is one of the most disadvantaged in the United States. Over the past 10 years Rolette County continues to have the highest unemployment rate of any county in the State of North Dakota. This can be attributed to a large population with limited employment opportunities, lack of vocational programs /training and an extremely high school dropout rate.

<b>United States</b>	<b>North Dakota</b>	<b>Rolette County</b>	<b>Turtle Mountain Reservation</b>
7.9%	3.0%	9.5%	<b>69.25%</b>

U.S. Department of Labor, October, 2012

Job Service North Dakota, December, 2012

*Indian Labor Force Report*, Bureau of Indian Affairs, May 2012

Tribal members have long suffered from poverty and accompanying social stresses. Our median household income of \$24,514.00 is 58% of the national level and the average per capita income of \$8,855.00 is less than half of the U.S. average. It is the lack of employment opportunities and a dire economy that has led to a large number of children living in poverty or near poverty conditions in Rolette County. As stated in 2011 *Kids Count North Dakota*, 39.92% of Rolette County children live in single parent families and 42.2% of children living on the Reservation live in poverty. This data corresponds to the following statistics:

<b>TANF Recipients Ages 0 – 19</b>		<b>Children Receiving Free/Reduced Lunch</b>		
<b>North Dakota</b>	<b>Rolette County</b>	<b>North Dakota</b>	<b>Rolette County</b>	<b>OIS</b>
4.7%	31.9%	33.2%	72.1%	90%

2011 *Kids Count North Dakota*

There is no question that facing the hardship of poverty or near-poor living conditions can negatively affect a child's academic performance, self-esteem and behavior and plays a direct role in youth choosing inappropriate behaviors.

Additional indicators regarding the socioeconomic conditions of Rolette County reveal that 60.46% of persons ages 0 – 20 are Medicaid recipients compared to the state percentage of 23.06%; 60.58% of Rolette County children reside in households that receive food stamps which is three times the state rate of 20.27%; 10.94% of students in grades 9 – 12 (exclusive of the Reservation) and 38% of reservation-based students drop out of

school, which is astronomical when compared to the state rate of 2.33%. Out-of-wedlock births to teens ages 13 -19 is 22.22%, a staggering rate when compared to almost every other county in North Dakota and to the state rate of 6.56%. Poverty creates a number of special challenges for parents, who are more likely to face multiple stressors that include unemployment or underemployment, limited education, a lack of health insurance, an unstable relationship with family or an intimate partner, a struggle to meet basic needs, and housing instability. In 2010 – 2011, the Turtle Mountain Tribe documented more than 1100 homeless Tribal members of which more than 92% have children. This has resulted in multiple families residing in 2-3 bedroom homes, living in camping trailers or living in cars and when possible living in a motel room for a short period of time.

According to the North Dakota State Data Center, many of the children residing in Rolette County are growing up with four or more of the above listed factors that put them at high risk for serious challenges to their well-being. Additionally, the more risk factors that our youth are exposed to, the higher the probability that they will experience one or more negative outcomes such as dropping out of school, substance abuse or pregnancy.

**Community Crime Information:** For the Turtle Mountain Reservation, there has been an increase of criminal activity especially over the past two years. In 2009 Turtle Mountain Law Enforcement responded to 7,507 incidents; in 2010 that amount increased to 9,061 reported incidents and increased again to 9,114 in 2011. Along with an increase in reported incidents the 2010 BIA Office of Justice Services –Turtle Mountain Agency report reveals that domestic violence arrests increased from 448 in 2009 to 536 in 2010 to an all-time high of 557 in 2011; 69.6% of the domestic violence calls were documented as being drug or alcohol related. Substance abuse is a major problem on many Indian Reservations and for the Turtle Mountain Band of Chippewa, meth manufacturing and prescription drug sales use continue to be the two drug-related crimes law enforcement faces on an almost weekly basis.

In 1996 North Dakota was identified as a High Intensity Drug Trafficking Area (HIDTA) by the Office of the National Drug Control Policy. The state and the Reservations within North Dakota fit the criteria due to the fact that there has been significant illegal drug production, manufacturing, importation and distribution. Due to the extreme poverty faced by the Chippewa people and because meth is relatively cheap and easy to make, it is even more widespread on our Reservation.

**Community Health and Wellness:** In Native American tradition, the circle is a powerful symbol. The Medicine Wheel, divided into quadrants, represents the cyclical and interconnected nature of life, is a traditional healing tool used in a wide variety of ways by many of the more than 500 diverse tribes in North America. The wheel reflects a way of life that in past times epitomized what the Western world now refers to as “mind-body-spirit wellness.” (Monroe, Mary *The Circle of Wellness: Bringing Health & Hope to Native Communities*, IDEA Fitness Journal, May 2006). Today, the traditional way of maintaining a healthy lifestyle has succumbed to obesity, diabetes and cardiovascular disease.

Of great concern to the Tribe is the health and wellness of all Tribal members. Diabetes (particularly Type II) is rampant on the Turtle Mountain Reservation, along with cardiovascular disease and obesity/overweight among children. Tribal Health Education and Public Health provide health screenings yearly to students at the reservation-based

schools. The 2011 results reveal that 52% of students were overweight and 18% were diagnosed as obese.

**Suicide** – Our children and families live under an accumulation of generations of unresolved historical trauma and cultural breakdown, severe poverty and social deprivation, community disorganization, family conflict and management problems, aggravated by alcohol and drug abuse. Our children lack positive role models that could bring them hope. Depression and other mental health problems contribute to very high rates of learning problems, conduct disorders, substance and alcohol abuse, running away, and suicide attempts among our youth.

Suicide and related behaviors (suicide ideation, planning, and attempts) are major escalating public health concerns for Native Americans . Suicide is the third leading cause of death among Native children and adolescents in the 10-14 age group and the second leading cause of death in the 15 to 24 age group. At Turtle Mountain, from 2003 to 2010, 144 of our youth, ages 5-24 years, exhibited suicide behaviors; there were seven completions. 66% of our children say they have thought about suicide. 42% of the suicide behaviors involved substance use.

The more risk factors are present, the greater the likelihood of young people developing health and behavior problems. When interrelated economic and social stresses continue unrelieved in a community, risk factors multiply, and perpetuate a vicious cycle that continues until we deal with the causes of stress, break the destructive cycles and replace them with positive self-amplifying cycles of healing and well-being. Depression and other mental health problems among American Indian adolescents contribute to their very high rates of learning problems, conduct disorders, substance abuse, running away, and suicide attempts

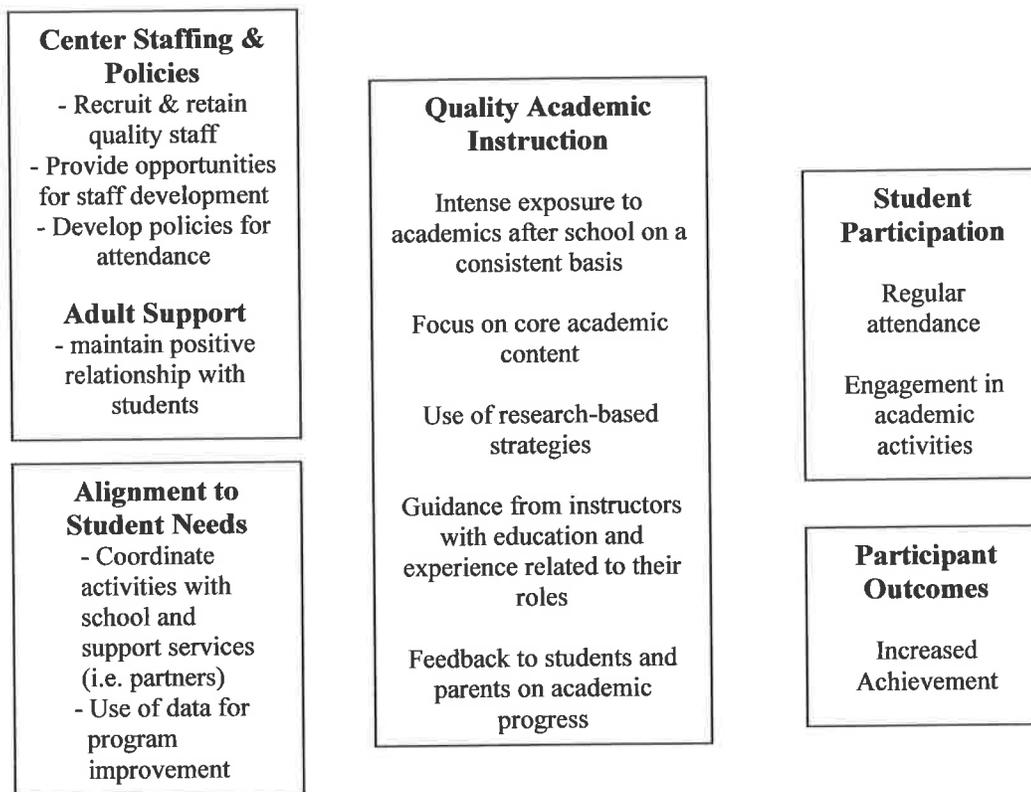
Our students face more than their fair share of risk factors on a daily basis. What is known is that the more risk factors that are present, the greater the likelihood that our youth will develop health and behavior problems and the less success they will have regarding academic achievement. The Tribe has primary responsibility to guide and manage the service delivery system, for the optimal health and welfare of all Tribal members including Tribal children. As an important entity of the Tribe, our school must provide every type of service possible to give our children a sense of future.

**Assurance:** All activities and programs of the 21<sup>st</sup> CCLC program will be provided in a safe and easily accessible facility and will be scheduled during non-school hours including summer months. 21<sup>st</sup> CCLC funds will be used to complement and enhance the academic performance, achievement and positive youth development of our students. Funds secured for the 21<sup>st</sup> CCLC program will supplement, not supplant Federal, State, local or non-Federal funds. OIS fully understands and will continue compliance with section 504 of the Rehabilitation Act to ensure that our proposed programs are accessible to persons with disabilities. See Appendix for GEPA statement.

**1A.** Ojibwa Indian School anticipates all students who have been identified as needing academic achievement support will participate in 21<sup>st</sup> CCLC academic programs a minimum of 2 days per week (50%) with the goal of attending 90% of the time by the second semester of the school year. For students participating in enrichment activities, past history with shows

that students enrolled in a variety of enrichment activities participate in these activities 3-4 days per week. Following is the framework for our 21<sup>st</sup> CCLC program:

**Instructional Supports:**



The framework for our proposed 21<sup>st</sup> CCLC program will lead to the desired outcomes for our students. If a student participates frequently and consistently, their learning will be influenced. Engaging students will help keep them focused and on task and will assist in motivating them to learn. Providing feedback to students and parents will help students in developing their metacognitive skills and will motivate improvement. Parent feedback will involve them in a better understanding of what their child is learning.

In order to achieve annual growth and catch-up growth, OIS will work more closely with parents of early elementary students (grades K-3) by providing awareness and training (family education evenings) of appropriate age-level targets to parents that will increase the number of students with grade-level skills. Books will be made available for parents to read to their child at least 20 minutes per day or have their child read to them. Teachers will be expected to excel as teachers and to use their time wisely for direct instruction. For struggling teachers, a support system of teachers, guidance counselor and administrator will be made available to assist a struggling teacher. Clear academic goals will be made known to students, parents and teachers. OIS has implemented an increased amount of reading blocks and will continue to do so. After school education will focus on directing instruction to the deficient sub-skill and opposed to just re-teaching the school day lesson. For more information on current student growth please see Appendices.

**1B.** A targeted recruitment effort will be utilized by the OIS administration, school counselor and teachers to identify and attract students at risk of academic failure. Specific measures that will be used to identify, target and recruit students and families, that are **most** in need of after school programs/services include attendance, behavior, NWEA MAPS assessment (language, math reading) results, CORE assessment and additional achievement scores below state percentiles along with Title 1 students. Progress monitoring will be utilized to determine which students can be identified as high need students. Additional recruitment strategies include disseminating written information that includes each 21<sup>st</sup> CCLC program and schedule to parents during school registration, during parent/teacher conferences and if necessary through home visits for identified youth at risk of academic failure. We believe that if our parents are familiar with the array of activities that the after school program provides, they will encourage their child to participate and they also may be motivated to participate in the adult education/enrichment programs. Direct contact with parents will develop an outlet for communication and feedback from parents of the targeted student population which in turn will ensure that we are addressing the needs of our students and families. Regular classroom teachers, school counselors, social worker, school nurse and special education instructors will be asked to refer students and will be closely collaborated with to ensure the after school program is meeting the needs of the referred student.

**1C.** As stated in the overview, many of our students and families face daily stressors that have a negative on school performance and can be linked to academic failure. OIS has in place and will continue to incorporate additional school-level characteristics that will help minimize risks for our students. For students who are identified as low academic achievers, the 21<sup>st</sup> CCLC staff and administration will work closely with classroom teachers and paraprofessionals to ensure these students receive a high level of engagement, receive more positive adult interactions, and we will work hard to achieve the goal of more family involvement. Additionally, the 21<sup>st</sup> CCLC staff will incorporate a more hands-on, active teaching approach. The one thing we want our students to feel about the after school is that it is not just a longer school day, but a new way to continue their learning. For example, along with reading about the Black Hills, provide supplies so the students can create the Black Hills, Mount Rushmore and the Crazy Horse Monument; guide them on how to research, design and implement a presentation about the Black Hills. An activity such as this one encompasses reading, language arts, social studies and writing along with creativity. For critical thinking skills, students will be engaged in games such as Chess or Battleship. Additional strategies that will be used to fill in the gaps in services but are closely related to our student needs include:

- ◆Parents will be encouraged to attend not only parent/teacher conferences, but family enrichment programs. Two parents will be selected to become members of the School Advisory Committee for the 21<sup>st</sup> CCLC program. Along with their input regarding after school programs, they will be asked to assist the school in contacting parents and inviting them to 21<sup>st</sup> CCLC functions.

- ◆During after school snack time, staff members will collaborate for 10 – 15 minutes to promote communication and camaraderie. All staff from the bus drivers to the cafeteria workers to the teachers will be included in planning for student success.

- ◆Parents of students that show achievement, have 90 – 100% attendance, display appropriate behaviors will receive “Good News” postcards that report the positives of their child.

♦Often, the ‘voice of the child’ is the last voice listened to. Due to this, students participating in after school programs will be encouraged to have meaningful connections to school by being involved in policy decisions such as assisting staff in planning the Student and Family Enrichment Evening to be held each semester, after school snack menu and will be given a suggestion box for recreation/enrichment programs. The suggestion box will assist the School Advisory Committee and Site Coordinator in better understanding the needs and wants of students.

The after school 21<sup>st</sup> CCLC program is designed to link to school day learning and will be well coordinated with school-day activities. Use of data from student assessments will be used to adjust program offerings accordingly. Regular classroom teachers will be consulted regarding the needs of students referred to the tutoring program and to inform the after school teachers about their lesson plans in order to ensure the linkage of school day and after school programs. The frequency and intensity of student participation in after school academic activities will be sufficient to influence their learning. Classroom teachers will receive written progress reports and will be consulted about attendance and behavior.

**1D.** See Appendices for documentation of progress and achievements.

The overall results of our school-wide testing shows that in Math 59.3% of OIS students met or exceeded the minimum “cut” score on MAP. Spring testing results show that 71.7% of our students met or exceeded the minimum “cut” score. Due to the achievement in math during the 2011 school year, a new goal of 80% has been set. MAP test results for reading are not as impressive as the math results, but gains in proficiency have been made. In the fall, 46.1% of OIS students met or exceeded the minimum “cut” score for reading proficiency on MAP. Spring MAP test results reveal that 49.7% of students did meet or exceed the minimum “cut” score.

**1E.** Following are the Native Star goals regarding how OIS will continue to support academic achievement.

1. To increase all reading scores by 5% on NDSA and comparable growth on other Assessments for students in grades 1 - 8.

OIS participates in the BIE Reads grant. The components of this grant allow us to Tier our reading groups and provide for extra reading minutes throughout the day. Ojibwa Indian School is in the process of implementing the RTI model which encourages interventions at every level. Interventions are based on deficit areas according to various testing data. Our BIE Reads funds have allowed us to contract two reading coaches. One reading coach is assigned the K-4 reading program and the other Coach works with the 5-8 reading program and personnel.

Our reading goal is evaluated based on the Houghton Mifflin, MacDougall-Littel, and Reading Mastery assessments. We also use AimsWeb, DIBELS, MAPS, and NDSA results.

2. To increase all Math scores by 5% on the NDSA and comparable growth on other assessments for students grades 3 – 8.

Ojibwa Indian School will continue to use Saxon Math, have increased instructional minutes, and will be utilizing supplemental components in addition to Saxon Math Program. We have added Otter Creek Math to place an emphasis on repetition and number facts, we have had additional training on differentiating lessons for all levels, we have a Math Coach working with teachers and students, modeling lessons, promoting research based practices, and monitoring all math related programming.

Our math goal is evaluated using various monitoring tools such as AimsWeb, NDSA and Saxon assessments.

OIS is pleased to state that we have met with evidence more than 90% of indicators (number of indicators that have been fully implemented from an initial assessment that have been reached to full implementation). There is no questions that OIS is committed to providing every one of our students with a well-rounded education, to ensuring all students achieve to their highest potential and that our school becomes a model school for Native American children. We are further committed to providing educational opportunities after the school bell rings. Children enrolled at Ojibwa Indian School are our children and we are willing to do whatever it takes to see academic and social success for each and every one of them.

**1F.** Many of our students face numerous at risk factors such as poverty, violence, discord at home, changing schools frequently, truancy, homelessness that could lead to educational failure. In order to reduce student risk factors and promote student achievement and social success OIS will provide a safe and secure learning environment during after school hours that will not only offer structure, but will allow for achievement. Along with remediating deficiencies, the after school program will focus on building on the strengths of our students (e.g. their knowledge, talents and interests). Our 21<sup>st</sup> CCLC program will provide individualized and small group instructional programs that will allow for flexibility in teaching methods and motivational strategies to consider each student's individual differences. Based on identified risk factors and student need, the following strategies will be implemented:

- √ teachers will provide more frequent feedback to parents than a typical report card
- √ schools will invite parents to be part of the school community in meaningful ways
- √ OIS will focus on student data from multiple sources in order to ensure student needs are met
- √ Systemic Renewal – a continuing process of evaluating goals and objectives related to the 21<sup>st</sup> CCLC program
- √ implementing comprehensive violence prevention plan, including conflict resolution and crisis management
- √ Early intervention to help low-achieving students improve their reading and writing skills which will provide the foundation for effective learning in all other subjects

√ Implement after school service learning for older students (6-8) which will allow for connecting our students to meaningful community service experiences with academic learning, personal growth and civic responsibility.

## 2) Quality of the Project Design

The programs and activities to be addressed by the OIS 21<sup>st</sup> CCLC program include: (1) remedial education, homework assistance and academic enrichment learning programs; (2) math, language arts (including writing), and science activities; (3) art and culture enrichment activities; (4) drug, violence prevention, teen pregnancy prevention programs that will include family members at specific times; (5) programming that promotes parental involvement and family literacy; (6) programs that provide special assistance to struggling students to improve their academic ability, who have been truant, suspended or expelled; and (7) recreational activities.

**2A.** The objectives and strategies as stated in Appendix V of the OIS 21<sup>st</sup> CCLC program are clearly defined (specific) measurable, attainable, realistic and timely and are aligned with Native Star SMART goals. OIS has a system in place for evaluating the content and effectiveness of our objectives and strategies and will continue to monitor these each semester.

**2B.** Our choice of selected programs for the after school program are based on the identified needs of our students. Assessments, behavior, daily performance, ability to meet determined school academic goals all have been instrumental in planning for our after school program. Progress monitoring, which is approved by *the U.S. Department of Education, Office of Special Education Programs*, is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring will be implemented with individual students or in a small group setting which will comprise our tutoring/remediation program for low achieving students. A setting with one-four students during our after school tutoring program will allow for addressing specific needs and more individualized instruction and time to grasp the needed concepts. Additionally, active learning will also be utilized in the after school in order to engage students in the learning process by helping them discover new and creative ways to solve problems, achieve success through different ways of learning.

Recent studies indicate that high-quality, well-managed and structured out of school time opportunities can help youth develop critical academic, social, and emotional attributes and skills, especially if offered consistently and persistently over time (Lauer et al., 2006; Bodilly). Many of the needs of our students previously discussed require the after school program to collaborate with outside entities. For example, violence is a real issue faced by our children daily. Turtle Mountain Outreach is a tribal entity that specializes in program delivery related to violence. Engaging this partner to participate in student and adult violence education will allow for the provision of information and referral for services. Strategies used link to objectives and the needs identified will also include: • Coordination among partners - routine and effective communication and coordination among partners to facilitate joint work or group decision making will allow for activities that increase impact: • Communication with the public or engaged stakeholders – coordinate initiatives through the development and communication of information about

the after school program; • After school teachers will submit a description of program activities, curricula materials and identify the standards the activity is aligned to.

**2C.** Student academic progress to meet academic the annual growth required will be monitored utilizing assessment results, IEP goals and classroom teacher consultations. Working with classroom teachers, progress monitoring of students who need to catch up on growth to be on grade level will be implemented. Based on state standards for a student's grade level, goals for learning will be determined and tracked and will take place over time. After school teachers will adjust the overall lesson pace so that it is slow and focused if needed. Progress toward meeting the student's goals will be measured and graphed by comparing expected and actual rates of learning. For low-achieving students, measurement will be conducted weekly. If the student is meeting or exceeding the expectation, the teacher will continue to teach the student in the same way. If the child's performance on the measurement does not meet the expectation, monitoring results may require instructional techniques to be adjusted. Adjustments may include changing the amount of instructional time, the grouping arrangement and change of a student's level in our Tier 3 Model. For example, what is taught during the school day will be re-taught with added practice during the after school program. Teachers will provide feedback to students and parents why the strategy is useful, how it will be used and explain how the after school program links to school day learning. Parents will be kept informed of their child's progress and will be notified as to what role they can play in helping their child succeed. For example, a parent might be asked to dedicate 20 – 30 minutes each day to having their child read to them. Parent involvement will be documented and maintained in the child's file.

**2D.** OIS currently utilizes NASIS to collect student data for reporting purposes, including behavior reports. All referrals, suspensions or other behavior concerns will be documented and teachers will use the same policy as used during the school day regarding protocol for reporting behavior. Complete NASIS information is restricted to the school principal and registrar. The social worker, school counselor, in-school suspension monitor have access to grades, family information and each has their own ability to record information specific to their contacts with students (i.e. school counselor records student meetings and outcomes, suspension monitor records behavior referrals, infractions, outcomes). Teachers are allowed to utilize this system to record grades and look up general information. The registrar will run a monthly report on all NASIS information that will be reviewed by the Site Coordinator and School Advisory Committee members and used for required reporting and to monitor problem areas within the school system and to make changes to classroom and school management programs if the data so warrants.

**2E.** A mid-year and end-of-year written report will be conducted by the Site Coordinator and SAC members and used for required reporting, evaluation and program monitoring. This report will include information from student participants, teachers and parents. Ensuring student attendance and participation is extremely important to the success of the after school program. Attendance will be recorded daily and all student files will detail academic work. All required data will be input into the data base by the Site Coordinator and the information for NASIS will continue to be input as currently being done. The following chart further details our planned data collection methods.

Items to be Assessed	Documentation for Assessing Program Review and Analysis	Data Collection Schedule
. Program Attendance	1. Attendance records, sign-in sheets, program application forms, database of program statistics, circulation of program brochures/newsletters	1. Monthly
. effectiveness of partnerships		
. Progress towards meeting goals, objectives and outcomes	2. Student and adult survey results, school discipline records, program completion and # of at risk factors reported.	2. Bi-monthly
. School, student and community involvement		
. Teacher evaluations of progress and discipline	3. MAPS, Dibels, Reading assessments, school academic reports, NASIS information, PPICS data base, participant surveys re: programs	3. Monthly
. Program management		
. Supplemental programs		
. Linkages between the regular school day and after school programs	4. Course syllabi, student risk surveys, “drop-in” interview results.	4. Bi-monthly
. Budget/fiscal integrity		

**2F.** Our program is designed to expand opportunities and increase student motivation by publicizing that the after school program differs from the day school program due to the enrichment activities offered (for example, during the day they gym is used for phy-ed; after school it can be turned into a carnival or jungle or whatever the after school program is designed for). Students need to be assured that new and exciting opportunities await them between the hours of 3:15 – 5:15. Parents will be notified of after school programs that offer student enrichment and enhancement are available. Teachers must be positive, ensure an atmosphere of excitement and get students to believe they can achieve. Programs such as a school newsletter will allow for students to participate in taking photos, interviewing adults, creating and asking questions to adults or peers – the difference will be this program just will not seem like a basic writing exercise. And that is the difference, while they are learning, they are not always aware of it. For students attending after school for tutoring/remediation, they will have a say by working with the teacher to develop personal goals to achievement. What is known is that students are all motivated by different reasons. The following motivational styles taken from *The Motivation Breakthrough* by Richard Lavoie will be implemented in order that we succeed in student participation.

- Prizes (candy, stickers)
- Prestige (name announced on the announcements)
- Power (getting to be the teacher’s helper, line leader)
- Projects (choice of learning activities)
- People (extra recess, working in a group with friends)
- Praise (high five, verbal recognition)

Our past history with after school programs shows that they are well attended because activities provided were not offered during the school day and because many children felt a sense of belonging a few more hours a day.

**2G.** For our schedule of operations please see Appendix V1

**2H.** 21<sup>st</sup> CCLC funds will not be provided to our community partners. Each key community partner will be providing after school enrichment activities for students and family members. Specifically, our community partners will provide the following services as enhancement/enrichment to our after school program and meet some of the critical needs of our students:

- ▶ Turtle Mountain Youth & Family Center – financial literacy utilizing *Money Matters: Make It Count*.
- ▶ Turtle Mountain Tribal Personal Responsibility Education Program – *Strengthening Families Program* (students & adults) and *The 4<sup>th</sup>R* (reducing risk behaviors).
- ▶ Tribal Health Education – *Knowing Your Body, Making Sound Decisions* and Teen Pregnancy Prevention.
- ▶ Turtle Mountain Outreach – Violence prevention and suicide prevention (upper elementary students and families).

All community partners have received background checks that will be available for a site visit or monitoring. The OIS 21<sup>st</sup> CCLC program will continue to establish additional partnerships in order to ensure we are meeting the needs of our students. For additional information on community partners see Appendix.

**2I.** Our program will link to the school day by ensuring constant communication with regular day teachers regarding lessons, incomplete homework assignments, student performance and curriculum or curriculum alignment for students receiving homework assistance or tutoring or limited English proficiency services. After school teachers will document student participation, work completed and success to share with the school day teacher. Enrichment programs will be offered that meet identified student needs. All above mentioned programs by partners have pre and post tests that will assist in measurement and determine whether or need there is a need for additional information. Other types of enrichment programs (i.e. beading, drumming, etc. will incorporate academics such as reading, writing, math, etc). Program staff will vary their approaches by implementing instruction that meets a child's individual needs (i.e. progress monitoring).

**2J.** Our program proposes to attract students and their families by offering a variety of services/activities that are not offered during the school day or elsewhere. This is a rural area with limited opportunity for youth. Adults constantly state, "there is nothing around here for kids" and they are right. It has been up to the schools to provide programs, when financially possible, to keep youth engaged in positive activities and out of trouble. A strong component of our proposed program is that we want parents involved and will offer a variety of enrichment education programs for them. Parents will be kept informed on a constant basis not only of available programs but of his/her child's progress. Parents will be asked to participate in their child's learning by helping with homework or taking the time to do basic math with their child (times tables) or reading each evening. The impact these

activities will have on their child will be explained to the parent. Direct parent engagement will assist in assuring program success.

**2K.** Students will attend our after school programs because they offer an exciting alternative to having nothing to do and because they will feel welcomed. Students want to achieve and for most students it will take little persuasion. Activities outside of tutoring or remediation will be hands-on, allow for creativity and will allow students to be decision-makers. A suggestion box will be available for student comments and suggestions. Student enrollment will be maintained over time by having students sign an agreement regarding how many times per week they will attend after school programs. Parents will be asked to also sign the agreement. Students at risk of academic failure who attend after school programs tutoring/remediation will be rewarded with attending enrichment activities either before or after their program. At all times, students will receive positive feedback and parents will receive note cards describing their child's success(es) for the week. Regardless of academic ability, students participating in extracurricular activities (i.e. sports) will attend homework sessions for ½ hour each day of the after school session during the scheduled homework time (see Schedule of Operations). Under the supervision of a teacher or Ed Tech, students who do well in school but are required to attend the homework ½ hour can assist other students with their homework. We have found that a 'star' athlete, who does well in school, is a great role model and younger kids look up to him or her.

**2L.** Not applicable

**2M.** Due to cost and requirement of background checks elders will not be used as volunteers to work directly with students in our after school program. Our elders are some of the few Tribal members who speak our native language fluently, are great story tellers of our history and culture and are skilled artisans. Their knowledge will be showcased and presented during Student and Family Enrichment Evenings. Elder participation will be documented and reported.

**2N.** The evaluation plan for the OIS 21<sup>st</sup> CCLC Program will be based on the ongoing assessment of the program's effectiveness in meeting the goals, objectives, outcomes and performance indicators outlined in the Program Design. The SAC members, Site Coordinator and after school teachers will develop a qualitative and quantitative data-gathering process that will include ongoing monitoring, assessment and evaluation and the creation of a logic model to help guide the evaluation.

Formative evaluation data will include qualitative descriptions of the program's impact on students and families. Pre- and post- tests will gather information in order to evaluate changes in attitude, knowledge and behavior for all involved. Focus groups will assess staff, student, parent, and teacher perceptions of the program and identify potential program improvements. Summative evaluation data will include quantitative analysis of the project's impact in terms of the numbers served, progress in meeting the program goals and the measurable decline of negative behaviors. Items identified at this time to be assessed include: student assessments, program attendance, effectiveness of community partnerships, progress towards meeting goals and objectives, school and community involvement, family involvement, teacher evaluation of motivation, progress and discipline, accountability (including fiscal) and program management. Assessment of this information will provide knowledge of the success of linkage to school day learning, student achievement during the regular school day and whether we are addressing the real

needs of students including potential dropouts and students with limited English proficiency.

The evaluation plan will include pre and post instruments for students in program schools and a control school to establish a baseline in order to assess participant changes and program effectiveness. Application forms, participant files, attendance records, computer database of project statistics, quarterly reports, the annual report, surveys, and circulation of program brochures and newsletters, in addition to school discipline records, teacher/parent report and juvenile offense records will be reviewed and analyzed. Quarterly meetings will be scheduled to provide information and feedback to help guide all staff as they review the direction and design of the program. In addition, the quarterly report will provide information for media coverage with the goal of stimulating current interest, but also as a tool to stimulate future funding needed for sustainability.

The National Center for Community Education provides training and technical assistance focusing on communities and education. The Center has provided training for 21<sup>st</sup> Century Community Learning Center Grantees and the Center's website has on-line training in evaluation and management for after-school programs. Members of the evaluation team will access this training tool prior to evaluating our program.

**20.** The 21<sup>st</sup> CCLC program has provided the means to pull together the numerous organizations that are committed to participating in the program. OIS and its community partners have the necessary commitment to sustaining our program beyond the funding period. Our established partnerships will allow for more efficient use of local resources and will strengthen the variety of services the after school program can offer. These kinds of enrichment programs are consistent with evidence of the importance of constructive learning activities during the non-school hours. By the second year, we will have developed a diversified resource development strategy to obtain future funding from private donors, foundations, corporations, and government grants, local grant writing teams will be formed and trained to implement the resource development strategy. The Tribal Planning department's grant writing team will also be involved to assist in implementing the resource development strategy. Our plan for financial and program sustainability will also include the following:

- Provide professional development for all after school staff. Topics that will be provided are parent engagement, staff retention, youth development, prevention, working with at risk youth, etc. Professional development will take place 1-2 times per semester and during teacher in-service prior to the start of the school year. Staff who will be delivering academic support and enrichment services will be provided with ongoing training and learning opportunities, both to ensure that they interact appropriately with students, and also to prevent high rates of student turnover. Staff training will focus on how to work with children, how to negotiate, and how to address the needs of children of different ages, races, and cultures, and children with disabilities. Training will also provide ideas for enrichment and hands-on activities, greater expertise in academic subject matter, knowledge in assessing student progress, and strategies for implementing the different program components of academics, enrichment, and recreation.

- The community, including Tribal officials, will be communicated with more frequently to garner support for this program. The Tribe is considering an alcohol and cigarette tax and if passed, a percentage of funds will be earmarked to programs serving youth.
- Maintain and secure additional collaborative partners. Many Tribal entities focus on children and families. Tribal entities can provide an array of expertise that addresses at risk factors faced by our students and their families. Working together we will clarify roles across the organizations and activities and embed coordination into the program's structures by utilizing MOUs.

For the 2011 – 2012 school year, financial sustainability was not achieved. Financially, the school does not have the resources to sustain an after school program. We believe with better direction and less staff turnover at the administrative level of this program within 2-3 years the school will have a concrete plan of sustainability in place and we will no longer have to rely on federal funds for after school programs. Since the funding ended in June 2012 however, we have some committed teachers who are still continuing to offer after school tutoring and cultural programs for our students at no cost to the school. While this is greatly appreciated by the school, we are not reaching the number of students who need extra academic assistance. OIS fully understands you cannot count on federal funds to meet many of the needs our school and students have and will put an action plan together for sustaining this program before federal funds are no longer an option. Some of the strategies that will be considered include:

- > Demonstrate to our school board and administration the importance of this program.
- > Make program users, families, and lead staff aware of the program quality and funding fragility.
- > Have expected outcomes, measure them, and report them loudly and often to everyone touched by the program.
- > Balance academics with fun and enrichment.
- > Show the Board and partners the better grades, lower discipline referrals and better attendance.
- > Make sure that the Principal and School Board believe in the program.
- > Garner the support of the participants' parents to advocate for and recruit support from others.
- > The main teachers and paraprofessionals in the program must be real advocates for the program.
- > Get the program out into the community-splash newspapers with events and successes, and by "word of mouth."
- > Publicize your successes through newsletters, VIP visits and testimonials.

>Devise an evaluation system that allows you to showcase your results ex- 70% of kids have improved reading skills.

**2P.** The after school program will coordinate services with the school and other programs that address the needs of the target population by ensuring after school tutoring and remediation are linked to school day learning, partner programs and other educational programs will address identified at risk factors and that there is constant communication between the school day staff, after school staff, students and parents. It is imperative that our after school program is a continuum that supports and supplements what students are learning during the day. Enrichment activities/education will all be tied to the regular academics of the school day. For example, students have indicated they would like to learn more about photography. It was decided that if funded, students will be responsible for a quarterly newsletter than will include using photography equipment. Not only would an enrichment program such as this allow for improved language and writing skills, it will connect our students to our community. We know that after school programs, run efficiently and effectively will be a strong support for our students to not only personally achieve but for an overall achievement for the school by making AYP.

**2Q.** Ojibwa Indian School is currently in restructuring. Notified in October, 2009, the school notified parents/guardians and staff via written communication that a plan for restructuring must be completed. On October 20, 2009 an informational meeting was held asking for input and help in deciding upon the restructuring plan that was best suited for the school. Working collectively with all staff, students, parents, school board members, tribal and community entities, the Bureau of Indian Affairs and the Office of Indian Education, OIS school chose (B) Alternative Governance (v) *Any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress as defined in the State plan...* Since implementing a restructuring plan, student achievement has increased, some changes in staff has occurred, reading and math coaches have been hired and a School Improvement Team has been formed. For the past two years the after school program has been credited with increased achievement due to the amount of time providing tutoring and remediation programs. For the past two years, the after school program has offered summer school for identified students who needed remediation. Our AYP results and MAPS results attest to the fact that achievement is occurring. Our 21<sup>st</sup> CCLC program has been an important component in our school restructuring plan, particularly as it offers extended learning time to help children meet State and local academic standards and ensures that our programs are aligned with the school's curriculum in the core subject areas.

### **3) Adequacy of Resources**

The OIS 21<sup>st</sup> CCLC program will serve between 80 – 110 students on a daily basis during the school year and 90 - 96 students during the summer. It is anticipated 80% of our students will participate in 21<sup>st</sup> CCLC programs/activities for a minimum of 30 days and 90% of students will participate a minimum of 50% of the days the programs are offered. All attendance will be documented and tracked and reported on monthly. The information from the monthly reports will be used to the required quarterly reporting. In addition, the

OIS after school program will provide programs/services to a minimum of 80 adults (parents/guardians) throughout the year. All program staff has experience working with school-age children regarding remedial education, enrichment and recreational activities.

**3A.** The staff to student ratio will be a maximum of 1:10 for academic programs and 1:15 for enrichment programs. One teacher from each grade level (K-8) and three education techs will provide academic programs and three – four staff will provide enrichment activities during the school year.

**3B.** A Site Coordinator will assist the School Advisory Committee with program selection, scheduling and will be responsible for program reporting to the administration, School Board and BIE. All professional staff will have a B.S. in education and must have experience in a school setting and out-of-school programming. Based on our desire to meet the needs of students, all staff must be committed to providing integrated educational programs and be willing to attend training and professional development and for coordinating learning of the regular school day with after school programs. For further information regarding job duties please see the job descriptions for all program staff in the Appendices.

Enrichment activities such as violence prevention, financial literacy, health education presentations, etc. that are provided by our community partners will be scheduled during enrichment time and will not exceed 4 times per month. Other enrichment programs, including service learning projects, will be provided by the 21<sup>st</sup> CCLC program also during summer programs.

The summer schedule (3 hours per day, 4 days per week) will focus on remediation in the areas of reading, math, language arts and science. Family recreational/enrichment programs will be offered one time per week during the summer session.

**3C.** The lack of transportation will not be a barrier for our students to participate in after school and summer programs. Due to our rural location and the remote locations of many of our housing sites along with the fact that transportation is a critical safety and logistical concern for families, we will utilize our school buses to provide transportation to after school/out-of-school program. In order to ensure student safety on the bus all students will participate in a bus safety lyceum to be held on the first day of our program. Parents will receive the same information in written and verbal form when they register their children to participate in the 21<sup>st</sup> CCLC program. The school policy for ensuring safety and a secure learning environment is provided to each student and family in the student handbook and the Positive Behavior Support (PBS) program matrix each child receives.

**3D.** Ojibwa Indian School has adequate resources that will be available and are appropriate for a wide range of after school programs and activities. All school resources will be available at no cost to the 21<sup>st</sup> CCLC program. The after school program will utilize classrooms, school approved curriculum, computer lab, library, gymnasium, cafeteria and playground areas. School facilities that will be used during non-school-hours learning are accessible and meet federal standards. All 21<sup>st</sup> CCLC programs will ensure needed accommodations for persons with disabilities.

Each classroom is equipped with necessary learning tools such as reading books, IT equipment, special needs equipment, internet ready computers and educational software. The Site Coordinator and the School Advisory Committee will establish a Facility

Utilization Policy that states: 1) the rules and regulations applicable to building and equipment use; and 2) supervision guidelines; and 3) responsibilities of the after-school instructor to maintain the integrity of the classroom, equipment and supplies used.

Additionally, the OIS 21<sup>st</sup> CCLC program will provide after school snacks for students and summer meals utilizing the USDA nutrition program.

**3E.** To date, OIS has four committed Tribal entities that will provide support and enrichment activities to our proposed 21<sup>st</sup> CCLC program. Community partners will provide programs and services that are no cost to this program. For example: The Teen Pregnancy Prevention Program will provide after-school lyceums for students and parents on a variety of prevention topics; the Tribal Health program will provide after school programs on nutrition, diabetes, smoking, etc. for students and parents. For more information on the commitment of our community partners please see Appendices – Document of Support From School and Tribe

**3F.** The Tribal Chairman and Council members have been consulted on a regular basis by the school administration regarding input into our grant application for 21<sup>st</sup> CCLC funding and are supportive of this endeavor (Appendices – Document of Support from School and Tribe). Additionally, community partners along with school teachers, Board members, parents, and other professional school staff have been consulted regarding program planning, scheduling and meeting identified needs.

#### **4) Quality of the Management Plan**

Ojibwa Indian School is committed to this program in order to provide increased academic achievement, a reduction in school inappropriate behaviors and community violence, a reduction in disciplinary actions, and a reduction in the use of illegal drugs and alcohol. The 21<sup>st</sup> CCLC program will assist us in promoting wellness among students and their families and in providing positive alternative activities to our students and their families. Program activities will be held throughout our school during the summer (4 weeks) and after school hours Monday – Thursday during the regular school schedule.

**4A.** See Appendix V Performance measures and 1E, page 12.

**4B.** Timeline for program planning and sustainability

Milestones	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Hire all after school staff & Site Coordinator	X	X			X							
Establish School Advisory Committee – meets monthly	X	X										
Staff Orientation	X	X			X							
Assessment and school data review; curriculum development	X	X	X	X	X	X		X	X	X	X	

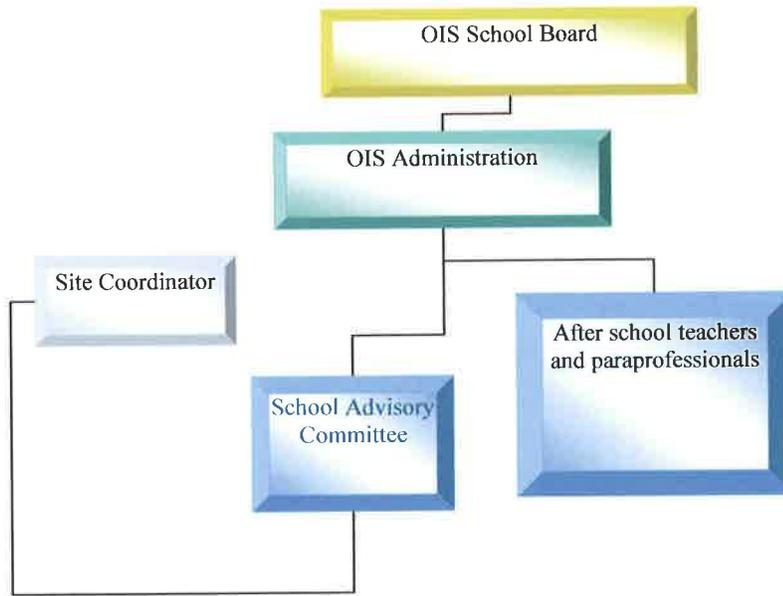
Promote/publicize program; establish additional partnerships	X	X	X	X	X	X	X	X	X	X	X	X
Participant Recruitment	X	X	X	X	X	X	X	X	X	X	X	X
Begin after school programming		X						X				
Professional Development		X		X				X		X		
Continuous evaluation and improvement process		X	X	X	X	X		X	X	X	X	X
Plan and implement summer programming				X	X	X						
Plan for sustainability: Fiscal and program		X	X	X	X	X		X	X	X	X	X

Adhering to a timeline and creating a logic model will allow for program staff and school administration to determine means to sustain the program.

**4C.** To ensure program participation and program success, management materials will be included in our program. All program staff will have a job description and will sign a statement they have received a copy of the job description and will adhere to it. Teachers and paraprofessionals will be recruited to participate in the after school program based on proven performance and evaluation. 21<sup>st</sup> CCLC enrollment forms will be created for program participants and must be signed by the student and a parent. Data collection forms will be designed by the Site Coordinator and will be given to teachers on a monthly basis asking for specific information about program participants i.e. attendance, achievements, behavior, etc. The school student handbooks will be utilized for our afterschool program. Lesson plans will be written and will be required to align with Common Core standards and state standards. Lesson plans will be collected and maintained by the Site Coordinator for monitoring review. Program policy information will be presented to students at the first day of after school programs and will be sent to parents of students participating in the after school program.

**4D.** The organizational structure for our proposed program will allow for a wide array of perspectives, opinions and ideas pertaining to the after school program. The School Advisory Committee (SAC) which includes administration, teachers, parents, a Tribal Council ad hoc member, a community partner, a school board representative and the Site Coordinator represents the interests of a broad, diverse population. For the first two months of the program, the SAC will meet every two weeks. Monthly meetings will then be scheduled. Committee members will be responsible for the design of a strategic plan for sustainability, will approve proposed academic and enrichment programs, will constantly and consistently evaluate program results and will ensure the after school integrates with the school day curriculum. All expenditures will be approved by the SAC and monthly reconciliation reports will be reviewed. Program data will be input into the Native Star data base and the information will be reviewed to ensure continuous program improvement and

track progress. A SAC representative will attend the annual conference and report back to the School Advisory Committee.



**4E.** Professional development will be offered at least 4 times yearly in order to heighten the understanding and sensitivity of after school personnel to the needs of identified at risk youth, how to identify specific educational needs, linking after school programs to the school day, effective tutoring, and other related topics. Professional development will be offered by teachers with specific expertise, the school social worker or counselor, special ed instructors, administrators and when possible, professionals from adjoining Indian Schools. The Site Coordinator, working with the SAC will determine the time and topic based on input from teachers and paraprofessionals. An orientation will take place each semester prior to the first day of after school programs.

**4F.** Communication with stakeholders, including students, is one of the keys to the success of this program. MOU's will be established with community to provide enrichment /prevention programs. Presentations explaining and promoting the 21<sup>st</sup> CCLC program will be done by SAC members to other Tribal entities and Tribal government officials. Program outcomes will be made available for public review at the end of each grant year. Parents and students will receive written and verbal communication about the after school programs and will be encouraged to participate. All contacts and meetings will be documented with minutes/notes and will include a list of attendees and their affiliations.

**4G.** Adhering to the provisions of GEPA, all program information disseminated will be written in order that it be easily understood by the parents and the community of the students participating in the after school program. Program information will be disseminated via written and verbal communication. Monthly news articles will be submitted to the local newspaper highlighting programs. Parents and students will be kept well informed of all programs and their purpose. Parent and student information will be given at the time of school registration, during parent/teacher conferences and during school functions. Parents of identified low achieving students will receive personal notification of the availability of the program and how it will help his/her child achieve.

Community partners will meet with the Site Coordinator and SAC to determine a schedule of enrichment/prevention education activities and to work together to ensure alignment with school day learning. All school staff will be involved in the planning and implementation of the 21<sup>st</sup> CCLC.

**4H.** For data collection to monitor student progress please see 2E. Additional monitoring tools include NASIS, MAPS, state assessments and teacher reports regarding student progress will be done quarterly. All required data will be input into the PPICS data base by the Site Coordinator (see most recent PPICS results in Appendices). Our program will be operated in compliance with all applicable laws and with regulations and other policies and administrative assurances by the Bureau of Indian Education, including submission of required reports.

### **5) School Improvement Status**

**5A.** Not applicable

**5B.** Upon being informed of our AYP status and the need for a restructuring plan, all parents and teachers were notified and in a public meeting, it was determined to select option 5, a restructuring of the school's governance. With this change a School Improvement Team was formed and the Education Line Officer has been more involved in school operations, including budget processes, personnel hiring process and general oversight of academics, personnel, etc. along with attending regular meetings with the school principal and School Improvement Team. Implementation of the 21<sup>st</sup> CCLC program will not be hindered because of our school improvement status. Staff will implement programs based on student academic needs and at risk factors that will also strengthen the school improvement process and outcomes.

**5C.** Not applicable

**5D.** Not applicable

### **6) Budget/Budget Narrative**

During year 1 of the grant, 75% of the previous year's budget is being requested. Previous year budget: \$152,637.00 x .75 = \$114,478.00. The amount requested/projected for years 2-5 are for 100% of available funds, not to exceed \$200,000.00/year. As required, all income and expenses for the 21<sup>st</sup> CCLC program will be reconciled on a monthly basis and included in required reporting.

**6A.** Certified and Non-Certified Staff: 8 certified teachers, 1 Site Coordinator, 3 bus drivers, 1 cafeteria staff and 3 non-certified staff (Ed Techs) will be hired for the after school program. All paid staff time through the 21<sup>st</sup> CCLC funding will be dedicated to the 21<sup>st</sup> CCLC program. The rates of pay, services to be provided and the duration of services are as follows:

#### **Personnel**

**Bus Drivers** – responsible for transporting children who attend after school 21<sup>st</sup> CCLC program with the late bus service. Due to our rural area and the distance of housing sites

and homes from the school, 3 drivers will be needed. Cost for fuel will not be charged to the 21<sup>st</sup> CCLC program.

(Y1): \$21.00 x 8 hours per week x 17 weeks x 3 personnel = \$ 8,568.00

\*Summer program: \$21.00 x 16 hours per week x 4 weeks x 3 personnel = \$ 4,032.00  
\$12,600.00

\*Note – the summer program requires transportation to and from school.

**Cafeteria staff** - responsible for providing after school snacks, USDA documentation and preparing and serving breakfast during summer session.

(Y1): \$16.00 x 6 hours per week x 17 weeks x 1 personnel = \$1,632.00

Summer: \$16.00 x 8 hours per week x 4 weeks x 1 personnel = 512.00  
\$2,144.00

**Site Coordinator** (.75 FTE)– responsible for all funding source reporting, public relations with the community, including service learning projects and families and working with School Advisory Committee to approve 21<sup>st</sup> CCLC programs and scheduling of enrichment and academic programs.

(Y1): \$32.17 x 6 hours per week x 17 weeks x 1 personnel x 1 y = \$3,281.34

Summer program: \$32.17 x 8 hours per week x 4 weeks x 1 personnel = \$1,029.44  
\$4,310.78

**Education Techs** – responsible for assisting teachers with 21<sup>st</sup> CCLC programs including enrichment programs and will assist with participation documentation. During the summer session, Ed Techs will have the opportunity to design and implement enrichment activities and recreational activities that will be supervised by a teacher.

(Y1) \$22.09 x 8 hours per week x 17 weeks x 3 personnel x 1 y = \$ 9,012.72

Summer: \$22.09 x 12 hours per week x 4 weeks x 3 personnel x 1 y = \$ 3,180.96  
\$12,193.68

**Teachers** – responsible for professional development attendance, after school instruction ensuing linkage to school day learning, maintaining required records and participant documentation, working with community partners for enrichment activities.

(Y1): \$32.17 x 8 hours per week x 17 weeks x 8 personnel x 1 y = \$35,000.96

Summer: \$32.17 x 12 hours per week x 4 weeks x 8 personnel x 1 y = \$12,353.28  
\$47,354.24

(Y1) School Advisory Committee – Parent stipends - \$100.00 each x 2 parent members x 6 meetings each Y1 = \$1,200.00

**6B. Professional/Technical:** Letters of support and commitment from our partners outline their willingness to participate in and support the after school program by providing enrichment activities to students and families. Prior to scheduling enrichment programs, a

Memorandum of Understanding will be in place and will be available for audits, monitoring and/or on-site visits. The following in-kind services will be provided to our 21<sup>st</sup> CCLC program in lieu of money:

Turtle Mountain Tribal PREP (Personal Responsibility Education Program) has allocated the following funds to this program:

2 Education Specialists to present the 4th R curriculum to 7<sup>th</sup> & 8<sup>th</sup> grade students 90 minutes/week for 19 weeks – In-kind value: Salary -\$2,836.00. The 4<sup>th</sup> R Curriculum – \$640.00. Outreach Campaign to prevent teen pregnancy (students and adults) - \$1,200.00. Total: \$4,676.00

Tribal Health is committed to providing a community health fair/health education topics trainings for students and adults.

In-kind costs include personnel and supplies - \$1,500.00

Turtle Mountain Outreach is committed and will provide suicide prevention education to teachers, students and adults 1 time per semester. In-kind contribution - \$1,600.00 for staff and travel.

Turtle Mountain Youth & Family Center will meet with upper elementary students for 4 hours monthly throughout the school year to provide out of school instruction Money Matters: Make It Count.

In kind value for personnel and travel – \$4,200.00/year

The 21<sup>st</sup> CCLC program will continue to form collaborations with additional Tribal entities and community organizations. All partners will maintain attendance of participants, will have programs approved by the administration/School Advisory Committee prior to the scheduled start date and the results of pre and post tests or other measurement tool information.

Total In-kind donations **\$10,476.00/year**

#### **6C. Staff and Student Travel:**

Annual Conference –

(Y1) Airfare: \$700.00 x 3 staff = \$2,800.00

Hotel: \$251.00 x 4 nights x 3 staff = \$3,012.00

Per Diem: first & last day - \$53.25 x 2 days x 3 staff = \$319.50

Per Diem: \$71.00/day x 3 days x 3 staff = \$639.00

Mileage to/from airport: 228 miles total x .555 x 3 cars = \$380.00

Airport parking: \$7.00/day x 5 days x 3 cars = \$105.00

Local taxi/baggage fee: \$150.00 x 3 staff = \$450.00

Regional Conference –

(Y1) Airfare: \$600.00 x 2 staff = \$1,200.00

Hotel: \$98.00/night x 3 nights x 2 staff = \$588.00

Per Diem: \$54.00/day x 4 days x 2 staff = \$432.00

Mileage to/from airport: 228 miles total x .555 x 2 cars = \$253.00

Airport parking: \$7.00/day x 5 days x 2 cars = \$70.00

Local taxi/baggage fee: \$150.00 x 2 staff = \$300.00

**6D. Supplies/Materials/Curriculum/Testing:**

Program Supplies include cultural supplies i.e. beads, leather, needles, beading looms, sinew, feathers will be purchased for cultural activities. For students in academic enrichment and tutoring programs school supplies such as paper, pencils, colored pencils, folders, rulers, graph paper, colored paper, calculators, 2 digital cameras, photo paper, will be purchased. Teachers will be allowed to purchase such items as record books, journals, highlighters, pens, ink cartridges, etc.

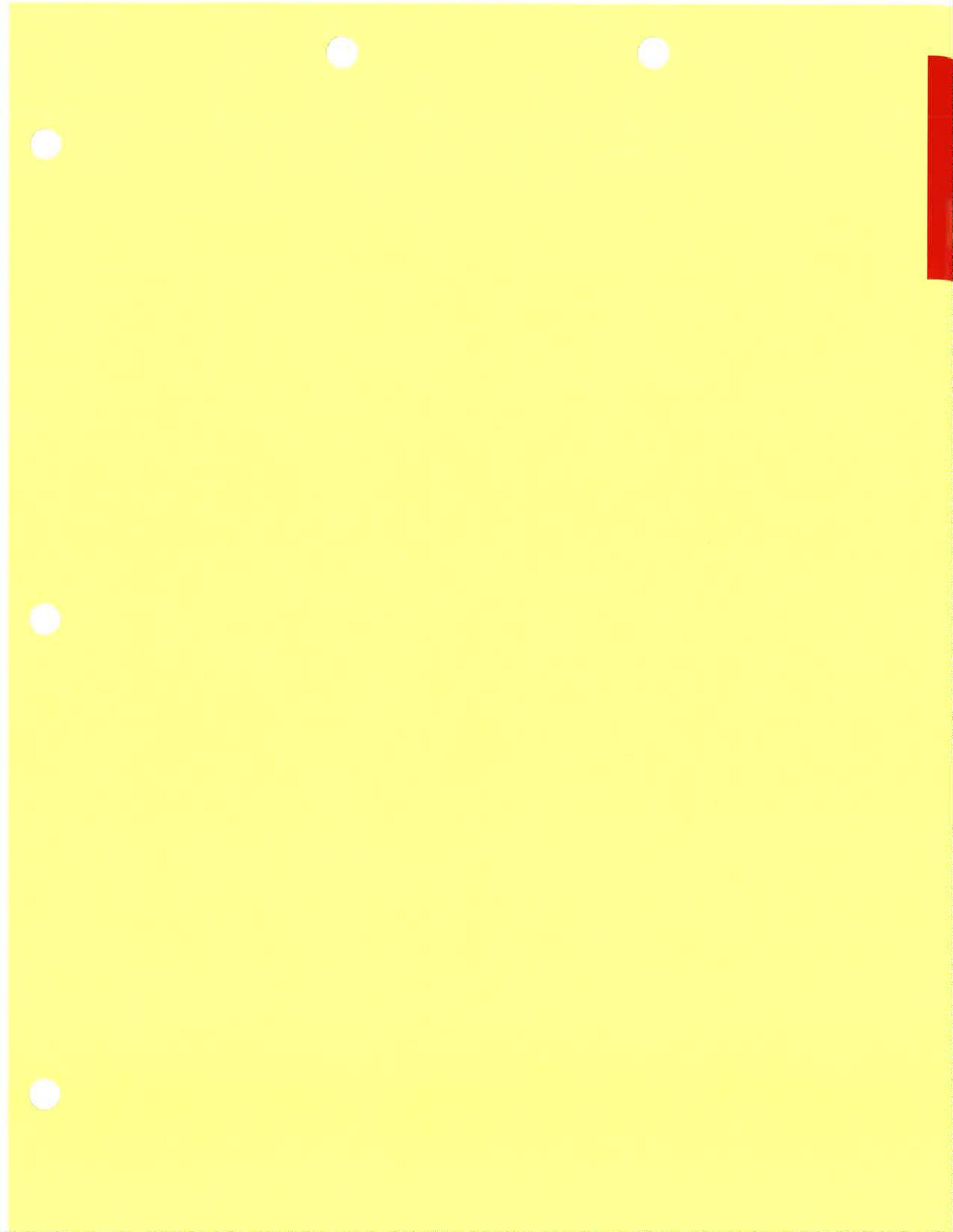
Supplies (Y1) - \$2,425.00

OSTLMS - Out of school - time leadership management system. This system is designed to collect and report all data necessary to meet 21st CCLC Federal Reporting requirements. The cost for per year is \$2,750.00.

**6E.** The 21<sup>st</sup> CCLC will serve as a supplementary program that will enhance State or local efforts to improve student academic achievement and to support the overall development of our students. 21<sup>st</sup> CCLC funding will create and expand after-school programs that offer extended learning opportunities for children and their families. Upon establishing our programs and activities other Federal, State, or local funds will be used to provide enrichment activities and learning at center that will be supplemental, not supplanted.

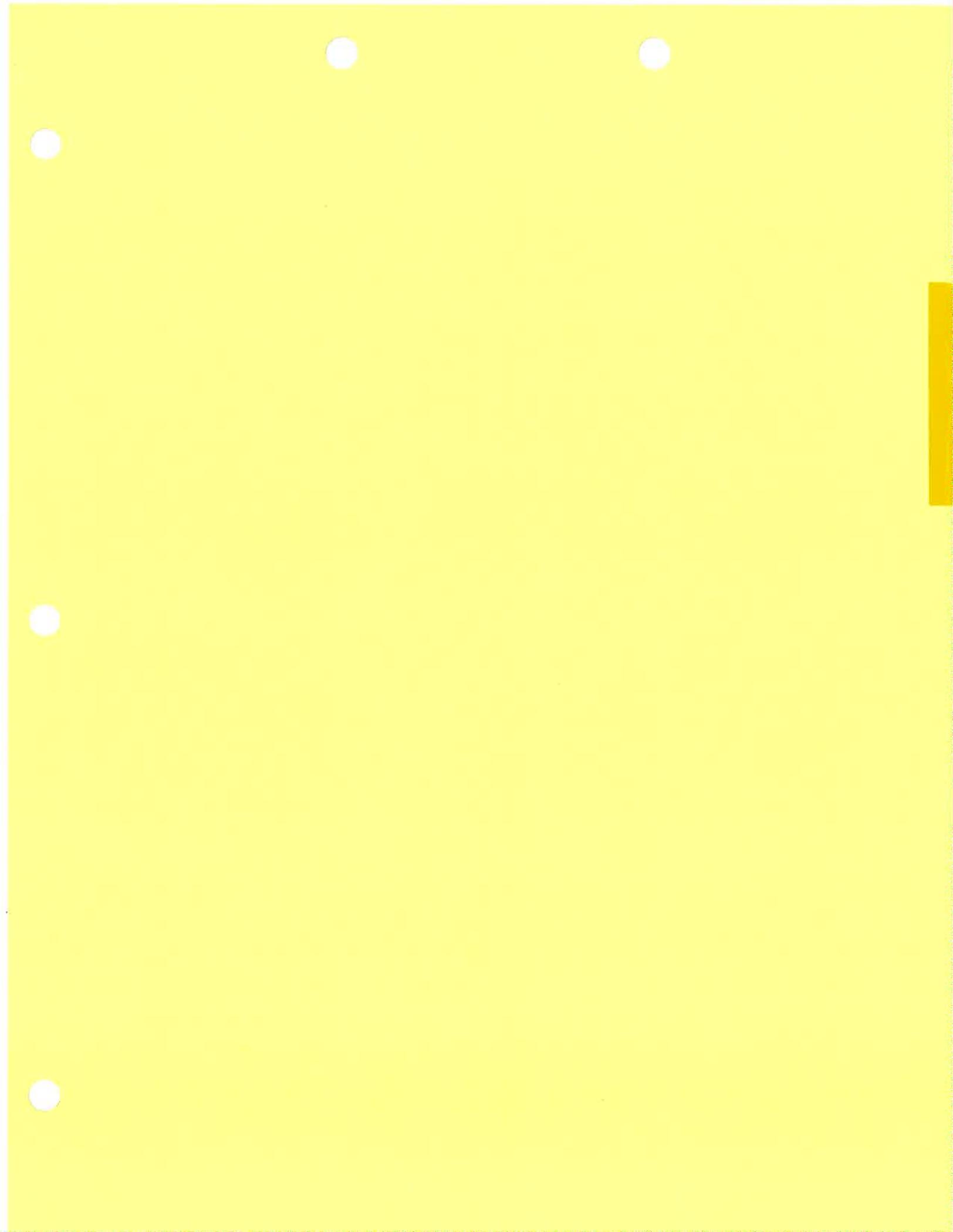
Title 1 funds, in concert with 21<sup>st</sup> CCLC funds will assist us in providing extended learning programs in our school by providing integrated enrichment opportunities with academic services. USDA funds will be utilized to provide after-school snacks and summer meals. Tribal funding received from Health and Human Services (HHS) – ACF will provide teen pregnancy prevention education. Tribal Master Health funding (HHS) will allow for health-related enrichment education for students and adults. Turtle Mountain Outreach will present two trainings on suicide prevention to students and families throughout the school year. All above mentioned partners are committed to providing programs and services and allocating a portion of their funds to our students that will blend with our school day learning and after-school programs.

Funding for our 21<sup>st</sup> CCLC program will assist in our efforts to improve academic achievement through extending learning opportunities by providing opportunities for academic enrichment, youth development and other activities for our students after school, as well as during the summer, and will allow OIS to offer the families of our students to play a direct role in their child's learning and related educational development. Parents will be offered strategies to increase meaningful involvement in their child's education. OIS ensures financial integrity of 21<sup>st</sup> CCLC funds and adherence to all program policies. Our school is 'shovel ready' to immediately begin after school homework help and tutoring. Within one – two weeks of notice of funding, enrichment activities will begin. We know our students are anxiously waiting to find out if there will be after school and summer programs. They are anxious and willing to participate and they also want to succeed!



**APPENDIX IV: Participants Served Chart  
Required Minimum**

<b>Name of Each After School Site</b>	<b>Designation – School Status</b>	<b>% Free or Reduced Lunch</b>	<b>Estimated # of Students to be Served</b>	<b>Percentage of Day School population Served</b>	<b># of Family Members to be Served, if Appropriate</b>	<b>Grade Levels to be Served</b>
<i>Ojibwa Indian School</i>	<i>Restructuring</i>	<i>87% free 3% reduced</i>	<i>228 students</i>	<i>80%</i>	<i>90 adults</i>	<i>K-8</i>



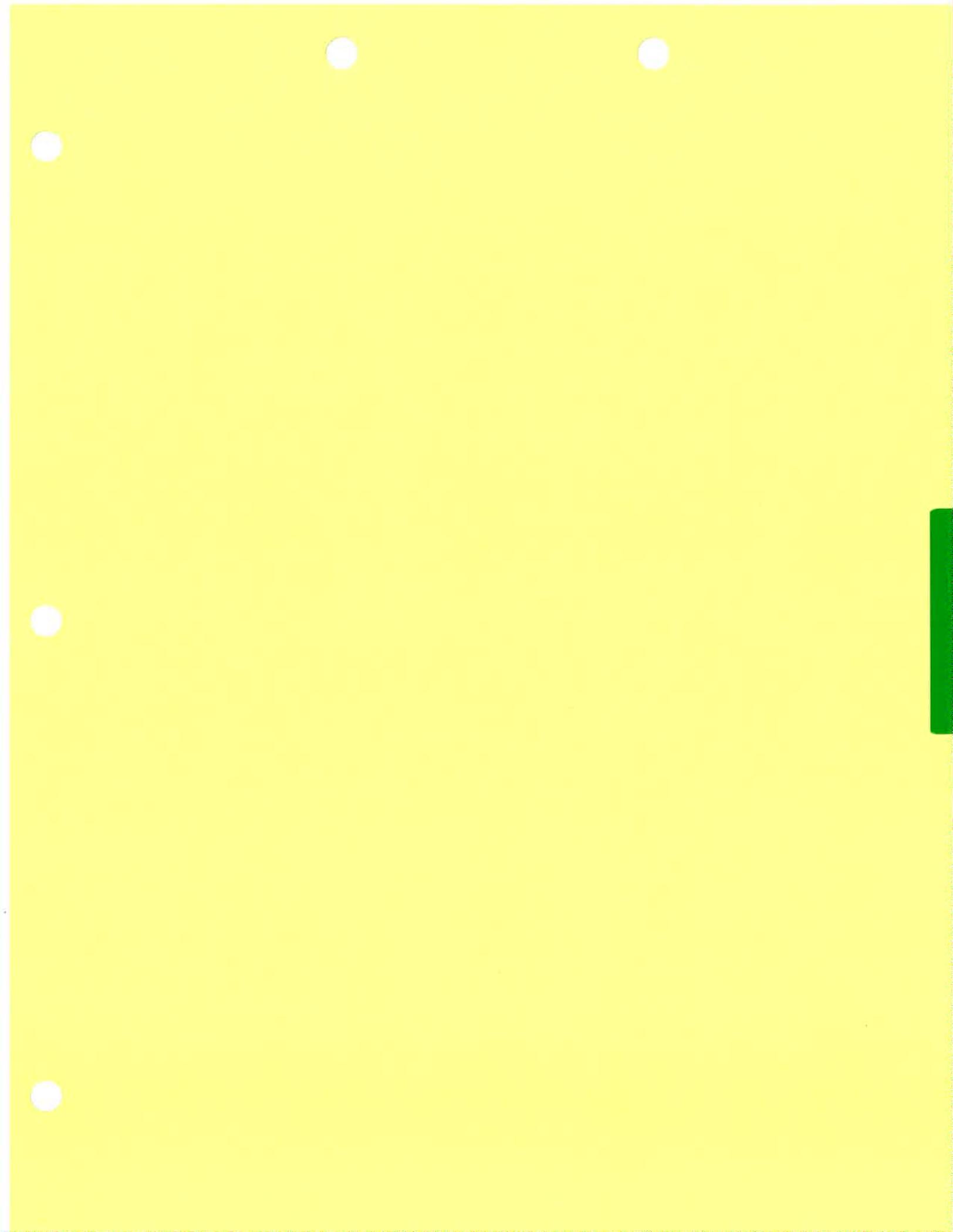
### APPENDIX V: Performance Measures Template

**Goal 1.** Provide OIS students with a safe, healthy, drug free learning program, in a well supervised, learning environment, staffed by caring, competent and supportive adults. that will extend, enrich and remediate their identified academic/social needs, and fill existing gaps in services to children within our community.

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/ Evaluation
<p>By the end of the third year of the program, 90% of all students will test proficient or advanced in reading and math</p>	<p>1 OIS will continue to provide a Tier 3 Model (RTI) in all classrooms. All staff (school day and after school) will work with small reading/math groups of students</p>	<p>After school teachers, reading coaches, math coaches</p>	<p>May of each school year</p>	<p>State assessments, DIBELS test results, measure of academic progress</p>
	<p>2. Students grades 4 – 8 will develop writing skills using the 6 traits of Writing Model. Teachers and paraprofessionals will work with groups of not more than 6 students for thirty minutes of after school tutoring</p>	<p>Teachers, Ed Techs (coaches)</p>	<p>Site Coordinator, summer school staff</p>	<p>State assessments, MAPS, DIBELS test results, Measures of academic progress</p>
	<p>3. Students who fail to meet the performance goals during the school year will attend an intensive, 4-week summer session program designed to reinforce skills tested during the school year and promote mastery</p>	<p>Summer program staff, counselor, Site Coordinator</p>	<p>June of each year</p>	<p>Pre and post tests, scoring rubrics, Houghton Mifflin assessment tools</p>

<p>By the end of the third year of the program, 80% of all students will test proficient or advanced in science and language arts</p>	<p>of skills needed to perform at grade level the following year.</p> <p>1 OIS will continue to provide a Tier 3 Model (RTI) in all classrooms. All staff (school day and after school) will work with small groups of students</p> <p>2 LEP students will receive one-on-one services from teachers</p> <p>3. Students who fail to meet the performance goals during the school year will attend an intensive, 4-week summer session program designed to reinforce skills tested during the school year and promote mastery of skills needed to perform at grade level the following year.</p>	<p>After school teachers</p> <p>After school teachers, special ed teacher</p> <p>Summer program staff, counselor, Site Coordinator</p>	<p>May of each school year</p> <p>Ongoing</p> <p>June of each year</p>	<p>State assessments, DIBELS test results, measure of academic progress</p> <p>State assessments, DIBELS test results, measure of academic progress</p> <p>Pre and post tests, scoring rubrics</p>
<p>1. By the end of the 2013 school year OIS students in grades 4-8 will show 25% fewer referrals for disciplinary action.</p>	<p>1. Students will participate in character education weekly.</p> <p>2. Identified at risk students will participate in</p>	<p>School social worker, school counselor</p> <p>After school teachers, cultural</p>	<p>June of each year</p> <p>June of each year</p>	<p>Discipline referral data. Suspensions and expulsions (NASIS)</p> <p>Discipline referral data. Suspensions and expulsions</p>

	<p>cultural programs in order to gain a sense of belonging.</p> <p>3. Peer mediation training will be provided by Turtle Mountain Outreach</p>	<p>instructor</p> <p>School counselor and resource teachers</p>		<p>(NASIS)</p> <p>Discipline referral data. Suspensions and expulsions (NASIS)</p>
<p>2. End of school data will show an improvement of attendance by 50%</p>	<p>1. Students will receive incentives i.e. enrichment activities (recreation)</p>	<p>Teachers, community partners</p>	<p>June of each year</p>	<p>Attendance records</p>
<p>3. By the end of the school year, students will show a 20% improvement on the Youth Risk Behavior Survey</p>	<p>2. 80% of OIS students will participate in after school programs and activities to increase learning and understanding and help students with life skills development</p>	<p>Teachers, Ed Techs, community partners</p>	<p>June of each year</p>	<p>Attendance records, YRBS results</p>
	<p>4. Identified at risk students and family members will learn healthy living strategies through after school and summer programming</p>	<p>Cafeteria staff, school nurse, teachers, coaches, community partners</p>	<p>Ongoing throughout school year</p>	<p>Attendance, participation, YRBS results</p>



## APPENDIX VI: Schedule of Operations

### Schedule of Operations

**SCHOOL(S) SERVED:** Ojibwa Indian School

Directions: Complete a typical Schedule of Operations form for each proposed site. If the schedule is the same for each site you may use one form to include all sites.

**SCHOOL YEAR (Dates-e.g. 01-03-2012 to 06-30-2013):** \*This schedule reflects 1 semester and summer session due to the start date of the program.

**Number of Weeks during the school year:** 17

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S
Snack, sign-in, homework assistance, 15 minute staff briefing	3:15 – 3:40 p.m.	School cafeteria by cafeteria worker, homework by Ed Techs in classrooms and briefing by Site Coordinator in teacher lounge	X	X	X	X		
Remediation Programs-grades K-4	3:45 – 4:25 p.m.	Held in Classrooms by teachers, Ed Techs	X	X	X	X		
Enrichment Activities Grades 5 – 8	3:45 - 4:25 p.m.	Held throughout the school i.e. gym, classroom, library, etc by Teachers, Ed Techs, Community Partners	X	X	X	X		
Remediation Programs Grades 5 – 8	4:30 – 5:10 p.m.	Held in Classrooms by teachers, Ed Techs	X	X	X	X		
Enrichment Activities Grades K - 4	4:30 – 5:10	Held throughout the school i.e. gym, classroom, library, etc by Teachers, Ed Techs, Community Partners	X	X	X	X		
Transport home	5:15	Bus Drivers	X	X	X	X		

**SUMMER (Dates-e.g. 06-03-2013 to 06-28-2013):**

**Number of Weeks during the summer: 4**

<b>Activity</b>	<b>Time of Day</b>	<b>Where? By Whom?</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>TH</b>	<b>F</b>	<b>S</b>
<b>Transportation</b>	<b>7:30 – 8:20 a.m.</b>	<b>Bus Drivers</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>		
<b>Remediation Programs Grades K - 8</b>	<b>8:30 – 11:25 a.m.</b>	<b>Held in Classrooms by teachers, Ed Techs</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>		
<b>Enrichment Activities Grades K – 4 6/3/13 – 6/14/13</b>	<b>8:30 – 11:25 a.m.</b>	<b>Held throughout the school i.e. gym, classroom, library, etc by Teachers, Ed Techs, Community Partners</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>		
<b>Enrichment Activities Grades 5– 8 6/17/13 – 6/28/13</b>	<b>8:30 – 11:25 a.m.</b>	<b>Held throughout the school i.e. gym, classroom, library, etc. by Teachers, Ed Techs, Community Partners</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>		
<b>Transport home</b>	<b>11:35 a.m.</b>	<b>Bus Drivers</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>		



**Appendix III – 21<sup>st</sup> CCLC Budget Worksheet**  
(complete one for each center site)

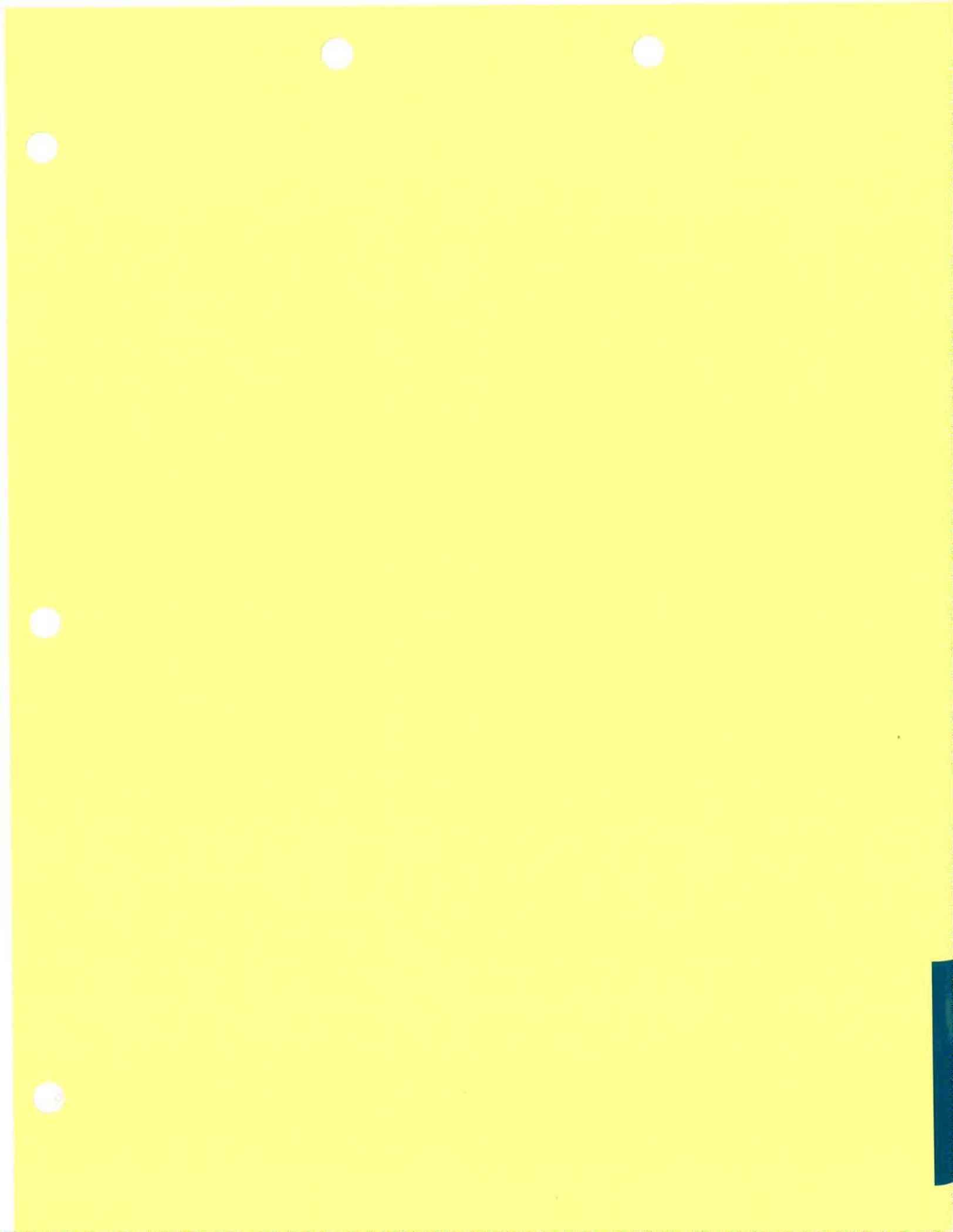
ADD	Roxanne Brown, ADD East
ELO	Norma Tibbitts, ELO Turtle Mtn. Agency
Name of School	Ojibwa Indian School
Grant Name	OIS 21 <sup>st</sup> CCLC program
Award Number	
Project Start Date	1/3/2013
Project End Date	12/31/2018

<b>PREVIOUS SCHOOL YEAR ALLOCATION</b>	\$152,637.00
<b>EXPENDED PREVIOUS SY ALLOCATION</b>	\$152,637.00
<b>TOTAL CARRYOVER AVAILABLE</b>	\$0.00
<b>CURRENT SCHOOL YEAR ALLOCATION</b>	
<b>TOTAL AVAILABLE</b>	\$0.00

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
<b>Direct Instruction</b>			
<b>Personnel Services</b>			<b>\$78,602.70</b>
Teachers	After school and summer certified teachers (8)		\$47,354.24
Education Techs	After school and summer program support staff for teachers (3)		\$12,193.68
Site Coordinator	Site Coordinator – school year and summer program (1)		\$ 4,310.78
Cafeteria staff	After school snack and summer meal program (1)		\$ 2,144.00
Bus drivers	Provide late bus transportation and summer transportation (3)		\$12,600.00
<b>Employee Benefits</b>			<b>\$19,651.00</b>
\$78,602.70 x .25%	25%		\$19,651.00

<b>Professional Development</b>			\$ 0.00
<b>Purchased Services</b>			\$ 0.00
<b>Equipment</b>			\$ 0.00
<b>Materials and Supplies</b>			\$5,175.00
Program related supplies	\$2,425.00		\$2,425.00
OSTLMS	\$2,750.00/year		\$2,750.00
<b>Other Expenses:</b>			\$11,049.00
Travel – annual & regional conference	Y1 - \$9,849.00		\$9,849.00
Parent Stipends – SAC	Y1 - \$1,200.00 Y2-5 - \$8,000.00		\$1,200.00
<b>Instructional Support</b>			
<b>Personnel Services</b>			\$ 0.00
<b>Employee Benefits</b>			\$ 0.00
	25%	\$	
<b>Professional Development</b>			\$ 0.00
<b>Purchased Services</b>			\$ 0.00
		\$	
<b>Equipment</b>			\$ 0.00
		\$	
<b>Materials and Supplies</b>			\$ 0.00





**APPENDIX VII: Assurance Form**

**Assurances for BIE 21<sup>st</sup> CCLC**

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

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

Mr. Michael Blue, Principal

\_\_\_\_\_  
Typed Name and Title of Authorized Representative

  
\_\_\_\_\_  
Signature of Authorized Representative

1/11/2013

\_\_\_\_\_  
Date

AVERY

Site Coordinator  
21<sup>st</sup> CCLC  
.75 FTE

The 21<sup>st</sup> CCLC Site Coordinator works closely with the School Advisory Committee (SAC) and program staff and is responsible for the following:

- 1) Ensures academic programs are linked to the school day curriculum.
- 2) Ensures objectives and outcomes are met
- 3) Assists in developing and scheduling enrichment programming
- 4) Assists SAC in program review at the end of each year of the grant
- 5) Completes and submits required reports to school administration and funding source
- 6) Responsible for public relations activities/advertising regarding 21<sup>st</sup> CCLC programs; oversees and coordinates Service Learning projects
- 7) Organizes and assists with facilitating staff development scheduling
- 8) Ensures compliance with program requirements
- 9) Researches additional funding streams for sustainability
- 10) Identifies and collaborates with community partners

Requirements:

- 1) B.S. Education
- 2) 5 years classroom instruction
- 3) strong oral and written communication skills
- 4) Experience in after school schedules and program development
- 5) Willing to travel to conferences
- 6) Ability to interact productively with regular school staff
- 7) Attend professional development/training
- 8) Grants management experience

Teacher (Elementary)  
21<sup>st</sup> CCLC Program

**INTRODUCTION:**

The incumbent will perform duties as a Teacher working with students and staff within grades K-8 at the Ojibwa Indian School located at Belcourt North Dakota on the Turtle Mountain Chippewa Reservation. The school is accredited through the state of North Dakota as well as the Regional Accrediting Organization, NCA. The facility is one building which is maintained through operation and maintenance funding through the Bureau of Indian Affairs.

This position is under the general administrative direction of the Ojibwa Indian School Principal and acts in accordance with policies and programs of the Bureau of Indian Education Programs, Bureau of Indian Affairs. Available guides include P.L. 95-561, P.L. 107-110, P.L. 101-446, 25 CFR, 62 SIAM, Negotiated Agreements and Central Office Directives.

**MAJOR DUTIES AND RESPONSIBILITIES: 21<sup>st</sup> CCLC Program**

The Teacher (Elementary) will:

- 1) Provide instruction at the professional level, as a classroom teacher, as a team teacher, or a remedial or special services teacher according to the setting and organizational structure of the school to 21<sup>st</sup> CCLC student participants.
- 2) Develops and recommends alternatives that will improve program performance, efficiency, effectiveness, and responsiveness.
- 3) Implement appropriate instructional methods and utilize available resources to provide academic achievement.
- 4) Provides leadership and direction for the development, implementation and evaluation of coordinated professional development, training and technical assistance to the Principal and school staff in order to achieve goals and objectives that are consistent with the approved 21<sup>st</sup> CCLC program design.
- 5) Understands and articulates the essential reading components, the assessment process, the 3-tiered reading process and applicable reading strategies.
- 6) Provides for tutoring and enrichment activities to enhance the reading program.
- 7) Attends applicable training.
- 8) Makes progress reports as requested to the Principal, school staff, parents and other concerned individuals regarding student progress.
- 9) Maintains required records in accordance with applicable regulations.
- 10) Serves as the technical expert by staying abreast of current best practices in the areas of assessment, school reform, parent involvement, staff development, diverse learners, learning styles, effective instructional strategies, and safe and supportive learning environments.
- 11) Prepares reports to meet program compliance.
- 12) Maintain an environment that promotes opportunities for students to develop self

management skills, self-discipline, and a positive self image.

13) Use effective classroom management techniques and handles discipline independently except for chronic or extreme behavior problems.

14) Provide for student supervision throughout the after school program and/or activity in order to provide for the safety, health and welfare of the students in compliance with school, agency and area guidelines.

#### SUPERVISORY CONTROLS:

This is a non-supervisory position, and the incumbent will be working under the direct supervision of the Principal.

#### GUIDELINES:

Possess professional quality skills to implement basic program plans, operating procedures and rules and regulations for typical and conventional activities of the Ojibwa Indian School.

#### COMPLEXITY:

This position requires full knowledge of various education policies and procedures including, but not limited to, special education requirements, state content standards, ISEP regulations, child protection/abuse prevention programs, and Federal Laws.

#### SCOPE AND EFFECT:

Student curricula, safety and well-being as well as the promotion of parental participation are within the scope and effect of this position.

#### PERSONAL CONTACTS:

Personal contacts are with the students, staff, co-workers, supervisors, elected and advisory school boards, tribal council, parents, community organizations and other school systems as well as businesses and organizations within the community that coordinate with the school for related services to children and families.

## EDUCATION TECHNICIAN – 21<sup>st</sup> CLCC

### DESCRIPTION OF WORK

#### INTRODUCTION:

The incumbent will perform duties as a Education Technician (General Education/Special Education) working with students within grades K-8 at the Ojibwa Indian School located at Belcourt, North Dakota on the Turtle Mountain Chippewa Reservation. The school is accredited through the state of North Dakota as well as the Regional Accrediting Organization, NCA. The facility is one building which is maintained through operation and maintenance funding through the Bureau of Indian Affairs ..

This position is under the general administrative direction of the Ojibwa Indian School Principal and acts in accordance with policies and programs of the Bureau of Indian Education Programs, Bureau of Indian Affairs. Available guides include P.L 95-561, P.L. 107-110, P.L. 101-446, 25 CFR, 62 BIAM, Negotiated Agreements and Central Office Directives . .

#### MAJOR DUTIES AND RESPONSIBILITIES:

The Education Technician (General Education/Special Education) Will:

- 1) Provide one-on-one tutoring/instruction for eligible student(s) who require special education services according to the setting and organizational structure of the school.
- 2) Assist with the planning, implementing, and evaluating of instructional activities under stated guidelines.
- 3) Assist with the preparation of related daily lesson plans which include objectives, activities and methods of evaluation for individual instruction.
- 4) Implement appropriate instructional methods and utilize available resources to promote academic achievement and enhance self-management skills.
- 5) Provide learning experiences which develop cognitive, affective and psychomotor skills that are appropriate to the needs and interests of the student(s).
- 6) Plan lessons that develop decision-making and problem-solving skills.
- 7) Continually evaluate individual student(s) progress through the use of performance based assessments and/or relevant evaluative methods.
- 8) Use alternative instruction to meet individual student needs.
- 9) Make quarterly progress reports to parents and confer with parents and other concerned individuals regarding student progress.
- 10) Maintain required records in accordance with applicable regulations.
- 11) Maintain an environment that promotes opportunities for student(s) to develop self management skills, self-discipline, and a positive self-image.
- 12) Use effective classroom management techniques and handle discipline independently except for chronic or extreme behavior problems.
- 13) Provide for student supervision throughout the academic day and/or activity in order to provide for the safety, health, and welfare of the student(s) in compliance with school, agency, and area guidelines.

14) Participate in educational activities, such as professional development, workshops, and school improvement activities.

1S} Promote a positive relationship among home, school and community within a culturally diversified system.

#### SUPERVISORY CONTROLS:

This is a non-supervisory position, and the incumbent will be working under the direct supervision of the assigned classroom/special education teacher.

#### GUIDELINES:

Possess professional quality skills to implement basic program plans, operating procedures and rules and regulations for typical activities of the Ojibwa Indian School.

#### COMPLEXITY:

This position requires full knowledge of various education policies and procedures including, but not limited to, special education requirements, state content standards, ISEP regulations, child protection/abuse prevention programs, and Federal Laws.

#### SCOPE AND EFFECT:

Student curricula, safety and well-being as well as the promotion of parental participation are within the scope and effect of this position. This position will also be required to provide services within the general/special education settings.





## **TURTLE MOUNTAIN BAND OF CHIPPEWA INDIANS**

HIGHWAY #5 WEST  
P.O. BOX 900  
BELCOURT, NORTH DAKOTA 58316

(701) 477-2600  
FAX: (701) 477-6836

November 18, 2012

To: Mr. Michael Blue  
Principal  
PO Box 600  
Belcourt, ND 58316-0600

Re: Letter of Support  
21<sup>st</sup> CCLC program

Dear Mike,

On behalf of the Turtle Mountain Tribal Council I would like to congratulate you on your application for a 21<sup>st</sup> CCLC grant for the students and families of Ojibwa Indian School. The Tribal Council fully supports this endeavor as we are well aware of the great strides your school has taken to ensure students progress towards academic achievement.

There is no question that after school programs and enrichment activities have benefited students and families residing on the Turtle Mountain Reservation. Over the past two years it has been evident that more students are achieving as indicated by test results and the Tribe believes that if we continue to offer extended learning all schools located within the boundaries of the Reservation will make AYP and what a celebration that will be.

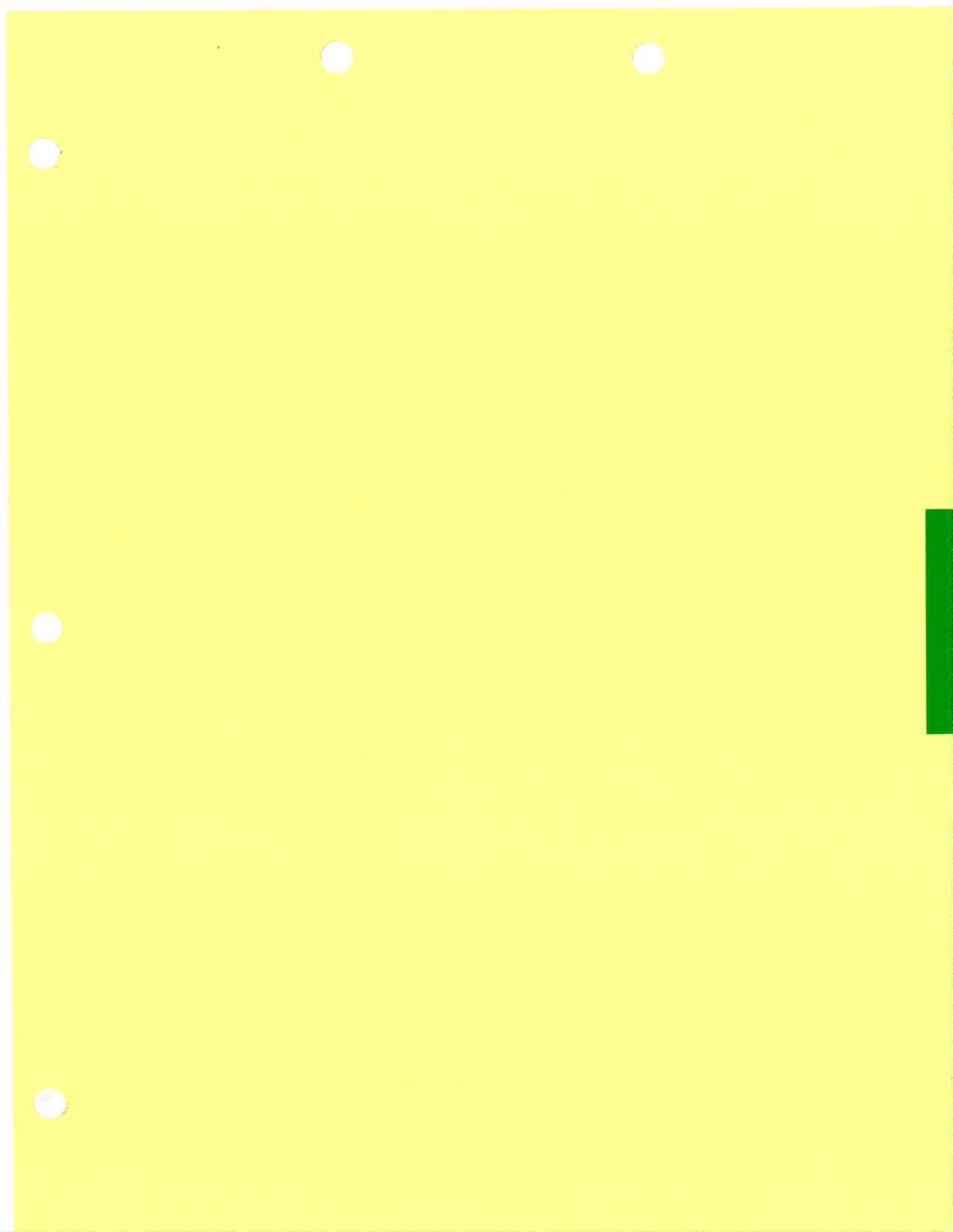
A representative from the Tribal Council will serve as an ad hoc member of the School Advisory Committee. This position will keep the Tribal Council informed of all activities and progress made with your 21<sup>st</sup> CCLC programs. Additionally, the Tribal Council is committed to continue our efforts to assist in securing additional streams of funding to help with creating enhanced opportunities for students and with sustainability of the 21<sup>st</sup> CCLC program.

Again, we wish you great success in this effort and thank you and your school staff for putting our youth first by applying for the 21<sup>st</sup> CCLC grant.

Sincerely,

A handwritten signature in cursive script that reads "Merle St. Claire".

Merle St. Claire, Tribal Chairman





## **TURTLE MOUNTAIN BAND OF CHIPPEWA INDIANS**

4180 HIGHWAY 281  
P.O. BOX 900  
BELCOURT, NORTH DAKOTA 58316

(701) 477-2600  
FAX: (701) 477-6836

Date: November 19, 2012

Mike Blue, Ojibwa School Principal

Ojibwa School, PO Box 600

Belcourt, ND 58326

Re: 21<sup>st</sup> Century Program

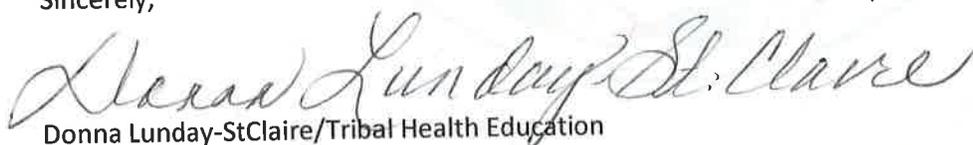
Dear to whom this may concern:

It is my pleasure to write a letter in support of the 21st Century Program's grant proposal for the Ojibwa School and I know firsthand how it improves children's grades, keep kids safe, benefits working families and has a positive effect on the entire community.

Tribal Health Education has provided the Ojibwa School with health related information such as, knowing your body, making sound decisions and teen pregnancy prevention information. These afterschool programs that Ojibwa School provided had a success for student's tests scores, improved school attendance and more focused students.

In conclusion, I fully support the efforts of the Ojibwa School seeking assistance from the 21 Century Program grant. Please contact me at [dlundayst.claire@yahoo.com](mailto:dlundayst.claire@yahoo.com) or 701-244-5560 if I can be of any further assistance.

Sincerely,

  
Donna Lunday-StClaire/Tribal Health Education

Turtle Mountain Youth and Family Center  
Dunseith East Housing  
PO Box 339  
Dunseith, ND 58329  
701-244-0709

To: Mr. Michael Blue  
Principal  
PO Box 600  
Belcourt, ND 58316-0600

Re: Letter of Commitment and Support  
21<sup>st</sup> CCLC program

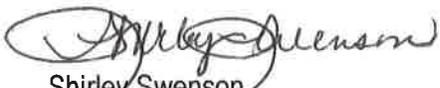
Dear Mr. Blue,

On behalf of the Governing Board and staff of the Turtle Mountain Youth and Family Center, we appreciate that Ojibwa Indian School is making a valid effort to obtain additional federal funding for the 21<sup>st</sup> CCLC program. Serving low income families and children, we are well-aware of the need for out-of-school academic and enrichment programs for students and parents.

This agency fully supports this endeavor and is committed to joining your effort by providing Money Matters: Make It Count to students grades 6-8. Our schedule would be to provide instruction 2 hours per week during the school year. Our staff is trained in delivering this curriculum and will be willing to work with your program by also providing training to teachers. We know that this program aligns with state standards in math. Additionally, we are more than willing to assist in the all data collection required for the 21<sup>st</sup> CCLC program. This program is provided as an in-kind service to your 21<sup>st</sup> CCLC program and is valued at \$4,200.00 (personnel – 2 and travel)

We wish you great success in your endeavor to secure BIE 21<sup>st</sup> CCLC funds and look so forward to providing this program to your students.

Sincerely,

  
Shirley Swenson  
CPO

Cc: Governing Board  
Staff



## **TURTLE MOUNTAIN BAND OF CHIPPEWA INDIANS**

4180 HIGHWAY 281  
P.O. BOX 900  
BELCOURT, NORTH DAKOTA 58316

(701) 477-2600  
FAX: (701) 477-6836

November 19, 2012

To: Mr. Michael Blue  
Principal  
PO Box 600  
Belcourt, ND 58316-0600

Re: Letter of Commitment and Support  
21<sup>st</sup> CCLC program

Dear Mr. Blue,

The Turtle Mountain Tribal Personal Responsibility Education Program (PREP) fully supports your school's application for a 21<sup>st</sup> CCLC grant. As we have discussed with the administration, School Board and teachers, the Tribal PREP program is committed to providing out of school enrichment learning programs for students and parents. Specifically, our Education Specialist staff will provide learning utilizing the *Fourth "R"* curriculum and the *Strengthening Families Program curriculum*. Having met with area teachers during the planning phase of these programs, we know that our curriculum aligns with school day learning. Our Outreach Program Coordinator will be responsible for providing outreach services to OIS families ensuring participation and input.

The *Fourth "R"* program is a comprehensive program designed to include students, teachers, parents and the community in reducing violence and risk behaviors. The *Strengthening Families Program* (SFP) which has been adapted for Native American families was chosen due to the numerous risk behaviors documented in our Reservation housing sites. SFP is a nationally and internationally recognized parenting and family strengthening program for high-risk and regular families. SFP is an evidence-based family skills training program found to significantly reduce problem behaviors, delinquency, and alcohol and drug abuse in children and to improve social competencies and school performance.

Program activities are scheduled to begin January 2013. As requested by the school, participant attendance and pre and post test results will be shared with the school. The programs are to be considered as in kind services in support of the 21<sup>st</sup> CCLC program. The value of our in kind contribution is \$4,676.00 for each year of the 21<sup>st</sup> CCLC program.



## **TURTLE MOUNTAIN BAND OF CHIPPEWA INDIANS**

4180 HIGHWAY 281  
P.O. BOX 900  
BELCOURT, NORTH DAKOTA 58316

(701) 477-2600  
FAX: (701) 477-6836

On behalf of the PREP Community Coalition Board and staff we wish you great success in receiving the 21<sup>st</sup> CCLC grant and look forward to assisting you in serving students and families.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Jessica Gunville'.

Jessica Gunville  
PREP Coordinator

Cc: Coalition Board members

## Turtle Mountain Outreach

PO Box 900  
Belcourt, ND 58316  
Phone: 701-244-0199

November 10, 2012

Mr. Michael Blue, Principal  
Ojibwa Indian School  
Belcourt, ND 59316

Dear Mr. Blue,

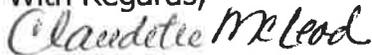
On behalf of the staff of the Turtle Mountain Outreach program, our staff looks forward to assisting Ojibwa Indian School with enrichment education programs for your after school programming.

Utilizing program staff, Turtle Mountain Outreach will provide suicide and violence prevention education and Sources of Strength training to students and their families. We know that these two programs have been instrumental in responding to serious needs of our community.

Upon notification of after school funding, Turtle Mountain Outreach and Ojibwa Indian School will sign a Memorandum of Understanding detailing specifics of each program, schedule and program requirements. Our services will be at no cost to Ojibwa Indian School. We also hope to assist in hosting some of our evening talking circles for youth at your school one or two times monthly. We have found this type of program to really work in engaging our youth in discussing local issues or concerns. We also understand you will be implementing a Service Learning component for after school participants and we would like to be able to assist in that endeavor.

We wish you and your school the best in securing 21<sup>st</sup> CCLC funding and look forward to helping your students reach their full potential.

With Regards,



Claudette McLeod  
Director





## United States Department of the Interior

BUREAU OF INDIAN EDUCATION  
Washington, D.C. 20240

NOV -1 2011

IN REPLY REFER TO:

Ojibwa Indian School  
P.O. Box 600  
Belcourt, North Dakota 58316

AYP: NO  
STATUS: RESTR

Dear Principal, Superintendent, and Tribal Leader:

This letter is to inform you of the proposed Adequate Yearly Progress (AYP) determination for your school, which is based on the documentation your school submitted for School Year (SY) 2010-2011. The SY 2011-2012 status of your school is provided within this letter.

Enclosed, please find a copy of the School Accountability Report which provides the AYP determination and a copy of the school status for a four-year period, including SY 2011-2012 status. All AYP determinations are based on the AYP criteria of the state in which the school is located.

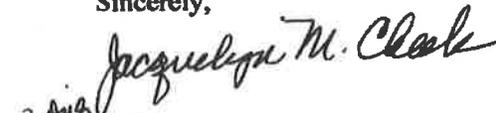
Ojibwa Indian School **did not make AYP** for SY 2010-2011. The proposed status is **Restructuring (RESTR)** for SY 2011-2012.

If you or a majority of the parents of the students enrolled in your school believe the proposed identification is in error for statistical or other substantive reasons, you may provide supporting evidence to the Bureau of Indian Education's (Bureau) Division of Performance and Accountability (DPA). DPA shall consider that evidence before making a final determination. If we do not receive a request from you to review and consider additional data within 30 days of receipt of this letter, we will consider the determination to be final.

As a reminder, beginning with SY 2005-2006, all Bureau-funded schools were to have AYP determined using the definition outlined in 25 CFR Part 30, which requires that schools use the academic content and student achievement standards, assessments and the definition of AYP of the state where the school is located.

If you have any questions, please contact Brian Bough, Acting Supervisory Education Research Analyst, at (505) 563-5283.

Sincerely,

  
Keith Moore  
Director

Enclosures

cc: File, DPA



**NORTH DAKOTA**

**SY 2010-11 Bureau of Indian Education School Accountability Report**

**School Name:** Ojibwa Indian School  
**Grade Range:** K-8  
**Agency:** Turtle Mountain

SY	Overall AYP	AYP Status		AYP Indicator Summary						
				Mathematics		Reading		OAI		
				Part	Prof	Part	Prof	K-8	HS	
SY 2010-11:	MISSED	RESTR								
SY 2009-10:	MISSED	RESTR	ALL	MET	MISSED	MET	MISSED	MISSED	NA	
SY 2008-09:	MISSED	RESTR	SPED	MET	MISSED	MET	MISSED	MISSED	NA	
SY 2007-08:	MISSED	CA 2	LEP	MET	MISSED	MET	MISSED	MISSED	NA	

Reference: 25 C.F.R. Section 30.117

Reference: 25 C.F.R. Section 30.104  
 Reference: 20 U.S.C. 6311 (b)(2)(C)

**Signatories**

**Prepared By:** [Signature] **Title:** Principal **Date:** 9/27/11  
**Reviewed By:** [Signature] **Title:** Spr. Ed. Lee Holt (Acting) **Date:** 10/6/11  
**Approved By:** [Signature] **Title:** ADD-DPA (Acting) **Date:** 10/17/11

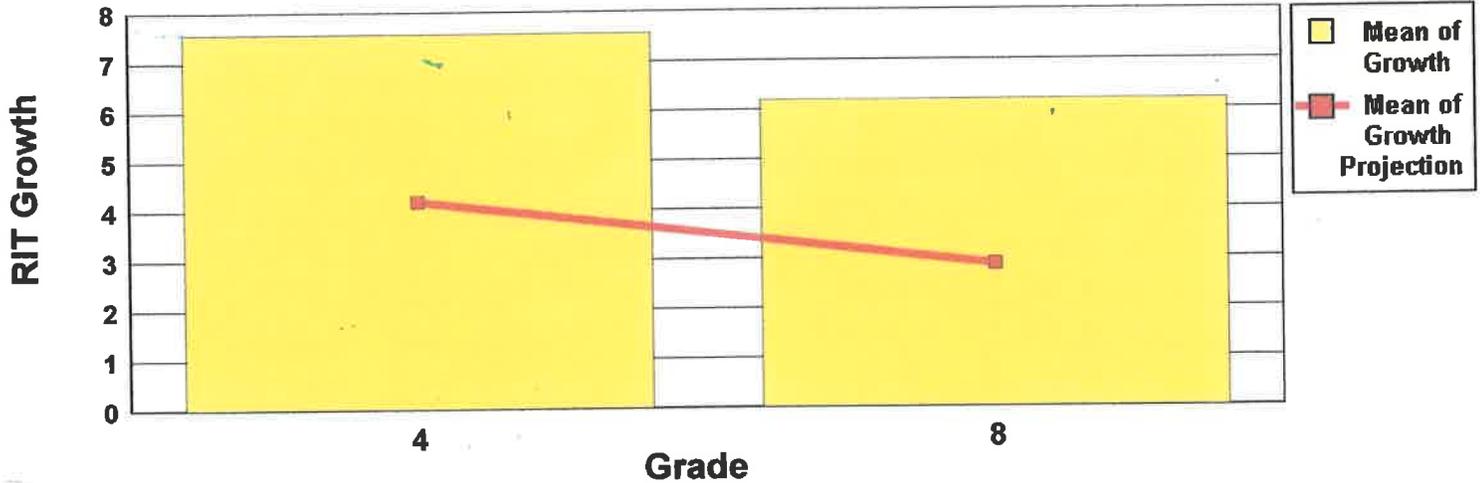
# Student Growth Summary - Fall 2011 to Spring 2012

School: Ojibwa Indian School

\*( Small Group Summary Display is OFF)

Concepts and Grade (Spring 2012)	Count	Fall 2011		Spring 2012		Growth			Mean ** Growth Projection	Growth Index	Percent of Projection	Count Meeting Growth Projection	Percent Meeting Growth Projection
		Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error					
Grade 4	21	191.2	10.3	198.8	8.4	7.6	7.3	1.6	4.2	3.4	180.7	14	66.7
Grade 8	16	195.9	8.4	202.1	5.4	6.2	8.6	2.1	2.9	3.3	215.2	11	68.8

## Concepts and Processes



Summary data for groups with less than 10 students are suppressed because they are not statistically reliable.

\*\* All projections based on the most recent NWEA RIT Scale Norms study.

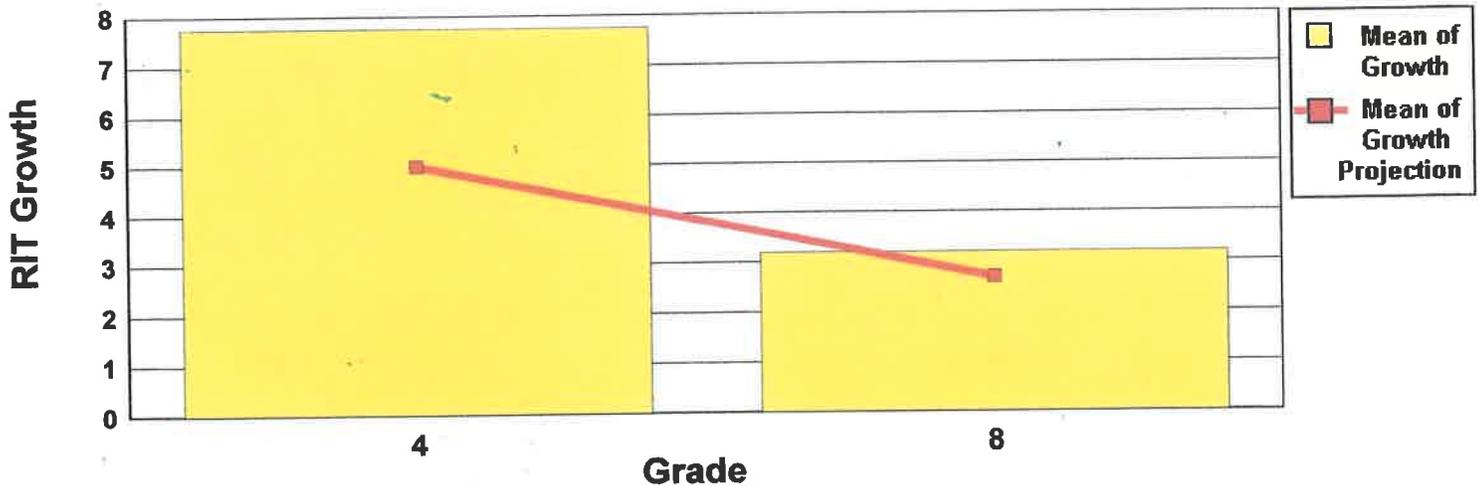
# Student Growth Summary - Fall 2011 to Spring 2012

School: Ojibwa Indian School

\*( Small Group Summary Display is OFF)

General Science		Fall 2011		Spring 2012		Growth						Count	Percent
Grade (Spring 2012)	Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error	Mean ** Growth Projection	Growth Index	Percent of Projection	Meeting Growth Projection	Meeting Growth Projector
Grade 4	21	188.5	9.9	196.3	9.0	7.8	7.6	1.7	5.0	2.8	155.2	15	71.4
Grade 8	16	202.0	7.8	205.2	8.2	3.2	6.8	1.7	2.7	0.5	118.6	8	50.0

## General Science



Summary data for groups with less than 10 students are suppressed because they are not statistically reliable.

\*\* All projections based on the most recent NWEA RIT Scale Norms study.

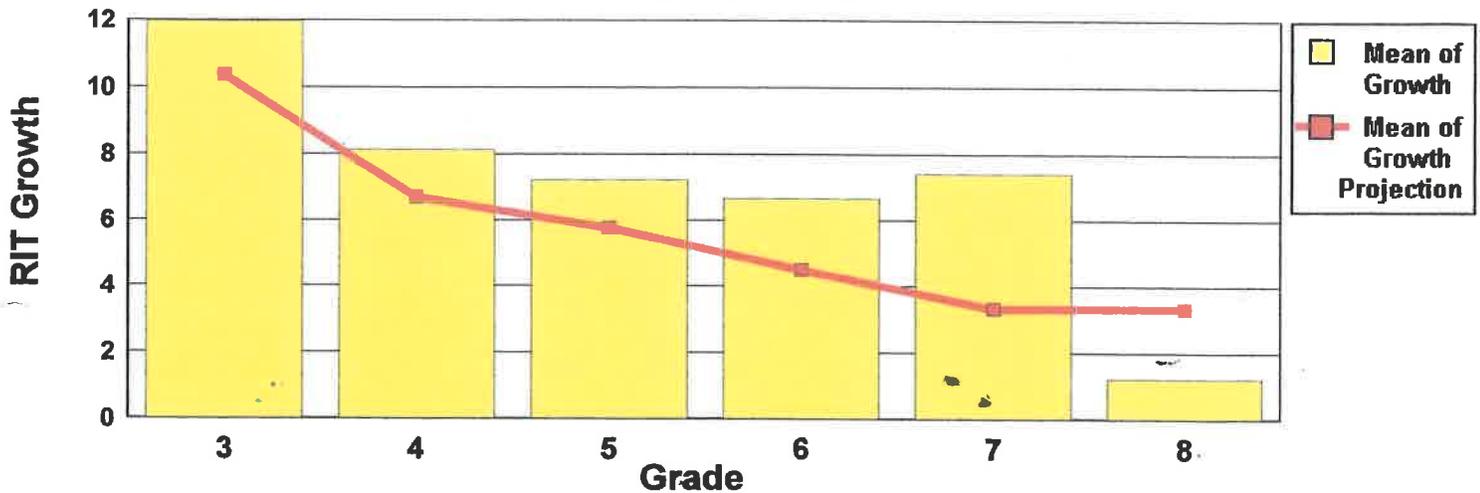
## Student Growth Summary - Fall 2011 to Spring 2012

School: Ojibwa Indian School

\*( Small Group Summary Display is OFF)

Language Usage		Fall 2011		Spring 2012		Growth			Mean ** Growth Projection	Growth Index	Percent of Projection	Count Meeting Growth Projection	Percent Meeting Growth Projection
Grade (Spring 2012)	Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error					
Grade 3	34	182.7	18.0	194.7	15.1	12.0	8.9	1.5	10.4	1.6	115.6	21	61.8
Grade 4	23	194.7	13.0	202.8	12.5	8.1	5.8	1.2	6.7	1.4	121.4	15	65.2
Grade 5	22	198.3	13.7	205.5	13.3	7.2	7.2	1.5	5.8	1.5	125.2	13	59.1
Grade 6	24	201.7	13.5	208.3	10.1	6.6	9.4	1.9	4.5	2.2	148.1	15	62.5
Grade 7	24	206.8	13.0	214.3	8.1	7.5	10.6	2.2	3.3	4.1	222.5	17	70.8
Grade 8	18	208.7	9.6	209.9	8.8	1.2	9.0	2.1	3.3	-2.1	36.7	6	33.3

### Language Usage



Summary data for groups with less than 10 students are suppressed because they are not statistically reliable.

\*\* All projections based on the most recent NWEA RIT Scale Norms study.

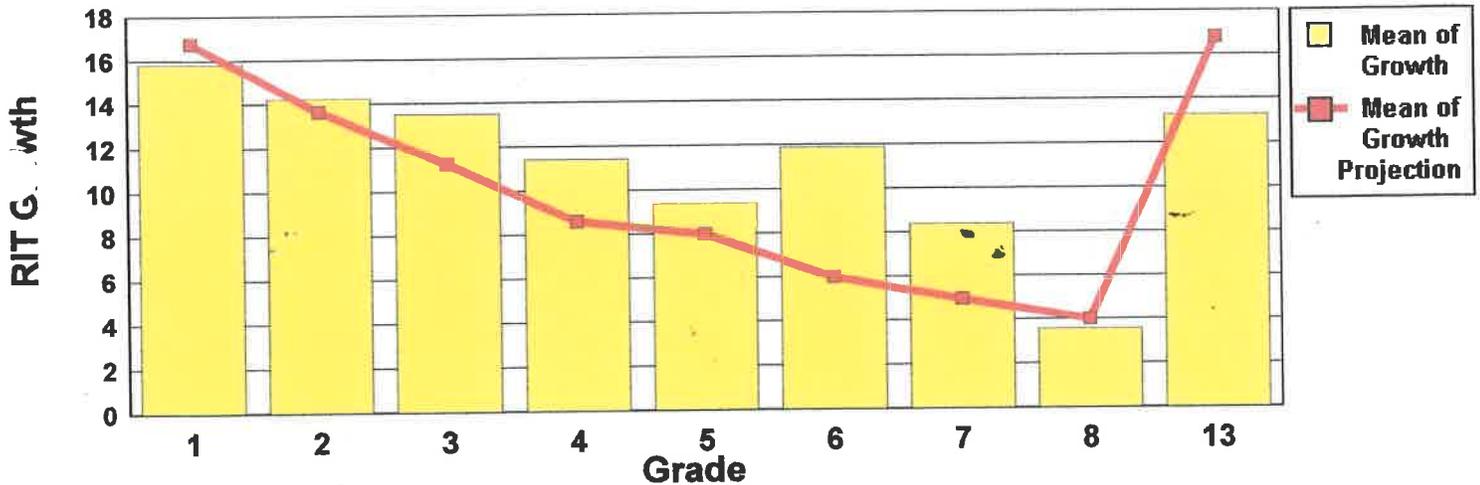
# Student Growth Summary - Fall 2011 to Spring 2012

School: Ojibwa Indian School

\*( Small Group Summary Display is OFF)

Mathematics		Fall 2011		Spring 2012		Growth						Count Meeting Growth	Percent Meeting Growth
Grade (Spring 2012)	Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error	Mean ** Growth Projection	Growth Index	Percent of Projection	Count Meeting Growth	Percent Meeting Growth
Grade 1	35	158.0	10.2	173.8	11.3	15.8	8.0	1.3	16.8	-0.9	94.4	18	51.4
Grade 2	22	175.0	7.0	189.3	6.4	14.3	5.4	1.2	13.6	0.6	104.3	11	50.0
Grade 3	34	185.0	11.0	198.5	9.1	13.5	7.2	1.2	11.2	2.3	120.2	23	67.6
Grade 4	22	197.8	14.2	209.2	16.2	11.4	7.4	1.6	8.6	2.8	132.8	13	59.1
Grade 5	22	206.5	13.2	215.9	16.7	9.4	10.8	2.3	8.0	1.4	117.0	14	63.6
Grade 6	23	211.6	13.4	223.5	11.2	11.9	6.1	1.3	6.0	5.9	197.8	20	87.0
Grade 7	24	218.4	14.0	226.8	14.5	8.4	9.1	1.9	5.0	3.4	168.9	17	70.8
Grade 8	18	216.9	12.1	220.5	14.0	3.6	7.6	1.8	4.0	-0.4	88.9	13	72.2
Grade 13	39	137.8	9.3	151.1	10.9	13.3	7.9	1.3	16.8	-3.5	78.9	14	35.9

## Mathematics



Summary data for groups with less than 10 students are suppressed because they are not statistically reliable.

\*\* All projections based on the most recent NWEA RIT Scale Norms study.

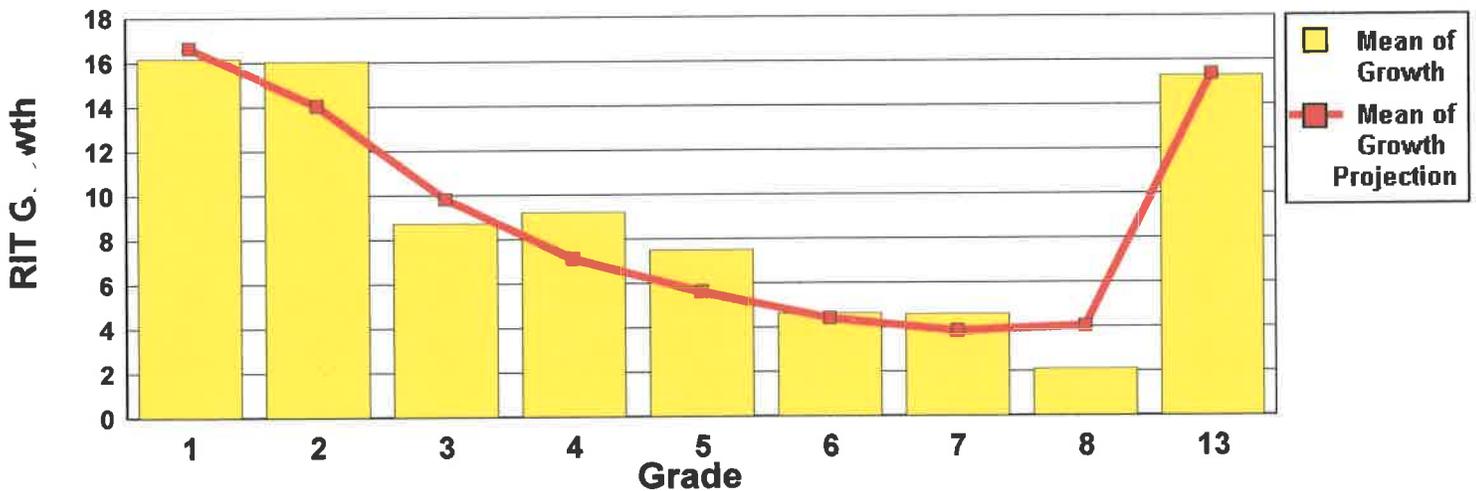
# Student Growth Summary - Fall 2011 to Spring 2012

School: Ojibwa Indian School

\*( Small Group Summary Display is OFF)

Reading		Fall 2011		Spring 2012		Growth			Mean **			Count	Percent
Grade (Spring 2012)	Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error	Growth	Growth Index	Percent of Projection	Meeting Growth Projection	Meeting Growth Projector
Grade 1	35	155.9	8.8	172.1	13.3	16.2	9.7	1.6	16.7	-0.5	97.1	19	54.3
Grade 2	23	174.0	9.2	190.1	7.4	16.1	8.5	1.8	14.0	2.0	114.2	16	69.6
Grade 3	34	184.2	14.7	193.0	15.0	8.8	7.0	1.2	9.8	-1.1	88.9	14	41.2
Grade 4	23	194.4	14.7	203.7	14.5	9.3	7.9	1.6	7.1	2.1	129.3	14	60.9
Grade 5	22	195.8	17.1	203.3	15.4	7.5	9.0	1.9	5.6	1.9	133.1	13	59.1
Grade 6	24	200.6	13.5	205.2	13.3	4.6	7.5	1.5	4.4	0.2	104.7	11	45.8
Grade 7	24	206.9	13.1	211.5	12.6	4.6	10.5	2.1	3.8	0.8	119.6	12	50.0
Grade 8	19	203.9	10.0	206.1	13.3	2.2	13.6	3.1	4.1	-1.9	51.9	10	52.6
Grade 13	39	139.4	8.4	154.7	9.7	15.3	9.0	1.4	15.4	-0.1	99.5	19	48.7

## Reading



Summary data for groups with less than 10 students are suppressed because they are not statistically reliable.

\*\* All projections based on the most recent NWEA RIT Scale Norms study.

# OIS ANNUAL REPORT DATA

## % of Students Proficient or Advanced

<b>ADA</b>	
<b>2007-2008</b>	<b>93</b>
<b>2008-2009</b>	<b>92</b>
<b>2009-2010</b>	<b>91</b>
<b>2010-2011</b>	<b>92</b>
<b>2011-2012</b>	<b>93</b>

<b>STAFF ATTENDANCE</b>	
<b>2010-2011</b>	<b>93</b>
<b>2011-2012</b>	<b>92</b>

<b>READING</b>	
<b>2007-2008</b>	<b>40</b>
<b>2008-2009</b>	<b>41</b>
<b>2009-2010</b>	<b>48</b>
<b>2010-2011</b>	<b>49</b>
<b>2011-2012</b>	<b>43</b>

<b>SCIENCE</b>	
<b>2008-2009</b>	<b>27</b>
<b>2009-2010</b>	<b>31</b>
<b>2010-2011</b>	<b>18</b>
<b>2011-2012</b>	<b>15</b>

<b>MATH</b>	
<b>2007-2008</b>	<b>61</b>
<b>2008-2009</b>	<b>50</b>
<b>2009-2010</b>	<b>46</b>
<b>2010-2011</b>	<b>48</b>
<b>2011-2012</b>	<b>62</b>

Hi Dawn,

Sorry, took a few minutes more to put out the fires than I hoped!

CENTER PROGRESS REPORT

**Program**

select

**Years :**

select  
t

**Locations :**

select

**Include**

**Objectives and Typical** Yes No

**Operations :**

**Include**

**Review** Yes No

**Questions :**

[Print This Page](#)

**Report For Center: Ojibwa Indian School, 2011-2012      Date: 11/15/2012**

**Student Enrollee Data**

Number of students currently enrolled in classes (Summer) :	91
<b>Number of students currently enrolled in classes (School Year) :</b>	247
Total number of students currently enrolled in classes (Summer and/or School Year):	262
Total number of adults currently enrolled in classes (Summer and/or School Year):	0
<b>Number of Students to be served :</b>	264
Number of current regular program participants (attending 50% or more to date) (Summer) :	70
Number of current regular program participants (attending 50% or more to date) (School Year) :	62
Total Regular Program Participants (attending 50% or more to date) Served (school year and/or summer) :	83
Total Adult RPPs (attending 50% or more to date) Served (school year and/or summer) :	0
<b>Regular program participants to be served :</b>	280
Number of current regular program participants (attending 30-59 days to date) :	61
Number of current regular program participants (attending 60-89 days to date) :	8
Number of current regular program participants (attending 90 days or more to date) :	10
Number of unique days courses have been offered to date :	140

**Previous Year Student Enrollee Data**

Number of students enrolled in classes for Summer 2010-2011 :	19
Number of students enrolled in classes for School Year 2010-2011 :	250
Number of unique students enrolled in classes for 2010-2011 (Summer and/or School Year) :	257
Number of adults enrolled in classes for 2010-2011 (Summer and/or School Year) :	0
Number of regular program participants (attending 50% or more of days enrolled) for 2010-2011 :	66
Number of Adult RPPs (attending 50% or more of days enrolled) for 2010-2011 :	0
Number of regular program participants (attending 30-59 days) for 2010-2011 :	37
Number of regular program participants (attending 60-89 days) for 2010-2011 :	4
Number of regular program participants (attending 90+ days) for 2010-2011 :	0

**Number of Special Events**

--	--	--	--	--	--	--	--

		Summer	School Year	Enrolled	Not Enrolled	Family Members	Adults not FM
Enrichment	Academic Enrichment Learning Programs	0	1	5	5	0	1
Family	Activities promoting parental involvement	0	3	471	225	338	60
Academic	Activities to Promote Youth Leadership	0	1	2	0	0	2
Enrichment	Activities to Promote Youth Leadership	0	1	9	0	1	2

**Totals for All Special Events to Date**

Enrolled :	487
<b>Not Enrolled :</b>	230
Family Members :	339
Adults not Family Members :	65
Number of students with Family Members attending special events :	14
Number of RPP's with Family Members attending special events :	6
Percentage of RPP's with Family Members attending special events :	7.23 %
Percentage of RPP's with Family Members attending 2 or more special events :	0.00 %

**Number of classes offered for this program year to date**

	Summer	School Year
Academic	1	16
Enrichment	0	9

**Number of classes by Activity offered for this program year to date**

Sites :

		Summer	School Year
Academic	Academic Enrichment Learning Programs	1	9
Enrichment	Academic Enrichment Learning Programs	0	3
Enrichment	Mentoring	0	1
Enrichment	Other	0	1
<b>Enrichment</b>	Recreational Activities	0	4
Academic	Supplemental Educational Services	0	1
Academic	Tutoring	0	6

**Number of students with goals set**

	Summer	School Year
K-2 Reading Test	0	0
K-2 Math Test	0	0
Goal Setter	0	0
Grades Goal	0	0
No Goals Set	91	247
Adults - No Goals Set	0	0

**Average Daily Attendance To Date**

	Mon	Tues	Weds	Thurs	Fri	Sat	Sun	Avg. Attendance for Center
Summer	68.94 %	74.72 %	75.00 %	70.74 %	74.24 %	N/A	N/A	72.85 %
<b>School Year</b>	38.15 %	37.58 %	38.25 %	50.00 %	100.00 %	N/A	38.15 %	

**Average Monthly Attendance To Date**

Aug	Sep	Oct	Nov	Jan	Feb	Mar	Apr	May	Jun	Jul	Avg. Attendance for Center



## **Ojibwa Indian School**

### **GEPA Statement**

Ojibwa Indian school will ensure to the fullest extent possible equitable access to, participation in, and appropriate educational opportunities for individuals served. Federally funded activities, programs and services will be accessible to all teachers, students, and other program beneficiaries with special needs allowing them to participate fully in the 21<sup>st</sup> CCLC project. Ojibwa Indian School does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, socio-economic status, national origin, race, gender or sexual orientation in its educational programs, or its services and activities. Ojibwa Indian School provides and will continue to provide, reasonable and appropriate accommodations to meet the learning and evaluation needs of a diverse group of students, faculty, community members and other participants. The steps taken in the 21<sup>st</sup> CCLC project illustrate how Ojibwa Indian School will ensure equitable access will include conducting outreach efforts to encourage those not likely to participate in the 21<sup>st</sup> CCLC project to become active, making the program materials available in Braille and/or via audiotapes, pre-program gender bias and cultural awareness training for participants and use of transportation services that include handicapped accommodations.