

Murphy, Sarah

From: Edmo, Jack
Sent: Friday, January 18, 2013 7:16 AM
To: Murphy, Sarah
Cc: King, GayeLeia
Subject: FW: Menominee Indian Tribe of Wisconsin - BIE 21st Century CLC Grant Proposal Package
Attachments: image001.jpg; MITW - 21st Century CLC Submission Package.pdf

Importance: High

Sarah, will you please print out some of the applications and include the email, thanks

From: Neva Vogt [mailto:vogtn@mitw.org]
Sent: Thursday, January 17, 2013 5:55 PM
To: Edmo, Jack
Cc: Annette Westphal; Betty Jo Wozniak
Subject: Menominee Indian Tribe of Wisconsin - BIE 21st Century CLC Grant Proposal Package
Importance: High

Dear Mr. Edmo,

Please accept the attached electronic submission of the BIW 21st Century Community Learning Center Grant from the Menominee Indian Tribe of Wisconsin. We look forward to a favorable response. Thank you for your consideration.

If you have any questions or concerns, please call me at (715)799-5154 or email bwozniak@mitw.org.

Respectfully,

DEPARTMENT OF ADMINISTRATION

Betty Jo Wozniak, Tribal Administrator
Menominee Indian Tribe of Wisconsin
P.O. Box 910
Keshena, WI 54135-0910
Office: (715)799-5154
Fax: (715)799-4525
Email: bwozniak@mitw.org

Submitted on the behalf of Betty Jo Wozniak by

Neva Vogt, Senior Grant Writer
Menominee Indian Tribe of Wisconsin
P.O. Box 910
Keshena, WI 54135-0910
Office: (715)799-4740
Fax: (715)799-4525
Email: vogtn@mitw.org

Important Notice: This email message and any files or other information transmitted with it are confidential and intended solely for the use of the individual to whom it is addressed or for the use of the entity to which it is addressed. If you are not the intended recipient, please do not open, review, disclose, distribute or copy this email or take any action in reliance upon its contents. Please notify the sender immediately if you have received this email by mistake and delete this email from your system.



MENOMINEE INDIAN TRIBE OF WISCONSIN

P.O. Box 910
Keshena, WI 54135-0910

January 17, 2013

BIE 21st Century Community Learning Center
BIE/ASC/DPA
BIA Building 2
1011 Indian School Road, NW
3rd Floor, Suite 332
Albuquerque, N.M 87104

Re: BIE 21st Century Community Learning Center

Dear Jack Edmo,

Please accept the enclosed application from the Menominee Indian Tribe of Wisconsin for the 2013 BIE 21st Century Community Learning Center Grant. We look forward to a favorable response. Thank you for your consideration.

If you have any questions or concerns please call me at (715) 799-5154, or email at bwozniak@mitw.org.

Respectfully,

DEPARTMENT OF ADMINISTRATION

A handwritten signature in cursive script that reads "Betty Jo Wozniak".

Betty Jo Wozniak, Tribal Administrator
Menominee Indian Tribe of Wisconsin

Cc: Tribal School
File

Application for Federal Assistance SF-424		Version 02
* 1. Type of Submission:		* 2. Type of Application: * If Revision, select appropriate letter(s):
<input type="checkbox"/> Preapplication		<input checked="" type="checkbox"/> New
<input checked="" type="checkbox"/> Application		<input type="checkbox"/> Continuation
<input type="checkbox"/> Changed/Corrected Application		<input type="checkbox"/> Revision
* 3. Date Received:		* Other (Specify)
4. Applicant Identifier:		
5a. Federal Entity Identifier:		* 5b. Federal Award Identifier:
State Use Only:		
6. Date Received by State:		7. State Application Identifier:
8. APPLICANT INFORMATION:		
* a. Legal Name: Menominee Indian Tribe of Wisconsin		
* b. Employer/Taxpayer Identification Number (EIN/TIN):		* c. Organizational DUNS:
39-1205576		030175194
d. Address:		
* Street1:	PO Box 910	
Street2:	W2908 Tribal Office Loop Rd	
* City:	Keshena	
County:	Menominee	
* State:		
Province:		
* Country:	US	
* Zip / Postal Code:	54135-0910	
e. Organizational Unit:		
Department Name:		Division Name:
Menominee Tribal School		
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix:	* First Name:	Betty Jo
Middle Name:		
* Last Name:	Wozniak	
Suffix:		
Title:	Tribal Administrator	
Organizational Affiliation:		
* Telephone Number:	(715)799-5154	Fax Number: (715)799-4525
* Email:	bwozniak@mitw.org	

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

I: Indian/Native American Tribal Government (Federally Recongized)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Bureau of Indian Education

11. Catalog of Federal Domestic Assistance Number:

CFDA Title:

*** 12. Funding Opportunity Number:**

* Title:

BIE 21st Century Community Learning Center

13. Competition Identification Number:

Title:

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

Menominee Reservation

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

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424		Version 02
16. Congressional Districts Of:		
* a. Applicant	WI-008	* b. Program/Project
WI-008		
Attach an additional list of Program/Project Congressional Districts if needed.		
<input type="text"/> <input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="New Attachment"/>		
17. Proposed Project:		
* a. Start Date:	2-14-2011	* b. End Date:
2-14-2011		
18. Estimated Funding (\$):		
* a. Federal	200,000	
* b. Applicant		
* c. State		
* d. Local		
* e. Other		
* f. Program Income		
* g. TOTAL	200,000	
* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?		
<input type="checkbox"/> a. This application was made available to the State under the Executive Order 12372 Process for review on <input type="text"/> .		
<input type="checkbox"/> b. Program is subject to E.O. 12372 but has not been selected by the State for review.		
<input checked="" type="checkbox"/> c. Program is not covered by E.O. 12372.		
* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="text" value="Explanation"/>		
21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)		
<input checked="" type="checkbox"/> - ** I AGREE		
** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.		
Authorized Representative:		
Prefix:	<input type="text"/>	* First Name:
Craig		
Middle Name:	<input type="text"/>	
* Last Name:	Corn	
Suffix:	<input type="text"/>	
* Title:	Tribal Chairman	
* Telephone Number:	(715)799-5114	Fax Number:
(715)799-3373		
* Email:	mitwchair@mitw.org	
* Signature of Authorized Representative:		* Date Signed:
1-17-2013		

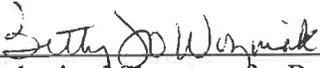
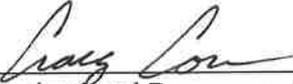
Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

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

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

Menominee Indian Tribe of Wisconsin	
Organization Betty Jo Wozniak	(715) 799-5154
Name of Contact Person Bwozniak@mitw.org	Telephone (715) 799-4525
E-mail Address	Fax Number
	1-16-13
Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures	Date
<i>■ Note: The general certifications and assurances that are signed and submitted by the district each spring (or provided by the applicant to EED) will apply to this federally funded program.</i>	
Craig Corn	
Signature of Organizational Representative	Date 1/16/13
Tribal Chairman	
Title	

\$ <u>200,000</u>
Total Funding Requested Per Year
\$ <u>600,000</u>
Total Funding Requested for Three Years

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

APPENDIX IX: Documentation Requirements

Table of Contents

1. Cover Letter	1
2. SF 424	2
3. Cover Page	3
4. Table of Contents	4
5. Program Narrative	8
6. Budget Form	29
7. Assurances	32
8. Job Description	33
9. Letters of Support	41
10. MOU	42

1) Need for Project

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

Menominee Tribal School has maintained an average of 190 students in grades K-8 for the past five school years (2007-2012). However, the 2012-2013 school year saw an increase of nearly 20% in student enrollment, with 220 students enrolled at one point. With this increase in enrollment, the needs of incoming students were identified through report cards and Fall MAP data. Students in need of intervention are referred to the twice-weekly after-school math tutoring program and placed in reading and math intervention programs. Students qualifying for enrichment are referred to the Gifted & Talented Program. Student progress is continually monitored through regularly held data meetings and Student Intervention Team meetings.

This 21st Community Learning Center (CLC) project will provide increased opportunities for academic intervention and enrichment for all students in the after-school program, not just those who qualify for Gifted and Talented services. The project will also provide an avenue for increased parental participation and educational opportunities for adults as well.

Complete the information in 1A above using the table format outlined below to provide information on the population to be served by this 21st Century CLC grant.

Section 1A:

Name of Each After School Site	Designation – School Status	% Free or Reduced Lunch	Estimated # of Students to be Served (based on percentage of total source population), see table in Appendix IV	# of Family Members to be Served, if Appropriate	Grade Levels to be Served
Menominee Tribal School	Made AYP	84%	108 students (50% of total population)	81 adults (75% of parents)	K-8

1B. Describe how your program 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. Describe the measurements that you will be using to determine high need.

Northwest Evaluation Association – Measures of Academic Progress (NWEA-MAP) & Wisconsin Knowledge Concepts Exam (WKCE) most recent scores will be used in the identification of student recruitment. Native American Student Information System (NASIS)

attendance and behavioral records and teacher/staff referrals will also be utilized. Our Home/School Coordinator will also aide in the recruitment of students and family participants. Our program will match curriculum variety and student needs to successfully increase student proficiency levels in both the MAP and WKCE. Menominee Tribal Clinic (Clinic) will also be administering fitness testing to each participating student at the start of summer school. These tests will be conducted by the Wellness Team from the Clinic. These tests will include height, weight, BMI and blood sugar testing. Students found to be obese would be further tested. These tests will then be administered again the following school year at the end of 1st semester and the end of the school year.

Targeted students are those who fall in the basic and minimal categories in reading and math achievement. We will also look at NASIS attendance and behavior data to identify students with truancy issues as well as negative behavior issues. Families of targeted students will be notified via written invitation as well as telephone calls and/or home visits. The classroom teacher, school Guidance Counselor, and the CLC Coordinator will be responsible for initial and follow up contacts with families. Any available openings in the program, after filled by the targeted students, will be opened to students referred by their parents or self-referrals.

1C. Describe how the proposed project will address the risk factors linked to academic failure for each target population. Applicants are advised that a needs inventory may be helpful in determining the needs of the target population and the gaps in the services that are available. The services to be provided should be closely tied to the identified needs.

MTS seeks to implement a multi-agency Community Learning Center (CLC) that addresses four needs-based quadrants:

1. Academics;
2. Health & Wellness;
3. Community & Family, and
4. Culture & Self-Identity.

Our program will be the Bear Trails, as the bear is the symbol of Menominee Tribal School. The CLC Bear Trails will provide students a healthy snack and a safe place to be after school. Bear Trails staff will provide after school tutoring in reading and math to targeted students that fall below the WKCE proficiency levels as well as homework help and academic enrichment for non-targeted students. The CLC will also provide a variety of enrichment opportunities that will be a collaborative effort with multiple community partners. The CLC will be based at the Menominee Tribal School with additional services being provided by our collaborative partner, the Woodland Boys and Girls Club, which is located within walking distance of MTS. Parent involvement and education will play an integral role in the success of the Bear Trails Program. Each month the school will host a family education night focused on one of the four quadrants (academics, health/wellness, community awareness, and culture/self-awareness). Each quarter the school will host a Saturday educational event in collaboration with community partner organizations that will further address all four quadrants.

1D. For 2011-12 school year grantees, documentation of progress and achievements made by 21st Century CLC students on state assessment, Native Star, and NWEA tests must be provided, and the data must demonstrate academic growth as well as behavioral

improvements. First time applicants provided data on state assessment, Native Star, and NWEA tests.

MTS students score significantly below their state peers on the WKCE reading and math assessments. The 2011-12 WKCE data indicates that 66% of MTS students scored proficient or advanced in reading, well below the No Child Left Behind Adequate Yearly Progress (AYP) goal of 87%. The same holds true in math with only 54% of students scoring proficient or advanced, significantly short of the AYP goal of 79%. School-wide MAP data indicates significant weakness in the math and reading; specifically for math was processing and number, and reading was understanding text.

Additionally, our most recent midquarter reports indicate that 20% of middle school students are failing math.

1E. Provide information on how your goals of supporting academic achievement for youth are directly related to the most recent data provided through the state assessments or other available data.

MTS' overall goal is to provide increased opportunities for academic intervention and enrichment for all students in the Bear Trails Program.

Our desired outcomes will include increasing reading and math proficiency levels, which are directly tied to WKCE and MAP data.

The Bear Trails will offer specific tutoring to provide small groups in the area of math and reading intervention, while targeting students in each classroom with the highest needs. It will also provide additional tutoring to those students that may be referred for other needs.

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

The Menominee Indian Reservation, located 50 miles northwest of Green Bay, Wisconsin, is largely coterminous with Menominee County. The Reservation is 235,523 acres in size, with 223,500 of those acres being heavily forested. The Reservation/County is home to 4,232 residents, of which 87.5% are Native Americans, and youth under the age of 18 accounting for 32.6% of the population (US Census 2010). The US Census noted in 2009 that the county's annual median household income is \$30,648 and 31.7% of the population is living below the poverty level, of which 50.2% of those living below the poverty level are children ages 5-17. Menominee County ranks 72 out of 72 counties in Wisconsin County Health rankings and health behaviors, unchanged since 2004. According to the Wisconsin Department of Administration, it is estimated that by 2030 Menominee County will have an overall increase of 17.9% in population.

According to Wisconsin's WORKnet, <http://worknet.wisconsin.gov/worknet/dalaus.aspx?menuselection=da>, between January and November 2012 the average unadjusted unemployment rate was 15.8% compared to Wisconsin

State of 7.0% and the United States of 8.1%. Menominee County's unemployment peaked in August 2012 at 21.9%, Wisconsin's highest month was February at 7.9% and the United States was January at 8.8%. When comparing these rates, even Menominee County's lowest unemployment for the month of October (12.4%) was still higher than Wisconsin State and the United States highest months.

The high rates of unemployment and poverty have created a feeling of hopelessness and helplessness for many of our community members that directly impacts our students. By attending the Bear Trails, our students will have an increased sense of self-worth, renewed identity, and will be academically prepared to successfully transition to high school. MTS is a feeder school to Menominee Indian High School (MIHS), the local public high school within reservation boundaries, which is a recipient of a Wisconsin Department of Public Instruction School Improvement Grant (SIG). MIHS was also the only Wisconsin High School to receive the ranking of "Fails to Meet Expectations" on the 2011-2012 Wisconsin School Report Card.

2) Quality of Project Design

2A. Describe goals, performance measures and activities that address the needs of the identified and targeted population. The goals, objectives, and outcomes to be achieved by the proposed project should be SMART: specific, measurable, attainable, realistic, and timely. SMART goals need to be aligned with Native Star SMART goals. Funded programs from 2011-2012 must demonstrate a strong academic base for their programming. Please use the format provided in Appendix V.

Goal: Provide increased opportunities for academic intervention and enrichment for all students in the Bear Trails Program.

Objective 1: By the end of the first program year, 80% of targeted students will increase their daily average attendance to 90% as measured by NASIS.				
Measureable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/ Evaluation
By the end of the first program year, 80% of targeted students will increase their average daily attendance by 5%.	Incentive awards and trips Students can chart their own attendance	21 st Century CLC Coordinator and School Principal	<ol style="list-style-type: none"> 1. Establish baseline at beginning of Program; 2. Quarterly, from start of program; and 3. At the end of the first program year. 	<ol style="list-style-type: none"> 1. NASIS attendance reports; 2. Attendance reports from Bear Trails; and 3. Documented sign-in sheets at Woodland Boys & Girls Club and quarterly planned events.

Objective 2: By the end of the first program year, 75% of targeted students will increase their math and reading proficiency levels by 5%.				
Measureable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
By the end of the first program year, 75% of targeted students will increase their math and reading proficiency levels by 5%.	Use data for progress monitoring Data-driven instruction Differentiated lessons Opportunities for enrichment Compass Learning Odyssey tutorial program	21 st Century CLC Coordinator, Tutors, Classroom Teachers, and School Principal	1. Establish baseline at beginning of Program; and 2. Fall, Winter and Spring MAP Assessments.	Results of Fall, Winter and Spring Map Assessments.
Objective 3: By the end of the first program year, behavior referrals will decrease by 10% for targeted students.				
Measureable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
By the end of the first program year, behavior referrals will decrease by 10% for targeted students.	Positive Behavior Interventions Social skills curriculum & activities Mentoring Program Character Education	21 st Century CLC Coordinator, Classroom Teachers, and School Principal	1. Establish baseline at beginning of Program; 2. Quarterly, from start of program; and 3. At the end of the first program year.	This will be evidenced through NASIS reports.

Objective 4: By the end of the first program year, 75% of targeted students' parents will participant in 50% of scheduled family events.				
Measureable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/ Evaluation
By the end of the first program year, 75% of targeted students' parents will participant in 50% of scheduled family events.	<p>Monthly Family Nights</p> <p>Quarterly family events</p> <p>Parent Surveys to inform programming</p> <p>Frequent communication with parents</p> <p>Parent volunteers during Bear Trails programs</p>	<p>21st Century CLC Coordinator and School Principal</p>	<p>Monthly summary reports.</p>	<p>Documented sign-in sheets and parent participant hours log records. This data will be summarized and reported to CLC Coordinator and MTS Principal.</p>

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

The learning goals of the 21st Century CLC are based upon NWEA (MAP) data strands in reading, math, and language arts. All tutors will receive professional development and lesson planning collaboration time with the After School Coordinator, the day-school Instructional Coach, and the school principal.

Students targeted for remediation due to high academic need will receive extended learning time in reading or math from certified school day teachers; instruction is based on on-going communication between classroom teachers and tutors regarding re-teaching classroom lessons, pre-teaching new concepts, as well as Compass Learning Odyssey (NWEA-based) skills lessons. The strategies will be based on the scientifically research-based K-5 Houghton Mifflin Journeys Reading, 6-8 McDougal Littel Literature, and Saxon Math Programs.

Non-targeted students will attend the Power Hour homework help enrichment activities, based both at MTS as well as the Woodland Boys and Girls Club. The enrichment activities can be extension activities from the Houghton Mifflin or McDougal Littel Literacy Programs, which integrate all content areas around reading themes. By utilizing these programs, classroom teachers will be able to evaluate targeted students progress.

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

We will establish a baseline of the targeted students current academic level at the beginning of the program. Then in the Fall, Winter and Spring students will complete the MAP test that will demonstrate the student's academic progress to meet the annual growth requirement. Additionally, the Bear Trail's teachers will communicate with the day school teachers on the student's individual progress during tutoring sessions.

School staff regularly participates in formal data retreats three times annually (fall, winter, spring). Additionally, staff will hold informal data meetings throughout the school year based on students' needs and any discovered barriers to achieving the annual growth requirement. These meetings will result in solutions to overcome any identified barriers, which will ensure we are progressing towards achieving our goal and objectives.

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

MTS staff has been trained and use the NASIS program daily. Attendance and behavior reports are monitored throughout the school year by both teachers and administrators. Attendance reports are accessed to generate lists of students eligible for attendance incentives on a quarterly basis. NASIS automatically generates a report once a student has been truant three, five and seven times.

Behavior reports are also accessed to generate lists of students who are eligible for Good Citizenship Awards quarterly. Behavior reports are also utilized for Student Intervention Team meetings based on behavioral/academic concerns. Lastly, Behavior Reports are accessed for initial Individual Education Plans (IEP), or as frequently as stated in the student's IEP. NASIS data is uploaded to the MTS Annual Report Card to the BIE. Access to NASIS varies from staff person to staff person. Rights to various reports and NASIS components are provided by our NASIS Coordinator on an as-needed basis.

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

The NASIS data collection will be completed as described above. The 21st Century CLC Coordinator will gather data monthly and provide MTS Principal a monthly progress report. MAP tests will be completed as described above. Data will be collected from the NWEA website within 30 days of testing. The MTS Principal will report the MAP results to the CLC Coordinator to be incorporated into the program reports.

Maehnowesekiyah Wellness Center (MWC) will administer the Youth Risk Behavior Survey (YRBS) to all MTS students on a yearly basis. The first program year's results will create the baseline for future YRBS', as MTS has not administered the YRBS in the past. MWC will summary all results and provide a detailed report to the MTS Principal.

The Menominee Tribal Clinic (Clinic) will complete BMI and blood sugar tests on targeted students at the beginning of the program to establish a baseline. The Clinic will repeat these tests quarterly and at the end of the first program year. They will provide the MTS Principal and CLC Coordinator cumulative test results after each testing.

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

The Bear Trails Program will operate Monday thru Thursday after school for two hours, with extended programming offered to students at the Woodland Boys & Girls Club (WBGC) located two blocks away from the school. The program will run for three sessions. Session I will be held September-January, Session II will be held February-June and Session III will be the Summer School Session.

All students will report to the school cafeteria after school, where they will receive a healthy snack. After snack, students targeted for remediation due to high academic need will receive extended learning time in reading or math from certified school day teachers; instruction is based on on-going communication between classroom teachers and tutors regarding re-teaching classroom lessons, pre-teaching new concepts, as well as Compass Learning Odyssey (NWEA-based) skills lessons.

Non-targeted students will attend the Power Hour homework help and reading/STEM-based enrichment activities, based both at MTS and WBGC, with trained tutors. The enrichment activities can be extension activities from the Houghton Mifflin or McDougal Littel literacy programs, which integrate all content areas around reading themes.

Students will also regularly participate in Bear Trails presentations from program partners on topics including but not limited to AOD, Tobacco, Personal and Internet Safety, Environmental Education, Financial Literacy, Nutrition, Diabetes Education, and team-building. We will also partner with our local Veteran's Association for mentoring and community service opportunities. Each session will have its own culminating event, showcasing what the students have learned.

2G. Complete a “Schedule of Operations” for each proposed site. If the schedule is the same for each site you may use one form to include all sites.

SCHOOL YEAR

Dates: September through June

Number of Weeks during the school year: 32-34

Activity	Time of Day	Where? By Whom?	M	T	W	TH
Snack & Physical Activity	3:00-4:30	MTS Cafeteria – CLC Coordinator, Teachers, Aides	K-8	K-8	K-8	K-8
Tutoring & Power Hour	4:00-5:00	Classrooms – Certified teacher, tutors	K-4	5-8	K-4	5-8
Community Partner Programming	4:00-5:00	Library, Cafeteria, Classrooms, Woodland Boys & Girls Club – Tutors/aides, program partners	5-8	K-4	5-8	K-4

The end of Sessions I and II will consist of attending an enrichment field trip.

SUMMER

Dates: July

Number of Weeks during the summer: 4

Activity	Time of Day	Where? By Whom?	M	T	W	TH	***F
Breakfast	8:15-8:45	Cafeteria – Cooks & teachers/aides	x	x	x	x	x
Session 1	8:45-9:30	Classroom teachers/aides	x	x	x	x	
Session 2	9:30-10:15	Classroom teachers/aides	x	x	x	x	
Healthy Snack	10:15-10:30	Cafeteria – Cooks & teachers/aides	x	x	x	x	
Session 3	10:30-11:15	Classroom teachers/aides	x	x	x	x	
Session 4	11:15-12:00	Classroom teachers/aides	x	x	x	x	
Lunch	12:00-12:30	Cafeteria – Cooks & teachers/aides	x	x	x	x	x

***Each Friday of the summer session will consist of attending an enrichment field trip.

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

The 21st Century CLC will be an opportunity for several community programs to connect with the staff, students, and families to meet a variety of needs within the community. The following are partners that contributed to the drafting of this proposal, included are their contributions to the program:

The Woodland Boys and Girls Club: The Woodland Boys and Girls Club will provide extra

space for Power Hour as well as extended hours to local students. Their programming also includes computer access, parent days and community dinners, Passport to Manhood programming, Torch Club, and community service opportunities.

Menominee Tribal Clinic (Clinic): The Clinic will conduct educational presentations on topics ranging from nutrition education, diabetes education, dental health care, and tobacco. The Clinic's Wellness Team will conduct body, mass, index (BMI), blood sugar, and additional wellness tests throughout the program.

University of Wisconsin (UW)-Menominee County/Nation Extension: The UW-Menominee County/Nation Extension will offer health, nutrition, and food safety education programming for students and parents actively participating in the CLC Bear Trails Program.

Veterans of the Menominee Nation: The Veterans of the Menominee Nation is well respected and is renowned for their community service in and out of the Reservation. These Veterans will provide mentoring for students with a high number of behavioral referrals and truancy issues.

Menominee Tribal Police Department (MTPD): The MTPD will provide educational presentations on cyber bullying and safety. They will also provide numerous avenues of recreational activities for youth such as Badges for Baseball and an annual Three-On-Three Basketball Tournament. Additionally, they have Crime Victims Specialists (if MTPD) that will provide a mini-series (or a presentation) on healthy relationships for the middle school students.

Maehnowesekiyah Wellness Center (Maehnowesekiyah): Maehnowesekiyah is the Tribe's treatment center that provides culturally based alcohol and other drug (AOD) prevention, invention and treatment. Maehnowesekiyah will administer the Youth, Risk Behavior Survey for all MTS students. A subdivision of Maehnowesekiyah is the Domestic Violence (DV) Shelter that has trained DV and Sexual Assault (SA) Counselors and Advocates. Maehnowesekiyah and the DV Shelter will provide various DV and SA information and prevention presentations to participants of the Bear Trails Program. These presentations will assist participants to make healthy choices while keeping themselves safe.

Youth Development and Outreach (YDO): YDO provides community family programming that centers around youth. YDO will provide Sons and Daughters of Tradition Program Curriculum, which is a culturally-based self-identity program to the Bear Trails students.

Menominee Tribal Enterprise (MTE) Forestry Department: MTE is one of the largest employers on the Reservation and is located less than a mile from MTS and the Woodland Boys and Girls Club. They will provide volunteers to instruct students in environmental education such as how to use a GPS and tree identification. Additionally, MTE also has personnel from within, in conjunction with the Menominee Business Department, who will arrange for facilitators to conduct a Financial Wellness presentation for the Bear Trails' parents and students.

Menominee Conservation Department (Conservation): Conservation is responsible to preserve and protect the Tribe's wild life and natural habit. They will provide informational presentations concerning the various wild life and habit on the Reservation, such as if it is

protected or could cause potential harm to an individual.

College of the Menominee Nation (CMN): CMN is renowned for their sustainability program and have provided partnerships to MTS in environmental issues and waste analysis. CMN also has a Technology Center as a community resource with an open invitation for various trainings provided to Bear Trail students and adults alike. They also have a chapter of AISES (American Indian Science and Engineering Society), which will provide STEM (Science, Technology, Engineering, and Math) educational experiences to our students.

Menominee Indian HeadStart (HS): MTS and HS collaborate to provide parent education opportunities that promote Kindergarten readiness and reduces the need to catch up students. HS will continue to collaborate with MTS to provide these parent education opportunities. Additionally, HS will advertise the Bear Trails Family Night and other events in their Parent Newsletters.

A memorandum of understanding is attached to the application.

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

We will be utilizing a variety of day-school program resources to enhance our after school program. For example, the BIE Reads program allows for MTS to have an Instructional Coach (Coach). The Coach will be utilized to provide professional development and collaborative planning to classroom teacher/tutors as their responsibilities during the school day and after-school program is directly linked. Literacy materials are provided utilizing Title I resources, such as the Houghton Mifflin reading materials, will be provided to tutors in order to maximize the tutors' resources in lesson planning of multiple content areas.

Bear Trails will allow MTS to extend the after-school tutoring from two days per week to four days, allowing for much-needed enrichment opportunities to enhance the educational experience of our students. The Bear Trails program will work in conjunction with the day-school program incorporating the tutors into staff meetings, data retreats, professional development opportunities, and planning sessions. Each tutor (school staff and community partners) will be provided these opportunities with the expectation that the student WKCE and NWEA - MAP data is used to develop time and content grids for the tutoring program, which will outline the reading, math, and language arts strands that will be reinforced and the time frame the tutor will adhere to for planning purposes.

The 21st Century CLC Coordinator will collaborate with the MTS Coach and Principal to ensure that the tutors work with classroom teachers to extend the Houghton Mifflin, McDougal Littel, and Saxon Math programs into the after school instruction remediation and enrichment programming.

The MTS library will also be made available to the Bear Trails' tutors, students, and families to utilize resources and computers.

The same behavioral expectations will apply to the Bear Trails Program. These behavioral expectations, entitled Call System, are outlined in MTS' Parent-Student Handbook, which is provided to every family at the beginning of the school year. This behavior plan will be outlined for parents as part of the informational sessions and the tutors will receive training from the MTS Principal on how to utilize the system.

The Menominee language and culture enrichment activities will follow the succession of the culture calendar developed by the MTS Menominee Language and Culture Teachers.

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

Families will be provided information via newsletters, posters, and mass emails. The 21st Century CLC Coordinator will also collaborate with other tribal agencies to post information on various websites. Lastly, he/she will provide presentations or an informational table at various community events throughout the year.

The promotion of the family engagement and enrichment component of Bear Trails will attract youth and their families to enroll in and support the program. The family engagement and enrichment component will include one Family Night per month through the school year. Each Family Night will focus on family education that incorporates fun, interactive activities for the entire family. Proposed activities will include two of the following:

- Family Game Nights,
- Family Literacy Nights,
- Family Math Nights,
- Family Health & Wellness Nights, and
- Family Nights based on Menominee Language and Culture.

In addition to the monthly Family Nights, one Saturday per quarter during the school year, Bear Trails will host Family Day Stations, in collaboration with program partners WBGC, Youth Development/Outreach, and tribal and community agencies, that will focus on the four quadrants of academics, health and wellness, language and culture, and improving community/family life skills.

We will be building in parent education during these events, focusing on topics such as family fitness, parenting skills, child development awareness, home living skills (sewing and healthy cooking), financial literacy, computer skills, and art therapy. To further illustrate the information of nutrition, healthy meals will also be provided to families at these events with recipes of how to prepare the meal(s).

Each session will have its own culminating event that will showcase what the students have learned.

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

By promoting the Bear Trails as a fun, exciting experience with a variety of enrichment opportunities, we anticipate a large number of participants. Our current after-school tutoring program is limited to those students who demonstrate the most intensive math needs. Quite often students and parents have expressed interest in after-school programming; the 21st Century CLC program will provide an avenue for expanding the after-school and summer opportunities for all students. In order to promote regular attendance during the after-school/summer programming, incentives are put into place for those with 92% attendance or better.

MTS has an after-school sports program. School policy states that any athlete who is either failing a class or has a grade-point average of below a C- is not eligible to play in any games until they get their grades up. During this inactive period, athletes have the option of attending after-school tutoring for an hour prior to each sports practice. This allows the athlete(s) to simultaneously work on improving their academics while keeping up their athletic skills.

2L. Describe how your program 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).

Bear Trails will be an opportunity for several community programs to connect with the staff, students, and families. MTS already has a network of community supporters and the CLC will give a much-needed scheduling structure to the programs and resources offered to students, since scheduling is currently sporadic.

The local Woodland Boys and Girls Club (WBGC) has been revitalized under new leadership and will provide an avenue for enriching the school day into the evening hours by providing a safe place for students to be, while providing enrichment opportunities, meals, and transportation to students during the evening hours.

The WBGC currently offers after school activities including snack, homework time (assistance available upon request), character development, mentoring, recreation and healthy lifestyle programming. If youth do not have homework they must participate in a high yield learning activity such as a math game or reading activity. Community events are held to incorporate family participation as part of a well-rounded program. The Bear Trails will provide structure through planning and collaborating between the WBGC and the school staff in order to provide more targeted tutoring assistance, based on student achievement data and utilizing research-based instructional program materials that would be an enhancement for the day-school classrooms. The math games and reading activities would also be based upon student data-based learning strands and specific skills that need to be targeted. The family participation will be geared toward the four quadrants of academics, health, culture, and community wellness. The WBGC will also provide an extended period of time, daily, in which students are engaged in educational activities in a safe-environment.

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

As with all Native Americans, our Elders are our most valued resource. Sharing of knowledge and wisdom is an ongoing process integrated wherever and whenever possible. Each of the four quadrants involved in the CLC presents ample opportunity for elder involvement and integration (Academics, Health, Culture, and Community). As previously describe in 2H. Menominee Veterans, who are Elders, will mentor those students that have truancy or other behavioral issues. The 21st Century CLC Coordinator will also work with the community to recruit Menominee Elders to be assistants to the tutors.

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

The Bear Trails Program effectiveness will be based on the performance measures and the progress made toward each objective.

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

MTS is able to illustrate the need and value of the Bear Trails Program through analyzing and communicating community socio-economic data, community health data, MTS student achievement data, and student behavioral referral data; then tying the results of the data to the vision of the school, we will look at how this program can nurture individuals who positively impact their community. On-going data analysis, teacher recommendations and parent requests for additional support are all indicators of the necessity and desire for a comprehensive afterschool program.

MTS is currently 95% funded through Bureau of Indian Education. The Indian School Equalization Program (ISEP) within the BIE is a funding source that would allow on-going support for the Bear Trails Program. Use of Title I funds will also be considered as an available resource.

A yearly funding request is made to Menominee Tribal Legislature for supplemental funding for school program needs. The Menominee Nation has always considered our children our greatest asset, any assistance to aid in the academic success and cultural identity of our students is viewed as a priority.

MTS currently receives funding from the Sacred Little Ones Grant. This 5-year grant that allows supplemental funds to primary grade personnel, materials or activities directly related to Native American culture or language integration that will increase student achievement.

Lastly, the MTS Grantwriter and the Tribe's Grantwriters Office work collaboratively in the on-going search for grants that allow funding for after school and summer school programming. They work in conjunction with the MTS school team to organize and write the proposals.

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

MTS meets regularly with partnered programs. Nataenawemakenak, our local Youth Service Providers, meets monthly and updates are provided to community partners.

The Bear Trails staff will meet with the day school staff monthly and each quarter.

If needed, we will meet with partner programs to review the data and make programming adjustments as needed.

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

N/A

3) Adequacy of Resources

Demonstrate that appropriate resources and personnel have been carefully allocated for the tasks and activities described in your application. Successful projects describe the role and responsibility of all key staff, and provide resources for ongoing staff development and training.

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.

The student to staff ratio is 1:10 for the academic portion of the program and 1:12 for the enrichment/recreational portion of the program. Tutoring will be provided by certified teachers.

3B. Include job descriptions and schedules---what would be included for schedules and why of key staff in your proposal. Please refer to the table below for FTE expectations of a coordinator.

Job descriptions are included in the application packet.

The following is the daily schedule of activities:

SCHOOL YEAR

Dates: September through June

Number of Weeks during the school year: 32-34

Activity	Time of Day	Where? By Whom?	M	T	W	TH
Snack & Physical Activity	3:00-4:30	MTS Cafeteria – CLC Coordinator, Teachers, Aides	K-8	K-8	K-8	K-8
Tutoring & Power Hour	4:00-5:00	Classrooms – Certified teacher, tutors	K-4	5-8	K-4	5-8
Community Partner Programming	4:00-5:00	Library, Cafeteria, Classrooms, Woodland Boys & Girls Club – Tutors/aides, program partners	5-8	K-4	5-8	K-4

The end of sessions 1 and 2 will consist of attending an enrichment field trip.

SUMMER

Dates: July

Number of Weeks during the summer: 4

Activity	Time of Day	Where? By Whom?	M	T	W	TH	***F
Breakfast	8:15-8:45	Cafeteria – Cooks & teachers/aides	x	x	x	x	x
Session 1	8:45-9:30	Classroom teachers/aides	x	x	x	x	
Session 2	9:30-10:15	Classroom teachers/aides	x	x	x	x	
Healthy Snack	10:15-10:30	Cafeteria – Cooks & teachers/aides	x	x	x	x	
Session 3	10:30-11:15	Classroom teachers/aides	x	x	x	x	
Session 4	11:15-12:00	Classroom teachers/aides	x	x	x	x	
Lunch	12:00-12:30	Cafeteria – Cooks & teachers/aides	x	x	x	x	x

***Each Friday of the summer session will consist of attending an enrichment field trip.

With 108 students, the expected Coordinator’s time is .75 FTE.

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

As we are a rural school, late bus transportation will be provided Monday thru Thursday for those that do not live within walking distance. We will communicate with families regarding transportation needs to ensure all necessary arrangements have been made.

Student Safety Policies and Procedures will apply to both the school day and the after school Bear Trails program. The same behavioral expectations will apply to the Bear Trails Program. These behavioral expectations, entitled Call System, are outlined in MTS' Parent-Student Handbook, which is provided to every family at the beginning of the school year. This behavior plan will be outlined for parents as part of the informational sessions and the tutors will receive training from the MTS Principal on how to utilize the system.

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

The computer lab, library, classrooms, playground, and cafeteria are available on a daily basis for Bear Trails' activities.

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

The Woodland Boys and Girls Club is providing extra instructional/activity space within their building, which is located two blocks away from MTS. Community partner organizations are also providing in-kind resources through staff presenters and materials.

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.

MTS has formed a collaborative team consisting of our principal, assistant principal, business manager, grantwriter, home/school coordinator, WBGC Director and the Youth Development and Outreach Director. This team has held numerous pre-proposal planning meetings to create a feasible plan for our program. They will continue to meet on a monthly basis to monitor program progress and plan for assistance in sustaining the program when funding has decreased or diminished.

4) Quality of the Management Plan

Charts and timetables are required in describing the structure of your project and the procedures for managing it successfully.

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

NATIVE Star AYP/SMART Goal: Math

Our current reality: Last year 52.07% of MTS students were proficient or advanced in math, according to the WKCE.

Our SMART Goal: This year 70% of MTS students will be proficient or advanced in math, according to the WKCE.

MTS will determine whether it has met this goal using the results of the WKCE. Benchmark checks will be conducted periodically throughout the year using the MAP test. Data retreats are held three times per year to analyze the MAP data and correlate the data to the WKCE proficiency benchmarks. Grade-level teams develop goals and action plans based on the MAP data. Students are identified as: two years below grade level (pink), at-risk of falling below grade level (yellow), at grade level (green), and above grade level (blue). These identifiers are used to place students in the different tier groups of not only math, but reading as well, for further intervention. Each data retreat consists of measuring the student growth and the student tier groups are modified based on the most recent data.

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

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.

Bear Trails program will utilize all MTS existing forms as well as handbook policies and procedures. MTS currently utilizes common lesson plan formats aligning lessons and common core standards. Job descriptions are attached and they are processed through our Tribal Human Resources Department.

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

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.*

The Bear Trails Coordinator will be responsible for facilitating monthly staff meetings among each of the four quadrants (Academics, Health & Wellness, Community & Family, Culture and Self-Identity) as well as quarterly meetings for all combined staff. Meetings will address program updates, needs that staff may be encountering, and collaborative planning for upcoming events.

All staff involved with providing academic assistance to students will attend data retreat meetings that will be held 3X/year. A trained curriculum and data consultant will be hired to come on-site to analyze students' academic data obtained from standardized testing and school-

wide universal screenings. The consultant will assist staff in writing academic goals and educational plans targeting individual student needs that align with the common core standards. Staff will also be provided with professional trainings on the collection of student data for progress monitoring of student achievement and differentiating lessons to ensure optimal growth. Tutors and classroom teachers will also be provided with planning and collaboration time to review student achievement and develop lessons that support classroom curriculum.

Professional development opportunities including qualified speakers and workshops will be provided to parents and staff and may include topics on positive parenting skills, best approaches for assisting students with homework completion, strategies for working with students with behavioral issues, wellness and health issues as well as other areas of interest or concerns as they arise during the year.

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

MTS has various avenues of communication to gain support and provide on-going program communication such as local newspapers and monthly school newsletters that are mailed home to families and sent out to the community at large through mass emails.

Stakeholders have an on-going dialogue during monthly collaboration meetings between the MTS Board of Education, Nataenawemakenak (which consists of area schools and youth organizations), the Labor, Education, and Training Committee (which consists of tribal leaders), as well as the School Leadership Team (which consists of grade-level unit leaders and administration). We have the capability of maintaining communication with other stakeholders such as the Student Council and the School Community Council, as well. Through these various avenues of collaborative meetings, the needs of the youth within our community are discussed and ideas/resources are shared.

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

Initially, the 21st Century CLC Coordinator will be responsible for an orientation night where families learn more about the program goals, opportunities the program has to offer and how the overall program will benefit both the students and families. Families will be provided information via the monthly school newsletter, monthly school board report, monthly meetings with tribal leaders, community-wide poster campaign, Menominee Tribal School website, informational tables set up at Back-to-School Night and Parent Nights, as well as the tribal intranet. Statistical highlights of the program are shared with the community via the Menominee Tribal School Annual Report to the General Council (of the tribe).

4H. Describe what data will be collected to monitor student progress and behavior as well as what data from the Profile and Performance Information Collection Survey (PPICS) data collection and electronic information gathering instrument on 21st Century CLC programs administered by the U.S. Department of Education for federal reporting purposes will be included in your 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.

Suggestions/Guidance for applicants: We suggest that you submit a plan that will shape the development of the project from the beginning of the grant period. The plan should include the program objectives and performance indicators, as well as clear benchmarks to monitor progress and collect data toward achieving specific objectives and outcome measures in assessing the impact on student learning and behavior. More specifically, the plan should identify (1) what types of data and progress monitoring will be collected; (2) intervals at which various types of data will be collected; (3) what designs and methods will be used; (4) what instruments (if any) will be developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will become available; and (7) how information will be used by the project to monitor progress and to provide accountability information to stakeholders and the BIE about success at the project site. The management plan should also address how 21st Century CLC staff will be trained, monitored, supervised and evaluated, how often and by whom.

5) School Improvement Status

5A. School Improvement Grant (SIG) Projects: The application must clearly identify the capacity of the staff to participate, implement, and engage resources for the 21st Century CLC program while implementing the selected model.

N/A

5B. School Improvement: The application must clearly identify the capacity of the staff to implement the 21st Century CLC program while implementing school improvement strategies.

N/A

5C. Schools making AYP: The application must clearly identify the additional supports to engage student participation, recruitment, and retention.

5D. ORBS and Residential Programs: Describe the 21st Century CLC role in partnership with the day program or public school. Provide a capacity statement that explains the process of engagement between the programs. Identify the activities for students participating in the program.

N/A

6) Budget/Budget Narrative

Include a detailed budget and budget narrative for each year of operation that itemizes how you will use grant funds. Also, you must describe amounts of funding expected from other sources, such as in-kind donations from partners, or other grants including the school wide budget.

Grant funds cannot be used to purchase facilities or support new construction. If you will be using 21st Century CLC funding for busing, please be specific in terms of number of bus drivers needed, schedule for bus drivers, fuel and upkeep costs, etc.

Indicate in both the budget and the budget narrative for each year the purpose and any changes by line item for each of the expenditures, paying particular attention to the following categories:

Please see attached budget form for detailed budget.

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

ADD	East
ELO	Everett Bad Wound
Name of School	Menominee Tribal School
Grant Name	21 st Century Community Learning Center Program
Award Number	
Project Start Date	February 4, 2013
Project End Date	February 3, 2014

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

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			\$77,940
7 Certified after school tutors	After school small group instruction \$40/night x 135 nights		\$37,800
3 Noncertified after school tutors	After school enrichment activities \$40/night x 135 nights		\$16,200
6 Summer school teachers	Summer School classroom instruction \$22/hr x 6 hours x 19 days		\$15,048
6 Summer school assistants	Summer School classroom assistance \$13/hr x 6 hours x 19 days		\$8,892
Employee Benefits			\$19,485
	25% of \$77,940	\$ 19,485	
Professional Development			\$ 3,300
Data & Curriculum consultant	Data retreat with staff – Fall data/1 day		\$900
Data & Curriculum consultant	Data retreat with staff – Winter data/1 day		\$900
Data & Curriculum consultant	Data retreat with staff – Spring data/2 days		\$1,500
Purchased Services			\$0

Equipment			\$0
Materials and Supplies			\$3,430
Classroom supplies	After school 10 classrooms @ \$150		\$1,500
Math curriculum supplies	After school materials		\$365
Reading curriculum supplies	After school materials		\$365
Classroom supplies	Summer school supplies 6 classes @ \$200		\$1,200
Other Expenses:			\$240
Junior Achievement Kit – gr. 7-8	Finance Park \$20/student x 12 kids		\$240
Instructional Support			
Personnel Services			\$34,764
1 21 st Century CLC Coordinator	Oversight of after school & summer program 108 students=.75 FTE (30 hrs/week) \$20/hr x 30 hrs/wk x 44 weeks =		\$26,400
1 After school snack/office staff	Prepare snack, answer phones \$40/day x 135 days		\$5,400
1 Summer school cook	Prepare breakfast/snack/lunch menu, order items, prepare meals, clean up \$14/hr x 6 hrs x 19 days		\$1,596
1 Summer school assistant cook	Assist cook \$12/hr x 6 hrs x 19 days		\$1,368
Employee Benefits			\$8,691
	25% of \$34,764		
Professional Development			\$4,350
21 st Century CLC Conference	Coordinator and Principal airfare, lodging, per diem, taxi, baggage	\$1,450/ea	\$2,900
Regional/National Conference	Coordinator airfare, lodging, per diem, taxi, baggage	\$,1450/ea	\$1,450
Purchased Services			\$0
Equipment			\$0
Materials and Supplies			\$2,250
Office supplies	After school & summer school		\$250
Incentives	After school & summer school		\$250
Book club books	After school & summer school		\$250

Musical instruments	After school & summer school		\$250
Art supplies	After school & summer school		\$250
Character Education supplies	After school & summer school		\$250
AODA supplies	After school & summer school		\$250
Science Club supplies	After school & summer school		\$250
Sports supplies	After school & summer school		\$250
Other Expenses:			\$6,200
2 educational field trips At end of each after school session	Discovery World, Museum of Science and Industry	\$1,000 each	\$2,000
4 recreational field trips Every Friday of summer school		\$400 each	\$1,600
Parent Programming	9 nights per year x \$200/night	\$1,800	\$1,800
Parent Programming	4 Saturdays per year x \$200/day	\$800	\$800
Non-Instructional Services			
Material and Supplies			\$39,350
Transportation	After school program		\$17,000
Transportation	Summer school program		\$12,000
Snacks	After school program \$50 day/135 days		\$6,750
Meals and snacks	Summer school program \$200/dayx18 days		\$3,600
TOTAL BUDGET			\$ 200,000
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).

Craig Corn, Tribal Chairman

Typed Name and Title of Authorized Representative

Craig Corn

Signature of Authorized Representative

1/16/13

Date



**MENOMINEE INDIAN TRIBE OF WISCONSIN
Human Resource Department**

After School Tutor
Tribal School
Class Description # 4968

Second Posting:
Status: Temporary/Part-Time
Closing Date: Open

Second Postings: are open to the general public.

GENERAL DESCRIPTION OF DUTIES

Under direct supervision of the 21st Century Coordinator, the purpose of the position is to provide supervision along with homework assistance to students in a classroom setting.

EXAMPLES OF ESSENTIAL FUNCTIONS

Provide assistance with assigned homework. If student does not have homework, provide students with alternate assignments or worksheets.

Plan and provide other structured activity, such as crafts or games.

Document and report weekly on student progress on provided forms.

When needed, select and/or locate resources to aid in instruction and student understanding of content area.

When needed, provide parents with student progress reports.

Attend staff meetings/trainings.

Perform related duties as directed.

MINIMUM TRAINING AND EXPERIENCE

High School Diploma or equivalent; supplemented by knowledge of and the ability to help in assisting/instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics).

SPECIAL REQUIREMENTS

Must not have been found guilty, pled guilty or no contest to any offense under State, Federal or Tribal Law involving crimes of violence, sexual assault, molestation, exploitation, contact or prostitution, or crimes against persons.

Candidates selected for hire will be subject to a drug test and employment will be contingent on the results of said test.

BEHAVIORAL EXPECTATIONS

Must be able to work in a properly collegial relationship with co-workers. Must be able to interact with other departments within the Tribe in the spirit of compromise. Must be able to take on additional responsibilities in a spirit of cooperation and teamwork. Must be able to maintain an atmosphere of trust, fairness and respect and be mutually supportive with co-workers. Must be able to maintain strict confidentiality.

**MENOMINEE INDIAN TRIBE OF WISCONSIN
HUMAN RESOURCE DEPARTMENT**

P.O. BOX 910

KESHENA, WI 54135 or CALL (715) 799-5145

APPLY ON LINE

www.menominee.nsn.us

SELECTION PROCESS IS IN ACCORDANCE WITH ORDINANCE 82-10

HR. Approval: _____

**SCHOOL ADMINISTRATOR/PRINCIPAL
MENOMINEE TRIBAL SCHOOL
Contract
Revised 06/20/07**

GENERAL DESCRIPTION OF DUTIES

Under the direct supervision of the Tribal Board of Education and under the technical assistance of the assigned Administrative Service Officer. This position is responsible for providing quality educational programming and curriculum in grades kindergarten through eight to eligible students.

EXAMPLES OF ESSENTIAL FUNCTIONS

Perform the duties as enumerated under Section 11.50 and with the authority as enumerated under Section 11.60 of the Tribal Government Plan, Ordinance 95-04.

Develop, implement and administer annual budget for Menominee Tribal School while retaining compliance with all parameters established by each grant awarded.

Periodic grant writing efforts to secure additional funding, therefore ensuring the best educational opportunities are attainable.

Work cooperatively and jointly with the Administrative Team of the Tribal School and under the direction of the Board of Education to maintain high educational standards at the Tribal School.

Establish and maintain effective public relations with the general public and specifically the student / parent relationships.

Evaluate educational programs and school performance on a continual basis to ensure conformance with Federal, State and Tribal Educational Standards.

Supervise team leaders, department heads and administrative staff of school on a daily basis.

Coordinate educational programs through close work with and in conjunction with the input received from the Tribal School Administrative Team.

Confer with teaching personnel, students and parents regarding matters of education, discipline and other issues.

Serve as contact person with Tribal Governmental departments including but not limited to Finance, Tribal Administrator and Human Resources on all matters related to those departments.

Oversee the management of School finances, grants and other contracts and file all necessary reports to State, Federal, and Tribal departments as applicable.

Demonstrate effective human relations skills with teachers, parents, administrators, community members, non-teaching staff, students and other tribal departments.

Oversee the involvement of parents and the community in the school activities.

Develop and implement policies and procedures in conjunction with the Administrative Team and with the approval of the Board of Education that will improve academic and operational

performance of the school while maintaining strict compliance with all applicable State, Federal and Tribal Regulations.

Perform related duties as directed.

MINIMUM TRAINING AND EXPERIENCE

Possess an Administrator License from the Wisconsin Department of Public Instruction at the Elementary and/or the Junior High Level or is currently in an approved State of Wisconsin educational administration program that will lead to an Administrator's License.

SPECIAL REQUIREMENTS

MUST NOT HAVE ANY RECORD OR PENDING COURT ACTION FOR CHILD ABUSE, NEGLECT OR OTHER CRIMES AS SPECIFIED BY THE DEPARTMENT OF HEALTH AND SOCIAL SERVICES OR OTHER APPLICABLE LAWS.

Candidates selected for hire will be subject to a drug test and employment will be contingent on the results of the test.

Knowledge of or earnestly dedicated to learn about Menominee culture as it pertains to the developmental parent/school/community relations and the formation of school policy and regulations. Ability to work with parents to understand their child's emotions, behaviors, and learning styles. Good student/parent/staff relation skills are required. Applicant must have the ability to interact with students and families with objectivity, respect, tact and empathy.

PERFORMANCE APTITUDES

Data Utilization: Requires the ability to perform mid to upper level data analysis, including the ability to coordinate, strategize, systemize and correlate, using discretion in determining time, place, and/or sequence of operations within an organizational framework. Requires ability to implement decisions based on such data, and overseeing the execution of these decisions.

Human Interaction: Requires the ability to act as a first line supervisor, including scheduling, approving time off, providing technical training, providing employee feedback, providing discipline, and recommending employee selection.

Equipment, Machinery, Tools, and Materials Utilization: Requires the ability to operate, maneuver and/or provide simple but continuous adjustment on equipment, machinery, tools, and/or materials used in performing essential functions.

Verbal Aptitude: Requires the ability to utilize a wide variety of reference, descriptive, advisory and/or design data and information.

Mathematical Aptitude: Requires the ability to perform addition, subtraction, multiplication, and division; ability to calculate decimals and percentages; may require ability to utilize principles of fractions and/or interpret graphs.

Functional Reasoning: Requires the ability to apply principles of influence systems, such as supervision, managing, leading, teaching, directing, planning, coordinating and controlling. Ability to exercise independent judgment to apply facts and principles for developing approaches and techniques to problem resolution.

Situational Reasoning: Requires the ability to exercise the judgment, decisiveness and creativity required in situations involving the direction, control and planning of an entire program or set of programs.

BEHAVIORAL EXPECTATIONS

Must be able to work in a properly collegial relationship with co-workers. Must be able to interact with other departments within the Tribe in the spirit of compromise. Must be able to take on additional responsibilities in a spirit of cooperation and teamwork. Must be able to maintain an atmosphere of trust, fairness and respect and be mutually supportive with co-workers. Must be able to maintain strict confidentiality.

21st Century Coordinator

Tribal School
Class Description # 4947
Grade 6 Non exempt
11/13/06

GENERAL DESCRIPTION OF DUTIES

Under the direct supervision of the Special Education Coordinator and the Tribal School Administrator, the purpose of the position is to monitor the 21st Century Grant, organize events, collect data and write reports.

EXAMPLES OF ESSENTIAL FUNCTIONS

Coordinate after-school programming at MTS and Woodland Boys and Girls Club.

Coordinate and assist the Summer Programming at Menominee Tribal School.

Identify youth at MTS and MISD who need academic assistance.

Organize academic intervention plans for students.

Arrange meetings between parents, teachers and staff.

Identify needs in community for parents and family events.

Participate in community meetings.

Gather data on student achievement and participation.

Design parent and community survey.

Analyze data and summarize data for producing reports.

Organize relevant staff development.

Perform related duties as directed.

MINIMUM TRAINING AND EXPERIENCE

Associate's degree preferred; supplemented by minimum three (3) years previous experience and/or training that includes working in an educational system and / or supervising personnel that includes budget management or an equivalent combination of education, training and experience.

SPECIAL REQUIREMENTS

Must not have any record or pending court action for child abuse, neglect or other crimes as specified by the Department of Health and Social Services.

Candidates selected for hire must pass a drug test and employment will be contingent on results of said test.

Must be well organized, multi-tasked oriented and able to work with minimum supervision.

Must have knowledge of and be able to follow DPT guidelines.

21st Century Coordinator

Must have knowledge of safety and health procedures, and promote the need for a safety environment with employees.
Must possess excellent communication skills, both written and verbal to form positive relationships with students, parents and fellow workers.
Must possess the ability to interact and work well with people.
Must possess a valid Wisconsin Driver's License, a reliable vehicle with state required minimum liability insurance.

PERFORMANCE APTITUDES

Data Utilization: Requires the ability to perform mid-level data analysis including the ability to audit, deduce, assess, conclude and appraise. Requires discretion in determining and referencing such to established criteria to define consequences and develop alternatives.

Human Interaction: Requires the ability to provide guidance, assistance, and/or interpretation to others, such as co-workers and/or the public, on how to apply procedures and standards to specific situations.

Equipment, Machinery, Tools, and Materials Utilization: Requires the ability to operate, maneuver and/or provide simple but continuous adjustment on equipment, machinery, tools, and/or materials used in performing essential functions.

Verbal Aptitude: Requires the ability to utilize a wide variety of reference, descriptive, advisory and/or design data and information.

Mathematical Aptitude: Requires the ability to perform addition, subtraction, multiplication, and division.

Functional Reasoning: Requires the ability to apply principles of influence systems, such as supervision, managing, leading, teaching, directing, planning, coordinating and controlling. Ability to exercise independent judgment to apply facts and principles for developing approaches and techniques to problem resolution.

Situational Reasoning: Requires the ability to exercise the judgment, decisiveness and creativity in situations involving a variety of generally pre-defined duties which are often characterized by frequent change.

BEHAVIORAL EXPECTATIONS

Must be able to work in a properly collegial relationship with co-workers. Must be able to interact with other departments within the Tribe in the spirit of compromise. Must be able to take on additional responsibilities in a spirit of cooperation and teamwork. Must be able to maintain an atmosphere of trust, fairness and respect and be mutually supportive with co-workers. Must be able to maintain strict confidentiality.

TRIBAL SCHOOL
LEAD TEACHER
CLASS DESCRIPTION
Grade: Contract

GENERAL DESCRIPTION OF DUTIES

Under the direct supervision of the Tribal School Administrator, the purpose of the position is to have a lead teacher from each section of classes in Kindergarten through 2nd grades; 3rd through 5th grades; and 6th through 8th grades have responsibility to make daily operational decisions about each unit.

SPECIFIC DUTIES AND RESPONSIBILITIES

EXAMPLES OF ESSENTIAL FUNCTIONS

Design daily schedules and make adjustments to schedule as appropriate throughout the school year and create a bell schedule

Meet with unit teachers to keep them informed or promote collaboration of programming

Develop lunch and playground supervision schedule

Develop system in each unit to have aids copy materials as necessary

Generate rules and guidelines for detention in each unit that is developmentally appropriate for each age group

Identify needs in each unit of students and bring them to Administrative Team

Organize trips, holidays, special programming in each unit

Facilitate community service opportunities for children

Coordinate activities within the school across grade levels (Plays, Presentations, Conferences, etc.)

Orient new teachers and assist teachers in unit with policies and procedures or in improving their practices, act as a liaison for unit teachers

Direct unit teachers to complete lists that designate volunteer jobs for parents

Remind teachers of obligation to volunteer for 3 activities per year

Represent unit teachers in Administrative Team members as necessary

Keep Tribal School Administrator Informed of important issues in the school

Help the school develop a comprehensive instructional program with clear goals

Provide leadership skills to teachers, for students and parents

Submit meeting notes on highlighting information

MINIMUM TRAINING AND EXPERIENCE

A Lead teacher must be certified through the Department of Public Instruction through the state of Wisconsin to teach K – 8. It is preferred for the teacher to be employed a minimum of 1 year at Tribal School.

SPECIAL REQUIREMENTS

Must be willing to work additional hours that go beyond the contracted teaching time.

Special Education Paraprofessional

Tribal School
Grade 4 Non-exempt
Class Description # 4931
Revised 7/22/08

GENERAL DESCRIPTION OF DUTIES

Under the direct supervision of the Special Education Coordinator, the purpose of the position is to work concert with the Teacher in the activitles of the classrooms.

EXAMPLES OF ESSENTIAL FUNCTIONS

Assist the children with learning activities directed by the Teacher.

Provide some direction and supervision to the students in the Teachers absence.

Assist the Teacher in the grading process so as to expedite the learning activities available to the children.

Provide supervision to the students In playground activities.

Participate in courses and workshops that can enhance their professional status and to enhance the learning process.

Participate in school activities outside of the regular work hours at the request of the Teacher or School Coordinator.

MARGINAL FUNCTIONS

Hallway monitoring

Lunch room monitoring

Playground monitoring

Perform related duties as directed.

MINIMUM TRAINING AND EXPERIENCE

High school diploma or GED required; supplemented by at least two (2) years of higher education that is equivalent to at least 48 semester hours from an accredited higher education institution; or met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assignment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics).

SPECIAL REQUIREMENTS

MUST NOT HAVE ANY RECORD OR PENDING COURT ACTION FOR CHILD ABUSE, NEGLECT OR OTHER CRIMES AS SPECIFIED BY THE DEPARTMENT OF HEALTH AND SOCIAL SERVICES.

Candidates selected for hire will be subject to a drug test and employment will be contingent on the results of said test.

Attendance on a dally basis is essential.



MENOMINEE INDIAN TRIBE OF WISCONSIN

P.O. Box 910
Keshena, WI 54135-0910

January 17, 2013

BIE 21st Century Community Learn Center
BIE/ASC/DPA
BIA Building 2
1011 Indian School Road, NW
3rd Floor, Suite 332
Albuquerque, NM 87194

RE: Menominee Indian Tribe of Wisconsin's Bureau of Indian Education (BIE) 21st Century Community Learning Center (CLC) Proposal

Dear Jack Edmo,

Menominee Tribal School (MTS) students score significantly below their state peers on the Wisconsin Knowledge and Concepts Exam (WKCE) in reading and math. The 2011-12 WKCE data indicates that 66% of MTS students scored proficient or advanced in reading, well below the No Child Left Behind Adequate Yearly Progress (AYP) goal of 87%. The same holds true in math with only 54% of students scoring proficient or advanced, significantly short of the AYP goal of 79%.

As the Tribal Chairman, I support MTS' 21st Century CLC grant proposal to implement a multi-agency CLC that will address four identified needs-based quadrants, which are Academics, Health and Wellness, Community and Family, and Culture and Self-Identity.

I feel this after school program will provide opportunities for our Menominee children and youth to excel academically, physically, socially, and culturally. These students are the future of the Menominee Nation and need the additional tutoring and other learning opportunities that will be provided through the 21st Century CLC program.

Respectfully,

MENOMINEE INDIAN TRIBE OF WISCONSIN

A handwritten signature in cursive script that reads "Craig Corn".

Craig Corn, Tribal Chairman
"Atuatepekan Enaeniw Wapemen"

C: Chairman's Office
Menominee Tribal School
File



Menominee Tribal School

W6817 Church Street
PO Box 39
Neopit, WI 54150
Office: (715) 756-2354
Fax: (715) 756-2364

January 17, 2013

BIE 21st Century Community Learn Center
BIE/ASC/DPA
BIA Building 2
1011 Indian School Road, NW
3rd Floor, Suite 332
Albuquerque, NM 87194

RE: Menominee Indian Tribe of Wisconsin's Bureau of Indian Education 21st Century Community Learning Center Proposal

Dear Jack Edmo,

As the Principal/Administrator of Menominee Tribal School (MTS), I am writing this letter of support on behalf of the staff and students in our efforts to develop a 21st Century Community Learning Center, which we will title, "Bear Trails," as the bear is the symbol of MTS. During the planning of the program, a team identified four critical areas that the Bear Trails program would address through the curriculum and activities:

1. Academics
2. Health & Wellness
3. Community & Family
4. Culture & Self-Identity

Additionally, as a parent of 3 MTS students and being a Menominee community member, I understand the importance of ensuring that our Menominee youth have every available opportunity to increase their academic skills, live healthy lifestyles and make healthy choices, feel connected to the community, and have a strong sense of self-worth and pride in their Menominee heritage. The vision of MTS is to create a safe environment, integrate Menominee values, and achieve academic excellence in order to nurture individuals who positively impact their community. Our mission is to teach respect for diversity; promote opportunities for academic success; foster life-long learners; incorporate 21st century skills; integrate Menominee language & culture; and form school, family and community partnerships.

This grant provides an opportunity to move our school forward in support of our vision and mission.

Respectfully,

Shannon Chapman, Principal/Administrator
Menominee Tribal School

C: Menominee Tribal School
File

Where the Bear Walks, there is power.



MENOMINEE INDIAN TRIBE OF WISCONSIN

P.O. Box 910
Keshena, WI 54135-0910

January 17, 2013

BIE 21st Century Community Learn Center
BIE/ASC/DPA
BIA Building 2
1011 Indian School Road, NW
3rd Floor, Suite 332
Albuquerque, NM 87194

RE: Menominee Indian Tribe of Wisconsin's Bureau of Indian Education (BIE) 21st Century Community Learning Center (CLC) Proposal

Dear Jack Edmo,

Menominee Tribal School (MTS) students score significantly below their state peers on the Wisconsin Knowledge and Concepts Exam (WKCE) in reading and math. The 2011-12 WKCE data indicates that 66% of MTS students scored proficient or advanced in reading, well below the No Child Left Behind Adequate Yearly Progress goal of 87%. The same holds true in math with only 54% of students scoring proficient or advanced, significantly short of the AYP goal of 79%.

As the MTS School Board President, I am acutely aware of the need to increase our student's proficiency in math and reading. Additionally, as a teacher and tribal member, I know the importance of ensuring that our Menominee children and youth have every available opportunity to increase their academic levels, improve their health, feel connected to the community, and have a solid understanding on the Menominee Culture and self-identity. This is why I support MTS' 21st Century CLC grant proposal to implement a multi-agency CLC that will address four identified needs-based quadrants, which are Academics, Health and Wellness, Community and Family, and Culture and Self-Identity.

I feel this after school program will provide opportunities for our Menominee children and youth to excel academically, physically, socially, and culturally. These students are the future of the Menominee Nation and need the additional tutoring and other learning opportunities that will be provided through the 21st Century CLC program.

Respectfully,

*Was unavailable for signature.
Signed letter will be submitted via email at later date.*

Paula Waukau, School Board President
Menominee Tribal School Board

C: Menominee Tribal School
File



Menominee Tribal School

W6817 Church Street
PO Box 39
Neopit, WI 54150
Office: (715) 756-2354
Fax: (715) 756-2364

BUREAU OF INDIAN AFFAIRS 21ST CENTURY COMMUNITY LEARNING CENTERS MEMORANDUM OF UNDERSTANDING

Menominee Tribal School and other community service providers will implement a multi-agency Community Learning Center (CLC) Program entitled Bear Trails Program that addresses four needs-based quadrants:

1. Academics;
2. Health and Wellness;
3. Community and Family; and
4. Culture and Self-Identity.

The CLC Bear Trails Program will increase students' daily average attendance, reading and math proficiency levels, and parent involvement, while decreasing student referrals for negative behaviors.

The joint partners are hereby committed to continued participation in the CLC Bear Trails Program with the intent of improving relevant student services and parent/guardian involvement in the four needs-based quadrants.

The Woodland Boys and Girls Club: The Woodland Boys and Girls Club will provide extra space for Power Hour as well as extended hours to local students. Their programming also includes computer access, parent days and community dinners, Passport to Manhood programming, Torch Club, and community service opportunities.

Menominee Tribal Clinic (Clinic): The Clinic will conduct educational presentations on topics ranging from nutrition education, diabetes education, dental health care, and tobacco. The Clinic's Wellness Team will conduct body, mass, index (BMI), blood sugar, and additional wellness tests throughout the program.

University of Wisconsin (UW)-Menominee County/Nation Extension: The UW-Menominee County/Nation Extension will offer nutrition education programming for students and parents actively participating in the CLC Bear Trails Program.

Menominee Veteran's Association: The Menominee Veteran's Association is well respected and is renowned for their community service in and out of the Reservation. These Veterans will provide mentoring for students with a high number of behavioral referrals and truancy issues.

Menominee Tribal Police Department (MTPD): The MTPD will provide educational presentations on cyber bullying and safety. They will also provide numerous avenues of recreational activities for youth such as Badges for Baseball and an annual Three-On-Three Basketball Tournament. Their Domestic Violence programmers have offered to provide programming on healthy relationships to our middle school students. Additionally, they have Domestic Violence Advocates (if Maehno) or Crime

Where the Bear Walks, there is power.



Menominee Tribal School

W6817 Church Street
PO Box 39
Neopit, WI 54150
Office: (715) 756-2354
Fax: (715) 756-2364

Victims Specialists (if MTPD) that will provide a mini-series (or a presentation) on healthy relationships for the middle school students.

Maehnowesekiyah Wellness Center (Maehnowesekiyah): Maehnowesekiyah is the Tribe's treatment center that provides culturally based alcohol and other drug (AOD) prevention, invention and treatment. Maehnowesekiyah will administer the Youth, Risk Behavior Survey for all MTS students. A subdivision of Maehnowesekiyah is the Domestic Violence (DV) Shelter that has trained DV and Sexual Assault (SA) Counselors and Advocates. Maehnowesekiyah and the DV Shelter will provide various DV and SA information and prevention presentations to participants of the Bear Trails Program. These presentations will assist participants to make healthy choices while keeping themselves safe.

Youth Development and Outreach (YDO): YDO provides community family programming that centers around youth. YDO will provide Sons and Daughters of Tradition Program Curriculum, which is a culturally-based self-identity program to the Bear Trails students.

Menominee Tribal Enterprise (MTE) Forestry Department: MTE is one of the largest employers on the Reservation and is located less than a mile from MTS and the Woodland Boys and Girls Club. They will provide volunteers to instruct students in environmental education such as how to use a GPS and tree identification. Additionally, MTE also has personnel from within, in conjunction with the Menominee Business Department, who will arrange for facilitators to conduct a Financial Wellness presentation for the Bear Trails' parents and students.

Menominee Conservation Department (Conservation): Conservation is responsible to preserve and protect the Tribe's wild life and natural habit. They will provide informational presentations concerning the various wild life and habit on the Reservation, such as if it is protected or could cause potential harm to an individual.

College of the Menominee Nation (CMN): CMN is renowned for their sustainability program and have provided partnerships to MTS in environmental issues and waste analysis. CMN also has a Technology Center as a community resource with an open invitation for various trainings provided to Bear Trail students and adults alike. They also have a chapter of AISES (American Indian Science and Engineering Society), which will provide STEM (Science, Technology, Engineering, and Math) educational experiences our students.

Menominee Indian HeadStart (HS): MTS and HS collaborate to provide parent education opportunities that promote Kindergarten readiness and reduces the need to catch up students. HS will continue to collaborate with MTS to provide these parent education opportunities. Additionally, HS' main campus, located in Keshena, has a marquee on the main street that will advertise the Bear Trails Family Night and other events.

Where the Bear Walks, there is power.



Menominee Tribal School

W6817 Church Street
PO Box 39
Neopit, WI 54150
Office: (715) 756-2354
Fax: (715) 756-2364

Shannon Chapman

Date

1/16/13

Shannon Chapman, Principal
Menominee Tribal School

Donna Hora Schwobe

Date

1/16/13

Donna Hora-Schwobe, Interim Director
Woodland Boys & Girls Club

Jerry Waukau

Date

1/17/13

Jerry Waukau, Administrator
Menominee Tribal Clinic

Jennifer Gauthier

Date

Jan 17, 2013

Jennifer Gauthier, Wisconsin Nutrition Education Coordinator
UW-Menominee County/Nation Extension

Gilbert A. Boivin, Sr.

Date

1-17-13

Gilbert A. Boivin, Sr., Commander
Menominee Veterans Association

Bryan Lepscier

Date

1-17-13

Bryan Lepscier, Chief of Police
Menominee Tribal Police

Shannon J. Wilber

Date

1/17/2013

Shannon Wilber, Director
Maehnowesekiyah Wellness Center

Darwin Dick

Date

1-17-13

Darwin Dick, Director
Youth Development and Outreach

Larry Waukau

Date

1-17-13

Larry Waukau, President
Menominee Tribal Enterprises



Menominee Tribal School

W6817 Church Street
PO Box 39
Neopit, WI 54150
Office: (715) 756-2354
Fax: (715) 756-2364

Walter J. Cox

Date 1-17-13

Walter Cox, Director
Menominee Conservation Department

Dr. Verna Fowler

Date 1/17/2013

Dr. Verna Fowler, President
College of the Menominee Nation

Gary M. Pyawasay

Date 1/17/13

Gary Pyawasay, Director
Menominee Indian HeadStart