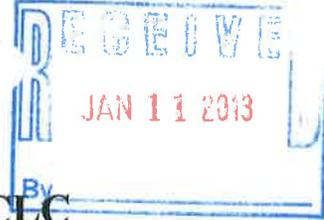


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APPENDIX VIII: Cover Page BIE 21st CCLC
COVER PAGE
EED FORM # 05-07-039

Hannahville Indian School
Organization

Rod Lovell (906) 723-2716
Name of Contact Person Telephone

rlovell@hicys.org (906) 466-2961
E-mail Address Fax Number

Tom Miller 1/09/2013
Authorized Signature for Budget Revisions/ Date
Record and Report of Local Expenditures

■ 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.

[Signature] 01-09-2013
Signature of Organizational Representative Date

Tribal Chairperson
Title

\$ 119,857
Total Funding Requested Per Year

\$ 359,571
Total Funding Requested for Three Years

BIE Use Only Project Number: _____ Date Received: _____

Project Approval: _____ Amount Awarded: \$ _____

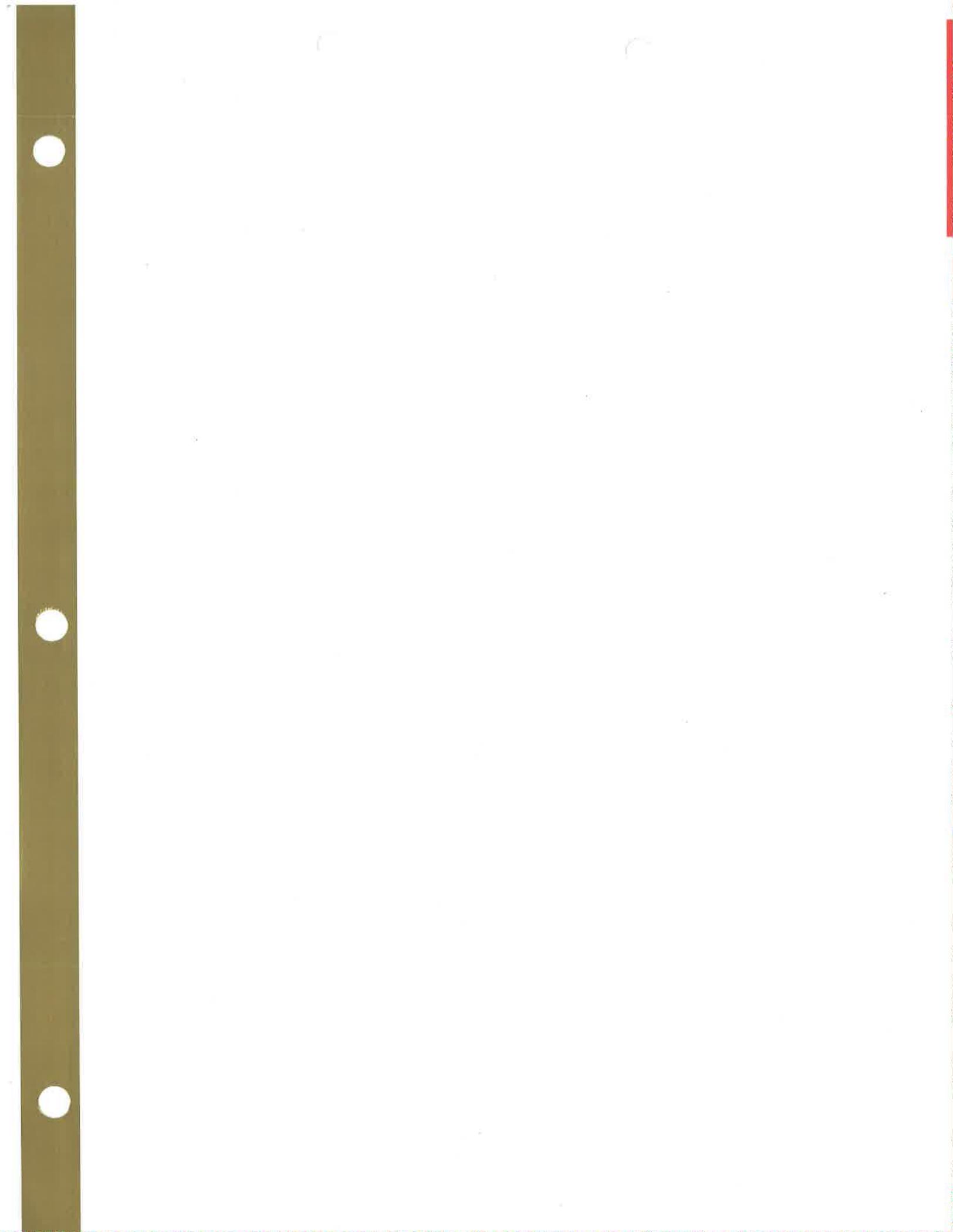
**Hannahville Indian School
21st Century Community Learning Center Program
Grant Application**

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 - a. Position Descriptions
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 - c. MOA – transportation services
 - d. Assessment – Survey showing need for 21st Century Programming
 - e. Letter of Support from Tribal Official stating full compliance, support and financial integrity with the BIE's 21st CCLC application requirements.



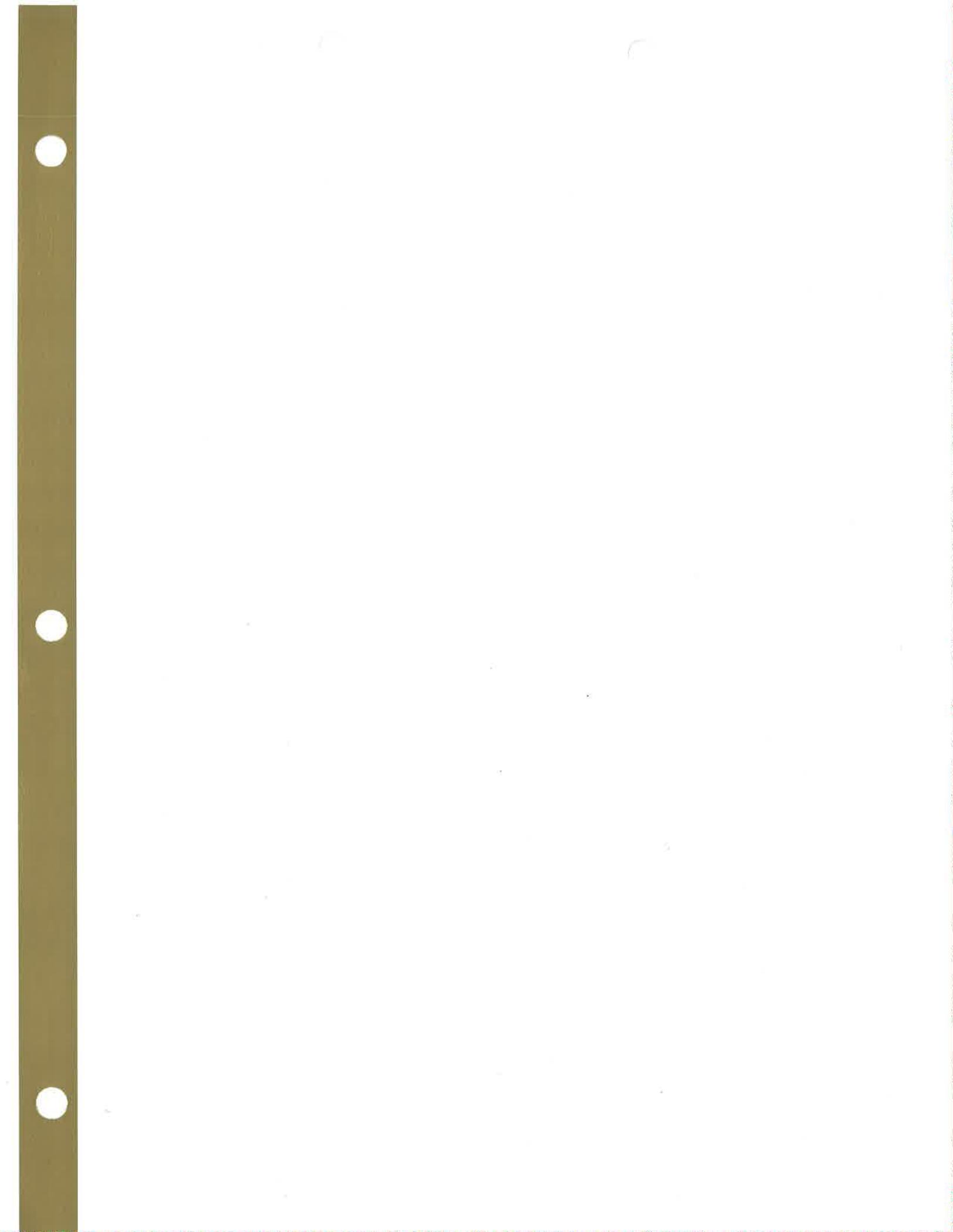
Hannahville's 21st Century Community Learning Center Program is housed within the Youth Services Building which is an actual physical structure, built in 2005. It directly attaches to the Hannahville Indian School's gymnasium and cafeteria, which along with the kitchen, additional classrooms and the library, become part of our center at the end of the school day. Our Center is open seven days per week until at least 9:30 PM and closes only on major holidays. The two story structure encompasses approximately 7500 sq. ft. and includes: a 30 laptop portable computer lab, a classroom, dance room, multi-purpose room, tutoring lab, Coordinator's & Director's offices, and a central office with a clear view into the gymnasium, cafeteria and student lounge.

The 21st CCLC Director and two Youth Services Assistants are funded by the tribe. The 21st Century Program Coordinator (certified teacher) and three assistants are partially (50% of each position) funded through the 21st CCLC grant and are part of this funding request; the remaining costs of these positions (50%) are tribally funded. Another key staff member is our Quest Coordinator, a certified teacher, who is funded by an Office of Juvenile Justice and Delinquency Prevention grant.

Since initially being funded as a 21st Community Learning Center in 2002, Hannahville has adhered to a strict continuous improvement plan through rigorous formative evaluation techniques aimed at identifying the academic needs of the community's youth. In doing so, we have developed three, very successful, core programs; (1) After School Kidzone, (2) Strategic Tutoring, and (3) Summer Kidzone, which are designed to support the Hannahville Indian School's pursuit of academic excellence by identifying and recruiting students with the most need. All three programs utilize researched based curriculum and techniques.

In addition to the three core programs, we conduct a variety of other programs and activities to holistically develop youth. All activities include structured lesson plans, intentionally created to meaningfully address identified needs. The activities include but are not limited to: Family Recreation Night held every Tuesday night during the school year, Tap & Jazz Dance Program; elementary baseball, basketball, flag football and soccer; a slew of outdoor adventure activities such as canoeing, mountain biking and rock climbing; mentoring; Girl & Boy Scouts; Community potlucks for major holidays; and Community Play Day.

We are able to offer all of these activities due to our many partnerships and funding streams; however, key to making the activities **meaningful** in successfully developing the youth; is the 21st Century Coordinator's structured lesson plan for each activity. Each lesson plan is purposely developed to address identified needs. Lesson creation begins with the end in mind, which is achieving a programming goal or fulfilling an identified need.



Introduction

The Hannahville Indian Community reservation is located in a very rural area of the sparsely populated Upper Peninsula of Michigan. Although in recent years, Hannahville, through programs like those offered by its 21st CCLC, has made considerable progress in its community development, it still suffers from high rates of all of the common perils associated with reservations: high rates of drug and alcohol abuse, low graduation rates, high rates of teen pregnancies, low numbers of youth seeking various forms of post-secondary education and high unemployment rates. We believe that without refunding, most if not all of the positive impacts currently being made by our 21st CCLC will be dramatically affected.

Near the center of the reservation is the Hannahville Indian School, which is regarded as the social “hub” of the community. Directly attached to the school is a newly constructed Hannahville Youth Services Department building which is the home our 21st Century Community Learning Center (21st CCLC). Our 21st CCLC provides educational and recreational services to the community seven days per week, year round, and is only closed during major holidays.

Approximately two-thirds of Hannahville school age youth attend the Hannahville Indian School. The other one-third attends one of three public schools that border the reservation. Our proposal is designed to provide services to all of these tribal youth within the 21st Century Learning Center building, this equates to approximately 170 tribal youth. We have already developed a strong working relationship with all the schools mentioned, so success is assured upon refunding.

Hannahville’s current 21st CCLC program works very closely with the instructional day staff and school administration, which affords us the luxury of utilizing their NWEA MAP (Northwest Evaluators Association; Masures of Academic Progress) DIBELS, Star Math, Star Reading and MEAP (Michigan Educational Assessment Program) test results to identify and recruit high need students into our programs. We also use the data to compare the performance of students in our programs with students that do not attend our programs. We have also developed the following mechanisms for identifying, targeting and recruiting students who are most in need of services.

1. Due to poor grades, students are identified and referred into our program by the school’s principals, teachers, parents, probation officer, social workers and coaches. We have students that are referred to our programs by way of a mandate from the court system. We also allow students to refer themselves, when he or she knows they are in need of help.

Identification and recruitment begins with the completion of a referral form, which includes a brief description of the student’s need. Our 21st Century staff then creates a student file that includes tabs for parent contact log, teacher prescription sheets, attendance log, teacher contact log, progress reports from Power School (school’s software for monitoring student education activities including attendance) and individual goals and objectives.

Hannahville’s current 21st Century program has implemented an online assessment tool created by North West Evaluation Association to help remedy the academic risk factors

pertinent to the Hannahville Indian Community. The assessment tool is titled Measures of Academic Progress (MAP), which consists of state-aligned computerized adaptive tests that accurately reflect the instructional level of each student and measure growth over time. The assessments are made four times per year in math, reading and science. Results are instant. Students who are assessed lower than their current grade level are identified, referred and recruited into our program. The assessment results are specific to each individual student and easy to interpret. Staff are able to quickly analyze the data and create learning goals specific to the students needs. MAP's Teachers Report includes clickable links to lessons and activities that address the student's specific learning need.

2. Key to our recruitment is our well-established, community wide awareness of our 21st CCLC programming and its referral process, which in itself is a proficient recruitment tool.
3. Another key to our recruitment is 21st CCLC staff making direct contact (telephone or in person) with the parent(s), guardian(s) and the student. All contact is documented.

Competitive Points (15 points)

- Hannahville Indian School's 21st Century Program application is submitted in partnership with the Hannahville Youth Services Department, which is a tribal based organization, thus meeting the partnership requirement for competitive points.
- Hannahville Indian School's 21st Century Program provides health, wellness, prevention and social service activities to students and parents/caregivers through structured programs such as:
 - Wednesday night nutritional awareness for youth
 - FitClub
 - Implementing the Search Institute's Development Assets curriculum for youth and adults
 - Drug, Alcohol and Teen Pregnancy Prevention Programming
 - Family Recreation Night for youth and families every Tuesday
 - Family Holiday events
 - Parenting tips and education
- Hannahville's 21st Century Program engages youth and Elders in programming as a community improvement project; the youth teach Elders about things like technology, while the Elders teach youth about tribal history and culture. Service-Learning is addressed during summer programming when each of the groups in the Summer Program completes a service-learning project as part of the summer curriculum. Search Institute's Developmental Assets curriculum is a research based strategy for youth development that we will be implementing in our program.
- Hannahville's 21st Century Program will engage the school staff, school board, parents, community and tribal programs in a Bullying Prevention Awareness campaign to take place during the month of October of each year, which is bullying prevention month. Each year a planning committee of teachers, administration, Board members, students, parents, Youth Services staff, and 21st Century staff will analyze bullying issues and construct an activity plan to be implemented during the month of October.

1. Need for Project

1A. Explain the annual growth of the student population and how the proposed project will address the catch up growth of the student population.

Name of each after school center	Designation – School Status	% free or reduced lunch	Estimated # of students to be Served	Percentage of Day School population Served	# of family members to be served, if appropriate	Grade levels served
<i>Hannahville Youth Services</i>	<i>Made AYP, however identified as Persistently Low Achieving (PLA) falling into the 3rd percentile on the State of MI top to bottom list.</i>	<i>86% receive free or reduced lunch</i>	<i>170 students from the reservation will receive services; 60 will be targeted within the Hannahville School for intervention services.</i>	<i>65% of the Hannahville day school population will be served</i>	<i>300 adults in support of their child's education</i>	<i>K-12th Grade</i>

The Hannahville Indian School completed their NWEA MAP assessments, K-12, in September of 2012 and plans to test again in January and May. Upon receipt of a successful 21st CCLC grant we will also conduct a summer assessment in our proposed eight week Summer Program that is designed to combat summer learning loss and to produce catch up growth.

The North West Evaluator's Association (NWEA) offers a variety of reports to view data obtained from MAP (Measures of Academic Progress) data and to analyze student growth. NWEA also conducts a Normative Study every other year on the testing results of the more than 5.1 million students in over 13,000 schools that take the MAP. Normative Study data is included on many of NWEA reports so that schools can easily compare the performance of their students as a school on an individual basis, and to schools and students across the nation.

When we look at Hannahville's MAP data over the last couple of years we see that most of our students' RIT scores are below the 40th percentile in all subjects, placing them well below the national average. Even if the school as a whole does very well at making their projected annual growth during the 2012-13 school year, the majority of students will be less than proficient. The need for catch up growth is essential and we have constructed a coordinated plan between the

school and Hannahville Youth Services Department (HYS), to promote student growth beyond their projected annual growth.

Hannahville Youth Services will oversee and manage the 21st CCLC Program and provide after school and summer programming aimed at assisting students to make their projected growth as per their Fall MAP scores; and to assist students to improve their RIT scores to the 50th percentile or higher. The K-12 teaching staff and 21st Century staff plan to work in tandem on the same academic skills on a per student, differentiated basis, so that what the students are learning during the day will be addressed again in the after school program. The academic content will be identified directly from student MAP scores. Our summer program will take the Spring RIT scores and create differentiated lessons for each student based upon their RIT scores and the corresponding academic skills they are ready to learn as found in the MAP's DesCartes component.

1B. Describes how the proposed project will identify, target and recruit the sub-population of students and/or families that are MOST in need of these services and the extent to which the proposed project is appropriate to, and will successfully address the needs of the target population. Describes the measurements that will be used to determine high need.

We will utilize MAP data (RIT Scores) to determine individual levels of need per subject. Some students may be doing well in math but are struggling in reading. Some are struggling in all subjects. Students with RIT scores below the 25 percentile are determined high need / high-risk. Utilizing the MAP's DesCartes component we can easily identify what skills these students currently have and what skills they are ready to learn.

Hannahville Youth Services is open seven days per week throughout the calendar year. Our center is directly attached to the Hannahville Indian School, making it ideally located logistically. On nights preceding school days we are open until 9:30 PM. On weekends and during the extended summer vacation we are open until 10:00 PM. Students will be able to drop in anytime we are open for homework help, tutoring, mentoring or to participate in one of our structured activities, projects or clubs. In partnership with the school, we will provide transportation home after school (see MOA in appendices). Students will be able to stay after school from 3:00-5:15 PM to receive extra help and then be transported home via traditional school buses. We have two vans for staff to transport students home or to events offsite during all other times. For the elementary students we will offer a structured after school and summer program titled Kidzone that is academically based.

Parents are key to a child's academic success. We will recruit parents by educating them about MAP scores and the skills associated with their child's score. We will also provide them with examples and activity ideas as to how they can strengthen their child's skills at home.

Hannahville Youth Services currently host a series of community events throughout the calendar

year that have historically been attended by a high percentage of the community. We plan to utilize these events as one method to develop and strengthen our relationship with the parents. Our goal is to partner with the parents to provide the best possible education to our children.

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

NWEA has completed a “Linking Study” for Michigan, the state in which the Hannahville Indian Community resides. The “Linking Study” connects MAP results to state proficiency tests. The Linking Study provides the following charts for grades 2-8 that tell us what is the minimum RIT score a student needs to test proficient on the Michigan Educational Assessment Program (MEAP).

Math-Current Season							
Cut Scores and Percentiles for each State Performance Level							
Grade	Not Proficient	Partially Proficient		Proficient		Advanced	
	Cut Score	Cut Score	Perce- tile	Cut Score	Perce- tile	Cut Score	Perce- tile
2	<171	171	29	181	59	203	97
3	<185	185	29	195	59	215	97
4	<198	198	33	204	51	222	92
5	<205	205	29	212	47	232	91
6	<212	212	31	222	56	243	94
7	<219	219	35	228	56	247	90
8	<223	223	34	237	66	255	93

Reading-Current Season							
Grade	Not Proficient	Partially Proficient		Proficient		Advanced	
	Cut Score	Cut Score	Perce- tile	Cut Score	Perce- tile	Cut Score	Perce- tile
2	<152	152	6	170	35	192	86
3	<166	166	6	184	35	206	86
4	<178	178	6	192	29	217	89
5	<188	188	9	199	28	221	84
6	<196	196	13	205	31	221	73
7	<200	200	13	212	38	227	77
8	<201	201	11	217	44	236	87

We will use NWEA's data from their College Readiness Linking Study for grades 8-12 to design lessons and activities to help them graduate high school and make a successful transition to some form of post-secondary education. We will also use the study to help students prepare for their ACT. This is needed because to date our reservation has not been very successful at producing college graduates. For example there is not a single Tribal member who teaches in the Hannahville Indian School because no Tribal member has ever made it through the teacher education program. Many students go to college but almost all drop out due to low academic skill levels and lack of self discipline and time management skills. Even our best students are coming home and informing the school as to how unprepared they were for college. We will develop Education Development Plans (EDP) for every student who participates in our after school and/or summer programs, which is historically greater than 80% of the Hannahville students. There are other non-academic risk factors that also need attention and require intervention from the staff. Such as making sure our Center and our programs are safe. Drug and Alcohol use, teen pregnancy and potential suicide all need attention by a well trained staff. A portion of our programming will be aimed at obesity and diabetes prevention.

1D. For 2011-12 school year, 21st CCLC grantees provide documentation of progress and achievements made by 21st CCLC students on state assessment, Native Star, and NWEA tests. Data demonstrated academic growth as well as behavioral improvements. First time applicants provided data on state assessment, Native Star, and NWEA tests.

Hannahville was a 2011-12 21st CCLC grantee. Our performance measures were quite different in our prior 21st CCLC grant than in this new proposal where we focus on making the NWEA's projected growth and getting students caught up to state designated proficiency levels. Below is a copy of our latest BIE report in table form:

**21st CCLC Program Performance Measure Tracking Sheet
June 15, 2012**

Grantee: Hannahville Indian School	
Site/Location: Wilson, MI	Year: 2011-2012

PERFORMANCE MEASURE	ACTIVITIES	DATA USED	OUTCOME
ATTENDANCE: Will meet or exceed 52 FT participants as mandated by the RFP (173 X 30%=51.90).	<i>Tallying daily attendance for all events and activities</i>	Cayen/A+ Database	Attendance records show that for the period of 09/06/2011 through 05/31/2012 FT youth (30+ days) equals 135 youth, an

			18% increase from the 2010-2011 reporting period.
<p>READING: At least 70% of the students attending Hannahville's 21st CCLC program fulltime (30 days or more) will increase their reading assessment scores, as measured by RIT scores by the amount set forth in the "Student Goal Report" created after the beginning of the school year (September) assessment which sets the benchmark on an individual basis.</p>	<p><i>Tap & Jazz program, KidZone Afterschool Program, Partnership programs (Project HUB, QUEST, Youth Employment Program)</i></p>	<p>NWEA's MAP RIT scores (Base score set with Fall 2011 assessments; Fall 2011-Spring 2012 comparison used, with growth goals set using standardized norms set by NWEA.)</p>	<p>Of the 73 FT youth with valid test scores for both Fall 2011 and Spring 2012, 57 students maintained or increased their RIT score (78%).</p>
<p>MATH: At least 70% of the students attending Hannahville's 21st CCLC program fulltime (30 days or more) will increase their Math assessment scores, as measured by RIT scores by the amount set forth in the "Student Goal Report" created after the beginning of the school year (September) assessment which sets the benchmark on an individual basis.</p>	<p><i>Tap & Jazz program, KidZone Afterschool Program, Partnership program (Project HUB, QUEST, Youth Employment Program)</i></p>	<p>NWEA's MAP RIT scores (Base score set with Fall 2011 assessments; Fall 2011-Spring 2012 comparison used, with growth goals set using standardized norms set by NWEA.)</p>	<p>Of the 77 FT youth with valid test scores for both Fall 2011 and Spring 2012, 66 students maintained or increased their RIT score (86%).</p>

One of Hannahville's prior 21st CCLC greatest achievements was to develop a Behavioral Management Program which is based upon the work of Stan Davis. In a little over three years the number and severity of incidents have plummeted, we have seen great success in this area.

Our prior 21st CCLC grant did not utilize the data obtained from completing the Native Star assessments. However, in this proposal, Hannahville's Process Manager for Native Star provided us with Hannahville's username and password so that we can study the school improvement plan and other Native Star reports so that our 21st CCLC program can tailor activities and lessons to support the school's needs.

1E. Describes how the performance measures are directly related to the most recent data provided through state academic assessment or other instruments.

The academic assessment instrument we choose to utilize in our program as a measure is NWEA MAP, which will be conducted at least three times per school year and again at the end of our summer program. Our most recent data comes from September of 2012. The following three performance measures are the heart of our program over the short and long term.

- Performance Measure #1: At least 80% of our Kidzone Kids (21st CCLC Afterschool Program) will exceed their projected annual growth (Fall to Spring) as measured by NWEA MAP RIT scores.
- Performance Measure #2: At least 80% of our Summer Kidzone (21st CCLC Summer Program) students will show no Summer Learning loss as measured by NWEA MAP RIT scores. Spring RIT scores will be compared to our end of summer RIT scores for this measure.
- Performance Measure #3: On a grade by grade basis, we will raise our overall school average RIT scores in Reading and Math by at least 5 points in three years as measured by NWEA MAP RIT scores. Fall of 2012 RIT scores will be used as a baseline for comparison.

1F. Cites any additional factors that place students at risk of educational failure or how the proposed project aligns to other areas of consideration, such as dropout prevention etc.

Overall, the lack of the 40 Developmental Assets in our youth population has an extreme negative influence upon their educational careers. Search Institute's framework of Developmental Assets is the most widely used approach to positive youth development in the United States. Research has proven that youth with the most assets are least likely to engage in four different patterns of high-risk behavior, including problem alcohol use, violence, illicit drug use, and sexual activity. The same kind of impact is evident with many other problem behaviors, including tobacco use, depression and attempted suicide, antisocial behavior, school problems, driving and alcohol, and gambling. We plan to incorporate an asset building plan into our after school, weekend and summer programs. See the following page on Developmental Assets.

2. Quality of Project Design

2A. Describe goals, performance measures and activities that address the needs of the identified and targeted population.

The goal of Hannahville's 21st Century Community Learning Center Program is to promote school success by providing interventions that increase student academic skills, reduce student summer learning loss and increase student developmental assets.

Performance Measures Template

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
At least 80% of our Kidzone Kids will exceed their projected annual growth (Fall to Spring) as measured by NWEA MAP scores.	Differentiated lessons will be developed utilizing RIT scores and Descartes.	21 st CCLC Coordinator	June 1 st of each calendar year.	Spring MAP testing will show that at least 80% of the Kidzone kids made their projected growth as set in the previous Fall testing.
At least 80% of our Summer Kidzone students will show no Summer Learning loss.	Differentiated lessons will be developed utilizing RIT scores and Descartes.	21 st CCLC Coordinator	September 1 st of each calendar year.	Spring RIT scores will be compared to our end of summer RIT scores for this measure.
On a grade by grade basis, we will raise our overall school average RIT scores in Reading and Math by at least 5 points in three years.	Utilize Search Institute's research and materials to provide solid program dosage to build the 40 Developmental assets throughout the community's youth.*	Program Director	Fall of 2012 RIT scores will be used as a baseline for comparison.	RIT scores will be on average 5 points higher per grade than the Fall of 2012.

**Asset building is a research based strategy that is proven to promote school success. Multiple studies using multiple indicators of school success, including both self-reports and school records such as actual GPA, consistently yield these assets as explanatory variables, in both cross-sectional and longitudinal research. With solid program dosage to build these assets, one could reasonably expect 1 to 3 year effects in the range of .30-.80 standard deviations, i.e., well beyond the usual .10-.20 standard deviations typically seen for educational interventions. In practical terms, the effect we've found is equivalent to moving students from a C average to a B+ average over several years.*

2B. Provides a detailed description of all evidenced based or scientifically based research that supports the choice of programming and teaching strategies, as well as describing how the strategies link to measurable objectives and the needs identified in the Needs Section 1A through 1F.

Project Based Learning: Project Based Learning (PBL) is one of the pedagogies we plan to use in our 21st CCLC program. Research on PBL shows that students are more engaged, less likely to be absent, develop stronger cooperative skills and test better than students in traditional classes. Our projects will be carefully planned with scaffold content and activities to amplify and extend the skills and capabilities of the students. The key aspect of our 21st Century Program is the after-school and summer Kidzone program that will be presented utilizing a Project Based Learning format. Our projects will begin with our performance measures in mind. Our staff will design their projects to include the building of the academic skills identified by our MAP results. NWEA's Descartes will be used to show us the academic skills that the youth participating in the particular project need. We will then carefully plan to cover those skills in a unique and project based way to capture the student's attention in a different way than the teaching strategy used during the school day.

Strategic Tutoring: Strategic Tutoring is also a component of our prior 21st Century Program that proved worthy to expand upon in our new proposal. Through years of research, the University of Kansas' Center for Research on Learning, created the scientifically based "Strategic Tutoring / Instruction Model". "Strategic Tutoring" is significantly different than Homework Help because it aims to help the student to become an independent learner, whereas homework help has the simple task of completing assignments. In this proposal we plan to utilize the Strategic Tutoring Model to produce "Catch-Up Growth by taking NWEA's RIT scores and corresponding DesCartes to tutor students in the academic skills they are "Ready" to learn. 21st Century staff are trained to continually assess students' homework and test taking strategies and to address weaknesses. They are also trained in time management and organizational skills, procedures and assessments so that they are able to inject these skills into their tutoring sessions.

Search Institute: For more than 50 years, Search Institute® has been a leader and partner for organizations around the world in discovering what kids need to succeed. Their knowledge and resources help motivate and equip caring adults to create schools, communities, and families where young people thrive. Based on surveys of more than three million kids, the 150 plus books they've published, and the work they've done with schools and youth-serving organizations in more than 60 countries, Search Institute helps solve critical challenges in the lives of young people. Their 40 Developmental Assets® are the most widely recognized and most frequently cited approach to positive youth development in North America. Our 21st CCLC program will integrate Search Institute's resources into our program to holistically develop our youth, which in turn will lead to school success. Research shows that the more Developmental Assets a student has the more likely he or she is to be successful in school. It is obvious that the typical Hannahville Youth has much fewer Developmental Assets than the average American youth.

Asset development takes time, even when deliberately integrated into a program, which is why our third performance measure is long term.

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

NWEA's MAP assessment will be given in September, January, May and August. The data is available within 24 hours of taking the test. The fall assessment automatically projects each student's annual growth. The project director and coordinator will complete a careful review of the data to identify at-risk and low performing students. The data from the September 2012 MAP assessment will be our baseline for establishing those students who need catch up growth, which will be determined by those whose RIT scores fall below the cut scores, which is determined by the Michigan Linking Study to be the minimum RIT score a student needs to test proficient on state test. For example, 2nd grade students scoring above 181 in math and 170 in reading will most likely test proficient on the state test. Currently, out of a class of 12 students, 6 students met or exceeded the cut scores in math and reading. The remaining six are identified for intervention to promote catch up growth. At a minimum, we will identify students in need of intervention upon completion of each MAP assessment (four per year). Referrals for intervention will also be accepted throughout the year from teachers, parents, court and self referrals from students.

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

The Hannahville Indian School has a single point of contact for all data that needs to be input into NASIS. Our 21st CCLC staff will provide our point of contact with all incident reports and other required data for NASIS for her to enter into the system. The point of contact is familiar with the NASIS capabilities and is proficient in using the system.

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

Hannahville Youth Services uses Cayen Systems Data Base to manage all data. Our attendance, activities, student contact information, surveys, etc. are all entered into this system. Our 21st CCLC staff also have accounts in the school's Powerschool program, which is the school's data management application that tracks attendance, contact information, grades, etc. Both Powerschool and Cayen are web based applications. The school conducts the BIE at-risk survey

annually and results are available to the 21st Century staff. Our 21st CCLC program will administer the Search Institute's Asset Survey at least twice during the grant period. Our 21st CCLC Director and Coordinator have historically been responsible for completing the PPICS, which is what we plan to continue.

2F. Describe how the proposed project will expand opportunities and/or increase student motivation in after school that may not be addressed in the regular day.

Since No Child Left Behind and the Michigan Merit Curriculum, the Hannahville Indian School has had to dedicate more and more of their school day to purely focusing on basic academic skills. Superficially this sounds right, but in reality many of the things the school has given up, were very important to educational success of the student. Physical education and recess time have been cut, and our students are more obese and less healthy, which leads to more illness and more absenteeism. Learning is so focused on repetition and mechanics that much of the fun has been taken out of learning; and not surprisingly absenteeism is at an all time high. Based on this trend, the idea of addressing the Developmental Assets is non-existent within the regular school day. Research shows that there is a direct correlation between increasing a youth's Developmental Assets and increasing their motivation and likelihood of school success. The 21st CCLC Program plans to integrate strategic Developmental Asset building lessons into our projects and activities to address this issue.

Our 21st CCLC will motivate and engage students through age appropriate projects and activities. The Projects that we conduct will be chosen by the students; which has been proven to be a strong motivator. Our 21st CCLC staff will embed the appropriate academics into the chosen project that connect to the school day. We will also integrate planned and strategic Asset Building into all of our activities.

2G. Complete a "Schedule of Operations" for each proposed site.

See the following pages for a schedule for the school year program and the summer program.

Number of Weeks during the School Year: 36 Weeks (During the Entire School Year we have various programs operating)

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Kidzone-After-School Program for 7-12 year olds	3-3:10 PM 3:10-3:40 3:40-5:10	At the 21 st CCLC by Coordinator & Assistants	-Healthy Snack -Homework Help -Structured Lesson aligned to state educational standards -Bussed home	-Healthy Snack -Homework Help -Structured Lesson aligned to state educational standards -Bussed home	-Healthy Snack -Homework Help -Structured Lesson aligned to state educational standards -Bussed home	-Healthy Snack -Homework Help -Structured Lesson aligned to state educational standards -Bussed home			
Strategic Tutoring for grades 1 st - 12 th	3 PM till the Center Closes	At the 21 st CCLC by tutors and 21 st CCLC staff	3-9:30 PM As scheduled - Meet Tutor - Healthy Snack - Review Teacher(s) Prescription - Create & fulfill session Goals / Objectives	3-9:30 PM As scheduled - Meet Tutor - Healthy Snack - Review Teacher(s) Prescription - Create & fulfill session Goals / Objectives	3-9:30 PM As scheduled - Meet Tutor - Healthy Snack - Review Teacher(s) Prescription - Create & fulfill session Goals / Objectives	3-9:30 PM As scheduled - Meet Tutor - Healthy Snack - Review Teacher(s) Prescription - Create & fulfill session Goals / Objectives	3-9:30 PM As scheduled - Meet Tutor - Healthy Snack - Review Teacher(s) Prescription - Create & fulfill session Goals / Objectives	3-9:30 PM As scheduled - Meet Tutor - Healthy Snack - Review Teacher(s) Prescription - Create & fulfill session Goals / Objectives	1-8:30 PM As scheduled - Meet Tutor - Healthy Snack - Review Teacher(s) Prescription - Create & fulfill session Goals / Objectives
Dance: Tap, Jazz & Ballet	3-7:00 PM October-May with a fully costumed recital in May.	At the 21 st CCLC by N&T Dance			3-7:00 PM -Healthy Snack -Break into groups -Fulfill lesson objectives.				
Family Rec Night	5:30-7:30 PM Tuesdays during the school year			5:30-7:30 -Stationed activities including Cultural Activities.					

Number of Weeks during the Summer: 8 weeks-beginning the 2nd week of June and ending mid-August, with a mission of eliminating summer learning loss.

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Summer Kidzone	7:45 AM – 4 PM	21 st CCLC staff and school aids	Day Includes: Transportation to and from. Breakfast, Lunch, Snack, Structured lessons aligned to state educational standards, Library &, Computer Lab hours.	Day Includes: Transportation to and from. Breakfast, Lunch, Snack, Structured lessons aligned to state educational standards, Library &, Computer Lab hours.	Day Includes: Transportation to and from. Breakfast, Lunch, Snack, Structured lessons aligned to state educational standards, Library &, Computer Lab hours.	Day Includes: Transportation to and from. Breakfast, Lunch, Snack, Structured lessons aligned to state educational standards, Library &, Computer Lab hours.			
Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Various Sports not offered by the school: Baseball, Soccer, Golf, etc.	Varies but usually in the evenings	At the 21 st CCLC by volunteers or contracted staff	Varies but usually in the evenings, Lesson Plans meeting state educational standards are drafted for all practices / games.	Varies but usually in the evenings, Lesson Plans meeting state educational standards are drafted for all practices / games.	Varies but usually in the evenings, Lesson Plans meeting state educational standards are drafted for all practices / games.	Varies but usually in the evenings, Lesson Plans meeting state educational standards are drafted for all practices / games.	Varies but usually in the evenings, Lesson Plans meeting state educational standards are drafted for all practices / games.	Varies but usually in the evenings, Lesson Plans meeting state educational standards are drafted for all practices / games.	Varies but usually in the evenings, Lesson Plans meeting state educational standards are drafted for all practices / games.
Various Art and Performing Arts such as music and drama lessons.	Usually in the early afternoon during Kidzone	At the 21 st CCLC by volunteers or contracted staff	Every activity has a Lesson Plan aligned with state educational standards.	Every activity has a Lesson Plan aligned with state educational standards.	Every activity has a Lesson Plan aligned with state educational standards.	Every activity has a Lesson Plan aligned with state educational standards.			

2H. Identify the key community partners for the proposed project. Describe the specific roles to be played by each of the partners.

Because we have administered a successful 21st CCLC program for the last 10 years, we have established a long list of partners. Some of the key partners are: Hannahville Youth Services, which is a tribally operated program that will implement the 21st Century Program; Hannahville Tribal Council which helps financially support the 21st CCLC; Search Institute which is our primary source of research based curriculum for developmental asset building; Delta Menominee Public Health which provides onsite alcohol and drug prevention education; and MSU Extension which provides youth development programming and financial literacy. The following community departments are also key to the success of our program and they include our Tribal: Health Center, Police Department, Social Services and Behavioral Health Department, and our Culture Department.

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

The key link between our 21st CCLC program and the school day is the focus upon NWEA's MAP results. This ensures that the after school program is working on the exact same academic skills at the same time as the regular school teachers. Our facility is directly attached to the school, so the students are able to simply walk to Kidzone or our School Success Lab for homework help and tutoring. Being a previously funded 21st CCLC program we have developed an excellent working relationship with the school staff. Together we have created a document for student referrals into our program and a document we call the "Teacher Prescription" form, which is used after a student is referred into our program. The Teacher Prescription form provides clear and regular communication and recommendations between the teacher and the 21st CCLC program. The forms contain information regarding the current academic skills the teacher is focusing on in the classroom so that the 21st Century staff can work on these same academic skills in the Afterschool Program.

2J. Describe how the proposed project proposes to attract youth and/or their families.

Our 21st CCLC Program will be housed with the Youth Services Department, which serves all of the youth residing on the reservation. About 65% of the Tribal youth attend the Hannahville Indian School and the others are dispersed between three area public schools. Many of the students attending public schools come to Youth Center for tutoring and recreational activities. Our students are very mobile, jumping back and forth between schools; but the youth center is a place they attend in common. We have a Facebook page that many of the parents and students utilize to keep up with our activities. We put a calendar of events in the Tribal newspaper every month. All of our staff are trained food handlers and we offer food at nearly all of our activities. One way we plan to target students in need of catch-up growth is by sending parents letters

inviting them to enroll their child in our Summer Kidzone. In the same letter we will invite parents to drop-in and discuss with us how our program can be of greater assistance to them.

2K. Describe why students want to attend the proposed project/services. Explain how proposed project will maintain student enrollment over time. Describe any agreements with school day regarding participation for sports eligibility requirements or students performing below a certain standard, if applicable.

Students want to attend our program because we put a lot of effort into listening to the students and their parents' wants and needs and then design our activities and projects based on their input. We historically have surveyed our youth and parents three times per year to get their input on what they would like to see in our program and most importantly to see how we are doing. We use this information to continuously improve our program.

Hannahville has a tribally funded Youth Employment Program for youth ages 14 and up during the school year and summer. During the school year youth must maintain a C average in all classes to remain eligible for employment, if a student falls below the grade of C in any class they are referred to tutoring and removed from employment until their grade is brought back up.

2L. Describe how proposed project will coordinate with other providers of after school activities (including school sponsored extracurricular sports activities and other extracurricular activities offered by the school and/or community, if applicable).

Our Youth Center is directly attached to the Hannahville School and a strong partnership exists. Most of the school's sports teams hang around the Youth Center before and after practices. Athletes who are not performing well academically are referred into our tutoring program to assist in maintaining athletic eligibility.

Delta Menominee Public Health provides drug and alcohol prevention programming afterschool at our site, and our 21st Century Program facilitates the space and times needed for these programs.

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

The Tribe has recently built a new elder complex that is within a mile of the school and 21st Century building. We have met with Director of Elder Services and have devised a plan to develop more contact between the elders and youth. On the 3rd of every month the 21st CCLC staff will take a group of 10-20 youth to the elder complex and cook a dinner to be eaten with the elders. Traditional culture activities and storytelling will follow. We also plan for the students to teach the elders about things like cell phones, email, Internet, digital cameras and the computers.

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

Hannahville Youth Services and its 21st CCLC program undergo a rigorous continuous improvement plan. Written surveys are administered three times per year to gather feedback from parents, students, school staff and the community at large. The surveys are written to provide us information on the wants and needs of the community and to provide us with information for improvement. The surveys are tallied and a consolidated report is produced each time they are completed. The survey results then become the topic of our next Department Planning Meeting to guide us in the development of projects and activities.

NWEA MAP scores are the heart of our data driven program. The scores are used to identify low performing students and NWEA's DesCartes (which shows the specific skill level of the student) will be used to develop lessons containing the necessary content the students need to learn to catch up.

2O. Describe a sustainability plan designed to sustain key elements of the program after the end of federal funding. 2011-12 school year grantees must provide documentation of what has been sustained since last year and carried forward for this application plus describe the process of developing a three year sustainability plan for program.

Hannahville was a 2011-2012 school year grantee. Our staffing consisted of the Director who is paid 100% by the tribe and the Coordinator and three assistants who are all paid 50% by the Tribe and 50% through the 21st CCLC grant. When the 2011-2012 21st Century grant ended, the Tribe agreed to cover 100% of these 21st Century staff until the results of the 2012-2013 new 21st CCLC grants are announced. This effort to maintain these staff is to ensure a consistent program that can maintain success if we are funded for a continued program in 2012-2013. Once awards are announced, if we are not funded we will have to make some hard choices on restructuring Hannahville Youth Services, which will mean laying off staff and/or cutting full time employees to part-time. The Tribal Council will ultimately make the decision should Hannahville Youth Services end up in that situation. During the lapse in 21st CCLC funding we have become a bare bones program maintaining staff only, and cutting all funds for supplies, travel and or special events. Unfortunately there have been several professional development opportunities we have had to pass up because we have completely cut out travel and training.

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

The key link between our 21st CCLC program and the school day is the focus upon NWEA's MAP results. This ensures that the after school program is working on the exact same academic skills at the same time as the regular school teachers. Our facility is directly attached to the school, so the students are able to simply walk to Kidzone or our School Success Lab for homework help and tutoring. Being a previously funded 21st CCLC program we have developed an excellent working relationship with the school staff. Together we have created a document for student referrals into our program and a document we call the "Teacher Prescription" form, which is used after a student is referred into our program. The Teacher Prescription form provides regular and clear communication and recommendations between the teacher and the 21st CCLC program. The forms contain information regarding the current academic skills the teacher is focusing on in the classroom so that the 21st Century staff can work on these same academic skills in the Afterschool Program.

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

The Hannahville Indian School has made AYP and does not need to have a restructuring plan.

3. Adequacy of Resources

3A. Describe the staffing capacity for proposed programs and services, including the student-to-staff ratios. It is recommended that the academic portion of the program has the support of certified teachers and ratios should be no more than 1:10.

Enrichment/recreational program ratios should be no more than 1:15.

Our current 21st CCLC Coordinator is a Certified Teacher and our Director is a State Certified K-12 Administrator. Our student to staffing ratio, including staff that are leveraged from other tribally and school funded programs, meets BIE guidelines of no less than 1:10 students for our academic portion and 1:15 on our enrichment activities. The Hannahville Youth Services Department including the 21st Century Program staff has seven full time staff and seven part time staff, with most staff working the 2:00-10:00 p.m. shift to provide services during the afterschool hours.

3B. Include job descriptions and schedules of key staff.

The 21st CCLC Director is a State Certified K-12 Administrator and is a full time position that is funded 100% with tribal funds. See Appendix for the Director's job description.

The 21st Century Coordinator is a Michigan Certified Teacher. This is a full time position with 50% paid by the 21st CCLC grant and 50% paid by the tribe. See appendix for a copy of the Coordinator's job description.

The three 21st Century Program Assistants are highly qualified with Associates Degrees and are also full time positions with 50% paid by the 21st CCLC grant and 50% paid by the tribe. See appendix for a copy of the Assistants job description.

21st CCLC Staff Schedules							
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
21st CCLC Coordinator		12-8 p.m.	12-8 p.m.	12-8 p.m.	12-8 p.m.	12-8 p.m.	
21st CCLC Assistant 1	1-9 p.m.	2-10 p.m.	2-10 p.m.	2-10 p.m.	2-10 p.m.		
21st CCLC Assistant 2			2-10 p.m.	2-10 p.m.	2-10 p.m.	2-10 p.m.	2-10 p.m.
21st CCLC Assistant 3		2-10 p.m.	2-10 p.m.	2-10 p.m.	2-10 p.m.	2-10 p.m.	

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

The Hannahville Indian School will provide the bulk of our transportation in typical school buses with trained and licensed drivers. Hannahville Youth Services has two 15 passenger vans that we use for all other transportation. All of our 21st CCLC staff have chauffeurs licenses which are required by the state to transport people in our vans. The project director is also a licensed school bus driver and able to use the school's buses on weekends if needed.

Each day at 5:15 p.m. when the 21st afterschool Kidzone program is complete, our 21st CCLC staff escort all students needing transportation home to the buses and make sure everyone needing a ride is on the bus. Once all students are boarded the Coordinator confirms that all students are loaded and then the buses depart and transport them home. For student departures after the 5:15 p.m. bus run, parents pick up children or staff transport youth home with the Hannahville Youth Services vans. Hannahville Youth Services has a detailed department manual which includes transportation policies and procedures for both busing and van use.

3D. Describe how proposed project will leverage existing school resources (i.e. computer labs, libraries, and classrooms to carry out your activities).

Through the partnership between Hannahville Youth Services and the Hannahville Indian School the 21st Century Program is allowed almost total access to the school facilities after school, on weekends and during the summer. All of our staff have keys that allow them access to the kitchen, library, computer labs, wood and metal shops, gymnasium and classrooms. During the summer our 21st CCLC program occupies most of the school building for our eight week Summer Kidzone program. The school provides a librarian to work with us during the summer and over 10 highly qualified aids. These leveraged school staff are needed as our Summer Kidzone had a 2012 enrollment of 128 youth.

Additionally, the Hannahville Indian School will provide a majority of the transportation including the daily bus run at 5:15 p.m. for the Kidzone program and the transportation needed to operate the eight week summer Kidzone program.

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

Hannahville Youth Services (HYS) contributes the entire expense of the Project Director, Rod Lovell who is a State Certified, K-12 Administrator. Another significant contribution is the use of their two 15 passenger vans that are used to transport students home from the center in the

evening and during the weekends after receiving 21st CCLC services or participating in 21st CCLC activities. Hannahville Youth Services also contributes a two story, 7500 square foot facility for 21st CCLC programming and activities, which include a classroom for our Kidzone after school program and office space for the 21st CCLC Coordinator and three assistants. HYS also contributes the unlimited use of 30 wireless laptops with Internet connections along with video creation lab containing four large screen Mac desktops equipped with Final Cut Pro software.

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

On November 5th, 2012 the Youth Services/21st CCLC Director appeared at the Tribe's monthly Tribal Council meeting and provided an overview of our new 21st CCLC grant proposal. The Tribal Council is a public meeting and the agenda is posted prior to the meeting to inform the community of the topics to be discussed. The floor was opened for comment at the meeting and questions were answered and input received which is included in this proposal. The Director has also worked closely with school superintendent and principal to create a meaningful, data-driven proposal that supports the school and can be realistically accomplished. The director is a member of the school's administrative team that meets at least monthly, where the director provides a program report. The director also regularly provides the Tribal Council and school board with updates and seeks their input and suggestions for continuous improvement.

4. Quality of the Management Plan

4A. Include clearly defined 21st CCLC SMART goals, responsibilities, and milestones aligned with Native Star SMART goals for accomplishing project tasks.

The Hannahville Indian School's Native Star SMART Goals for the 2012-13 school year are:

- (1) All K-12 students will increase proficiency in mathematics; K-11 students will show an increase in proficiency on the MAP math assessment of 30% from Fall 2012 to Spring 2013.
- (2) All K-12 students will increase proficiency in reading; K-11 students will show an increase in proficiency on the MAP reading assessment of 30% from Fall 2012 to Spring 2013. K-6 students will show an increase of 30% benchmark on the end of year DIBELS Next assessment.

Our 21st CCLC overall goal is to promote school success and our performance measures clearly align with the Hannahville Indian Community's Native Star SMART goals. Both the school and our 21st CCLC program plan to utilize NWEA's MAP RIT scores as indicators to determine success of achieving their goals. Below are our 21st CCLC performance measures:

- (1) Performance Measure #1: At least 80% of our Kidzone Kids (21st CCLC Afterschool Program) will exceed their projected annual growth (Fall to Spring) as measured by NWEA MAP RIT scores.
- (2) Performance Measure #2: At least 80% of our Summer Kidzone (21st CCLC Summer Program) students will show no Summer Learning loss as measured by NWEA MAP RIT scores. Spring RIT scores will be compared to our end of summer RIT scores for this measure.
- (3) Performance Measure #3: On a grade by grade basis, we will raise our overall school average RIT scores in Reading and Math by at least 5 points in three years as measured by NWEA MAP RIT scores. Fall of 2012 RIT scores will be used as a baseline for comparison.

4B. Include a detailed timeline for program implementation and continued planning for the first year of grant. Include a three month pre-implementation phase with associated costs for the first year. The 2011-12 school year grantees must include timelines related to sustainability of the program in future years.

Hannahville's 21st CCLC's implementation timeline is clearly defined as we already have a highly successful program up and running. Our after school Kidzone began in early September and will run until the last week of May, pending the outcome of refunding. Our summer Kidzone program will begin the 2nd week of June and run for eight weeks until the middle of August. Strategic Tutoring begins in September and runs the entire school year. Our staff

meetings take place every Tuesday at 2:00 p.m., and include an agenda, sign-in sheet and meeting minutes are documented and filed.

The Hannahville Indian School, Youth Services Department, Accounting Department and the Tribal Council have collectively developed a bare bones sustainability plan to carry our 21st CCLC program through writing a new grant and notification of success or not. If we are not refunded we will have to restructure the Youth Services Department and lay off staff and reduce services to youth. Being a 2011-12 grantee we are limited in our request for funding to 75% of our last year's 21st CCLC budget; with that limit in mind, we reduced the dollars spent on activities and maintained staffing levels to ensure that we meet the student to staff ratios and provide the most critical services of academic support.

Currently, the Youth Services Department has a five year sustainability plan that will dramatically reduce our need for funding from outside sources. The plan involves economic development and our Youth Employment Program. We have identified a local business development opportunity that has the potential to generate significant revenue and profit. The structure that will house the business will be constructed adjacent to the Youth Center / School. We plan to have the facility constructed and generating revenue within three years. The revenues from this economic venture will be used to continue providing and expanding the services offered through our Youth Services Department.

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

The Youth Services Department falls under the management structure of the tribal administration and follows all employment policies of the tribe which covers general employee items like the use of annual, sick and personal time; travel policies; employee benefits; employee discipline and corrective action; and the appeal process, etc.. In addition, we have a department manual, which contains our mission, organizational structure, employee policies, procedures, rules, repercussions, etc. We also have a Kidzone Handbook that is distributed to the parents. It contains staff contact information, our mission statement, polices, procedures, rules and repercussions.

Hannahville Indian School follows the Common Core curriculum, so all of our lesson plans will be aligned with this curriculum. Lesson plans will be differentiated using NWEA's MAP data to identify the academic skills individual students are ready to learn at that time.

Our 21st CCLC job descriptions have been carefully developed with the oversight of our Human Resources Department. See Appendix for copies of these job descriptions.

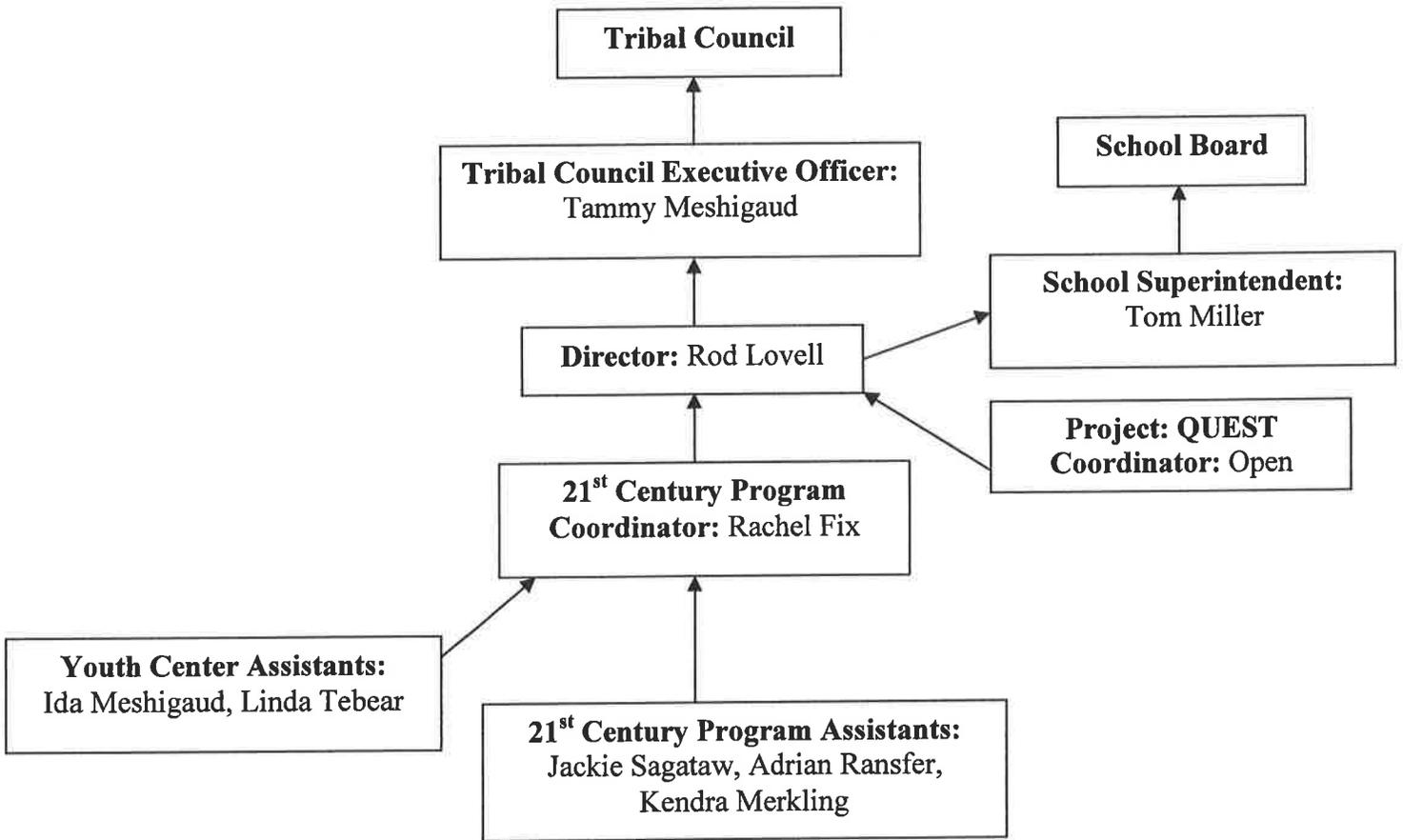
4D. Describe the organizational structure and how it will support effective management of the 21st CCLC, including how program quality and service delivery will be monitored through Native Star.

Hannahville's Director of Youth Services will continue to direct the 21st CCLC program as he has done for the last ten years. Employees of the 21st Century Program include a Coordinator and three Assistants. Annual employee appraisals will be administered and where needed, employee performance improvement plans will be completed to address weaknesses.

Our 21st CCLC Coordinator will work closely with Hannahville's Process Manager for Native Star to provide input on indicators dealing with elements that realistically would be best addressed after school or could be enhanced by offering them afterschool. Our 21st CCLC Coordinator and Director will then adapt programming to accentuate the school's improvement plan. Our 21st CCLC staff now has a username and password to Native Star so we are able to remain current with the school's priorities. Our 21st CCLC staff will provide our Process Manager with any data needed to complete indicators to monitor our performance.

The 21st CCLC Director oversees the budget, employee scheduling and monitoring, partnerships, collaborations, contracts, purchases, conducts employee appraisals and plays a key role in ensuring that the program supports the overall success of the students and school. The 21st Century Coordinator is a certified teacher and works directly with the students. She completes all lesson plans for the After School Kidzone Program and the Summer Kidzone Program, and manages the Strategic Tutoring Program. The three assistants are assigned supporting roles during the Kidzone program and other activities. They are assigned students to tutor and manage their files in accordance with our Strategic Tutoring Program. See the Organizational Chart for our department on the following page.

Youth Services Organizational Structure



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

We will need very little staff orientation as we have an up and running program and are seeking to sustain it by being refunded. We will increase our capacity through professional development and through collaborations / partnerships with other entities. At least two 21st Century staff will attend the annual 21st Century Program meeting as well as the National 21st Century Program meeting. Due to high travel costs and limited budget, the bulk of our professional development will occur in-house via webinars and/or through our local Intermediate School District. We will also look to participate in professional development opportunities that are offered by the Hannahville Indian School. We plan to have all 21st Century staff participate in at least four professional development opportunities per year.

We continually evaluate our program through the use of surveys. Results are tallied and discussed at our weekly staff meetings, of which the agenda always includes an item titled, "Open floor: Suggestions and Concerns". This allows all staff to take ownership of the program and to identify problems and offer solutions. We also complete the Continuous Improvement Model annually. We have collectively developed employee appraisal rubrics specific to our department that we administer bi-annually. We will utilize this data to identify appropriate professional development opportunities and to detail employee performance improvement plans.

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

The Hannahville Indian School has a K-12 principal, who works closely with the 21st Century Program by providing curriculum guidance and helping the program network with other programs like Gifted and Talented, FACE and Reading First. They are also vital to identifying and referring high needs students into our programs.

The 21st Century Program is an established program within our community and we will continue to rely on the existing relationships we have with tribal and community stakeholders to network and collaborate on projects and activities. Part of the Director's responsibility is to engage with the local community and participate in regular meetings (Tribal Council meetings, Program Director's meetings, etc.) where information is shared and to leverage resources to maximize services and ensure that duplication is avoided.

Our collaboration strategy is always to establish a "Win-Win" situation and then to maintain it. Clear communication of needs, wants and expectations are discussed openly, notes are taken, typed, distributed and revisited in the early stages of planning. Emphasis in planning is given to fulfilling the needs of all parties involved.

4G. Describe a plan to disseminate information about the program using a monthly plan format highlighting weekly themes and outlines the process of dissemination to the community, parents, school staff, and school board in a manner that is understandable and accessible.

We disseminate information to the community in 3 main ways: (1) by placing articles and our upcoming events calendar in the monthly Hannahville Happenings Newsletter, (2) by sending flyers home with the kids and posting flyer on bulletin boards, and (3) by maintaining an up to date Facebook page.

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

Hannahville Indian School is a past 21st Century Program grantee and is familiar with the BIE reporting requirements and will continue to provide all required reports. The 21st Century Program administers teacher surveys, tallies and categorizes behavior incident reports, records attendance and monitors academic progress and all data from these processes will be reported in the PPICS system and to the BIE as required.

Quarterly reports will be produced for the BIE to report student progress by utilizing the most recent NWEA MAP RIT scores. Our summer program will utilize the Spring(May) NWEA MAP RIT scores as its' pre-test and then will administer the NWEA MAP assessment in August at the end of our summer program as the post-test.

5. School Improvement Status

5A. Schools Making AYP: Clearly identify the additional supports to engage student participation, recruitment, and retention.

The Hannahville Indian School is a BIE funded school. We also receive funding as a charter school (Nah Tah Wahsh PSA) from the State and subsequently operate the tribal and charter school within the same building. They are separate entities, with separate school boards; that share the same student population. During the 2011-12 school year, Nah Tah Wahsh PSA was deemed a 'Persistently Low Achieving School' by the state of Michigan. This is due to its low student scores on Michigan Educational Assessment Program over the last three years. Our fall of 2011 scores placed us in the 3rd percentile, meaning that 97% of the other state schools scored higher than us. The school had to remove a principal and create a "Transformation Plan" that had to be submitted to the state by October 19th, 2012. The state provided feedback and identified areas to strengthen. To create the Transformation Plan the school created a design team which included the superintendent, principal, several teachers, two people from the Intermediate School District and a state intervention specialist. The design team is currently revising the plan and will re-submit it by the end of November 2012. Oddly, even though we have been identified as a persistently low achieving school we have made AYP! This is because our kids our learning and showing academic growth each year. The problem is, their overall academic skill level is very low in comparison to the other schools in the state of Michigan. Catch-Up Growth is essential and a major focus of our 21st CCLC proposal and our 21st Century Program will support the Transformation Plan through our afterschool and summer academic programming.

Section 427 of GEPA Assurance

In line with GEPA requirements and our own tribal program values, we will ensure equitable access to, and participation in our federally assisted 21st Century Community Learning Center Program for students, teachers and other program beneficiaries with special needs. Equitable access and participation will be ensured through documented outreach and recruitment to people with special needs, on-going program monitoring of participation, provision of programmatic and activity accommodations for people with special needs, utilization of physically accessible buildings and sites, and through our formative and summative program evaluation design continually monitors and provides feedback for project modification that addresses effectiveness, efficiency and satisfaction.

6. Budget Narrative

	Year 1	Year 2	Year 3
A. Personnel			
*Wages include a 3% cost of living increase each year.			
1. 21st CCLC Coordinator (.50 FTE) .50 FTE Salary - \$23,785	23,785	24,499	25,234
2. Assistant 1 (.50 FTE) Hourly - \$10.65/hr.x 1040 hrs.	11,076	11,408	11,751
3. Assistant 2 (.50 FTE) Hourly - \$10.36/hr.x 1040 hrs.	10,775	11,098	11,431
4. Assistant 3 (.50 FTE) Hourly - \$9.70/hr.x 1040 hrs.	10,088	10,391	10,702
5. Part Time Tutors (Strategic Tutoring) 16 hours per week x \$12/hour 16 hours x \$12 x 36 weeks	6,912		6,912
Subtotal Personnel	62,636		

Personnel Costs include the salary for .50 FTE Project Coordinator. This person holds a B.S. Degree and Additionally, this line includes the cost of 3 part-time staff who will work directly with the students as Pr These part-time staff members hold an Associates degree or the equivalent experience as part of the po wage rates vary due to employment longevity. The wages are calculated to include a 3% cost of living i project. Wages for part-time tutors is also included to ensure that we have qualified tutors available at a Strategic Tutoring Model. We expect that these tutors will be available at high volume times and when 2 The hours for these part time tutors will vary depending on student need and funds available.

B. Employee Benefits			
1. 21st CCLC Coordinator - .50 FTE including (FICA, MESC, Work. Comp., Health Ins., Life Ins., 401K, Drug Testing)	9,231		
2. Assistant 1 - .50 FTE including (FICA, MESC, Work. Comp., Health Ins., Life Ins., 401K, Drug Testing)	6,218		
3. Assistant 2 - .50 FTE including (FICA, MESC, Work. Comp., Health Ins., Life Ins., 401K, Drug Testing)	4,691	4,896	5,112
4. Assistant 3 - .50 FTE including (FICA, MESC, Work. Comp., Health Ins., Life Ins., 401K, Drug Testing)	4,609	4,811	5,024
5. Part Time Tutors (Strategic Tutoring) including (FICA, MESC, Work. Comp., Drug Testing)	676	676	676
Subtotal Employee Benefits	25,425	26,515	27,657

**Fringe Expenses are based on the standard package for all employees of the Hannahville Indian Community with health insurance varying varying depending on family status. Fringe includes: FICA (7.65%), Unemployment (1%), Work. Comp.(.33%), Health Insurance, Life Insurance (\$6.50/mo.), Retirement (3% of wages), Drug Testing (\$55/employee). We have estimated a 5% increase in Health Insurance annually and have included this estimate in our calculations.
Fringe for the part-time tutors includes only FICA, MESC, Work.Comp and Drug Testing.**

	Year 1	Year 2	Year 3
C. Professional Development/Travel			
1. National BIE 21st CCLC Conference 2 Staff, 4 days, 3 nights Airfare-\$500 x 2 Lodging-\$103/night x 3 nights x 2 Perdiem-\$59/day x 4 days x 2	2,090	2,090	2,090
2. National After-School Conference 2 staff, 5 days, 4 nights Airfare-\$500 x 2 Lodging-\$103/night x 4 nights x 2 Perdiem-\$59/day x 5 days x 2	2,414	2,414	2,414
3. BOOST Conference Best of Out of School Time 2 staff, 5 days, 4 nights Airfare-\$500 x 2 Lodging-\$103/night x 4 nights x 2 Perdiem-\$59/day x 5 days x 2	2,414	2,414	2,414
4. Conference/Training Registration Fees BOOST, webinars, local trainings, etc.	3,000	3,000	3,000
5. Local Mileage 1200 miles per year x .555/mile	666	666	666
Subtotal Professional Development/Travel	10,584	10,584	10,584

Travel includes the expenses necessary to travel to the mandatory conferences as required. All calculations are based on the Federal travel rates. The 2 conferences include the mandatory annual 21st Century Conference and one Regional/National Conference, which we have budgeted to be the After-School Conference. We are also requesting funds for the BOOST Conference, which we have found to be a very valuable for our staff as they implement a quality afterschool program. This line also includes funding for the registration fees for the BOOST Conference (\$440/person) and registration fees for local trainings and webinars. Finally, we are requesting funds for local mileage at the standard Federal mileage rate. We estimate logging approximately 100 miles per month while picking up supplies and other necessary items for program operations and traveling to local trainings. Our reservation is located in a rural area and the nearest city is 20 miles away, so mileage is critical to program operations and success.

D. Purchased Services - None			
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E. Equipment - None			
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F. Materials and Supplies			
1. Office Supplies files, paper, pens, storage, etc.	2,000	1,990	1,126
2. After School Curriculum Development Supplies	6,752	4,000	2,000
3. Family Rec Night Supplies 32 weeks x \$100 per week	3,200	3,200	3,200
4. Special Event Supplies 6 events per year x \$150 per event	900	900	900
Subtotal Supplies	12,852	10,090	7,226

Supplies include the necessary office supplies needed to operate, such as pens, paper, ink cartridges, filing supplies, paper clips, tape. This line also includes supplies for these events as well as supplies for curriculum development. The curriculum development supplies are used specifically for creating academic lessons during the after school and summer programs. Due to the budget limits of this grant program and the need to maintain qualified experienced staffing throughout the implementation of the project, it is necessary for us to reduce the grant amount requested in the supplies line item during the later years of the grant project and move these funds into the salary/fringe line items. We will plan to purchase materials for curriculum development and supplies during the early years of the grant and reduce these costs as we move into the final years. With careful planning and research we will maintain quality curriculum development throughout the project implementation with the materials purchased in the first years. To ensure that students are prepared for successful afterschool academic progress, we will provide healthy snacks each day through funding we receive from a USDA food program. We have been receiving these funds for the past several years for both afterschool and summer programming and will continue this food program through the life of this 21st Century grant.

	Year 1	Year 2	Year 3
G. Other Expenses			
1. Contract Services to conduct activities. (e.g. local art center, drama/theater)	5,360	5,360	5,360
2. Copy/Printing Services annual copy/maintenance agreement (\$250/month x 12 months)	3,000	3,000	3,000
Subtotal Contractual	8,360	8,360	8,360

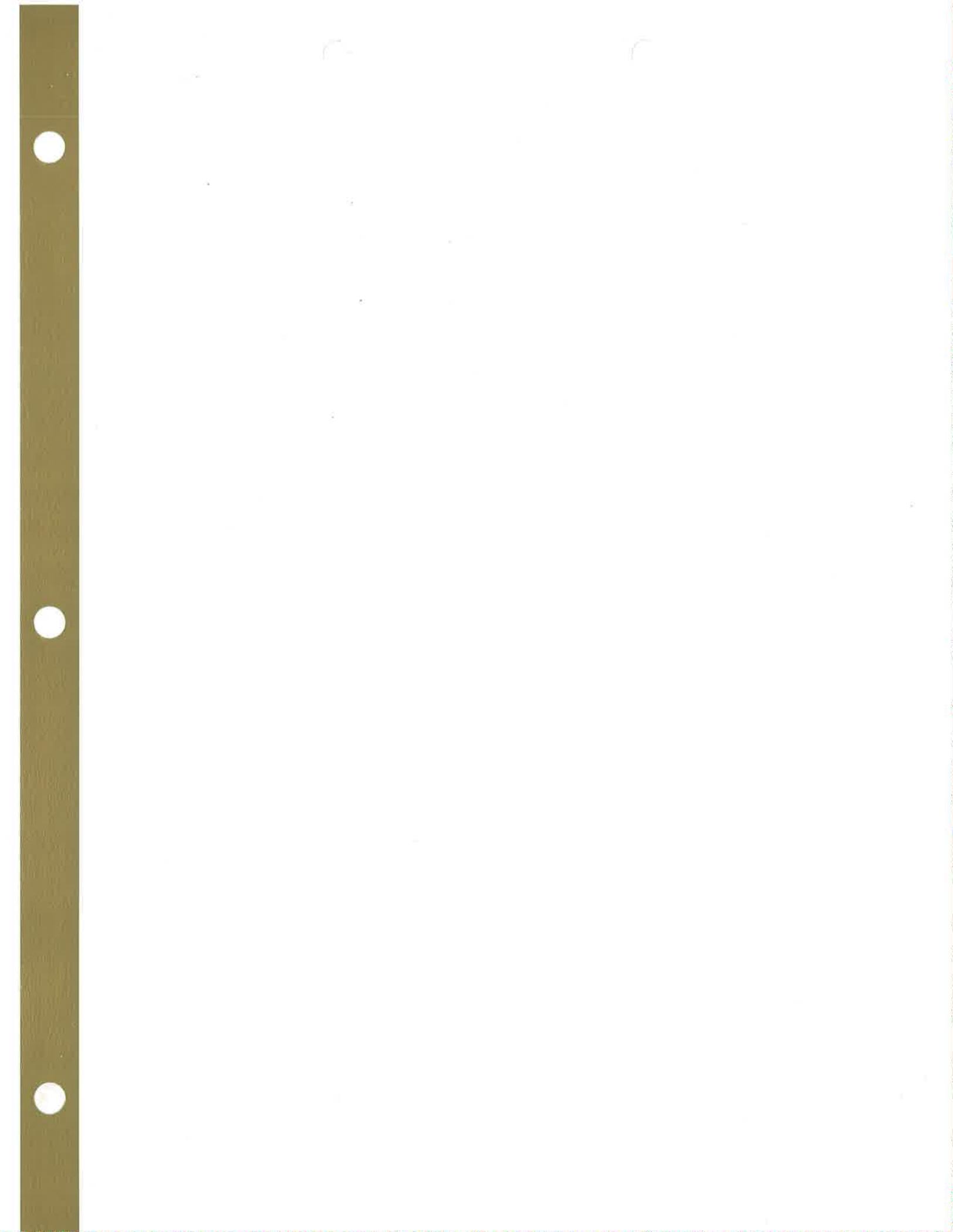
Contractual expenses include a number of activities provided by our local art center, the Bonifas Art Center. These activities include: Art in the Park Summer Program: \$960, Art in the Park School Year Program: \$1,200, Music Lessons: \$1,000, Yoga: \$1,000 and Tour of the Arts Program: \$1,200. In addition, we are requesting funds for the cost of copying and printing supplies for the program. We currently have a copy machine in the Center and the annual maintenance fee for copies and support is \$250 per month.

H. Total Direct Costs	119,857	119,857	119,857
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Coordinated Funding and Inkind Resources

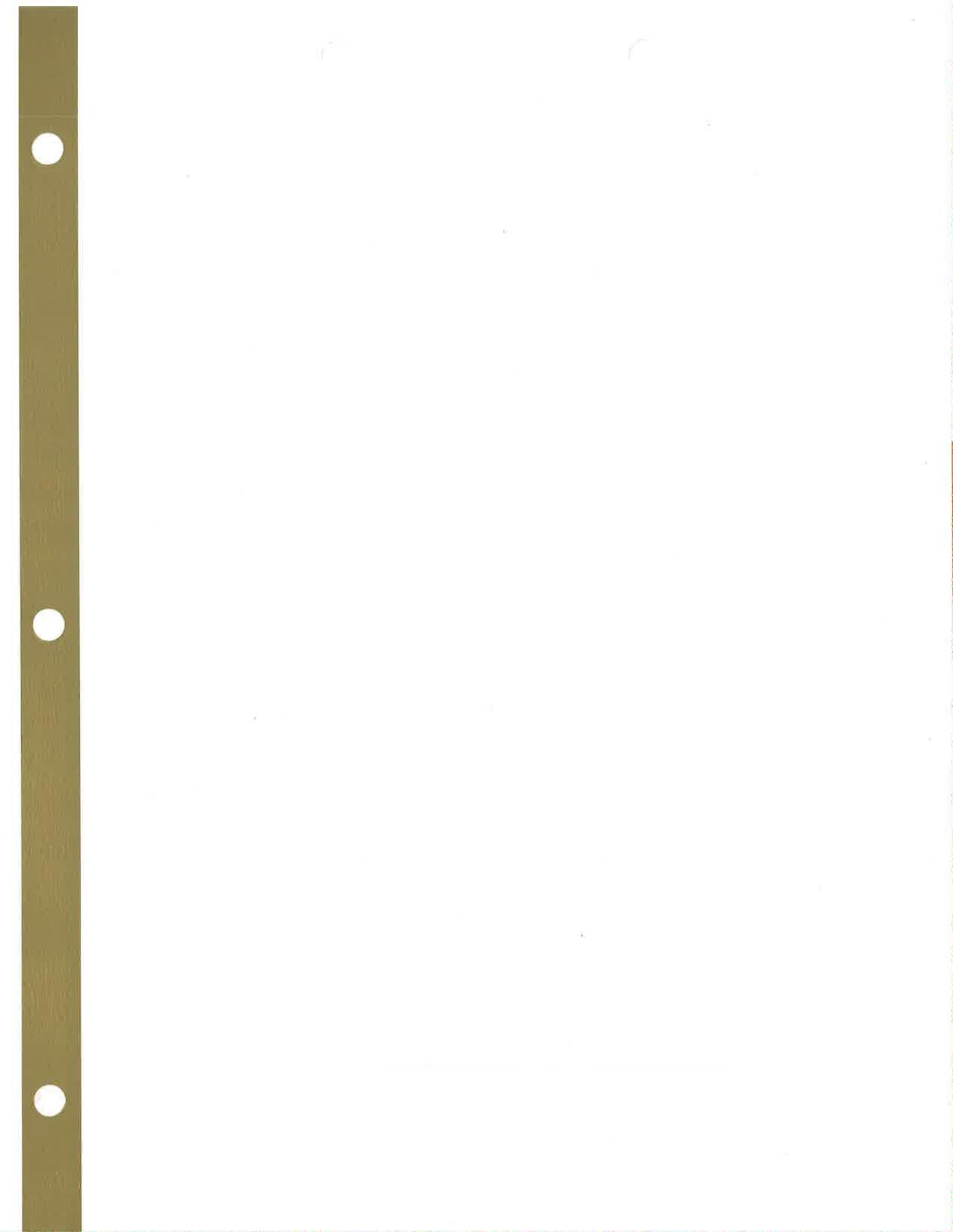
In addition to the budget amounts requested in the above detail, we are also providing many inkind services toward the successful implementation of the project. These inkind services include the salary and fringe for the Project Director, who will oversee all aspects of the grant management and ensure that the goals and objectives are met in accordance with the grant guidelines. We are also providing inkind match in the form of space for program operations. We are currently operating our 21st Century Program in a new 7,500 square foot facility that is attached to the school and all lease, maintenance and janitorial costs will be provided as an inkind service to the grant project. We have also included a letter from our School Superintendent committing the use of any school classroom, facility or service to ensure the successful implementation of the project.

As referenced in the above budget detail the USDA Afterschool Snack and Supper Program will cover the cost of a healthy snack for each student in the afterschool program and supper for those youth in programs such as family recreation night, tutoring, etc. that extend into the later evening. During the summer months we utilize a USDA program titled Summer Food Service Program, which provides a breakfast and a lunch during our 21st Century Summer Programming. The Office of Juvenile Justice and Delinquency Prevention through their Tribal Youth Program, provides funds for us to have on staff a Teacher certified to teach Health and Wellness in our afterschool, weekend and summer programming.



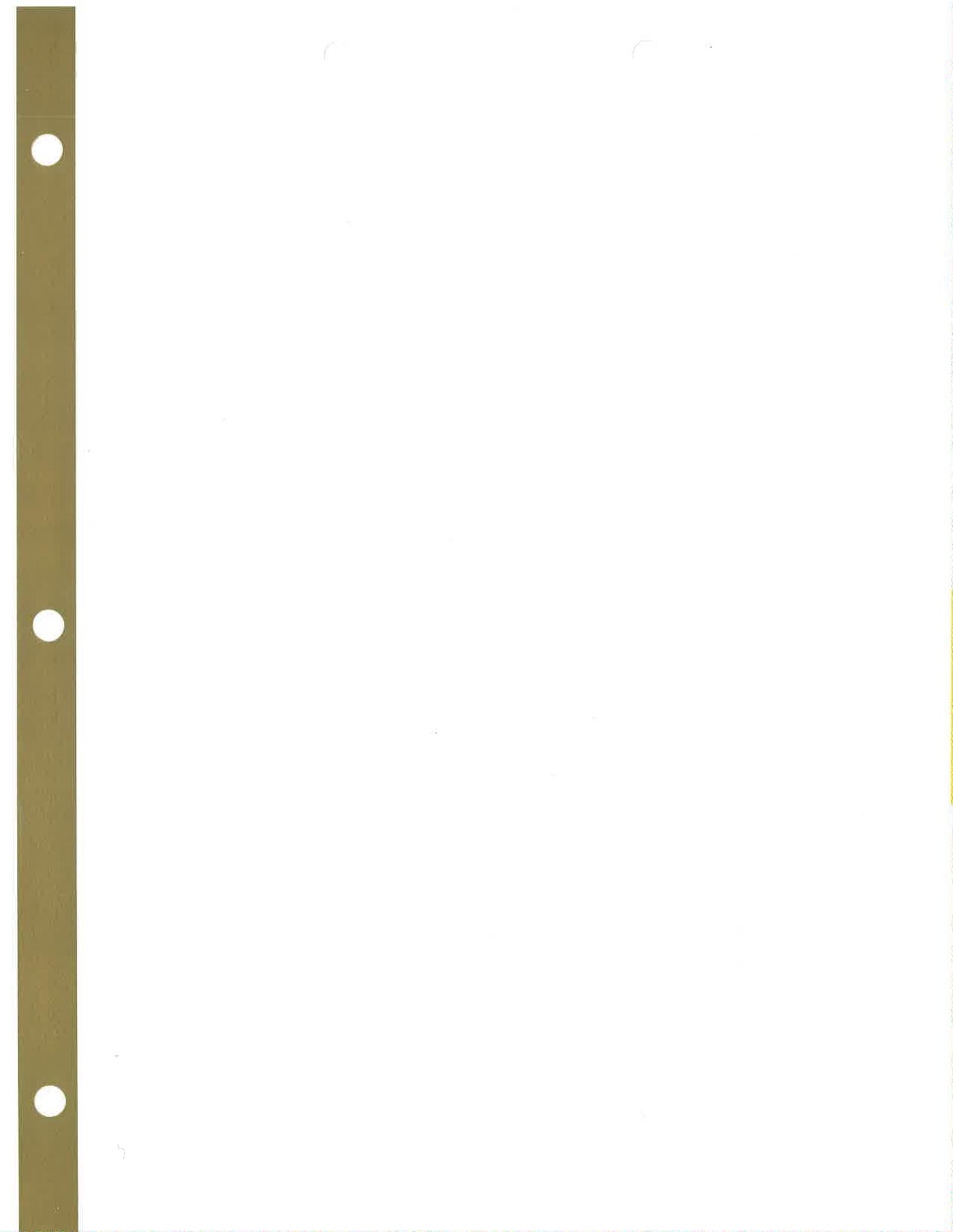
Participants Served Chart

Name of each after school center	Designation – School Status	% free or reduced lunch	Estimated # of students to be Served	Percentage of Day School population Served	# of family members to be served, if appropriate	Grade levels served
<i>Hannahville Youth Services</i>	<i>Made AYP, however identified as Persistently Low Achieving (PLA) falling into the 3rd percentile on the State of MI top to bottom list.</i>	<i>86% receive free or reduced lunch</i>	<i>170 students from the reservation will receive services; 60 will be targeted within the Hannahville School for intervention services.</i>	<i>65% of the Hannahville day school population will be served.</i>	<i>300 adults in support of their child's education.</i>	<i>K-12th Grade</i>



Performance Measures Template

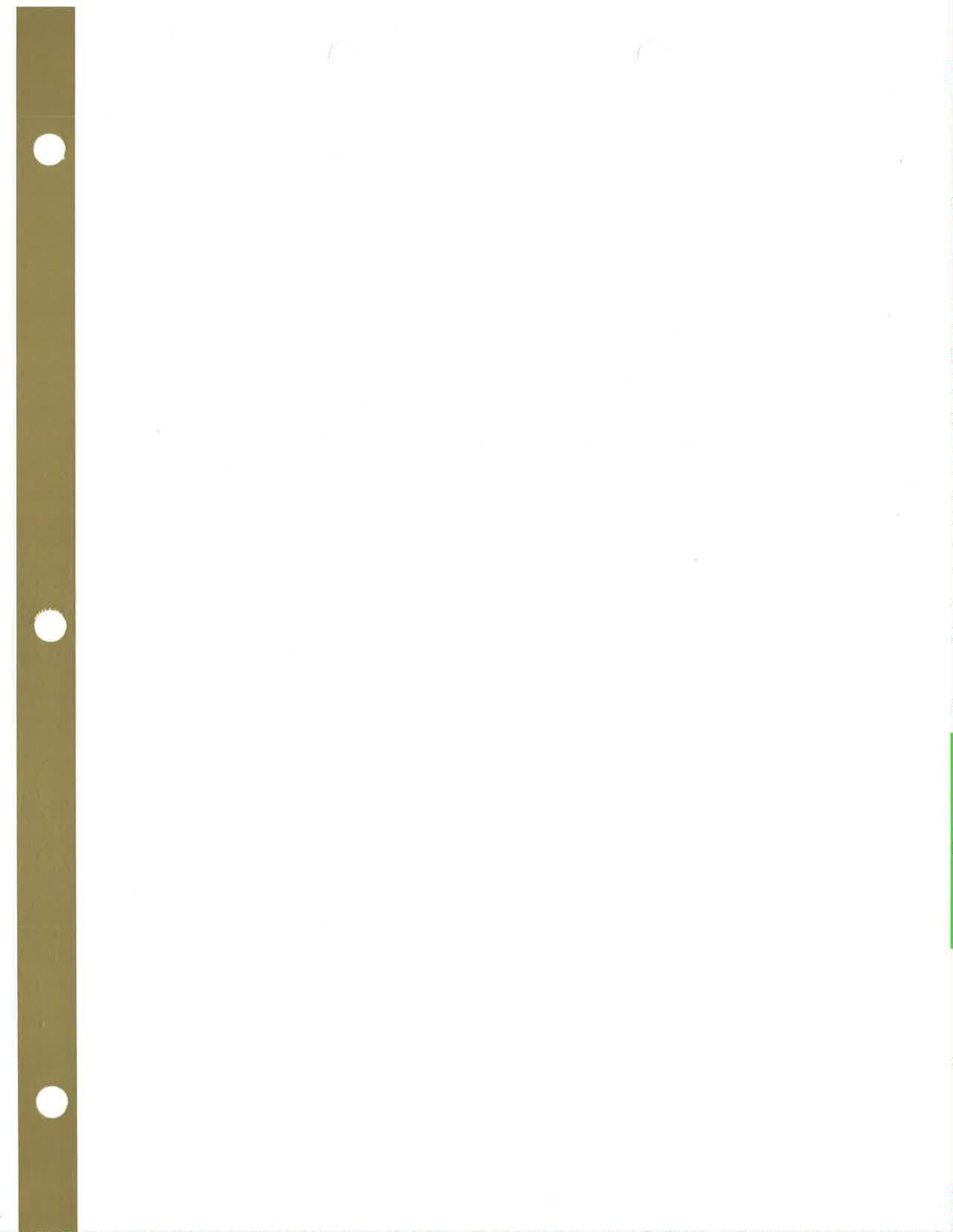
Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
At least 80% of our Kidzone Kids will exceed their projected annual growth (Fall to Spring) as measured by NWEA MAP scores.	Differentiated lessons will be developed utilizing RIT scores and Descartes.	21 st CCLC Coordinator	June 1 st of each calendar year.	Spring MAP testing will show that at least 80% of the Kidzone kids made their projected growth as set in the previous Fall testing.
At least 80% of our Summer Kidzone students will show no Summer Learning loss.	Differentiated lessons will be developed utilizing RIT scores and Descartes.	21 st CCLC Coordinator	September 1 st of each calendar year.	Spring RIT scores will be compared to our end of summer RIT scores for this measure.
On a grade by grade basis, we will raise our overall school average RIT scores in Reading and Math by at least 5 points in three years.	Utilize Search Institute's research and materials to provide solid program dosage to build the 40 Developmental assets throughout the community's youth.*	Program Director	Fall of 2012 RIT scores will be used as a baseline for comparison.	RIT scores will be on average 5 points higher per grade than the Fall of 2012.



Schedule of Operations for the Hannahville 21st Century Program 2012-2013

Number of Weeks during the School Year: 36 Weeks (During the Entire School Year we have various programs operating)

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU	
Kidzone- After-School Program for 7- 12 year olds	3-3:10 PM	At the 21 st CCLC by Coordinator & Assistants	-Healthy Snack							
	3:10-3:40		-Homework Help							
	3:40-5:10		-Structured Lesson aligned to state educational standards	-Structured Lesson aligned to state educational standards						
	5:15 PM		-Bussed home	-Bussed home						
Strategic Tutoring for grades 1 st - 12 th	3 PM till the Center Closes	At the 21 st CCLC by tutors and 21 st CCLC staff	3-9:30 PM As scheduled - Meet Tutor - Healthy Snack - Review Teacher(s) Prescription - Create & fulfill session Goals / Objectives	3-9:30 PM As scheduled - Meet Tutor - Healthy Snack - Review Teacher(s) Prescription - Create & fulfill session Goals / Objectives	3-9:30 PM As scheduled - Meet Tutor - Healthy Snack - Review Teacher(s) Prescription - Create & fulfill session Goals / Objectives	3-9:30 PM As scheduled - Meet Tutor - Healthy Snack - Review Teacher(s) Prescription - Create & fulfill session Goals / Objectives	3-9:30 PM As scheduled - Meet Tutor - Healthy Snack - Review Teacher(s) Prescription - Create & fulfill session Goals / Objectives	3-9:30 PM As scheduled - Meet Tutor - Healthy Snack - Review Teacher(s) Prescription - Create & fulfill session Goals / Objectives	1-8:30 PM As scheduled - Meet Tutor - Healthy Snack - Review Teacher(s) Prescription - Create & fulfill session Goals / Objectives	
Dance: Tap, Jazz & Ballet	3-7:00 PM October-May with a fully costumed recital in May.	At the 21 st CCLC by N&T Dance			3-7:00 PM -Healthy Snack -Break into groups -Fulfill lesson objectives.					
Family Rec Night	5:30-7:30 PM Tuesdays during the school year			5:30-7:30 5:30 Supper -Stationed activities including Cultural Activities.						



Appendix III – 21st CCLC Budget Worksheet
(complete one for each center site)

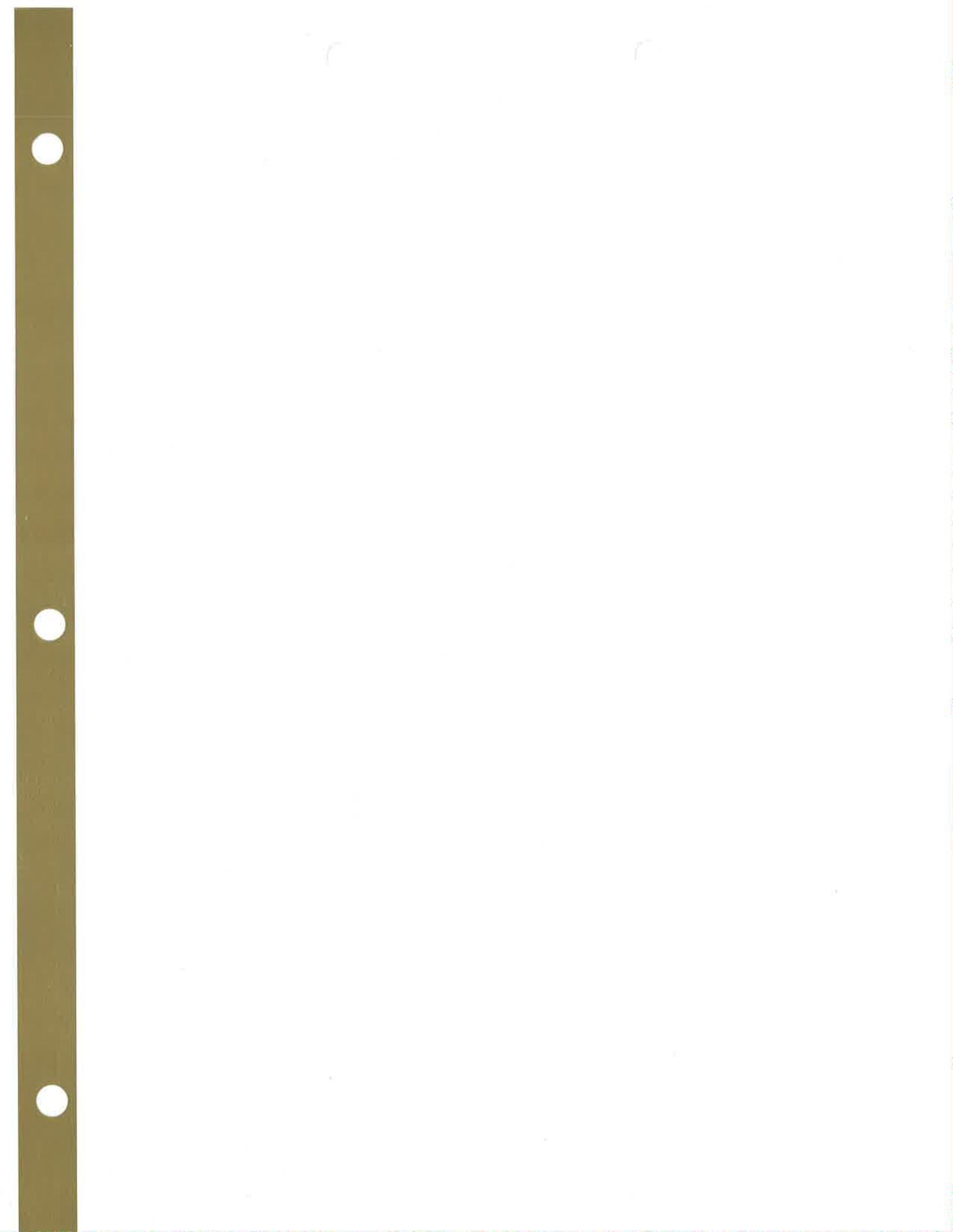
ADD	Roxeann Brown
ELO	Everett Badwound
Name of School	Hannahville Indian Community
Grant Name	Hannahville 21 st Century Community Learning Center Program
Award Number	
Project Start Date	TBD
Project End Date	TBD

PREVIOUS SCHOOL YEAR ALLOCATION	\$159,809
EXPENDED PREVIOUS SY ALLOCATION	\$159,809
TOTAL CARRYOVER AVAILABLE	\$0.00
CURRENT SCHOOL YEAR ALLOCATION	0
TOTAL AVAILABLE	\$0.00

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			\$ 62,636
21 st Century Coordinator	.50 FTE @ \$23,785/annually (3% cost of living increase annually)	23,785	
21 st Century Assistant 1	.50 FTE @ \$10.65/hour (3% cost of living increase annually)	11,076	
21 st Century Assistant 2	.50 FTE @ \$10.36/hour (3% cost of living increase annually)	10,775	
21 st Century Assistant 3	.50 FTE @ \$9.70/hour (3% cost of living increase annually)	10,088	
	<i>Assistant wage rates vary due to longevity with the program.</i>		
Part-time Tutors	16 hours per week x \$12/hr x 36 weeks	6,912	
Employee Benefits			\$ 25,425
21 st Century Coordinator	40% - Includes: FICA, MESC, Work. Comp., Health Insurance, Life Insurance, 401K, drug testing (health insurance varies per person depending on family status, so % of fringe is different for each person)	9,231	
21 st Century Assistant 1	58% - Includes: FICA, MESC, Work. Comp., Health Insurance, Life Insurance, 401K, drug testing (health insurance varies per person	6,218	

	depending on family status, so % of fringe is different for each person)		
21 st Century Assistant 2	45% - Includes: FICA, MESC, Work. Comp., Health Insurance, Life Insurance, 401K, drug testing (health insurance varies per person depending on family status, so % of fringe is different for each person)	4,691	
21 st Century Assistant 3	47% - Includes: FICA, MESC, Work. Comp., Health Insurance, Life Insurance, 401K, drug testing (health insurance varies per person depending on family status, so % of fringe is different for each person)	4,609	
Part-time Tutors	10% - Includes: FICA, MESC, Work. Comp. and Drug Testing	676	
Professional Development			\$ 10,584
National BIE 21 st CCLC Conference	2 staff, 4 days and 3 nights – Airfare, Lodging and Per diem – staff will attend annually	2,090	
National After-School Conference	2 staff, 5 days, 4 nights – Airfare, Lodging and Per diem – staff will attend in Year 1-4	2,414	
BOOST Conference	2 staff, 5 days, 4 nights – Airfare, Lodging and Per diem – staff will attend annually	2,414	
Conference/Training Registration Fees	BOOST (\$440/person annually), Webinars (price varies), Local/Regional Trainings (price varies)	3,000	
Local Mileage	1200 miles/annually x \$.555/mile	666	
Purchased Services			\$
None			
Equipment			\$
None			
Materials and Supplies			\$ 12,852
Office Supplies	Files, paper, pens, storage, etc.	2,000	
After School Curriculum Development Supplies	Materials and supplies to conduct project based learning activities and lessons afterschool, weekends and summer.	6,752	
Family Recreation Night Supplies (average weekly attendance of 130 students and parents)	32 weeks x \$100/week (annually)– weekly recreation/fun event at the 21 st CCLC for families, including parenting education, crafts, games, sports, etc.	3,200	
Special Event Supplies	6 events/year x \$150 per event – (e.g. Lights on Afterschool, Family Literacy Night, Stories, Soup & Santa, MLK Day, etc.)	900	

Other Expenses:			\$ 8,360
Contractual Services for Special Activities	Music Lessons, Art in the Park Summer and School Program, Yoga, etc. \$5360/year	5,360	
Copying/Printing Services	Annual copier maintenance agreement (\$250/month x 12 months each year)	3,000	
Instructional Support			
Personnel Services			\$ -
Employee Benefits			\$ -
Professional Development			\$ -
Purchased Services			\$ -
Equipment			\$ -
Materials and Supplies			\$ -
Other Expenses:			\$ -
Non-Instructional Services			
Material and Supplies			\$ -
		TOTAL BUDGET	\$ 119,857
		Difference (Allocation less Budget)	\$0.00



APPENDIX VII: Assurance Form

Assurances for BIE 21st CCLC

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

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

Kenneth Meshigaud, Tribal Chairperson

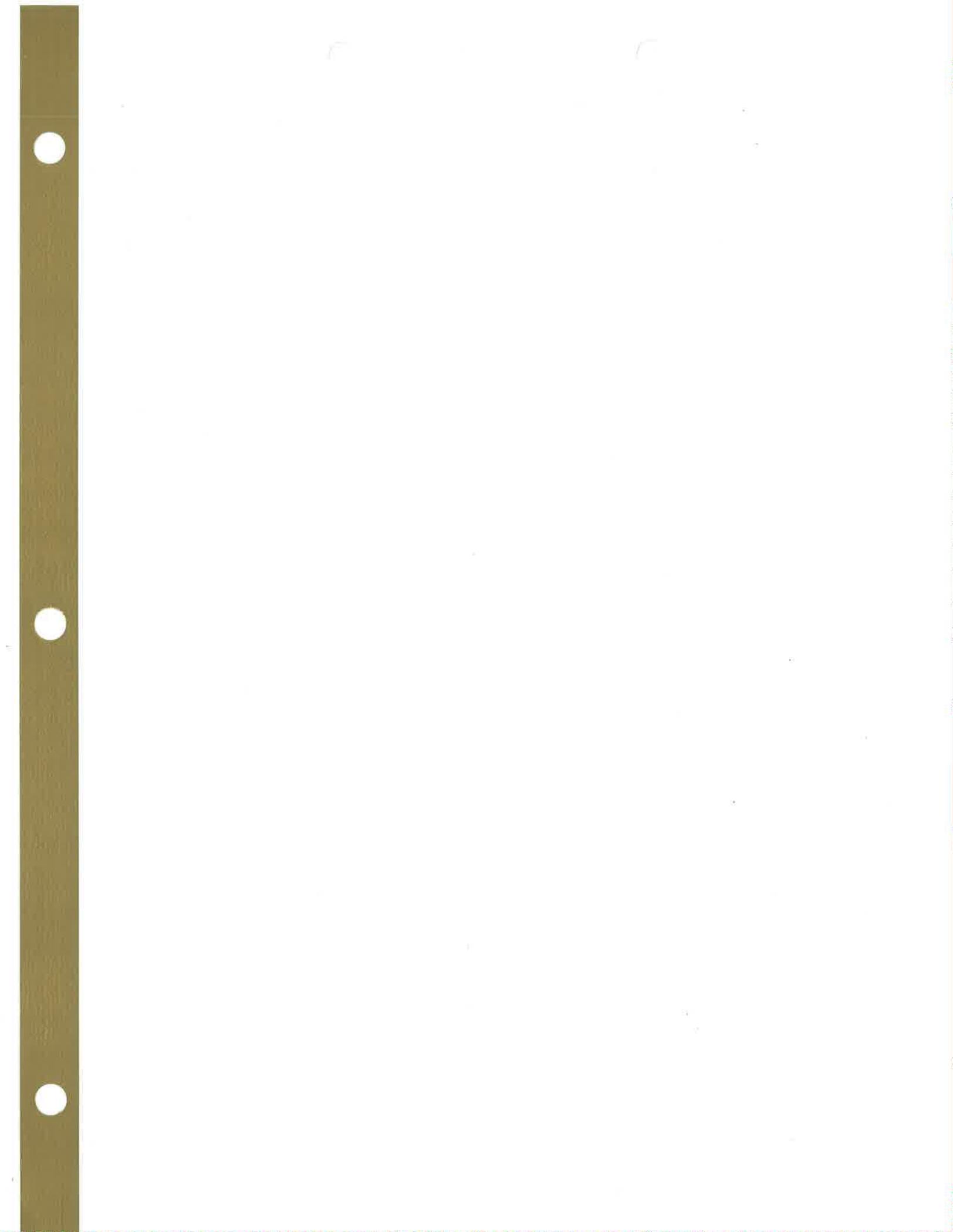
Typed Name and Title of Authorized Representative

Signature of Authorized Representative

Date



01-09-2013



POSITION DESCRIPTION

TITLE: Director of Youth Services

DATE: July 25th, 2003

REVISED: May 30th, 2008

DEPARTMENT: Youth Services

POSITION SUMMARY: The Director of Youth Services is responsible for the administration and coordination of recreation, social, prevention and academic after-school and summer learning programs. These include the Youth Center and all activities originating from the Center, the 21st Century Learning Programs based at the school, and the Community Learn and Serve Programs. In addition, the Director oversees the planning and implementation of many community programs including but not limited to: Family Recreation Night, Community Play Day, Kidzone, Summer School, Tap & Jazz, Safe Sitter, Summer Soccer, Base Ball, Community Concerts, Corporate Mentoring Program, Art in the Park, and a variety of clubs as requested by the youth.

SUPERVISION RECEIVED: Works under the direct supervision of the Director of Planning and Evaluation.

SUPERVISION EXERCISED: Supervises the Youth Services staff, including positions funded by the 21st Century Grant. Supervises the Teacher Aids during the summer as they work in Summer Kidzone, library and kitchen. Supervises teachers conducting Service Learning Projects funded through the Learn & Serve Grant. Supervises youth workers and volunteers involved with youth related activities. Supervises contract providers of services to youth.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Serve as the contact point for the Tribal Council for youth related issues and in return provide appropriate answers and feedback.
- Serve as the contact point for the reception of youth related issues from community members and employees; and then respectively determine the appropriate action, which may include referring the issue to another department.
- Oversee all aspects of the 21st Century Program as specified in the grant document.
- Oversee all Youth Center activities and events in accordance with the program goals and objectives.
- Research and identify funding sources to supplement the Youth Services Program; and work as a team member to write winning grant proposals to increase needed services for youth.
- Create and maintain cohesiveness among youth programs by facilitating communication among youth programs through participating in meetings,

creating and distributing documents such as the Community Calendar, writing newsletter articles, and organizing community wide events.

- Prepare, maintain and distribute program documents such as monthly, quarterly, and annual reports, event participation surveys and conduct annual surveys on youth related issues.
- Network with all agencies providing services to Hannahville youth, by seeking to jointly staff events and activities, attend planning meetings, and participate in pertinent training and technical assistance workshops.
- Work with youth of all ages, their families, other community members, and various Tribal programs to identify needs, design activities, implement activities, and evaluate their effectiveness.
- Research curricula and alternative programs to address needs as they are identified.
- Develop, supervise and monitor budgets: Youth Services', the 21st Century, and Community Learn and Serve Program.
- Establish partnerships with outside agencies offering services beneficial to the Tribal youth and their families, such as Big Brothers Big Sisters, Bonifas Fine Arts Center, MSU Extension, Bay College and other Universities, 4-H, North Menominee Community Schools, Escanaba Recreation Department, Just for Her and other Tribes.
- Oversees the Learn and Serve Grant

PERIPHERAL DUTIES: Completes all other position-related activities as requested by the Tribal Council.

DESIRED QUALIFICATIONS:

Education: Bachelor's Degree with a strong emphasis in education.

Master's Degree in Educational Administration preferred.

Experience: Documented experience in all areas of essential responsibilities, as presented above. These include program planning and implementation, oral and written communication skills, expertise in word processing and report preparation, and setting up and maintaining paper and electronic files. Must have successful experience working with children ages 7-19 years.

Knowledge: Strong background in education including the creation of lesson plans in accordance with Michigan's grade level expectancies and content standards and benchmarks. Knowledge of current youth issues and trends, developmental psychology, prevention programming, computer programs for word processing and document preparation.

Skills and abilities: Excellent oral and written communication skills, must work effectively with other people at a variety of ages and levels, competency in various computer programs, record keeping and file maintenance, and able to work independently to get a project completed. Able to talk to youth and children about various issues. Must be a good role model while at work and within the community.

TOOLS AND EQUIPMENT USED:

Telephone, personal computer, copy machine, FAX machine, digital camera, and email. Must have a valid driver's license and be able to obtain a chaffer's license. Must be able to drive a van/vehicle to carrying participants to various events.

PHYSICAL DEMANDS: Must be able to perform the work functions in an office environment, travel independently to various places on the reservation, locally and for national meetings. Must be able to lift 40 pounds. Must be able to physically participate, to a reasonable extent, in youth recreational activities. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

WORK ENVIRONMENT: Position is located in a smoke-free office building setting. The noise level is moderately quiet, pleasant and comfortable, with little or no exposure to injury or other health hazards. However, many job related activities occur in other locations such as the casino, community center, school, youth center and outdoors.

SELECTION GUIDELINES: Completed employment application and resume, if desired, rating of education and experience; oral interview and reference check; job related tests may be required.

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

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

Signature _____
(Employee)

Date _____

Signature _____
(Supervisor)

Date _____

Signature _____
(Director)

Date _____

POSITION DESCRIPTION

TITLE: 21st Century Community Learning Centers Coordinator DATE: December 18, 2002

DEPARTMENT: Hannahville Youth Services REVISION DATE: May 30th, 2008

POSITION SUMMARY: Implementation of the 21st Century Community Learning Centers Grant, which is an academic based after-school and summer program for school aged children and their families. This will be a 12-month position, working mostly when youth are not typically in school, afternoons, evenings and weekends. Work hours will flex around weekly activities with the expectation that most hours will be late afternoon and evening hours.

SUPERVISION RECEIVED: Director of Youth Services.

SUPERVISION EXERCISED: Supervises staff and youth workers as assigned by the Director.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Coordinate and operate after-school and summer programs for school aged children and their families as outlined in the 21st Century Grant Proposal.
- Implement an after-school and summer program that is academic based and engages children of all ages (K-12).
- Enlist coaches and volunteers to lead academic extracurricular activities for school aged children.
- Involve families of school-aged children in activities at least once a month, through family events, parent trainings, etc.

PERIPHERAL DUTIES:

- Collaborate with Community Agencies to create educational opportunities for youth & families.
- Coordinate with school staff through meetings etc. to enhance the academic achievement of school aged children.
- Explore new activities and events that will maximize academic benefit for school aged children.
- Complete all other position-related activities as requested by the Program Director.

DESIRED QUALIFICATIONS:

- Education: Bachelor degree in a related field; valid Michigan Teaching Certificate; valid Michigan driver's license.
- Experience: Experience working with children and coordinating activities; and supervising staff.
- Experience with grants and grant reporting.
- Experience in an Educational setting supervising youth and planning activities.

- Knowledge of program building and implementation. Must be a good role model while at work and in the community.
- Knowledge of the Native American Culture
- Skills and abilities: Excellent oral and written communication skills, must work effectively with other people at a variety of ages and levels. Able to work independently to complete projects. Skills in operating listed tools and equipment.
- Must have or be able to receive certification to drive a school bus.

TOOLS AND EQUIPMENT USED:

Telephone, personal computer, copy machine and FAX machine, Digital Camera, van or another vehicle to carry participants to various events.

PHYSICAL DEMANDS:

Must be able to perform work functions in an office environment, a classroom environment. Must be able to lift 40 pounds. Must be able to physically participate, to a reasonable extent, in youth recreational activities such as games, sports, cooking activities, etc. The physical demands described here are representative to those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of working. Varying noise levels depending on the activity and number of participants. Very little exposure to injury or other health hazards.

SELECTION GUIDELINES: Completed employment application and resume, if desired, rating of education and experience; oral interview and reference check; job related tests may be required. Employment selection made in accordance with the Hannahville Indian Community Tribal Employment Rights Ordinance (TERO). A post offer drug test is required. Must undergo a BIA & MI state background check and meet the minimum standards set forth by the BIA Child Protection Act, 25 U.S.C. § 3207.

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

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

POSITION DESCRIPTION

TITLE: 21st Century Learning Assistants

DATE: January 29, 2003

DEPARTMENT: Hannahville Indian School

POSITION SUMMARY: Permanent part-time position (20) hours per week. Hours to compliment the children's school year and summer vacation schedules. Occasional weekend hours may be necessary. Work hours, during the school year, will be late afternoon and early evening hours. During the summer, hours will be during the day.

Will assist the Coordinator to operate after-school and summer programs for the school. This position will be hands-on and will require direct contact with children in grades K-12 and their parents. The successful applicants must be able to physically participate in youth recreational activities such as games, sports, cooking activities, crafts, etc. Must be able to lift 50 pounds, if needed.

SUPERVISION RECEIVED: Works under the direct supervision of the 21st Century Community Learning Coordinator.

SUPERVISION EXERCISED: None

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Supervise and be an active participant in a variety of learning activities
- Provide a safe learning environment for the students involved in the after-school and summer programs
- Follow the discipline plan and procedures with the students

PERIPHERAL DUTIES:

- Other related duties as assigned by the Coordinator

DESIRED QUALIFICATIONS:

Education: Associates Degree

Experience: Experience working with children and their parents.

Knowledge: Knowledge of the needs and wants of the children.

Skills and abilities: Must be able to work effectively with other people at a variety of ages and levels. Skills in operating listed tools and equipment.

TOOLS AND EQUIPMENT USED:

Telephone, personal computer, copy machine, and various sports/recreational equipment

PHYSICAL DEMANDS:

The successful applicants must be able to physically participate in youth recreational activities. Must be able to lift 50 pounds, if needed.

The physical demands described here are representative to those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORK ENVIRONMENT:

Very noisy and busy

Multiple things happening at once

Can be chaotic at times

Must be very attentive and alert

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions.

SELECTION GUIDELINES:

Completed employment application and resume, if desired, rating of education and experience; oral interview and reference check; job related tests may be required.

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

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



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



January 9, 2013

Jack Edmo
BIE/ASC/DPA
BIA Building 2
1011 Indian School Rd., NW
3rd Floor, Suite 332
Albuquerque, NM 87104

Dear Mr. Edmo:

The Hannahville Indian Community supports the Hannahville Indian School's proposal to obtain 21st Century Community Learning Center funds in partnership with the Youth Services Department to conduct academically based afterschool and summer programs.

Hannahville Indian Community contributes the entire expense of the Project Director, Rod Lovell who is a State Certified, K-12 Administrator. Another significant contribution is the use of two 15 passenger vans that are used to transport students home from the center in the evening and during the weekends after receiving 21st CCLC services or participating in 21st CCLC activities. Hannahville Indian Community also contributes a two story, 7500 square foot facility for 21st CCLC programming and activities, which include a classroom for our Kidzone after school program and office space for the 21st CCLC Coordinator and three assistants. Hannahville also contributes the unlimited use of 30 wireless laptops with Internet connections along with video creation lab containing four large screen Mac desktops equipped with Final Cut Pro software.

The Hannahville Tribe is committed to making the 21st Century Community Learning Center Program successful within our limited financial capacity.

Respectfully,

Kenneth Meshigaud, Tribal Chairperson
Hannahville Indian Community

KENNETH MESHIGAUD
Tribal Chairperson

ELAINE MESHIGAUD
Tribal Vice-Chairperson

TAMMY MESHIGAUD
Tribal Secretary

LISA LITTLE
Tribal Treasurer

Council Members: John Meshigaud Sr., D. Joe Sagataw, Robin Halfaday, William Sagataw,
Audrey Gomez, Leroy Wandahsena, Lawrence Sagataw, Earl Meshigaud



Nah Tah Wahsh Public School Academy

Hannahville Indian School
N14911 Hannahville B-1 Road
Wilson, Michigan 49896

Phone: (906) 466-2952

Fax: (906) 466-2556

Date: 11/12/2012

To Whom It May Concern:

The Hannahville Indian School is committing all resources (transportation, facilities, personnel, supplies, etc.) at its disposal to insure that the 21st Century Grant is successful in helping to raise the achievement levels of the students attending the Hannahville Indian School. A grant of this nature would greatly aid the Hannahville Indian Community's efforts to increase the overall performance and graduation rate for the students and to increase their chances of a successful completion of the K-12 program.

I do hope that this grant application is successful since it will mean a great deal to the community, school and its' students. If you have any questions, please feel free to contact me at 906-723-2700.

Miqwetch,

Tom Miller
Superintendent

NTW PSA Board of Education
2012-13

Connee Sagataw
Board Chairperson

Crystal Lea
Vice Chairperson

Jackie Kang
Secretary/Treasurer

Board Members: Charlotte Harris, Rod Lovell, Marilyn Shawano, Charles "John" Wandahsega, Geneva Wandahsega



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Superintendent Office Fax: (906) 466-2556
Principal Office Fax: (906) 466-9115

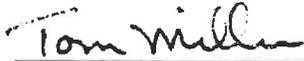
Memorandum of Agreement

Between: Hannahville Indian School and Hannahville Indian Community's 21st Century Community Learning Center Program.

Terms: Hannahville Indian School agrees to provide, at no cost, after school transportation to the Hannahville Indian Community's 21st Century Community Learning Center Program. The school recognizes the positive affect of the 21st Century program on the youth of the Hannahville Indian Reservation.

Period of Agreement: 2/01/2013 to 1/31/2016

Authorizing Signatures



Tom Miller
Superintendent



Rod Lovell
Director of Youth Services & 21st Century
Program

Date: 1/09/2013

Survey Results

Hannahville Indian School

Date Run: Wednesday, November 14, 2012 at 5:25:17 PM (ET)

Easter Potluck 2012 Adult

Total # Survey Respondents: 49

1: Do you think that the events and activities offered by the Youth Services Department are necessary and or needed in the community.	49 Response(s)
Yes	49 Response(s) 100%
No	0 Response(s) 0%
Not Sure	0 Response(s) 0%
2: Do you have child/children (not including nieces/ nephews or grandchildren Unless you are their guardian) who attend events on a regular basis such as Kidzone, Family Rec Night, Tutoring, etc.?	48 Response(s)
Yes	34 Response(s) 71%
No	14 Response(s) 29%
3: If you answered "YES" to #2, does your child/children enjoy the events they attend?	35 Response(s)
Always	17 Response(s) 49%
Most of the time	16 Response(s) 46%
Sometimes	2 Response(s) 6%
Hardly Ever	0 Response(s) 0%
Never	0 Response(s) 0%
4: How many times since the beginning of this school year would you estimate your child attended the Youth Center or one of its activities?	45 Response(s)
Under 5 Times	9 Response(s) 20%
6-10 Times	7 Response(s) 16%
11-20 Times	10 Response(s) 22%
More then 20 Times	19 Response(s) 42%
5: Do you think the programming and activities offered by the Youth Center help your child be more successful In school?	45 Response(s)
Yes	31 Response(s) 69%
No	2 Response(s) 4%
Not Sure	12 Response(s) 27%
6: How is the over all quality of the events and activities offered?	49 Response(s)
Excellent	23 Response(s) 47%
Good	26 Response(s) 53%
Fair	0 Response(s) 0%
Poor	0 Response(s) 0%
7: How is the variety of the events and activities offered?	49 Response(s)
Excellent	27 Response(s) 55%
Good	20 Response(s) 41%
Fair	2 Response(s) 4%

Poor	0 Response(s)	0%
8: Are you aware of the Behavior Policy for the Youth Center, which includes our events and activities? 49 Response(s)		
Yes	33 Response(s)	67%
No	5 Response(s)	10%
Somewhat	11 Response(s)	22%
9: Do you believe your child is safe when he or she is at the Youth Center? 45 Response(s)		
Yes	41 Response(s)	91%
No	0 Response(s)	0%
Not Sure	4 Response(s)	9%
10: Please rate our staff: 49 Response(s)		
Excellent	25 Response(s)	51%
Good	21 Response(s)	43%
Fair	3 Response(s)	6%
Poor	0 Response(s)	0%
11: Do you think it is important that the Youth Center is open on Weekends? 48 Response(s)		
Yes	48 Response(s)	100%
No	0 Response(s)	0%
Not Sure	0 Response(s)	0%
12: Do you think it is important that the Youth Center is open after 6PM during the school week? 49 Response(s)		
Yes	42 Response(s)	86%
No	0 Response(s)	0%
Not Sure	7 Response(s)	14%
13: How do you most often learn about our upcoming events & activities? 49 Response(s)		
Event Fliers	11 Response(s)	22%
From my Children	9 Response(s)	18%
Family & Friends	16 Response(s)	33%
Notices sent home from school	2 Response(s)	4%
Youth Services Facebook Page	4 Response(s)	8%
Events Calendar in the Hannahville Happenings	4 Response(s)	8%
Visiting the Youth Center or at another event.	1 Response(s)	2%
Hannahville Youth Services' Facebook account	2 Response(s)	4%
14: How is the communication between you and the staff regarding your children? 41 Response(s)		
Excellent	14 Response(s)	34%
Good	22 Response(s)	54%
Fair	5 Response(s)	12%
Poor	0 Response(s)	0%
15: Do you think your child / children will obtain a college degree one day? 43 Response(s)		
Yes	42 Response(s)	98%

No	1 Response(s)	2%
Unsure	0 Response(s)	0%

16: Please use the space below or the back of this sheet to write any additional activities you are interested in or comments or suggestions. We welcome your ideas on how we can improve our services, so please let us know. 11 Response(s)

Forget the Indian culture, need to have Christian and Bible base activities, the moral of the school sucks. Letting these kids come to school dress any way they want. Looking like whores and sluts.

I think you are wonderful and your events are marvelous.

Who cares if its 10 minutes before the event...let the people who are here in!

I think the Youth Center is great and all the activities it has for the youth. I think you should offer workout classes, walking clubs for the youth & parents.

I think that our children would benefit greatly if they learned more of our culture. A white lady teaching beading is not our culture. We need our people in here teaching our cultural activities- basket making, beading, regalia (sp) making, cooking, drumming, drum making. Our own people have a lot of talents & they will be lost if we don't start teaching our young. And what a great place at the Youth Center to learn. Get our own Potowatomi (sp) people in here and pay them stipend to teach our kids our culture.

Events should be set up so we can see before hand what we're going to do. Youth Center should be open no later than 8 pm on school nights. Very excellant (sp) program! Hopefully Tribal dollars will continue. If they don't I will protest! I never had a program such as this on the reservation when I was a child- so our kids are blessed for our dedicated works!

I'm thankful on my work days that you are open. I sometimes work late and family cannot always be at my rescue. But the teen center and after school events are very helpful! Thank you!

Should be open on holidays not closed for the whole weekend. Holiday day off not entire week. Like to see activities for younger children (w/parents).

I think all the activities & events the Youth Center put on are wonderful! They are fun. My kids love going to the activities/events. Not sure if there's any extra yous can do.

I think it is important that the Youth Center is open on weekends- very much so. These children need this instead of the streets. Thank you for being there!!! It sure is nice to know that there are other people who care...not just family.

One day I said next is getting married after high school & Trevor said what about college? Awesome!

Survey Results

Hannahville Indian School

Date Run: Wednesday, November 14, 2012 at 4:06:55 PM (ET)

Easter Potluck 2012 Youth

Total # Survey Respondents: 33

1: I use the Youth Center for (circle all that apply):		33 Response(s)
Hanging out with friends	21 Response(s)	64%
Project HUB's School Success Lab upstairs	4 Response(s)	12%
Kidzone	5 Response(s)	15%
Basketball and the gym	11 Response(s)	33%
To play video games	4 Response(s)	12%
Special Events	15 Response(s)	45%
I never go to the Youth Center	3 Response(s)	9%
 2: If there is not a planned activity like Kidzone, Swimming, Rec Night, Dance, how likely are you to go to the Youth Center?		33 Response(s)
I never go to the Youth Center.	4 Response(s)	12%
I only go when there are planned activities.	6 Response(s)	18%
I may go to see what is happening and who is there.	7 Response(s)	21%
It doesn't matter, I go to the Youth Center even if there are no planned activities.	16 Response(s)	48%
 3: If you have used the School Success Lab upstairs in the Youth Center, do you feel you received the help you needed?		29 Response(s)
Everytime I go	5 Response(s)	17%
Most of the Time	7 Response(s)	24%
Sometimes	7 Response(s)	24%
Hardly Ever	10 Response(s)	34%
 4: I think that the programs, events and activities offered by the Youth Center are needed in the community?		33 Response(s)
Yes	23 Response(s)	70%
No	1 Response(s)	3%
Not Sure	9 Response(s)	27%
 5: I feel safe at the Youth Center:		33 Response(s)
Yes	28 Response(s)	85%
No	1 Response(s)	3%
Sometimes	4 Response(s)	12%
 6: Please rate the staff at the Youth Center?		33 Response(s)
Ecellent	15 Response(s)	45%
Good	15 Response(s)	45%
Fair	0 Response(s)	0%
Poor	3 Response(s)	9%

7: I tell my friends and relatives to go to the Youth Center,		32 Response(s)
Yes	19 Response(s)	59%
No	2 Response(s)	6%
Sometimes	11 Response(s)	34%
8: How do you hear about Youth Center Events?		32 Response(s)
From my friends after they happen	1 Response(s)	3%
From my friends before they happen	1 Response(s)	3%
I see the flyers posted on the Youth Center Doors and bulletin boards.	17 Response(s)	53%
From a Youth Center Staff Member	6 Response(s)	19%
From the Hannahville Youth Services Facebook page	1 Response(s)	3%
From my mom or dad or other relative	6 Response(s)	19%
9: I am:		33 Response(s)
Male	11 Response(s)	33%
Female	22 Response(s)	67%
10: Please circle your grade level:		31 Response(s)
Grade 1-2	7 Response(s)	23%
Grade 3-4	7 Response(s)	23%
Grade 5-6	2 Response(s)	6%
Grade 7-8	7 Response(s)	23%
Grade 9-10	5 Response(s)	16%
Grade 11-12	3 Response(s)	10%
11: Which of the following events and activities would you participate in:		33 Response(s)
Book Club	5 Response(s)	15%
Camping Trips	20 Response(s)	61%
Canoe/Kayak trips	18 Response(s)	55%
Cooking Club	17 Response(s)	52%
Day Hikes to scenic places	8 Response(s)	24%
Fashion/make up/hair design	16 Response(s)	48%
Fishing	16 Response(s)	48%
Fitness Club	12 Response(s)	36%
Golf	9 Response(s)	27%
Mother/Daughter or Father / Son Night at the Youth Center	17 Response(s)	52%
Knitting/Crochet	9 Response(s)	27%
Mountain Biking Trips	13 Response(s)	39%
Video Making Club	11 Response(s)	33%
Youth Advisory Council	8 Response(s)	24%
A 5 day and 4 night Back Packing Trip on Isle Royale.	11 Response(s)	33%
Swimming at the YMCA	15 Response(s)	45%
Building a robot	11 Response(s)	33%
Zumba	7 Response(s)	21%
Yoga	7 Response(s)	21%
Cook Outs at Youth Center	20 Response(s)	61%

Baseball	13 Response(s)	39%
Summer Basketball League	9 Response(s)	27%
Open Gym	17 Response(s)	52%
Summer Soccer	11 Response(s)	33%
Weight Lifting	8 Response(s)	24%
Travel Club Day Trips	17 Response(s)	52%
Running Club	7 Response(s)	21%
Sewing Club	13 Response(s)	39%
Beading	14 Response(s)	42%
Art Classes at the Bonifas Center in Escanaba	16 Response(s)	48%
Down Hill Skiing	8 Response(s)	24%
Rock Climbing	12 Response(s)	36%
Snow Shoeing	7 Response(s)	21%
Gardening	10 Response(s)	30%
Cross Country Skiing	6 Response(s)	18%
Trips to the Beach	22 Response(s)	67%

12: Please use the space below or the back of this sheet to write any additional activities you are interested in or comments or suggestions.

7 Response(s)

I think water parks would be fun.

Basketball sometime.

DTC= Down to canoe

football, eating, playing.

I think for a suggestion 1. would be a bake sale! 2. carnival!

Excellent!

Movie night, bolling (bowling), fishing, going to the kids musiem (museum).



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January 9, 2013

Jack Edmo
BIE/ASC/DPA
BIA Building 2
1011 Indian School Rd., NW
3rd Floor, Suite 332
Albuquerque, NM 87104

Dear Mr. Edmo:

As the governing body for the Hannahville Indian School, we are in full support of the 21st Century Learning Center Grant application. We fully understand and intend to comply with all provisions and requirements stated in this grant announcement and the grant proposal.

Respectfully,



Kenneth Meshigaud, Tribal Chairperson
Hannahville Indian Community

KENNETH MESHIGAUD
Tribal Chairperson

ELAINE MESHIGAUD
Tribal Vice-Chairperson

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