

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Indian Demonstration Grants for Indian Children

CFDA # 84.299A

PR/Award # S299A160095

Grants.gov Tracking#: GRANT12176151

OMB No. 1810-0722, Expiration Date: 06/30/2018

Closing Date: May 31, 2016

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
- Application
- Changed/Corrected Application

* 2. Type of Application:

- New
- Continuation
- Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

05/31/2016

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:

Saginaw Chippewa Indian Tribe of Michigan

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

38-6178758

* c. Organizational DUNS:

0823188410000

d. Address:

* Street1:

7070 East Broadway

Street2:

* City:

Mount Pleasant

County/Parish:

Isabella County

* State:

MI: Michigan

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

48858-8970

e. Organizational Unit:

Department Name:

Behavioral Health

Division Name:

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

Prefix:

Mr.

* First Name:

David

Middle Name:

* Last Name:

Garcia

Suffix:

Title:

Behavioral Health Administrator

Organizational Affiliation:

Saginaw Chippewa Indian Tribe of Michigan

* Telephone Number:

989-775-4821

Fax Number:

* Email:

dgarcia@sagchip.org

Application for Federal Assistance SF-424

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

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-022916-002

* Title:

Office of Elementary and Secondary Education (OESE): Office of Indian Education (OIE): Indian Education Discretionary Grants Programs: Demonstration Grants for Indian Children Program CFDA Number 84.299A

13. Competition Identification Number:

84-299A2016-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Niijkewehn Mentoring Program Native Youth Community Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix:

* First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <input type="text" value="Sylvia Murray"/>	TITLE <input type="text" value="Tribal Chief"/>
APPLICANT ORGANIZATION <input type="text" value="Saginaw Chippewa Indian Tribe of Michigan"/>	DATE SUBMITTED <input type="text" value="05/31/2016"/>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Saginaw Chippewa Indian Tribe of Michigan

* Street 1: 7070 East Broadway Street 2: _____

* City: Mount Pleasant State: MI: Michigan Zip: 48858

Congressional District, if known: MI-004

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299
---	---

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name Not Applicable Middle Name _____

* Last Name Not Applicable Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name Not Applicable Middle Name _____

* Last Name Not Applicable Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Sylvia Murray

* Name: Prefix Mr. * First Name Frank Middle Name J.
* Last Name Cloutier Suffix _____

Title: Tribal Chief Telephone No.: 989-775-4103 Date: 05/31/2016

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PR/Award # S299A160095

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDOcketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

Section427GEPA.pdf	Add Attachment	Delete Attachment	View Attachment
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To: U.S. Department of Education

From: Saginaw Chippewa Indian Tribe of Michigan

RE: Department of Education's General Education Provisions Act (GEPA)

As a Native Youth Community Project (NYCP) new grant applicant, the Saginaw Chippewa Indian Tribe of Michigan is providing information consistent with the Department of Education's General Education Provisions Act (GEPA) as a requirement to receive funding under the NYCP program. We acknowledge that we are not a State-formula grant program nor a local school district applying to the State for funding. We are however a federally recognized Tribe that seeks to comply with the spirit of the law while improving the overall well-being of our tribal children and families and promoting education and college/career readiness. This, while fulfilling our obligation to serve a diverse community at large.

Therefore as a potential recipient of federal funding assistance, we provide this description of how we seek to address the barriers that might impede access or program participation: gender; race, national origin, color, disability or age.

The Tribe's steps to overcome barriers to program participation include:

- The utilization of program outreach in the form of posters, brochures and social media pages that portray and honor diverse cultures including the LGBTQ community that is easy to understand print and multimedia messaging;
- Outreach materials that provide bi-lingual language and telephone contact information;
- Tribal web-page information that portrays and honors the hearing impaired with a TLL number to call;
- Develop mentoring program and instructional materials that reflect diverse cultures and languages;
- Engage and expose mentors and mentees to multiple and diverse cultural experiences that reflect local, university and culturally distinct experiences;
- Offer language assistance to individuals who have limited English proficiency and/or other communication needs, at no cost to them;

In doing the above, we assure equity of access and participation in the Nijikewehn Mentoring Program.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Saginaw Chippewa Indian Tribe of Michigan

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. * First Name: Frank Middle Name: J.

* Last Name: Cloutier Suffix:

* Title: Tribal Chief

* SIGNATURE: Sylvia Murray

* DATE: 05/31/2016

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

The Nijjkewehn Mentoring Program (NMP), a collaborative partnership with the Saginaw Chippewa Indian Tribe (SCIT) of Michigan and Central Michigan University (CMU) began in 2002 with a Resolution authorized between the two entities on June 25, 2002. The SCIT and CMU have a strong historic and cooperative relationship that complements each entity's goals and encourages collaborative efforts to improve and enhance the quality of life of citizens of the region. The SCIT and CMU jointly promote educational assistance and opportunities for Native American students at the primary, secondary and collegiate levels, including the implementation of the Native American middle school mentoring program, signing an articulation agreement between the Saginaw Chippewa Tribal College and CMU and increasing scholarship opportunities for Native American students at CMU.

From that date in 2002, the NMP has been a collaborative mentoring effort to enhance college and career readiness for Native American youth. Through the U. S. Department of Education's funding opportunity, Indian Education Demonstration Grants Program, Native Youth Community Projects, the SCIT, a Federally Recognized Tribe, seeks federal assistance to strengthen the capacity of the NMP to enhance college and career readiness through a system of care that is comprehensive, collaborative, coordinated and culturally congruent in service to Native American students.

The project objectives align with the absolute priority in that the applicant is the SCIT and the Local Educational Agencies are Mt. Pleasant Public Schools and Shepherd Public Schools. The project also aligns with the competitive preference priorities as follows:

Competitive Preference Priority One: The City of Mt. Pleasant, located in Isabella County, Michigan is a rural local community. Although we are a rural community, Mt. Pleasant Public Schools and Shepherd Public Schools are not eligible under the Small Rural Schools Achievement or Rural and Low-Income School programs.

Competitive Preference Priority Two: The application's lead partner is the SCIT.

Competitive Preference Priority Three: The SCIT has been awarded a grant through the State Tribal Education Partnership in the last four years.

Objectives of the Niijkewehn Mentoring Program are as follows:

OBJECTIVE 1: By December 15, 2016 implementation of administrative structure necessary for grant activity to ensure successful project startup and overall program success which maintains fiscal integrity, tribal administrative practices, policies and accounting procedures are in place.

OBJECTIVE 2: Implement plans for stabilization and restructuring of NMP while sustaining service capacity to ensure continued preparedness for students to be college and career ready through opportunities for youth to connect with positive role models through the implementation of a comprehensive recruitment campaign at higher education institutions, and private industry.

OBJECTIVE 3: By September 30, 2020 the NMP will enhance the capacity of the SCIT to increase College and Career readiness among youth through participation in the NMP as evidenced by a decrease of 25% in high school dropout rates, 25% increase in high school graduation rates, and improve school attendance among program participants by 25%.

OBJECTIVE 4: By September 30, 2020 maintain alcohol and drug-free lifestyles of participants by 100% through the implementation mentoring relationships that are culturally congruent.

OBJECTIVE 5: NMP will incorporate the required DOE-NYCP evaluation activities. Doing so ensures the project meets its proposed goal and will have documented project outcomes while maintaining fiscal accountability for grant funding, which will be evidence by a 40% enrollment rate in college and career programs of NMP participants by September 30, 2020.

The NMP enriches and empowers our youth so they have the academic preparation, individual commitment and community and family support to succeed in college and their careers. In use of the above five objectives, the NMP will be successful in achieving the goal of enhancing college and career readiness.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Need for Project

As a result of analysis of various data sets collected within the Saginaw Chippewa Indian Tribe of Michigan (SCIT) it is clear need for a community-led partnership and comprehensive project that will help American Indian/Alaska Native (AI/AN) children become college- and career- ready. The needs assessment process was insightful as to the state of the community's physical, spiritual and environmental status and resources. Indicating an alarming disparity for youth and challenges this community is faced with preparing children for college and career readiness. Upon review of information it is apparent there are many tribal programs collecting information that may not be used as effectively when informing program operations, services, and specifically as it relates to the responsibility of preparing a comprehensive approach to college and career readiness. There are multiple service points that target tribal youth

An examination of the educational status of youth from the Saginaw Chippewa Indian Tribe highlighted fragmented systems, inconsistent data, and disjointed service delivery system that demonstrate the need for effectiveness of services and programs to improve the educational opportunities and achievement of preschool, elementary, and secondary Indian Students. To support a community-led partnership, and comprehensive projects to help American Indian/Alaska Native (AI/AN) children become college- and career-ready. This results in a duplication of services in some instances, as programs offer educational advocacy, tutoring assistance, prevention services in a siloed environment which contributes to a lack of comprehensive care in preparing Tribal children for college and career readiness.

This project proposal is informed by evidence, which includes an evaluation of data from this defined geographic location, and includes a synopsis of National, State, and Local demographic content, beginning with the lead applicant, the Saginaw Chippewa Indian Tribe of

Michigan. The SCIT is a federally recognized Indian Tribe established by Treaty on August 2, 1855. Organized under Constitution and By-Laws ratified by the Tribe on November 4, 1986 pursuant to P.L. 99-346, the Tribal Clerk's Office reports it has an approximate membership of 4,245 of which 2,174 reside on the Isabella Reservation. According to the Bureau of Indian Affairs Population and Labor Report dated January 16, 2014, total service area population of SCIT is 3,643. For consideration of this application, the defined geographic service area will be focused on the segment of this Tribe's population that is directly located within the Isabella Indian reservation boundaries. Located within this defined geographic service area is the partnering Local Education Agency (LEA) for Mt. Pleasant Public Schools (MPPS) and Shepherd Public Schools (SPS) and Central Michigan University the other partnering organizations.

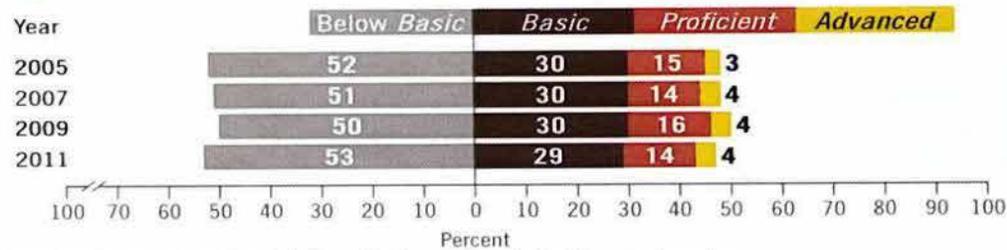
The largest community near the Isabella Reservation is the City of Mt. Pleasant, located three miles west of the Tribal Center with a population of 26,016 as of 2010. It is surrounded by a diverse population of approximately 70,698 persons in Isabella County that is mostly rural with an unemployment rate of 4.7% and an alarming poverty rate of 28.3%. The population of American Indian and Alaska Native alone is approximately 3.8% as reported in Isabella County. The Central Michigan area does have a growing commercial and light industry base with major employers including the Saginaw-Chippewa Indian Tribe, Central Michigan University, McLaren Central Michigan, Morbark Industries, Delfield Company, Meijer Corporation, LaBelle Management, CME Corporation, and Unified Brands. The Tribe's Soaring Eagle Casino and Resort is the area's largest employer with a workforce in Isabella County of 3,215 employees. Central Michigan University (CMU) is the second largest employer with 2,600 full-time faculty and staff, an estimated 725 temporary employees and an estimated 5,700 students every year.

As evidenced by data and information provided by the SCIT; a powerful and insightful picture emerges into the primary presenting issues challenging this community and further illustrates and validates the Tribe's concerns. SCIT students fall considerably below other student subgroups in proficiency levels in both English Language Arts and Mathematics thus jeopardizing Indian children's readiness for college and careers, and this outcome is further compromised by other identified barriers, such as youth safety, high levels of community substance abuse, and staggering violence related incidents.

Presented is a synopsis of national data of proficiency scores in English Language Arts (Reading and Writing) and Mathematics for American Indian/Native Alaskan students as compared to local information from the lead applicant's defined geographic location. Coupled with a staggering truancy rates this tribal community exposes a predominate need for recognition that academic preparation as a prerequisite for success following high school graduation is of vital importance. Positive outcomes are directly impacted by current personal and social developments, and that workplace readiness is important in a young person's K-12 education. With focus on status of college and career readiness of tribal youth, analysis revealed an apparent need for increased tutoring and mentoring.

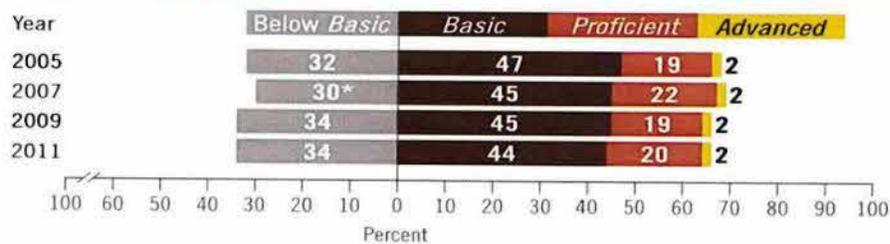
The National Indian Education Study (NIES) is administered as part of the National Assessment of Educational Progress (NAEP) to allow more in-depth reporting on achievement and experiences of American Indian/Alaska Native (AI/AN) students in grades 4 and 8. Results presented in this report highlight findings on educational experiences of fourth- grade AI/AN students based on responses to the NIES student, teacher, and school questionnaires, and on performance of AI/AN students in the NAEP reading and mathematics assessments (2011):

Figure 2. Trend in NAEP reading achievement-level results for fourth-grade AI/AN students



NOTE: AI/AN = American Indian/Alaska Native. Detail may not sum to totals because of rounding.

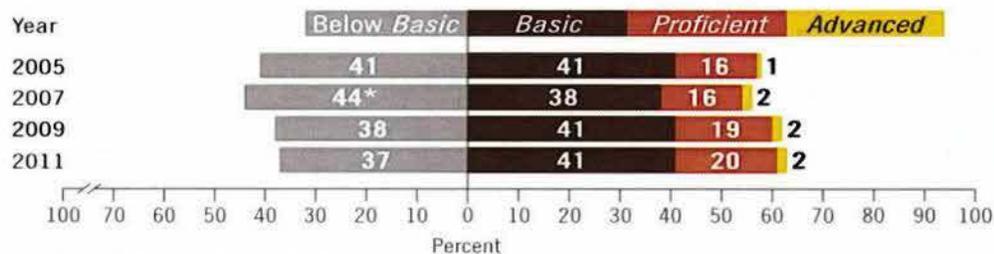
Figure 16. Trend in NAEP mathematics achievement-level results for fourth-grade AI/AN students



* Significantly different ($p < .05$) from 2011.

NOTE: AI/AN = American Indian/Alaska Native. Detail may not sum to totals because of rounding.

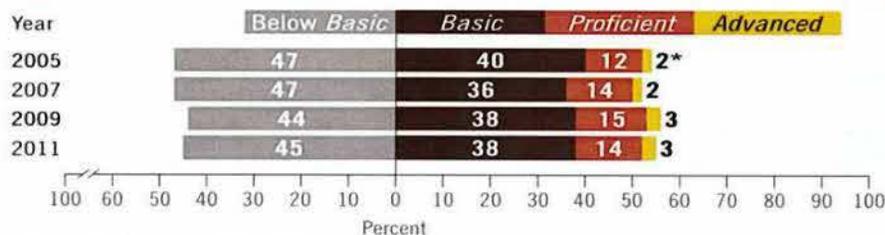
Figure 4. Trend in NAEP reading achievement-level results for eighth-grade AI/AN students



* Significantly different ($p < .05$) from 2011.

NOTE: AI/AN = American Indian/Alaska Native. Detail may not sum to totals because of rounding.

Figure 18. Trend in NAEP mathematics achievement-level results for eighth-grade AI/AN students



* Significantly different ($p < .05$) from 2011.

NOTE: AI/AN = American Indian/Alaska Native. Detail may not sum to totals because of rounding.

The Mt. Pleasant Public School District publishes an Annual Education Report (AER); this in-depth analysis incorporates complex reporting information required by Federal and some requirements of State laws. Reported in the school districts AER is an evaluation of the State Assessment – Demographic Report data for the School Year 2013-14:

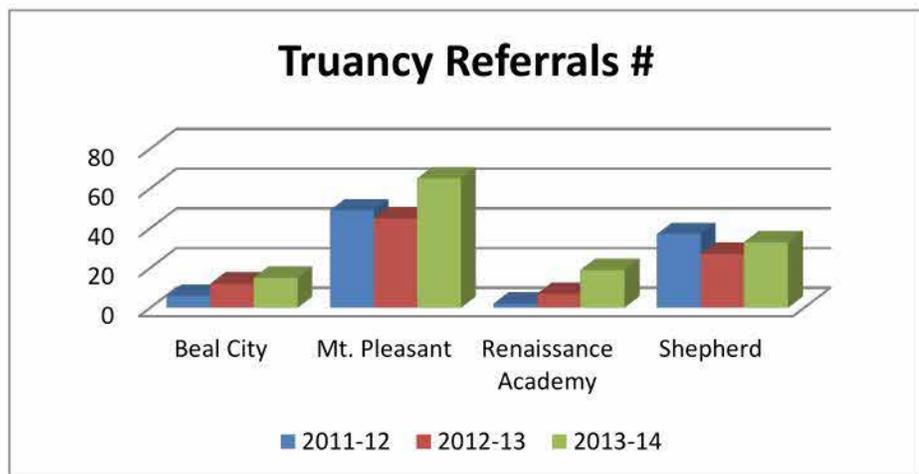
State Assessment - Demographic Report Mt. Pleasant Public School District				
Student Subgroup	English Language Arts (Reading and Writing)		Mathematics	
	Percent Tested Goal: 95%	Percent Proficient and Advanced (Level 1 & 2)	Percent Tested Goal 95%	Percent Proficient and Advanced (Level 1 & 2)
All Students	98.9%	88.3%	98.6%	65.9%
American Indian/ Native Alaskan	99.5%	77.3%	97.6%	45.0%
White, Not of Hispanic Origin	98.7%	90.5%	98.8%	68.5%
Students with Disabilities	98.6%	68.3%	98.0%	49.1%
Economically Disadvantaged	98.5%	81.3%	98.4%	51.9%
Bottom 30%	98.9%	60.1%	98.6%	11.2%

An evaluation of State Assessment – Demographic Report data for the Mt. Pleasant Public School District, validates the SCIT’s concerns that American Indian/Native Alaskan students fall considerably below other student subgroups in proficiency levels in both English Language Arts and Mathematics, as reported in the 2013-2014 Annual Report for MPPS. This disparity in the percentage of proficiency is a staggering barrier of college and career readiness for tribal youth. Shepherd Public Schools due to limited capacity at this time was unable to format State Assessment – Demographic Report data for the school district that reports the proficiency levels in both English Language Arts and Mathematics, as reported for the school year 2013-2014. It should be noted that this request has been formally submitted and is forthcoming for the purposes of this funding opportunity.

Truancy in the first semester of the 2014-15 school years, the Saginaw Chippewa Tribe's Education Department served 675 tribal students. Of these, 158 students or 23.4% of those served were referred due to truancy. This statistic indicates an alarming rate of one in four tribal students attending local public schools were truant during this time period. In January 2015 alone, the Education Department identified 32 truancy referrals. Given first semester and January data and, if this referral trend continues, at school year ending June 2015 more than 50% of Indian students attending local public schools will have been truant.

Even more alarming, 37.9 percent (60 students) of first semester truancy referrals were elementary students, while 16.4 percent were middle school students and 63, or 39.8 percent were high school or alternative high school students. Unfortunately, the data is consistent with truancy data cited in the report, *Together for Tomorrow*¹ a 2012 White House initiative with the Corporation for National & Community Service on school improvement initiatives. According to the report, *chronic absenteeism is a national crisis and is a red alert that students are headed for academic trouble, eventually dropping out of school and increasing delinquent behaviors.*

Based on the assessment of programs and services offered to local Indian students for preparation of college and career readiness it is apparent



there is a need for streamline data collection from all service providers, capacity building to enhance role-modeling in a young person's life that promotes the value of education.

Furthermore, it is necessary for youth to understand that success can be defined in many ways including career readiness, technical skill development, and military service.

The Nijikewehn Mentoring Program, a partnership between the Saginaw Chippewa Indian Tribe and Central Michigan University, presents the greatest opportunity to support Indian students for college and career readiness. Established in 2002, the program has an existing operational infrastructure that functions within the defined geographical location. The NMPs primary focus is to increase retention and graduation rates of Native American youth and college students, and to support Native American cultural traditions across generations. Furthermore, the NMP functions under the advisement of a partnership between the SCIT and CMU, and implements program services in the Mt. Pleasant Public Schools and Shepherd Public Schools districts.

The SCIT has a multi-varied approach that contributes to college and career readiness for youth such as the Honoring Our Children Initiative, a Cooperative Agreement between the Inter-Tribal Council of Michigan and the Saginaw Chippewa Indian Tribe. Funded through the W. K. Kellogg Foundation, the initiative is to provide Tribal Communities the support to strengthen and collectively sustain and impact (0-8) early childhood systems serving Native American families. Funding is to support work toward improving infrastructure of early childhood systems that engage the community and support high quality care and education. The key goals of the program are to increase the community's capacity to support families through connections, communication, learning, gatherings/events and leadership for early childhood success. Learning outcomes may include but are not limited to raising awareness, enhancing family skills, improving consensus/teamwork, fostering coalitions/utilizing existing networks, formulating policies/strategies and implementing strategies/creating sustainable plans for the future.

Enhanced collaboration with other programs and services is needed for the direct benefit of preparing this target population to be college and career ready. Furthermore, there are key initiatives in place that compliment this funding opportunity through enhancement and influence of macro-systems and a continuum of support that will enhance outcomes of this project.

The SCIT Tribal Education Department (TED) is committed to developing educated, confident, competitive, proficient citizens who excel in any venture they pursue while maintaining their rich Anishinabe culture and language. Developed in May 2009 the Education Strategic Planning Session and approved by the Tribal Education Advisory Board (TEAB) on September 16, 2009 are the three main goals of the Saginaw Chippewa Tribal Education Department are:

1. To strengthen the quality of education in the Saginaw Chippewa Tribal Community.
2. To provide leadership and support for high quality academics, cultural awareness, and language within and throughout all education department programs.
3. To modify, update, change, and implement policies to meet the continuously changing educational needs of the Saginaw Chippewa Tribal Community.

The Education Department is committed to meeting these goals by implementing programs that gather, review, and analyze community data as it pertains to each program. This mandates program structure and implementation that is specific to an identified service need.

The SCIT Tribal Education Department offers educational support services through its K-12 programming. The K-12 coordinator supervises these programs, and others provided by the K-12 program. The coordinator also documents and compiles the information needed to assess existing programs and implement new ones if necessary. The advocates wear many hats but are primarily placed in the schools as a liaison that fosters communications between the

parent/guardian and the school. They are also responsible for tracking and recording grades and attendance for all eligible students and keeping the parent/guardian updated in this area.

Advocates also serve as academic counselors, youth group advisors, and mentors.

The Tribal Tutoring program provides every eligible student with the opportunity to receive assistance in any academic need. Based on Native population and academic priority as assessed by the parent, teacher, advocate and tutor, the tutor will schedule times to work with the student at her/his individual school. This enables the tutor to have easy access to the teacher and any resources the student may require. Tutors are also responsible for operating our Homework Lab. Available every Monday through Thursday on school days, the Homework Lab provides every eligible student with a time and place to complete any work he or she was unable to complete in school. Students have access to computers with Internet service, supplies, the Tribal Education staff, and even an afternoon snack to get them through their tasks. The K-12 coordinator supervises these programs, and others provided by the K-12 program. The coordinator also documents and compiles the information needed to assess existing programs and implement new ones if necessary. When planning programs each year, we gather pertinent information from parents, students, community, education staff, and the schools to determine the best way to serve the needs of the Native students. With the experiences and knowledge of all these components, we adjust, restructure, or start new programs to reach our goal of giving Native students a successful academic experience.

The SCIT Human Resource Department implements the Summer Youth Program, and employs SCIT Youth between the ages of 14 - 18 years of age. This program allows Tribal Youth to work in various departments while being directly supervised and mentored in

departments throughout the Tribe's enterprises. Youth learn good work ethic and have an early exposure to career opportunities that they may want to

pursue in the future. In addition to

employment, the SYP also provides several trainings;

CPR/First Aid, Financial Wellness, Information

Technology, Drug Prevention. The Summer Youth

Program Head Count for the fiscal year periods of 2002

through 2015 as reported by the SCIT Human Resource

Department is:

Central Michigan University coordinates

services for American Indian/Alaska Native college students through the Native American

Programs (NAP) office and is responsible for various programs related to Native American

community and culture. The NAP office exists in part because of the long standing relationship

that CMU has with the Saginaw Chippewa Indian Tribe, and is an active sponsor of CMU

athletics, various CMU scholarships, and many cultural related activities. This is demonstrated

in the Saginaw Chippewa Indian Tribe and Central Michigan University Resolution in 2002 that

states that the tribe and university jointly promote educational assistance and opportunities for

Native American students at the primary, secondary, and collegiate levels, including

implementing a pilot Native American middle school mentoring program. Furthermore,

acknowledging a strong historic and cooperative relationship that complements each entity's

goals and encourages collaborative efforts to improve and enhance the quality of life of citizens

of the region.

Fiscal Year:	SYP Count:
2002	29
2003	50
2004	52
2005	47
2006	45
2007	35
2008	41
2009	37
2010	38
2011	56
2012	57
2013	71
2014	62
2015	70

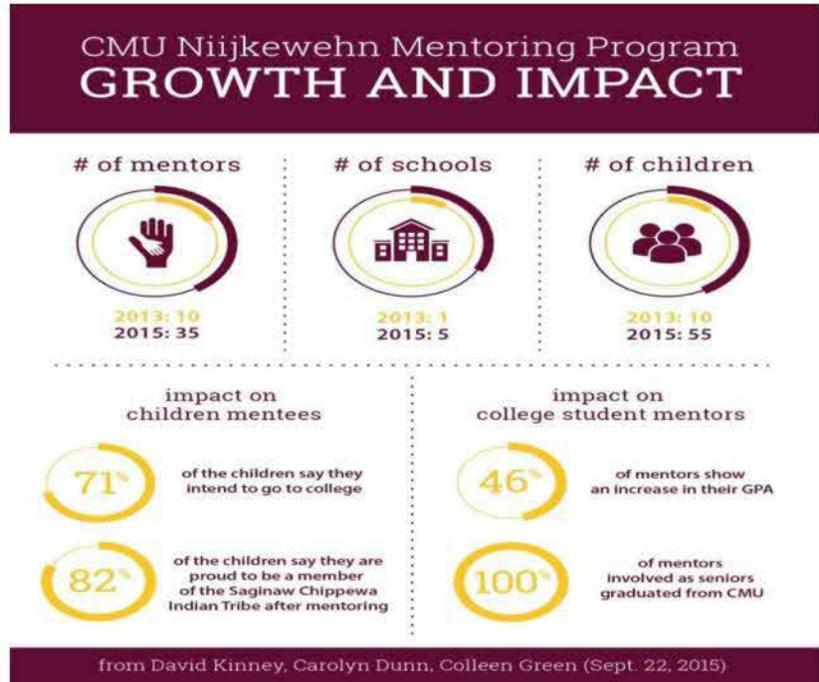
Native American Programs offers through CMU activities that include, Native American Heritage Month Celebration; Film Series and Speakers; North American Indigenous Summer Enrichment Camp (NAISEC); Nijikewehn Mentoring Program; the North American Indigenous Student Organization (NAISO); the Three Fires American Indian Science and Engineering Society (AISES); and workshops and trainings specializing in Native American cultures and issues. Activities include, organizing cultural events for the CMU community; maintaining a Native American resource collection; recruiting Native American students; serving as a liaison with tribal communities; and providing support services for any CMU student, but particularly CMU Native Americans students.

As reported by the CMU Director of Native American Program of Central Michigan University for the school year 2015-2016, the student census for AI/AN is defined as, 334 college students which self-identify as AI/AN of which 270, active users of the Michigan Indian Tuition Waiver, and of this group 50 are Saginaw Chippewa Indian Tribe members.

The NMP, a partnership between the Saginaw Chippewa Indian Tribe and Central Michigan University, is an innovative mentoring program that empowers and inspires Native American students of all ages to become cultural and professional leaders in their Tribal communities and beyond. Participating in this innovative program is a wonderful way to give back to your community by supporting and enhancing the cultural identities and school experiences of local Native American children. Two primary goals for the mentoring program are as follows: 1.) To increase the retention and graduation rates of Native American youth and college students, and 2.) To support Native American cultural traditions across generations. As part of this funding opportunity and as indicated through efforts of reorganization the NMP goal will be as follows: The Saginaw Chippewa Indian Tribe and its partners have established the

following overall goal: Strengthen the capacity of the SCIT youth to enhance college and career readiness through the Nijikewehn Mentoring Program by establishing a system of care that is comprehensive, collaborative, coordinated and culturally congruent.

As reported by the Director of the Native American Program of Central



Michigan University for the school year 2015-2016, the current participation of college students in the NMP indicates there were 60 AI/AN mentors, and 40 non-native mentors during this program period. Furthermore, CMU/NAP highlights its success on the university's website, and is as follows 2013 through 2015:

Quality of the Project

The defined geographic area of this project is located in Isabella County, Michigan and the Isabella Indian Reservation. The Saginaw Chippewa Indian Tribe of Michigan (SCIT) is a federally recognized Indian Tribe established by Treaty on August 2, 1855. Organized under Constitution and By-Laws ratified by the Tribe on November 4, 1986 pursuant to P.L. 99-346, the Tribal Clerk's Office reports it has an approximate membership of 4245 of which 2,174 reside on the Isabella Reservation. According to the Bureau of Indian Affairs Population and Labor Report dated January 16, 2014, total service area population of SCIT is 3,643.

The Isabella Reservation is located in Central Michigan's Isabella County approximately 67 miles north of the state's capital of Lansing. It is approximately 219 square miles encompassing Isabella County Townships of Wise, Denver, Isabella, Nottawa, Deerfield and northern halves of Union and Chippewa Townships.

Mt. Pleasant Public Schools (MPPS) is a Class A school district in the heart of Mid-Michigan that boasts academic rigor, athletic excellence, extra-curricular opportunities and exceptional fine arts. Opportunities for student growth and achievement are endless at Mt. Pleasant. The district is comprised of five elementary schools, an intermediate school, a high school campus, a community education facility and access to the Mt. Pleasant Area Technical Center. The mission of Mt. Pleasant Public Schools, together with our community, inspires each student through exceptional educational opportunities to become an engaged citizen in a diverse, changing world.

Shepherd Public Schools is a Class B school district located in a rural setting, serving students for 110 square miles, including the villages of Winn and Oil City. The community includes Hispanic, Native American, and Black ethnic groups; the population is predominantly Caucasian. The school district includes two elementary schools (grades K-5), a middle school, a high school, and an alternative middle/high school. The district also offers community education programs.

The theoretical foundation drawn upon the social psychological theory of symbolic interactionism, culturally relevant pedagogy and research regarding academic success among Native American students to provide the organizing frame for our work. First, the sociological theory of symbolic interactionism (Mead, 1934; Stryker, 1980), with its focus on the formation and change of social and personal identities that guide individuals' behaviors and attitudes,

provides a framework for understanding how participation in the Nijjkewehn Mentoring Program fosters the growth of pro-academic and strong cultural identities among both Native American college students and children. This social psychological approach also is relevant to understanding the crucial interpersonal process of how the mentors develop trust and rapport with their protégés along with mutual respect that reflects the close personal relationship within which the power and promise of mentoring is realized.

Second, research on culturally relevant teaching (e.g., Ladson-Billings, 2009) that delineates how successful teachers of students of color embody certain characteristics and implement culturally informed curriculum provides a framework for how we train our mentors and design mentoring activities to maximize the positive impact of our program on all participants. Third, studies of successful Native American students (e.g., Dehyle, 1995) which indicate the crucial role that a strong cultural identity has on academic success among Native American students provides us with a basis for including multiple mentoring activities that highlight the importance of learning and having pride in one's culture. In general, these three theoretical and research-based approaches provide the conceptual foundation for the Nijjkewehn Mentoring Program.

Third, research in health and wellness in critical indigenous studies informs and provides practical application for cultural relevance. Many mentees and mentors have faced intergenerational trauma due to genocidal and colonial practices leveled against them. As presented in the research of Bonnie Guillory Duran and Eduardo Duran, (Duran & Duran, 2001, B.G. Duran, 2014, 2015) in the field of Native American transpersonal psychology addresses, utilizing traditional cultural practices to combat intergenerational trauma. Mentoring, especially intergenerational mentoring (as practiced in Nijjkewehn) provides opportunities for growth

through learning and sharing of traditional practices that were and are utilized today by tribal members. Other research in critical indigenous studies, including the work of Mohawk scholar Taiakake Alfred (2009), Mvskoke (Creek) scholar/novelist Craig Womack (1999) and Maori scholar/social worker/ethno-historian Roseana H. Solomona (Dunn, 2006)) also inform Nijjkewehn practices. Alfred and Womack theorize the use of traditional cultural practices teach how to reestablish cultural identity and world view values that address many issues facing American Indian communities today. Alfred's discussion of reintroducing the Mohawk Condolence Ceremony re-establishes cultural practices put in place for thousands of years before the ongoing colonial period that assist communities in healing and establishing cultural relevance in today's world. Womack argues that in order to acknowledge native world views and the political and cultural capital of native peoples, that research must be situated in the cultural and political practices of native peoples. Solomona spends considerable time discussing what she and others have termed bicultural competence: the ability for native peoples to navigate successfully walking in two, often three, worlds. The Nijjkewehn mentors and mentees are living in and attending schools that are removed from their cultures so that there is often a loss of cultural practice that occurs. However, living amongst the Saginaw Chippewa tribe presents opportunities for mentors and mentees to navigate the cultures of their Saginaw Chippewa relatives, as well as reifying their own cultural practices of their specific communities. The support received by mentoring and being mentored reifies not only their own cultural practices, but gives them access to knowledge of Ojibway languages and culture, as well as the cultures of the nations of the Three Fires that inhabit Michigan, and the nations represented by non-Michigan native tribes now living in the state. Additionally, this cultural support allows mentors

and mentees to walk successfully in the non-Indian world by reifying their identities as native peoples and providing community support for their pursuit of higher education.

More specifically, the essence of our culturally relevant mentoring program resides in the consistent and frequent interaction between the mentors and their protégés as they work together build friendships and enjoy each other's company while participating in cultural, educational and recreational activities (developed by or in collaboration with local Saginaw Chippewa cultural leaders and educators). Through this close interaction, the mentors and their protégés build high levels of trust, rapport and mutual respect. And it is this trust and respect that provides the foundation for the mentors and protégés to create new understandings of their academic potential and cultural identities.

Drawing on the symbolic inter-actionist concept of the "looking-glass self" (Cooley, 1902), both the college student mentors and child protégés begin to see themselves in a new light; in our program we have documented that the college students learn that they can have a positive influence on a younger student and the children see an older Native American student in college who is kind and wise. In addition, we have found that the college students are actively embracing their responsibility for positively shaping the children's lives and in the process of doing so are empowered to not just continue in the mentoring program, but also to graduate from college and begin a professional career that allows them to *give back* to their home communities. As one college student mentor noted: "[College] is a place where you can learn to be a productive member of your clan, family, and community. It will teach you how to be able to plan for future generations The seven generations rule where you always plan for seven generations in the future." We also have heard from the children that they genuinely appreciate the time the college students spend with them to help them learn more about culture and college.

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In short, the children are learning that their “culture is cool” and that it is “cool to do well in school.” These new understandings are crucial as the vast majority of them would be first-generation college students.

NMP GOAL: The Saginaw Chippewa Indian Tribe and its partners have established the following overall goal: Strengthen the capacity of the SCIT youth to enhance college and career readiness through the Nijikewehn Mentoring Program by establishing a system of care that is comprehensive, collaborative, coordinated and culturally congruent. To accomplish this, the following five (5) objectives are:

OBJECTIVE 1: By December 15, 2016 implementation of administrative structure necessary for grant activity to ensure successful project startup and overall program success which maintains fiscal integrity, tribal administrative practices, policies and accounting procedures are in place. The table below reflects those tasks expected to occur upon funding notification:

Months	Activities	Expected Completion	Person Responsible
1	Receive notice of funding.	September 30, 2016	SCIT Office of Grants/Contracts
1	Submit award terms and conditions for Legal Department review.	October 15, 2016	SCIT Office of Grants/Contracts
2	Upon review by the Legal Department, submit Tribal Council for approval and award acceptance by Motion.	November 15, 2016	SCIT Office of Grants/Contracts
2	Provide copy of Award Terms, Conditions and approved budget to SCIT Accounting Dept. for review and preliminary accounting set-up of accounts.	November 15, 2016	SCIT Office of Grants/Contracts
2	Obtain appropriate Tribal Council and authorized organizational signatures on required award documents.	November 30, 2016	SCIT Office of Grants/Contracts
3	Complete DOE/OIE directives for completing award acceptance.	December 15, 2016	SCIT Office of Grants/Contracts

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3	Provide SCIT Accounting with Tribal Council copy of approved Tribal Council Motion and signed Award Terms and Conditions.	December 15, 2016	SCIT Office of Grants/Contracts
12	Complete final written report including evaluation outcomes. Present to Tribal Administration and Tribal Council.	September 30, 2020	Behavioral Health Administrator and Project Evaluator

OBJECTIVE 2: Implement plans for stabilization and restructuring of NMP while sustaining service capacity to ensure continued preparedness for students to be college and career ready through opportunities for youth to connect with positive role models through the implementation of a comprehensive recruitment campaign at higher education institutions, and private industry. The table below reflects those tasks expected to occur upon funding notification:

Months	Activities	Expected Completion	Person Responsible
1	Coordinate a meeting with partnering entities to review, and implement project goals under operational plan as lead by the SCIT.	November 30, 2016	Behavioral Health Administrator or Designee
1	Conduct an overall assessment of current practices, organizational structure, and operational plan.	December 31, 2016	Oversight Board, Behavioral Health Administrator and other Key Staff
2	Post vacant job openings.	November 30, 2016	Behavioral Health Administrator or Designee
2	Develop Request for Proposals for Strategic Plan and Logic Model Consulting.	November 30, 2016	Behavioral Health Administrator or Designee
3	Meeting to determine Strategic Planning and Logic Model process.	December 31, 2016	Behavioral Health Administrator or Designee
8	Complete the Strategic Planning and Logic Model process.	June 30, 2017	Behavioral Health Administrator or Designee
9	Implement the Strategic Plan and	July 31, 2017	Behavioral Health

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	Logic Model.		Administrator or Designee
12	Present NMP Model based on evidence of success outcomes.	September 30, 2020	Oversight Board, Behavioral Health Administrator, Program Coordinator, and Mentoring Program Specialist
3	Assess and remove barriers that diminish mentor/mentee recruitment.	December 31, 2016	Oversight Board, Behavioral Health Administrator, Program Coordinator, and Mentoring Program Specialists
4	Implementing a comprehensive recruiting campaign at CMU, MMCC, and SCTC utilizing social media, print, radio and electronic communication targeting native youth.	January 31, 2017	Program Coordinator and Mentoring Program Specialists
11/9	Provide a minimum of 10 weeks of NMP opportunities in addition to special activities and/or events per academic semester	August 2016-June 2020	Program Coordinator and Mentoring Program Specialists

OBJECTIVE 3: By September 30, 2020 the NMP will enhance the capacity of the Saginaw Chippewa Indian Tribe of Michigan to increase College and Career readiness among youth through participation in the Nijikewehn Mentoring Program as evidence by a decrease of 25 % in high school dropout rates, 25 % increase in high school graduation rates, and improve school attendance among program participants by 25%. The table below reflects those tasks expected to occur upon funding notification:

Months	Activities	Expected Completion	Person Responsible
4/6/12/ 13	Provide four mentoring program activities at a local college/ university or career center to increase familiarity with campus life.	January 31, 2017 March 31, 2017 September 30, 2017 November 30, 2017	Mentoring Program Specialist (MPS) and Mentors
12	Plan and implement a career expo	September 30, 2017	MPS and Mentors

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	for NMP participants to increase awareness of post high school opportunities.		
4/12	Plan and implement two tours to local businesses per year to increase awareness regarding different types of employment within Isabella County.	April 30, 2017 September 30, 2017	MPS and Mentors
12	Expand NMP to other identified MPPS, SPS, and SCA grade schools and junior high students.	September 30, 2017	Program Coordinator and Mentoring Program Specialists
12	Introduce lead mentors as NMP representatives at designated schools.	September 30, 2018	Program Coordinator and Mentoring Program Specialists
12	Expand NMP to MPPS and SPS High Schools.	September 30, 2019	Program Coordinator and Mentoring Program Specialists
1	Identify and select High School NMP participants to become mentors.	October 31, 2019	Program Coordinator and Mentoring Program Specialists
4	Train High School Mentors	January 31, 2019	Program Coordinator and Mentoring Program Specialists
1-12	Identify NMP participants who are classified as truant according to their school policies.	Monthly throughout academic calendar	Program Coordinator and/or Mentoring Program Specialist
1-12	Identify barriers that prevent truant NMP participants from attending school, and provide solutions to help family increase attendance.	Monthly throughout academic calendar	Program Coordinator and/or Mentoring Program Specialist

OBJECTIVE 4: By September 30, 2020 maintain alcohol and drug-free lifestyles of participants by 100% through the implementation mentoring relationships that are culturally congruent. The table below reflects those tasks expected to occur upon funding notification:

Months	Activities	Expected Completion	Person Responsible
1-12	Incorporate cultural teachings and native language into all project activities of NMP.	On-going	Program Coordinator, Mentoring Program Specialist or Designee
6/12	Implement a grade level appropriate pre- and post-survey that will measure NMP	March and September of each project year 2016-2020	Program Coordinator and/or Mentoring Program Specialist

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	participant 30 day uses of alcohol, tobacco, and other drugs.		
1/7	Following analysis of the pre-survey, identify 1-2 areas of need and plan appropriate mentoring sessions targeting the identified topics.	April and October of each project year 2016-2020	Program Coordinator and/or Mentoring Program Specialist
3/9	NMP participation in two Drug-free Teen Club presentations per program year.	June and December of each project year 2016-2020	Mentoring Program Specialist and/or Drug-free Teen Club Representative(s).

OBJECTIVE 5: NMP will incorporate the required DOE-NYCP evaluation activities.

Doing so ensures the project meets its proposed goal and will have documented project outcomes while maintaining fiscal accountability for grant funding, which will be evidenced by a 40% enrollment rate in college and career programs of NMP participants by September 30, 2020.

Months	Activities	Expected Completion	Person Responsible
2-4	Develop Principal Investigator/Evaluation contractual agreement for SCIT Legal Department and Tribal Council approval.	By 12/31/2016	Program Coordinator
4-6	Review and approval Principal Investigator/Evaluator final evaluation plan, instruments and survey methodologies and to ensure participant protection methodologies are clearly established and adhered to.	Ongoing, quarterly through life of project	Program Administrator
4-48	Monitor and review quarterly, Principal Investigator/Evaluator deliverables as to expected timeline.	Ongoing, quarterly through life of project	Program Administrator
6-48	Utilize quarterly Principals Investigator/Evaluator outcomes as management tool modifying program as needed.	Ongoing, quarterly through program completion	Program Administrator Program Coordinator
6-48	Report quarterly to Tribal Council and Tribal Administration on	Ongoing, quarterly through program	Program Administrator

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	program progress, program outcomes and evaluation outcomes.	completion	
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Year one will be a year for building infrastructure within the Nijjeweohn Mentoring Program. The existing structure, which operates in siloes, housing one mentoring program specialist at CMU and one mentoring program specialist at Behavioral Health with separate supervision will be combined under one roof at Behavioral Health with supervision and oversight being provided by the Behavioral Health Prevention Coordinator. Both mentoring program specialist positions will be posted and filled through the Saginaw Chippewa Indian Tribe’s HR process. In addition to the two mentoring program specialist positions, a part-time Graduate Assistant will also be hired to provide general program support.

Schools served during Year One will be the following: Renaissance (grades 5-8), Shepherd (grades 5-8), West Intermediate (grades 7-8), McGuire (grades 5-6), Saginaw Chippewa Academy (grades 5-6), and Fancher (grades 5-6). Each mentoring program specialist will be responsible for program oversight at 3 schools including mentor recruitment, participant recruitment and registration, program planning, program delivery, and evaluation.

Year Two of the newly restructured Nijjeweohn Mentoring Program will be responsible for overseeing the day-to-day program delivery at each of the six program sites will report to the Mentoring Program Specialist responsible to their site.

Year Three of the NMP will involve further growth of the program as it expands into the high schools in both Shepherd and Mt. Pleasant. To effectively manage the program at the high school level, a third mentoring program specialist will add a benefit to this expansion.

Year Four of the NMP will see no changes in staff, structure, or program sites. It will be a year to implement, review, and revise as needed, helping to strengthen the program. At that time, the program will prepare for possible replication in other communities. During the fourth year, it will be possible for some returning high school mentees to volunteer as “helper” mentors for elementary NMP participants.

On June 25, 2002, the Saginaw Chippewa Indian Tribe and Central Michigan University jointly approved a resolution committed to honor, dignity and respect. This commitment states that the Tribe and Central Michigan University jointly promotes educational assistance and opportunities for Native American students at the primary, secondary and collegiate levels, including implementing a Native American middle school mentoring program, signing an articulation agreement between the Saginaw Chippewa Tribal College and Central Michigan University and increasing scholarship opportunities for Native American students at Central.

Through a Memorandum of Understanding (MOU) between the Tribe and Central Michigan University Board of Trustees, dated December 21, 2015, it states that both parties have a mutual interest in providing educational support and opportunities for Native children in the local community. The MOU also states that it is in the best interest of both parties to work together to continue to provide for the mentoring project.

The Nijjkewehn Mentoring Program submission, if awarded, will be under the auspices of the Behavioral Health system of the Saginaw Chippewa Indian Tribe. Being located within this Tribal program, it will be under close supervision for holistic support, cultural diversity, educational advancement, economic livelihood and community betterment.

A statement within the 2013 Behavioral Health Annual Report regarding the Nijjkewehn Mentoring Program states children are the leaders of our future, and it was only fitting that the

creation of the Nijjkewehn Mentoring program was implemented in collaboration with Central Michigan University. It was started for the purpose of empowering our youth by one on one mentoring with a Central Michigan University College student. Mentors are good listeners, people who care and people who want to help young people bring out strengths that are already there” (The National Mentoring Partnership, www.mentoring.org, 2002).

Quality of Project Personnel

The Project Director, Mr. David G. Garcia, is the Saginaw Chippewa Indian Tribe’s Behavioral Health Administrator. David has twenty-four years of mental health experience including fourteen years of clinical and organizational experience at a supervisor and director level. He also has seventeen years of clinical experience in the publicly funded behavioral health system and twenty-one years in the private mental health system, all located in the State of Michigan.

Mr. Garcia is a Licensed Master Social Worker – Macro and Clinical (LMSW) in the State of Michigan and is also an Academy Certified Social Worker (ACSW) through the National Association of Social Workers. Mr. Garcia is certified and advanced trainings have consisted of Cognitive Behavioral Therapy from the Beck Institute, certification in Reflective Supervision, certified trainer in Child and Adolescent Functional Assessment Scale (CAFAS), certified trainer in Preschool and Early Childhood Functional Assessment Scale (PECFAS) and Academy Certified Social Worker from the National Association of Social Workers.

Dr. Kinney received his Ph.D. from Indiana University in Sociology in 1990 specializing in the area of social psychology in psychology. Furthermore, Dr. Kinney has served as Principal Investigator, of “The Nijjkewehn Mentoring Program: A Longitudinal Evaluation.” Quantitative and qualitative data collection and analysis to delineate the impact of the program on the Native

American college student mentors and Native American 5th – 8th grade protégés regarding their cultural identities, academic performance and future aspirations. Research funded by the Office of the President, Central Michigan University and the Saginaw Chippewa Indian Tribe. August 2013 – Present.

Behavioral Health Prevention Coordinator, Jennifer Crawford has been employed by the Saginaw Chippewa Indian Tribe for fourteen years and is very familiar with the service population, specifically the targeted youth population for which this funding opportunity is intended to service. Jennifer holds a Master of Science in Administration with a concentration in Leadership from Central Michigan University and a Bachelor of Science Degree in Public Health Education and Promotion with a Minor Degree in Exercise Science, also from Central Michigan University. Her certifications and licensures consist of CPC-M (Certified Prevention Consultant) through the Michigan Certification Board for Addiction Professionals, the MCHES (Master Certified Health Education Specialist) through the National Commission for Health Education Credentialing, Inc. and Adult/Child/Infant CPR and AED Certification, along with Standard First Aid Certification both from the American Red Cross.

Colleen Green, Central Michigan University's current Director of Native American Programs/Student Transition Enrichment Program has been in that position since October 2008. Colleen is currently in the Doctoral Program of Philosophy in Educational Leadership at Central Michigan University with an expected graduation date of May 2017. She also holds a Masters of Arts in Humanities, Masters of Arts in Educational Leadership and a Bachelor's of Science in Education, along with certification in Social Studies in sixth through twelfth grades, all from Central Michigan University. Additionally, she holds an Associate in Arts Degree in Secondary Education from Mid-Michigan Community College.

Ms. Green is the current Chairperson of the Saginaw Chippewa Tribal College Board of Regents. She is also on the Mount Pleasant Indian Industrial Boarding School Committee, the National Council of Teachers of English, the International Education Council, Zeta Phi Beta Sorority, the Three Fires American Indian Science and Engineering Society Organization, the Society of Advancing Hispanics/Chicanos & Native Americans in Science, the CMU Student National Medical Association MAPS Advisor and the North American Indigenous Student Organization President.

The lead applicant is the Saginaw Chippewa Indian Tribe of Michigan, of which is governed by a twelve (12) member Tribal Council, elected by the adult membership and includes an Executive Board Chief, Tribal Sub-Chief, Treasurer, Sargent-at-Arms and Chaplain. Council members also serve on Standing Committees among which include: Finance, Planning and Economic Development and Legal Services. Daily operational management is the responsibility of Tribal Administration and includes: Tribal Administration, Human Resources, Information Technology Department, Planning and Economic Development, Accounting, Legal Department and the Office of Grants and Contracts. Tribal Administration oversee Program departments and managers, which manage more than 36 programs involving a variety of federal, state, public and private foundation grants and contracts.

The Tribe provides numerous services to maintain and improve the health, safety and well-being of its members and other Native Americans living within its service area. As such, the Tribal government supports a Tribal Police Department; Fire Department and Tribal Court system. The Saginaw Chippewa Tribe does not operate a hospital, but cooperates with McLaren Central Michigan Hospital for emergency services. Nimkee Memorial Wellness Clinic maintains its own routine health facility through its own budgeting and supplemental grant

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funding. They offer physical and traditional wellness services for Native Americans. It has a medical and dental clinic, an in house pharmacy, a community health department, as well as a fitness/exercise center. Behavioral Health Services include an in-patient residential treatment center for tribal members; Elders program and the Andahwod Assisted Living Center for Tribal Elders which opened in 2010; and a Tribal Housing Authority.

The SCIT prides itself on fiscal integrity, having managed State and Federal grants for more than three decades. It consistently complies with regulations pertaining to management and procurement requirements and its financial records are audited annually, never having had adverse findings. Such outcomes are reflected in this portion of the Tribe’s Mission Statement, *embracing the highest of ethical principles promoting integrity and understanding as well as establishing and enforcing fiscal responsibility.*

Adequacy of Resources

Operating budget for the four year grant cycle beginning October 1, 2016 through September 30, 2020 is \$874,843.17. Budget, by budget category and year is broken down as follows:

Budget Category	<u>NYCP GRANT - Year 1</u>	<u>SCIT In-Kind- Year 1</u>	<u>NYCP GRANT - Year 2</u>	<u>SCIT In- Year 2</u>	<u>NYCP GRANT - Year 3</u>	<u>SCIT - Year 3</u>	<u>NYCP GRANT - Year 4</u>	<u>SCIT - Year 4</u>	TOTALS
Personnel	\$74,694.88	\$3,750.24	\$74,694.88	\$3,750.24	\$109,451.68	\$3,750.24	\$109,451.68	\$3,750.24	\$383,294.08
Fringe	\$18,673.72	\$937.56	\$18,673.72	\$937.56	\$27,362.92	\$937.56	\$27,362.92	\$937.56	\$95,823.52
Travel	\$3,345.00	\$0.00	\$3,345.00	\$0.00	\$3,345.00	\$0.00	\$3,345.00	\$0.00	\$13,380.00
Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Supplies	\$7,228.00	\$0.00	\$2,928.00	\$0.00	\$5,792.00	\$0.00	\$3,792.00	\$0.00	\$19,740.00
Contractual	\$8,000.00	\$0.00	\$8,000.00	\$0.00	\$8,000.00	\$0.00	\$8,000.00	\$0.00	\$32,000.00
Construction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other	\$49,634.94	\$0.00	\$49,634.94	\$0.00	\$49,634.94	\$0.00	\$49,634.94	\$0.00	\$198,539.76
Direct Costs	\$161,576.54	\$4,687.80	\$157,276.54	\$4,687.80	\$203,586.54	\$4,687.80	\$201,586.54	\$4,687.80	\$742,777.36
Indirect Costs	\$28,728.31	\$833.49	\$27,963.77	\$833.49	\$36,197.69	\$833.49	\$35,842.09	\$833.49	\$132,065.81
Total Costs	\$190,304.85	\$5,521.29	\$185,240.31	\$5,521.29	\$239,784.23	\$5,521.29	\$237,428.63	\$5,521.29	\$874,843.17

The total number of Native American students in the Local Education Authority to be served by this grant submission is estimated at 403. This number of people serviced versus the operating budget equals an amount of \$2,170.83 per person. Anticipated results and benefits of this program highly outweigh the cost per person as this program is detrimental to the success of Native American children for college and career readiness.

Quality of the Management Plan

Daily operational management is the responsibility of Tribal Administration and includes: Tribal Administration, Human Resources, Information Technology Department, Planning and Economic Development, Accounting, Legal Department and the Office of Grants and Contracts. Tribal Administration oversees Program departments and managers, which manage more than 36 programs involving a variety of federal, state, public and private foundation grants and contracts.

The Nijikewehn Mentoring Program has demonstrated a commitment to creating a nurturing environment for our Native youth through engagement of families and youth in grades 5th – 7th beginning in 2013 to the current school year of 2015-2016 as part of an educational empowerment process that is designed to preserve and promote the tribal culture of our local community. The NMP assists families and children in life skill based on Anishinabe cultural values and healthy balance through the promotion of youth in their journey to become educated, healthy, successful leaders and active members of society. Annually, pre- and post- surveys are conducted with parents, students (mentees), and mentor that is intended to extract individual information about the value of education, cultural awareness, and future plans for college and career readiness.

The ongoing collection of assessment and performance data will assist the Tribe in identifying emerging issues and needs based on the proposed project that is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. The Nijikewehn Mentoring Program from the onset of the grant will provide a venue for this partnership to explore data sharing agreements up to and including shared data systems as well as emerging needs for program development and service enhancement. It is anticipated participating departments and the Tribal Council will continue to support the program post-grant funding particularly as student and family successes are seen. Moreover, the Saginaw Chippewa Office of Grants and Contracts will be consulted on an ongoing basis to identify, assist and develop funding opportunities. Therefore no particular challenges are anticipated in sustaining the program beyond grant funding.

Quality of the Project Evaluation

The evaluation of the program at multiple points in time will provide rich and detailed information regarding the successful strategies of the mentoring program that will directly inform the development, implementation and evaluation of similar mentoring programs in other Native American communities. In addition, our longitudinal evaluation of the mentoring program will provide data regarding the mentoring activities that are effective and those that do not work as well; therefore, this data will inform our decisions on what aspects of the program to expand, maintain, modify, or eliminate so that we use our resources in the most strategic fashion possible.

(1) Specifically, the types of data to be collected include the following: survey questionnaires with closed-ended and open-ended questions to be answered by mentees and mentors. These surveys will contain questions for the mentees and mentors to answer on such topics as: future aspirations and future expectations, academic motivation, academic behaviors, academically-supportive peers, negative peer pressure towards unhealthy behavior, participation

in cultural traditions, cultural pride, cultural identity, cultural awareness and Anishinaabe language use. In addition to the quantitative surveys, we will also conduct qualitative interviews with the mentees and mentors to collect their perceptions and interpretations of their experiences in the programs. Moreover, we will administer surveys to the parents and guardians of the mentees, as well as conduct focus group interviews with these adults.

We will also conduct observations of mentoring activities to document such things as the nature and extent of rapport between mentees and mentors, their engagement in mentoring activities and discussions of their respective successes and frustrations in school. Detailed field notes will be written by the observers within 24 hours of their observations. We will collect attendance data at weekly mentoring activities by both the mentees and mentors. In addition, after each mentoring activity we will administer a relatively brief survey to the mentors to collect their evaluations of that day's mentoring activity, evidence of rapport, and any successes and frustrations they experienced with their mentees. We will also collect indicators of the mentees' academic achievement (e.g., GPA, standardized test scores) over the course of the academic year as well as their daily school attendance records and any available information regarding awards for outstanding behaviors (e.g., "student of the month") and/or discipline problems (e.g., truancy). Moreover, we will collect the college student mentors' academic achievement (e.g., GPA) over the course of the academic year. In terms of the college student mentors who are seniors, we will calculate their graduation rates and/or number of credit hours earned per semester. For the college students who are freshmen, sophomores and juniors, we will collect the numbers of credit hours earned per semester and information regarding whether they are on track to graduate on time or not.

(2) We will collect these various types of data before the mentoring activities start during the fall semester (e.g., last week of August, first week of September) and, then again, after the mentoring activities end in the spring when the college spring semester ends (e.g., late April, early May). These pre-tests and post-tests and longitudinal data are critical to our understanding of the role of the mentoring activities in the lives of the mentees and mentors.

(3) We will use multiple research methods to evaluate and enhance our program over time. Specifically, we will use both longitudinal quantitative survey methods and qualitative in-depth interviews and observation methods. We will also collect data for all mentees and mentors regarding their GPA, academic credits earned, and attendance information. Finally, we will collect quantitative and qualitative data from the parents/guardians of all mentees.

(4) Regarding the instruments, we will develop separate quantitative survey questionnaires with both closed-ended and open-ended items for the mentees, mentors and parents. We will develop these instruments this summer, by first refining and modifying existing pre- and post-program surveys. We will then further refine these instruments this summer by consulting existing surveys and scales of behaviors and attitudes such as participation in cultural traditions, cultural pride, cultural knowledge, college readiness, career readiness and identity. We are particularly concerned with keeping the surveys for the mentees to a reasonable length in order to maintain their attention and interest with answering all the questions. We must balance this concern with including enough questions to collect relevant and complete information on the topics of interest. Once these instruments are systematically refined, we will begin to administer them to the mentees, mentors and parents at the beginning of the mentoring program this fall. The qualitative in-depth interview questions for the mentees, their parents and the mentors will be developed this summer in reference to the Principal Investigator's previous research with diverse

youth in various settings and in consultation with the pertinent research literature. The instrument for defining what aspects of the mentoring social setting to be observed and documenting those observations by using field notes will be developed this summer based on the Principal Investigator's frameworks developed when he worked in public schools in Chicago, Philadelphia, Baltimore and Camden, New Jersey. This instrument will be further refined this summer with reference to the qualitative research methods developed by well-known sociologists such as Becker, Glaser & Strauss, and Lofland.

(5) The quantitative data from the pre-test and post-test surveys from the mentees, mentors and parents/guardians will be analyzed by using IBM SPSS software to perform dependent samples (i.e., paired samples) t-tests to indicate if there is a statistically significant change in the measures before and after the mentoring program (repeated measures). We are employing this statistical procedure because we are testing our samples (i.e., the same mentees, mentors, parents at two points in time) *before* and *after* the "intervention" (the mentoring program). We will use the 95% confidence interval of the different scores to distinguish statistically significant findings from insignificant ones. It is important to note that we will be able to compare our mentees' and mentors' possible changes in GPA from before to after their participation in the mentoring program to similar data from Native Americans attending the middle schools and colleges in the local area who are *not* in the program. In addition, we will be able to compare our mentees' school attendance records and our mentors' credit hour progress and graduation rates to Native American students *not* in the program. In sum, we will use the dependent sample t-tests to determine if there are significant differences between youth and college students in the program compared to those who are *not* in the program on academic variables such as GPA, school attendance, college credits earned and graduation rates from data

we will have access to from the local school districts and university. In terms of the qualitative data, the in-depth interviews with all participants and field note data from observations of mentoring activities will be analyzed using qualitative data analysis software packages (e.g., NVivo, Atlas.ti) to delineate recurrent themes that illustrate common types of changes (or stability) in critical behaviors and attitudes. Overall, our analyses of our quantitative and qualitative data will produce rich and detailed information that will allow us to assess the nature and extent to which participation in the mentoring program makes a significant and positive difference in the lives of the Native American children and college students. Moreover, it is important to note that by using multiple methods with the various participants will allow us to triangulate the data to check for validity and consistency regarding whether or not the children and college students actually change over the course of the mentoring program. For example, with our data, we can compare the quantitative findings from the mentees' responses to the questions measuring cultural pride at the start of the year to the end of the year to the mentors' quantitative weekly assessments regarding the success of the cultural mentoring activities, compared to the qualitative field note data from the program evaluators' observations of those activities, compared to the parents' reports of changes in their children's cultural identity. So, essentially we will be able to use *four sources of data* to provide rich descriptions and assessments of the program. In sum, by using multiple methods to collect multiple types of data from multiple participants (i.e., children, college students and parents); we will be able to systematically explicate the meaning and impact of the program on all constituents.

(6) The reports of the findings and outcomes will be available in January and September each of the four years of funding. The report in January will be an initial document of the funding year and focus primarily on the demographics of the participants, their baseline cultural

and academic measures from the pre-program tests and an initial discussion of mentors' reports regarding the efficacy of the mentoring activities and field note data from the observations of those activities from September to December. The report to be issued in September will consist of the full findings from the quantitative and qualitative collected and analyzed (see #1 & #5 above) to provide a detailed discussion of the nature and extent of the program's successes and frustrations over the course of the academic year and summer activities. This annual report will include sections on strengths, weaknesses; opportunities and threats (SWOT) to the program based on our rich data and systematic analysis of these data from multiple sources. Moreover, given the breadth and depth of these data the Principal Investigator will require a colleague to assist in the data analysis and write-up of the findings. In addition, we propose to hire an external, independent evaluator to examine all data collected and then to analyze and interpret the data to compare with the findings presented by the Principal Investigator. The findings from the outside evaluator will be discussed with the Advisory Board and presented in the annual report. Both reports will include statistical summaries and excerpts from the qualitative data to illustrate the key findings to interested parties from varied backgrounds. We will share these reports with stakeholders, educators, and leaders at local meetings and state, regional and national professional conferences.

(7) The January report, with the baseline data and preliminary findings regarding the efficacy of the mentoring activities, will be read and discussed by the entire staff and members of the NMP Oversight Board prior to the beginning of the program in late January/early February. These discussions of the September – December program provide the specific information needed to modify and enhance upcoming/similar mentoring activities that are less likely to succeed during the January-May program. The September annual report will include findings

from the January report and provide detailed information relevant to whether or not we need to expand, maintain, modify, or eliminate particular mentoring activities to maximize the positive impact of the program on all participants. The September report will be read and discussed by all staff and the Oversight Board to systematically evaluate the success of our program locally at our initial site and provide accountability information to our funders. Furthermore, we will share annual reports and highlight our “best practices” through presentations at professional conferences each year of the funding and in future publications in newsletters and academic journals. We will also write and publish a guidebook detailing our mentor training procedures. In addition, we will write and publish a handbook of effective mentoring activities. Consistent with the Principal Investigator’s original vision for the Nijikewehn program, we will share these publications (e.g., annual reports, guidebook, and handbook) with other Tribes and colleges so that they may effectively replicate and test our program’s mentoring strategies in their local settings.

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2016 U. S. DEPARTMENT OF EDUCATION

Indian Education Demonstration Grants Program

Native Youth Community Projects

Niijkewehn Mentoring Program

A decorative graphic on the left side of the page consists of a stylized leaf or flame shape pointing upwards, partially overlapping a dark, wavy, horizontal shape that spans across the bottom half of the page. The dark shape has a wavy top edge and a wavy bottom edge, creating a sense of movement or a banner.

**Working Together To Protect
Our Future**

Other Attachments - Required

A. Description of the Defined Geographic Area to Be Served.

The SCIT is a federally recognized Indian Tribe established by Treaty on August 2, 1855. Organized under Constitution and By-Laws ratified by the Tribe on November 4, 1986 pursuant to P.L. 99-346, the Tribal Clerk's Office reports it has an approximate membership of 4,245 of which 2,174 reside on the Isabella Reservation. According to the Bureau of Indian Affairs Population and Labor Report dated January 16, 2014, total service area population of SCIT is 3,643. For consideration of this application the defined geographic service area will be focused on the segment of this tribe's population that is directly located within the Isabella Indian reservation boundaries, as this is where the partnering LEA(s) MPPS and SPS and other partnering organizations CMU are located within this project service area.

The largest community near the Isabella Reservation is the City of Mt. Pleasant, located three miles west of the Tribal Center with a population of 26,016 as of 2010. It is surrounded by a diverse population of approximately 70,698 persons in Isabella County that is mostly rural with an unemployment rate of 4.7% and an alarming poverty rate of 28.3%. The population of American Indian and Alaska Native alone is approximately 3.8% as reported in Isabella County. The central Michigan area does have a growing commercial and light industry base with major employers including the Saginaw-Chippewa Indian Tribe; Central Michigan University, McLaren Central Michigan, Morbark Industries, The Delfield Company, Meijer Corporation, LaBelle Management, CME Corporation, Unified Brands. The Tribe's Soaring Eagle Casino and Resort is the area's largest employer with a workforce in Isabella County of 3,215

employees. Central Michigan University (CMU) is the second largest employer with 2,600 full-time faculty and staff, about 725 temporary employees and about 5,700 students every year.

B. Needs Assessment or Other Data Analysis.

B. Needs Assessment or Other Data Analysis

As a result of analysis of various data sets collected within the Saginaw Chippewa Indian Tribe of Michigan (SCIT) it is clear need for a community-led partnership and comprehensive project that will help American Indian/Alaska Native (AI/AN) children become college- and career- ready. The needs assessment process was insightful as to the state of the community's physical, spiritual and environmental status and resources. Indicating an alarming disparity for youth and challenges this community is faced with preparing children for college and career readiness. Upon review of information it is apparent there are many tribal programs collecting information that may not be used as effectively when informing program operations, services, and specifically as it relates to the responsibility of preparing a comprehensive approach to college and career readiness. There are multiple service points that target tribal youth

An examination of the educational status of youth from the Saginaw Chippewa Indian Tribe highlighted fragmented systems, inconsistent data, and disjointed service delivery system that demonstrate the need for effectiveness of services and programs to improve the educational opportunities and achievement of preschool, elementary, and secondary Indian Students. To support a community-led partnership, and comprehensive projects to help American Indian/Alaska Native (AI/AN) children become college- and career-ready. This results in a duplication of services in some instances, as programs offer educational advocacy, tutoring assistance, prevention services in a siloed environment which contributes to a lack of comprehensive care in preparing Tribal children for college and career readiness.

This project proposal is informed by evidence, which includes an evaluation of data from this defined geographic location, and includes a synopsis of National, State, and Local demographic content, beginning with the lead applicant, the Saginaw Chippewa Indian Tribe of

Michigan. The SCIT is a federally recognized Indian Tribe established by Treaty on August 2, 1855. Organized under Constitution and By-Laws ratified by the Tribe on November 4, 1986 pursuant to P.L. 99-346, the Tribal Clerk's Office reports it has an approximate membership of 4,245 of which 2,174 reside on the Isabella Reservation. According to the Bureau of Indian Affairs Population and Labor Report dated January 16, 2014, total service area population of SCIT is 3,643. For consideration of this application, the defined geographic service area will be focused on the segment of this Tribe's population that is directly located within the Isabella Indian reservation boundaries. Located within this defined geographic service area is the partnering Local Education Agency (LEA) for Mt. Pleasant Public Schools (MPPS) and Shepherd Public Schools (SPS) and Central Michigan University the other partnering organizations.

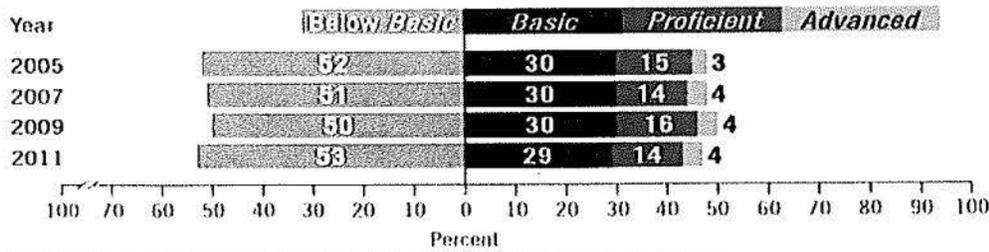
The largest community near the Isabella Reservation is the City of Mt. Pleasant, located three miles west of the Tribal Center with a population of 26,016 as of 2010. It is surrounded by a diverse population of approximately 70,698 persons in Isabella County that is mostly rural with an unemployment rate of 4.7% and an alarming poverty rate of 28.3%. The population of American Indian and Alaska Native alone is approximately 3.8% as reported in Isabella County. The Central Michigan area does have a growing commercial and light industry base with major employers including the Saginaw-Chippewa Indian Tribe, Central Michigan University, McLaren Central Michigan, Morbark Industries, Delfield Company, Meijer Corporation, LaBelle Management, CME Corporation, and Unified Brands. The Tribe's Soaring Eagle Casino and Resort is the area's largest employer with a workforce in Isabella County of 3,215 employees. Central Michigan University (CMU) is the second largest employer with 2,600 full-time faculty and staff, an estimated 725 temporary employees and an estimated 5,700 students every year.

As evidenced by data and information provided by the SCIT; a powerful and insightful picture emerges into the primary presenting issues challenging this community and further illustrates and validates the Tribe's concerns. SCIT students fall considerably below other student subgroups in proficiency levels in both English Language Arts and Mathematics thus jeopardizing Indian children's readiness for college and careers, and this outcome is further compromised by other identified barriers, such as youth safety, high levels of community substance abuse, and staggering violence related incidents.

Presented is a synopsis of national data of proficiency scores in English Language Arts (Reading and Writing) and Mathematics for American Indian/Native Alaskan students as compared to local information from the lead applicant's defined geographic location. Coupled with a staggering truancy rates this tribal community exposes a predominate need for recognition that academic preparation as a prerequisite for success following high school graduation is of vital importance. Positive outcomes are directly impacted by current personal and social developments, and that workplace readiness is important in a young person's K-12 education. With focus on status of college and career readiness of tribal youth, analysis revealed an apparent need for increased tutoring and mentoring.

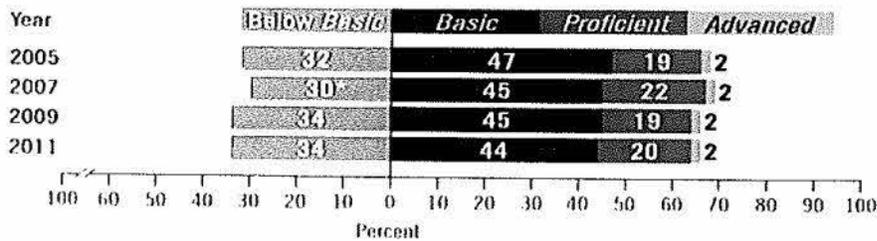
The National Indian Education Study (NIES) is administered as part of the National Assessment of Educational Progress (NAEP) to allow more in-depth reporting on achievement and experiences of American Indian/Alaska Native (AI/AN) students in grades 4 and 8. Results presented in this report highlight findings on educational experiences of fourth- grade AI/AN students based on responses to the NIES student, teacher, and school questionnaires, and on performance of AI/AN students in the NAEP reading and mathematics assessments (2011):

Figure 2. Trend in NAEP reading achievement-level results for fourth-grade AI/AN students



NOTE: AI/AN = American Indian/Alaska Native. Detail may not sum to totals because of rounding.

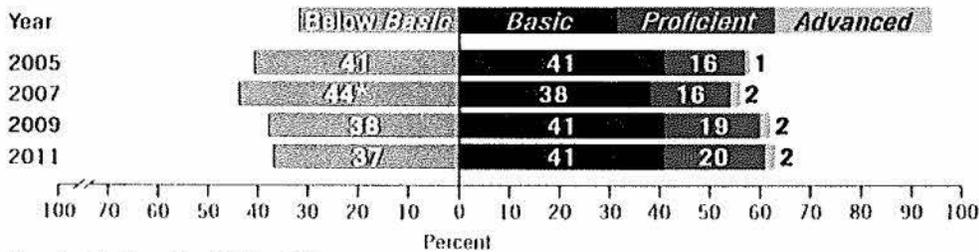
Figure 16. Trend in NAEP mathematics achievement-level results for fourth-grade AI/AN students



* Significantly different ($p < .05$) from 2011.

NOTE: AI/AN = American Indian/Alaska Native. Detail may not sum to totals because of rounding.

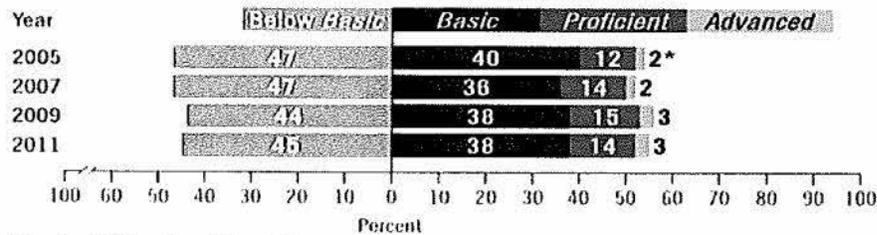
Figure 4. Trend in NAEP reading achievement-level results for eighth-grade AI/AN students



* Significantly different ($p < .05$) from 2011.

NOTE: AI/AN = American Indian/Alaska Native. Detail may not sum to totals because of rounding.

Figure 18. Trend in NAEP mathematics achievement-level results for eighth-grade AI/AN students



* Significantly different ($p < .05$) from 2011.

NOTE: AI/AN = American Indian/Alaska Native. Detail may not sum to totals because of rounding.

The Mt. Pleasant Public School District publishes an Annual Education Report (AER); this in-depth analysis incorporates complex reporting information required by Federal and some requirements of State laws. Reported in the school districts AER is an evaluation of the State Assessment – Demographic Report data for the School Year 2013-14:

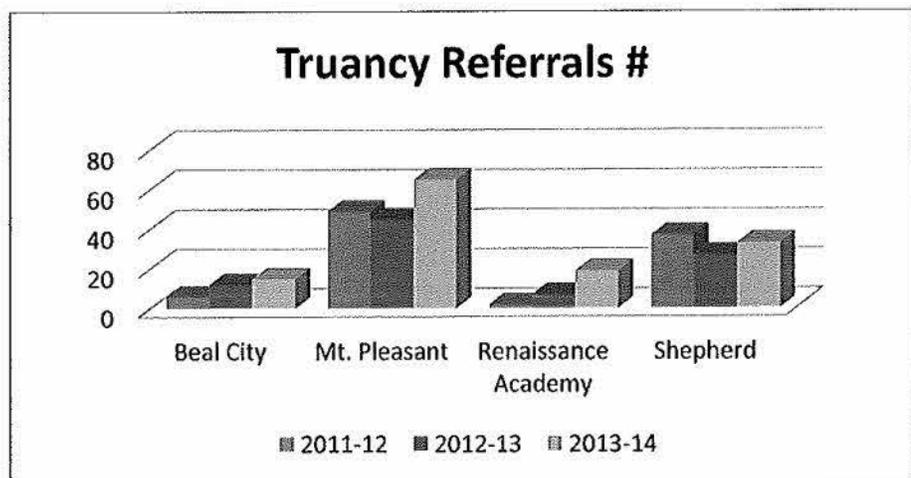
State Assessment - Demographic Report Mt. Pleasant Public School District				
Student Subgroup	English Language Arts (Reading and Writing)		Mathematics	
	Percent Tested Goal: 95%	Percent Proficient and Advanced (Level 1 & 2)	Percent Tested Goal 95%	Percent Proficient and Advanced (Level 1 & 2)
All Students	98.9%	88.3%	98.6%	65.9%
American Indian/ Native Alaskan	99.5%	77.3%	97.6%	45.0%
White, Not of Hispanic Origin	98.7%	90.5%	98.8%	68.5%
Students with Disabilities	98.6%	68.3%	98.0%	49.1%
Economically Disadvantaged	98.5%	81.3%	98.4%	51.9%
Bottom 30%	98.9%	60.1%	98.6%	11.2%

An evaluation of State Assessment – Demographic Report data for the Mt. Pleasant Public School District, validates the SCIT’s concerns that American Indian/Native Alaskan students fall considerably below other student subgroups in proficiency levels in both English Language Arts and Mathematics, as reported in the 2013-2014 Annual Report for MPPS. This disparity in the percentage of proficiency is a staggering barrier of college and career readiness for tribal youth. Shepherd Public Schools due to limited capacity at this time was unable to format State Assessment – Demographic Report data for the school district that reports the proficiency levels in both English Language Arts and Mathematics, as reported for the school year 2013-2014. It should be noted that this request has been formally submitted and is forthcoming for the purposes of this funding opportunity.

Truancy in the first semester of the 2014-15 school years, the Saginaw Chippewa Tribe's Education Department served 675 tribal students. Of these, 158 students or 23.4% of those served were referred due to truancy. This statistic indicates an alarming rate of one in four tribal students attending local public schools were truant during this time period. In January 2015 alone, the Education Department identified 32 truancy referrals. Given first semester and January data and, if this referral trend continues, at school year ending June 2015 more than 50% of Indian students attending local public schools will have been truant.

Even more alarming, 37.9 percent (60 students) of first semester truancy referrals were elementary students, while 16.4 percent were middle school students and 63, or 39.8 percent were high school or alternative high school students. Unfortunately, the data is consistent with truancy data cited in the report, *Together for Tomorrow*¹ a 2012 White House initiative with the Corporation for National & Community Service on school improvement initiatives. According to the report, *chronic absenteeism is a national crisis and is a red alert that students are headed for academic trouble, eventually dropping out of school and increasing delinquent behaviors.*

Based on the assessment of programs and services offered to local Indian students for preparation of college and career readiness it is apparent



there is a need for streamline data collection from all service providers, capacity building to enhance role-modeling in a young person's life that promotes the value of education.

Furthermore, it is necessary for youth to understand that success can be defined in many ways including career readiness, technical skill development, and military service.

The Nijjkewehn Mentoring Program, a partnership between the Saginaw Chippewa Indian Tribe and Central Michigan University, presents the greatest opportunity to support Indian students for college and career readiness. Established in 2002, the program has an existing operational infrastructure that functions within the defined geographical location. The NMPs primary focus is to increase retention and graduation rates of Native American youth and college students, and to support Native American cultural traditions across generations. Furthermore, the NMP functions under the advisement of a partnership between the SCIT and CMU, and implements program services in the Mt. Pleasant Public Schools and Shepherd Public Schools districts.

The SCIT has a multi-varied approach that contributes to college and career readiness for youth such as the Honoring Our Children Initiative, a Cooperative Agreement between the Inter-Tribal Council of Michigan and the Saginaw Chippewa Indian Tribe. Funded through the W. K. Kellogg Foundation, the initiative is to provide Tribal Communities the support to strengthen and collectively sustain and impact (0-8) early childhood systems serving Native American families. Funding is to support work toward improving infrastructure of early childhood systems that engage the community and support high quality care and education. The key goals of the program are to increase the community's capacity to support families through connections, communication, learning, gatherings/events and leadership for early childhood success. Learning outcomes may include but are not limited to raising awareness, enhancing family skills, improving consensus/teamwork, fostering coalitions/utilizing existing networks, formulating policies/strategies and implementing strategies/creating sustainable plans for the future.

C. Signed Partnership Agreement.

The Saginaw Chippewa Indian Tribe and Central Michigan University

Committed to Honor, Dignity, and Respect

WHEREAS, The Saginaw Chippewa Indian Tribe is based in Isabella County, Michigan, and, as a descendant tribe of three proud bands of Chippewa who were the predominant inhabitants of this area of Michigan when the first European settlers arrived several hundred years ago, is rich in the culture, heritage, and wisdom that are fundamental to the foundation and history of this region and the nation; and

WHEREAS, Central Michigan University is based in Mount Pleasant, Michigan, and, since its founding in 1892 as a small college committed to training teachers and business professionals, has evolved into a significant university with emerging national stature, exceptional resources, and a broad range of more than 170 academic programs; and

WHEREAS, The Saginaw Chippewa Indian Tribe and Central Michigan University significantly contribute to mid-Michigan's cultural diversity, educational advancement, economic livelihood, and community betterment; and

WHEREAS, The tribe and the university have a strong historic and cooperative relationship that complements each entity's goals and encourages collaborative efforts to improve and enhance the quality of life of citizens of the region, including pursuing a joint venture to host in Mount Pleasant an international conference to explore initiatives to integrate indigenous ways of knowing into higher education; and

WHEREAS, This mutual relationship is evident in the Saginaw Chippewa Tribal Council continuing its support of Central Michigan University's "Chippewas" nickname, which the university uses as a sign of pride, honor, and respect for the tribe's rich heritage; and

WHEREAS, Through its organizations and programs, including the Native American Programs office, the Native American Gallery in the Museum of Culture and Natural History, and the annual Powwow, Central Michigan University continues to educate the campus and area communities about the culture, wisdom, and history of indigenous peoples; and

WHEREAS, The tribe and university jointly promote educational assistance and opportunities for Native American students at the primary, secondary, and collegiate levels, including implementing a pilot Native American middle school mentoring program, signing an articulation agreement between the Saginaw Chippewa Tribal College and CMU, and increasing scholarship opportunities for Native American students at CMU; now, be it therefore

RESOLVED that the Saginaw Chippewa Indian Tribe and Central Michigan University continue to strengthen their cogent relationship for the enhancement of each other's goals and visions and for the greater good of all residents of the region, state, and nation.

Dated this 25th day of June 2002
at Mount Pleasant, Michigan

(b)(6)

Maynard Kahgegab, Jr., Chief
Saginaw Chippewa Indian Tribe

Michael Rao, President
Central Michigan University

MEMORANDUM OF UNDERSTANDING

between

SAGINAW CHIPPEWA INDIAN TRIBE OF MICHIGAN

and

CENTRAL MICHIGAN UNIVERSITY BOARD OF TRUSTEES

This Agreement, effective when fully executed is between Central Michigan University Board of Trustees "University", a constitutional body corporate, with offices located at 1200 Franklin Street, Mount Pleasant, Michigan 48859 and the Saginaw Chippewa Indian Tribe of Michigan "Tribe", a federally recognized sovereign Tribe, with offices located at 7070 East Broadway, Mount Pleasant, Michigan 48858. Collectively, Tribe and University shall be referred to as "Parties".

The Parties hereby agree to the following:

1. The Parties have a mutual interest in providing educational support and opportunities for Native children in the local community.
2. Mentoring provides benefits to both the younger children and the mentor which extend over the course of a lifetime.
3. It is in the Parties best interests to work together to continue to provide for a Mentoring Coordinator for the mentoring project between the University and the Tribe. This project provides University students as mentors for Native children from elementary age to high school age.
4. Communication will be shared between the University and the Tribe. Any concerns that arise will be communicated in a timely fashion between Tribe's designated contact person, the Behavioral Health Prevention Coordinator, and the University's Director of Native American Programs.
5. Feedback on the partnership will be presented annually to both the University and the Tribe through mutual assessment and reports from the Mentoring Coordinator.
6. All volunteer mentors will be required to sign a volunteer liability waiver in order to participate in the mentoring project.
7. University volunteers will be provided with contact information for their assigned mentee so that they may connect and begin the mentoring relationship.

8. Either Party, upon thirty days written notice of intent to terminate, may terminate this Agreement without cause, at any time.
9. Each Party shall be responsible for paying the salary and benefits of their individual coordinators; for the Tribe, the Preventions Specialists and the Niijkewehn Mentoring Coordinator position, for the University, the Director of Native American Programs.
10. The Tribe and University will ensure that all mentors have the proper training, background checks, and orientation to reduce risks to the children, and ensure excellent quality of the mentoring services provided.
11. The Agreement ends on September 30, 2018 and must be renewed by both Parties in writing at that time:

General Provisions.

- a. **Assignment and Subcontractors.** This Agreement shall not be assigned by either Party and such assignment shall be void without the prior written consent of the non-assigning Party. Neither Party shall sub-contract any part or all of the services to be rendered under this Agreement without the prior written consent of the other Party after having received a copy of the proposed sub-contract.
- b. **Force Majeure.** The Parties to this Agreement shall not be excused from the performance of any of their obligations under this Agreement except when such performance is prevented by causes which are beyond the reasonable control and without the fault of the Party affected, such as acts of God, war, civil unrest, labor shortages and acts of a government in its sovereign capacity. The affected Party shall promptly notify the other Party of any such cause for non-performance. Upon such notification, the affected Party's performance shall be excused on a day-to-day basis only for the duration of the cause of non-performance and only to the extent that performance is actually prevented provided, however, that such Party uses all reasonable efforts to eliminate the cause of non-performance. Where the performance of one Party is excused, the performance of the other Party shall likewise be excused and both Parties shall promptly resume performance upon the cessation of the cause of non-performance.
- c. **Severability and Headings.** The provisions of this Agreement are severable. If any provision of this Agreement is determined to be invalid or unenforceable it shall be considered deleted from this Agreement and the invalidity of such provision shall not affect the validity or enforceability of any other provisions which shall be given effect in the absence of the invalid provision. The Parties will, in good faith, attempt to

replace any invalid or unenforceable provision with one that is valid and enforceable and which comes as close as possible to expressing the intent of the original provision. The headings of this Agreement are for reference purposes only and only the text or each provision shall be construed to be the terms and conditions of this Agreement.

- d. Remedies and Waiver of Breach. The remedies provided for in this Agreement are cumulative rather than exclusive and are in addition to all other remedies provided by law or equity. The failure of either Party to insist upon strict performance of any of the covenants and Agreements contained herein, or to exercise any right or option conferred by such provisions, in any one or more instances, shall not be construed to be a waiver or relinquishment of any such option or right, or of any other covenants or Agreements, but the same shall remain in full force and effect.
- e. Counterparts. This Agreement may be signed in counterparts, each of which shall be an original as against any Party whose signature appears thereon and all of which together shall constitute one and the same instrument. Facsimile or copied signatures shall have the same full force and effect as the original.
- f. Further Assurances. Each Party agrees to cooperate fully with the other Party and to execute such further instruments, documents and Agreements, and give such further written assurances as may be reasonably requested by the other Party, to better evidence and reflect the transactions described in and contemplated by this Agreement, and to carry into effect the intents and purposes of this Agreement.
- g. Authority to Sign. Each person executing this Agreement warrants to all Parties hereto that such person is authorized and has received full authority, approval and direction to execute and deliver this Agreement on behalf of the Party for which such person signs.
- h. Indemnification. The Parties to this Agreement agree to defend, indemnify and hold each other, including their employees, directors and officers, harmless from and against any and all claims of each other and/or third Parties of any and all types, losses, liabilities, demands, suits, judgments and causes of action, and any costs or expenses in connection therewith, including reasonable attorney fees and expenses, which may result from or arise in any manner from or relating to the subject or purpose of this Agreement. However, the obligation to indemnify shall apply only to the extent attributable to the negligence or wrongful conduct of the indemnifying Party and, if more than one Party is at fault, the obligation to indemnify shall be proportional to the relative fault of each Party.
- i. Agency. Except as expressly provided in this Agreement, neither Party shall represent itself as having any authority to enter into any contract or obligation on behalf of the

other Party, or to settle any claim or interest of the other Party.

- j. **Entire Agreement.** This Agreement supersedes all prior written or oral Agreements and is not contingent upon or conditioned on the performance of any other Agreement which may have been entered into by the Parties. This Agreement and any exhibits or attachments incorporated herein by reference constitute the entire Agreement of the Parties and all other written or oral Agreements. Representations, or understandings between the Parties of any kind shall be invalid. If there is any conflict or inconsistency between the terms of this Agreement and any exhibits or attachments, this Agreement shall take precedence unless the matters set forth in the exhibit or attachment expressly and explicitly provide otherwise.

- k. Any information of a confidential nature obtained by the University from the Tribe shall be used solely for the purposes of providing the specific products and services, which are contracted for under this Agreement. Generally, confidential information is any information that has not been made public by the Tribe and is not generally known within the occupational field or the University and includes, but is not limited to, written information, information that is disclosed verbally and any other information which may be made available to University as a Party to this Agreement and pursuant to its purposes. University shall at all times during and after the term of this Agreement maintain the confidentiality of any such information and shall not disclose such information to third Parties without the express written consent of the Tribe. University shall not duplicate any confidential information in a tangible form and shall return such information to the Tribe along with any notes or compilations immediately after the need for such information has expired, but not later than the conclusion of the term of this Agreement.

The Parties signing below acknowledge and agree to the above terms.

SAGINAW CHIPPEWA INDIAN TRIBE
OF MICHIGAN

CENTRAL MICHIGAN UNIVERSITY
BOARD OF TRUSTEES

(b)(6)

Frank Cloutier, Tribal Chief; OR
Brent Jackson, Tribal Sub-Chief

George E. Ross
President

12-21-15
Date

12/9/15
Date

**END OF
AGREEMENT**

D. Evidence of Capacity.

Niijkewehn Mentor Training Guide



"Let us put our minds together and see what future we can make for our children."
~Chief Joseph, Nez Perce

In Partnership with:



Message from Nijjkewehn Mentoring Program Advising Committee

We would like to take this opportunity to welcome you as a mentor for the Nijjkewehn Mentoring Program. In joining our team, you have demonstrated a commitment to creating a nurturing environment for our Native youth.

We look forward to you being part of an educational empowerment process that is designed to preserve and promote the tribal culture of our local community. We hope your experience, as a mentor is positive, gratifying, and motivating.

You are encouraged to spend time and become familiar with the contents of this handbook. Thank you for your service and commitment to the Native youth and the Nijjkewehn Mentoring Program.

PROGRAM ADVISORY BOARD

Carolyn Dunn, Ph.D.

Dr. Carolyn Dunn is currently the Associate Vice President for Institutional Diversity at Central Michigan University. She is an Assistant Professor of Literature and Language and Creative Writing. She received the Wordcraft Circle of Storytellers and Writers as Book of the Year for poetry (*Outfoxing Coyote*, 2002) Native American Music Awards (for the Mankillers cd *Comin to Getcha*) and the Humboldt Area Foundation. In addition to *Outfoxing Coyote*, her books include *Stories and Songs from Indian Country: L.A.* (Fezziweg Press, 2013), and the forthcoming *The Stains of Burden and Dumb Luck* (Mongrel Empire Press, 2015).

Colleen Green, M.A.

Colleen Green is currently the Director of Native American Programs and Student Transition Enrichment Program. She works closely with current Native American students and individuals considering transferring to the university. Her work also allows her to have frequent contact with Native American adolescents. In her work she is dedicated to promoting the success of students from diverse cultural, racial and social class backgrounds. She also has vast experience developing, organizing and implementing activities and events designed to increase college staff and students' understanding of cultural diversity.

David Kinney, Ph.D.

Dr. David Kinney is currently Professor of Sociology and Academic Advisor for Youth Studies at CMU. He has over thirty years of experience working with children and youth from a wide range of social, racial and ethnic backgrounds. He also has extensive training in and experience employing multiple research techniques with children, youth and adults in various settings. Dr. Kinney teaches university courses that parallel his research interests and community service (Sociology of Education, Sociology of Adolescence, Social Research Methods and the Capstone Experience in Youth Studies").

Nichole McLachlan, B.S.W. (Ex-Officio)

Nichole McLachlan is currently the Coordinator for Nijjkewehn Mentoring Program. She has extensive professional and volunteer experience working with children, youth and families while an undergraduate and graduate student. Specifically, in terms of her professional experience, she has held positions in substance abuse and foster care working with children and families facing adversity. She takes the lead on planning and facilitating the afterschool mentoring program activities as well as serving as the liaison with Saginaw Chippewa Indian Tribe educators and advocates who staff and volunteer in our program.

Alice Jo Ricketts (Ex-Officio)

Alice Jo Ricketts is currently a Prevention Specialist for Behavioral Health a member of the tribe of the Saginaw Chippewa Indian Tribe. She formerly worked with the diversion team. She studied Business Administration at Central Michigan University.

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GENERAL INFORMATION

Program History

The Niijkewehn Mentoring Program is a relatively new part of the Saginaw Chippewa Indian Tribe and Central Michigan University’s common mission to increase the graduation rates of high school and college students. A small pilot program was implemented from January – May in 2002 and a second and slightly larger pilot program was started in January 2013 in one school and expanded to three schools this past academic year (2013-2014).

Vision

The Niijkewehn Mentoring Program, a partnership between the Saginaw Chippewa Indian Tribe and Central Michigan University, is an innovative mentoring program that educates and empowers Native American students of all ages.

Mission Statement

The Niijkewehn Mentoring Program connects Native American youth with Native American college students and together they engage in cultural, academic and recreational activities. By participating in this program, both Native American youth and native American college students will strengthen their cultural identities, graduate from school and become leaders in their tribal communities and beyond.

Who We Serve

We serve Native American students attending Mount Pleasant and Shepherd Public schools. We also serve Native American students attending Central Michigan University, Saginaw Chippewa Tribal College, and Mid Michigan Community College.

What It Means To Be A Chippewa

The Chippewa's name refers to a proud, honorable, and respectful people who today live throughout the United States and Canada. Here in Mount Pleasant is where the Saginaw Chippewa Indian Tribe is located. Enhancing your cultural knowledge will help you to continue to embrace the values and object that are important to this culture and how to properly respect these traditions. You as CMU students and community members are encouraged to take advantage of the opportunities that CMU and the Saginaw Chippewa Indian Tribe offer to help you learn more about the traditions, cultures, heritage, and wisdom of the Chippewa and other indigenous people.

The Saginaw Chippewa Indian Tribe and Central Michigan University have a strong historic and cooperative relationship that compliments each entity's goals and encourages collaborative efforts to improve and enhance the quality of life for the in this region.

This has fostered educational initiatives, cultural events and speakers, and extensive Native American educational resources for the campus and tribal community. In April 2002, leaders from CMU and the Tribal Council signed a proclamation pledging their support for joint educational efforts and advancing an appreciation of global indigenous people.

Educational Development

You have the option to use this mentoring opportunity as a Sociology Course. If you would like to enroll in SOC 397 for 1-3 credit hours, please contact CMU Sociology Professor David Kinney to complete paperwork and to obtain a bump card for the course.

WHY YOUTH NEED MENTORS

The youth of today cope with far more personal and social pressures than any other previous generation. Early intervention through a structured mentor relationship may be able to give young people the tools and support they need to deal effectively with these pressures. Understanding the many social, psychological, and physical demands that the youth face is extremely important for any individual about to undertake the task of being a mentor. Following is a list of these issues.

Peer Pressure

One of the greatest forces on adolescents is the power and influence of their peers.

Substance Abuse

The curiosity to experiment with alcohol, tobacco, and drugs is a constant threat to each adolescent in today's world.

Sexuality

Many young people turn to sexual relationships for a variety of reasons.

Child Abuse and Family Violence

Physical and psychological abuse, within the family or in any environment, will have both an immediate effect on the youth and create long-lasting, negative attitudes and behaviors.

School Safety and Violence

Many young people are exposed to bullies or other violent behaviors in the school setting, which may result in attendance problems or lower academic achievement levels.

Depression and Suicide

Serious depression is common when young people are overwhelmed with issues and situations they cannot resolve.

Nutrition and Health Care

Many young people feel they are immortal and are either ignorant of or tend to ignore good health practices.

Social and Time Management

How to manage leisure time, schoolwork, extracurricular activities, family chores, and other social demands is often difficult for young people.

NATIONAL & LOCAL STATISTICS FOR NATIVE AMERICAN STUDENTS

Highest levels of alcohol use and abuse

AI/AN individuals are five times more likely than whites to die of alcohol-related. 62% of violent offenses against AI/ANs victims were completed by offenders under the influence of alcohol, as compared to only 42% in the general population during the same period highest levels of illegal drug use and abuse. AI/AN individuals are five times more likely than whites to die of alcohol-related (U.S. Health and Human Services, 2011).

American Adults have higher rates of alcohol use disorders and report higher rates of illicit drug use than any other ethnic groups. In study, AI indicated a higher level of marijuana and inhalant use amongst adolescents than white students. Children in reservation communities are can be placed at higher risk regarding their attitudes, beliefs, and behaviors surrounding use of illegal substances. AI adolescents report lower parental disapproval of substance use compared to other ethnic groups. With high rates of peer use and lack of buffering from parents, it heightens their risk for marijuana use (Dieterich, Swaim & Beauvais, 2013).

At 21.1%, AI/ANs 12 years and older are more likely than any other race/ethnicity to have an illicit drug use disorder in the past year.¹⁵ According to a 2009 report, nearly 20% of AI/AN adults needed treatment for drug or alcohol abuse; higher than any other race.

Highest levels of suicidal ideation

During 2005-2009 American Indian/Alaskan Native males and females had the highest suicidal rates. Males at 27.61 per 100,000 population and females at 7.87 and 6.71 suicides per 100,000.

Highest levels of teenage pregnancy

One out of every three AI/AN women will be sexually assaulted in her lifetime.

Infant mortality

Total live births in 2003, under 14, 324 babies and 14-19 years old at 19, 418 babies
Infant mortality rates higher rate of 8.3 compared to 5.7 U.S. white per 1,000 live births.
Infant homicide among AI/AN is 2 times higher than all other races in the U.S.

AI/AN are 1.7 times higher than the U.S. all-races rate AI/AN 2002-2004 rate (11.1) is 2.4 points higher than the U.S. white rate of 8.7 for 2003. The 2002-2004 infant mortality rate is 20 percent higher than the U.S. all-races rate of 6.9 for 2003

Nationally, only about 50% of American Indian adolescents graduate from high school (Chavers, 2013; Fairecloth and Tippeconnic, III, 2010; Freeman & Fox, 2005). Looking at Mt. Pleasant public schools, approximately only sixty of Native American youth graduate compared to over 90% of white adolescents (MPPS, 2012). According to Ogunwole (2011), only seventeen percent of Indian students go on to college from high school with fifty percent of these high school students dropping out before graduation. Unfortunately, 8.5% of Indian students enter college with an eighty-two percent dropout rate (Ogunwole, 2011).

MENTORING EXPECTATIONS

Any and all of the following are important activities that you as a mentor provide in the lives of your mentee.

Mentors Role

- Coach
- Guide
- Role Model
- Advocate
- Motivator
- Companion
- Advisor
- Supporter

Academic Support (Coach, Advocate, Guide, Advisor, Supporter, Role Model, Motivator)

Keeping youth in school; helping them graduate from school; evaluating educational choices; directing them to educational resources; tutoring the youth; etc. The goal is to help them succeed!

Role Modeling (Motivator, Guide, Coach, Advisor)

Pointing out, bringing to attention, demonstrating, and explaining your own actions and values that offer the youth the best chances for success and happiness; helping youth see and strive for broader horizons and possibilities than they may see in their present environment. Exceeding in college and doing your homework is also your responsibility as a good role model.

Attention and Concern (Motivator, Supporter, Companion, Advocate, Guide, Role Model)

Youth may not receive enough attention from the adults in their lives; you as mentors fill these empty spaces with dependable, sincere, and consistent attention and concern for your mentee. You have become part of their family.

Listening (Supporter, Companion, Advocate, Motivator)

The other adults in the young person's life may not have the time, interest, or ability to listen, or they may be judgmental. You as mentors can encourage young people to talk about their fears, dreams and concerns. Staying neutral and not judge, but rather, sharing your own values, and it is important to listen. Remember, a mentor may be the only adult in a youth's life that listens.

Accountability

A commitment made to a youth for a meeting together or an activity should be a mentor's first priority, barring emergencies. This consistent accountability has several benefits:

- Sets a good example for youth to see and emulate
- Cements trust between mentor and youth
- Creates mutual expectations that can be met

Mentors commit to spending a minimum of four to five hours each month with their youth.

Expected Activities

- Make a point of meeting your youth's parent(s), early in the relationship
- Attend periodic group youth/mentor meetings
- Attend periodic Advanced Mentor Trainings
- Attend special events such as Recognition and Awards Events

Evaluations

Part of our requirements is to complete pre and post surveys and program activity follow-up each week.

First Day-Meeting for the First-time & Subsequent Meetings with Mentees

NOTE: You do not have to ask all of these questions. Use these questions to start a first-time "get to know you" conversation.

Ask your Mentee:

- What would you like to know about me?
- What is your current musical preferences (favorite performers, bands, concerts you may have seen)?
- What movie have you gone to lately or would like to go to? What kinds of movies do you

like?; share your favorites.

- What it is like growing up in Mount Pleasant?; share your experiences growing up in your hometown.
- What would you change about Mount Pleasant?; share with them what you would like to change about your hometown.
- What would you tell a student, who is new to your school, to help them fit in?"

Additional questions during 'lulls' in the conversation

- What do you like best about school right now?
- What are your plans this weekend?
- What would you change about this school? This classroom?
- What is the best thing about your school?
- Tell me about your day so far?
- What is the most important thing about your friendships?
- How would you describe students at this school?
- What would you like to do after you graduate from high school?

WHAT MENTORS ARE NOT

Mentors are not expected to take on the roles of a **Parent**, **Professional Counselor**, or **Social Worker**. We highly advise against it.

You are not:

- an ATM
- Cool Peer
- Nag
- Probation Officer
- Savior
- Baby sitter

Through the mentors caring, interest, and acceptance, youth may begin to think of themselves as worthy of this attention. They may apply this new, stronger sense of self-confidence to other relationships and experiences.

QUALITIES OF SUCCESSFUL MENTORS

The specifics of each mentoring relationship may vary; the quality of an effective mentor remains the same. Here are some qualities of a good mentor:

Have a sincere desire to be involved with a young person. You as a mentor have a genuine desire to be part of other people's lives, to help them pursue their interests, achieve their goals, and handle tough decisions. They have to be invested in the mentoring long enough to make a difference.

Respect young people. Mentors should not have preconceived notions that youth need to be "rescued". Mentors who convey a sense of respect and equal dignity in the relationship win the trust of their partners, and the privilege of being advisors to them.

Actively Listen. It is relatively easy to give advice or express opinions. It is much harder to find someone who will suspend his or her own judgment and really listen. Mentors often help simply by listening, asking thoughtful questions, and giving participants an opportunity to explore their own thoughts with a minimum of interference. When people feel accepted, they are more likely to ask for and respond to good ideas.

Empathize. Empathy is the ability to understand, at a very deep level, what another person is going through - even without having had the same life experiences. It is very different from sympathy, which are shared sad feelings. Of course you would not always understand completely what your mentee is going through - that is natural. The ability to empathize and the willingness to try to understand are the keys. Effective mentors empathize effectively - they can understand what a mentee is going through, without becoming caught up in the problem themselves.

See solutions and opportunities. Good mentors balance a realistic respect for the real and serious problems faced by their mentee with optimism about finding equally realistic solutions. They are able to make sense of a seemingly jumble of issues and point out sensible alternatives.

Are flexible and open. Good mentors recognize that relationships take time to develop and that communication is a two-way street. They are willing to take time to get to know their mentee, to learn new things that are important to their partners (music, style, and philosophies), and even to be changed by their relationship. Mentors **MUST** be open-minded and non-judgmental about mentee's backgrounds and experiences. (mentoring.org)

BENEFITS TO MENTOR, YOUTH, AND ORGANIZATION

Benefits to the Mentors

- Mentors gain personal and professional satisfaction in helping a youth.
- Mentors gain recognition from their peers.
- Mentors gain improved interpersonal skills.
- Mentoring focuses the mentor outside of him/herself.

Benefits to the Youth

- Exposes youth to a positive role model
- Helps to focus youth on their future and on setting academic and career goals
- Exposes youth to new experiences and people from diverse cultural, socio-economic, and professional backgrounds
- Provides youth with attention and a concerned friend
- Encourages emotional and social growth
- Promotes increased confidence and self-esteem

Benefits to the Organization

- Mentoring builds morale.
- Mentoring develops the skills needed for successful employees.
- Mentoring increases the image of the company.
- Mentoring allows for participation by the company in the total educational process.
- Mentoring recognizes the capability of employees.
- Mentoring prepares employees to take on greater responsibilities in the corporation.
- Mentoring helps the company revitalize the community.
- Mentoring assists in the development of a competent future workforce.

PROGRAM POLICIES

Attendance Policy

The program is a yearlong commitment that requires consistent and devoted attendance from all of its participants.

From time to time we understand life circumstances happen. We will allow **two** absences from a training or mentor period for the academic year **only if** it is accompanied by a verified and reasonable excuse, with prior approval. One per semester.

Unexcused Absence Policy

Scheduling adjustments require a meeting with the Program Coordinator and mentor.

If you should have more than **two** unexcused absence for the academic year, you as the participant will be asked to leave the program by taking part in the Departure Process, overseen by the Program Coordinator. One per semester.

The departure process requires the mentor to prepare a letter for your mentee to either be sent to them or read to them explaining why you, the mentor, will no longer be participating in the program. This step is **most important** because it creates closure for the student.

This policy should be a guide for program coordinators and volunteer mentors and should consider special circumstances so that unnecessary discipline may be avoided.

I understand and agree to follow these attendance policies while volunteering with the Nijjkewehn Mentor Program. I understand that failure to follow these guidelines will result in the consequences provided above.

Training

One required mentor workshop would be held during each semester.

Optional, but highly recommended, Language classes will be held at the Anishinaabe Language Revitalization Department (ALRD) Building; 7498 E. Broadway Street, Mt. Pleasant, MI 48858

Confidentiality Agreement

I understand that as a member in the Nijjkewehn Program, I will be mentoring minors (e.g., public school students) in Michigan. I promise that I will maintain, at all times, the confidentiality of all the youth and adults I work with and any information I obtain from anyone while in the school and the community. I promise that I will use cover names for all people and places in any and all notes that I write/type for any applied research documents.

I understand that any breach of my promise of confidentiality may expose me and/or Central Michigan University and/or Saginaw Chippewa Indian Tribe to liability, and I will be responsible to the University and the Tribe if I violate the required confidentiality.

If I violate these confidentiality provisions, I understand that I may be subject to discipline by Central Michigan University (e.g., expulsion).

Mandatory Reporting

It is a state law to report child abuse and neglect. Professionals who are mandated to report child maltreatment are:

- Social workers
- Teachers, principals, and other school personnel
- Physicians, nurses, and other health-care workers
- Counselors, therapists, and other mental health professionals
- Childcare providers
- Medical examiners or coroners
- Law enforcement officers

If you suspect maltreatment, contact program coordinator. It will be reported to the proper authority.

Sexual Harassment

The definition of sexual harassment includes unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct, or communication of a sexual nature when:

- Submission to the conduct or communication is made a term or condition of employment.
- Submission to or rejection of the conduct or communication is used as a factor in employment decisions.
- The conduct or communication has the purpose or effect of substantially interfering with an individual's employment, or creating an intimidating, hostile, or offensive employment environment.

If any of these situations occurs, contact the program coordinator as soon as possible. It will be reported to the proper authority.

Drugs/Smoking/Alcohol Usage

Drug use, smoking, or alcohol consumption is prohibited during any program activities.

Safety Procedures

Please adhere to all safety procedures in the buildings you are assigned to mentoring at.

SCHOOLS

Shepherd Elementary and Middle School (5th – 8th grade), Monday, 2:50 – 4:30 pm
150 Hall St. Shepherd, MI 48883

Directions: Take US-127 S and get off exit 135, turn right onto E. Blanchard Rd. which turns into Wright St., turn left on Chippewa St. and the Middle School is on the Right hand side. Go into the office entrance. You will need to be buzzed in (hit the button and wait for a reply). Tell them your name and that you are with the Nijjkewehn Mentoring Program. Sign-in at the office and they will direct you to the Native Program room; we will meet there, in **Room 303**.

Principals: Kelly Miscikoski (Middle School), Amy Salogar (Elementary), Joe Passalacqua (High School)

Native American Youth Empowerment Advisor/Tutors: Marta, Tonya, and Aaron

West Intermediate Middle School (7th and 8th grade), Tuesday, 2:35 – 4:15 pm
440 South Bradley, Mt. Pleasant, MI 48858

Directions: West Intermediate is located on the West side of town. Take M-20 W/ W High St. to S. Bradley Rd and the school will be on the left side. Park in the big parking lot and go to the front of the building. You will need to be buzzed in (hit the button and wait for a reply). Tell them your name and that you are with the Nijjkewehn Mentoring Program. Sign-in at the office and they will direct you to the Native Program room; we will meet there, in **Room 113**.

Principal: Dana Calkins

Native American Youth Empowerment Advisor/Tutors: John and Gail

Renaissance Academy (5th – 8th grade), Wednesday, 1:50 – 3:30 pm
2797 S. Isabella Rd., Mt. Pleasant, MI 48858

Directions: Head East on E Bellows St. and take a right onto Isabella St. Renaissance will be on the left hand side. If there is a buzzer to get into the school, hit the button and wait for a reply. Tell them your name and that you are with the Nijjkewehn Mentoring Program. Sign-in at the office and they will direct you to the Native Program room; we will meet there.

Principal: Lisa Bergman

Native American Youth Empowerment Advisor/Tutors: Kari and Kerry

Mary McGuire Elementary (5th and 6th grade), Wednesday, 3:50 – 5:30 pm
4883 East Crosslanes, Mt. Pleasant, MI 48858

Directions: Head East on Broadway St. and take a right left on Crosslanes St.. You will come to

a stop and the school will be facing you. You will need to be buzzed in (hit the button and wait for a reply). Tell them your name and that you are with the Niijkewehn Mentoring Program. Sign-in at the office and they will direct you to the Native Program room; we will meet there.

Principal: Susan Renaud

Native American Youth Empowerment Advisor/Tutors: Kari and Kerry

Saginaw Chippewa Academy (5th and 8th grade), Thursday, 3:20 – 5:00 pm
7498 E Broadway Rd, Mt Pleasant, MI 48858

Directions: Take E. Broadway East past Summerton Rd. The Academy is on the right hand side about a quarter mile (it is set back off the road). You will need to be buzzed in (hit the button and wait for a reply). Tell them your name and that you are with the Niijkewehn Mentoring Program. Please sign-in at the office and go through the double doors. Program will be right inside at the cafeteria.

Principal: Melissa Montoya

SUMMARY

- Mentoring is a nurturing process that fosters the growth and development of the mentee. It is a relationship in which a more experienced person (mentor) provides support and encouragement and shares cultural and academic knowledge with a less experienced person (mentee).
- Extensive social scientific research shows that it often only takes one caring person (a mentor) in a young person's life can make significant, positive difference in that person's life.
- Through the mentors caring, interest, and acceptance, youth may begin to think of themselves as worthy of this attention. They may apply this new, stronger sense of self-confidence to other relationships and experiences.

ANISHINAABE LANGUAGE APPENDIX



Anishinaabemowin Syllable & Sound Chart

	a	i	o	aa	ii	oo	e
	ba	bi	bo	baa	bi	boo	be
	da	di	do	daa	di	doo	de
	ga	gi	go	gaa	gi	goo	ge
	ja	ji	jo	jaa	ji	joo	je
	ka	ki	ko	kaa	ki	koo	ke
	ma	mi	mo	maa	mi	moo	me
	na	ni	no	naa	ni	noo	ne
	pa	pi	po	paa	pi	poo	pe
	sa	si	so	saa	si	soo	se
	ta	ti	to	taa	ti	too	te
	wa	wi	wo	waa	wi	woo	we
	ya	yi	yo	yaa	yi	yoo	ye
	za	zi	zo	zaa	zi	zoo	ze
Ch	cha	chi	cho	chaa	chi	choo	che
Sh	sha	shi	sho	shaa	shi	shoo	she
Zh	zha	zhi	zho	zhaa	zhi	zhoo	zhe

Nasal sounds	inh	enh	onh	anh	linh	oonh	aanh
Letters or sounds that are not in Anishinaabemowin	F	L	R	Q	X	U	V
Letters or sounds that are alike	B&P	D&T	G&K	S&Z	Ch&J		

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- 0 Kaagego
- 1 Be-zhik
- 2 Niizh
- 3 Nswi
- 4 Nii-win
- 5 Naa-nan
- 6 Ngo-dwaa-swi
- 7 Niizh-waa-swi
- 8 Nshwaa-swi
- 9 Zhaang-swi
- 10 Mdaa-swi

- 11 Mdaaswi sha bezhik
- 12 Mdaaswi sha niizh
- 13 Mdaaswi sha nswi
- 14 Mdaaswi sha niiwin
- 15 Mdaaswi sha naanan
- 16 Mdaaswi sha ngodwaaswi
- 17 Mdaaswi sha niizhwaaswi
- 18 Mdaaswi sha nshwaaswi
- 19 Mdaaswi sha zhaangswi

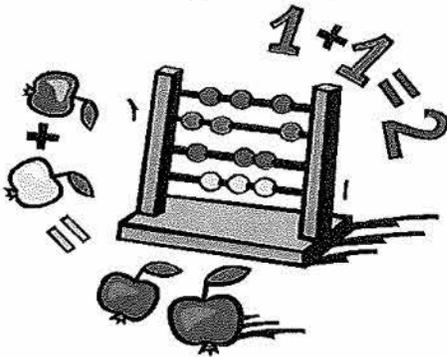
- 20 Niizh-ta-na
- 30 Nsem-ta-na
- 40 Niim-ta-na
- 50 Naan-mi-ta-na
- 60 Ngod-waas-mi-ta-na
- 70 Niizh-waas-mi-ta-na
- 80 Nshwaas-mi-ta-na
- 90 Zhaangs-mi-ta-na

Gindaaswinak
(numbers)



sha is a 'connector'
examples:

- 16 Mdaaswi sha ngodwaaswi
- 23 Niizhtana sha nswi
- 37 Nsemkana sha niizhwaaswi
- 44 Niimkana sha niiwin
- 52 Naanmitana sha niizh
- 61 Ngodwaasmitana sha bezhik
- 78 Niizhwaasmitana sha nshwaaswi
- 89 Nshwaasmitana sha zhaangswi
- 95 Zhaangmitana sha naanan
- 129 Ngodwaak sha Niizhtana sha Zhaangswi
- 357 Nswaak sha Naanmitana sha Niizhwaaswi
- 562 Naanwaak sha Ngowaasmitana sha Niizh



- 100 Ngodwaak
- 200 Niizhwaak
- 300 Nswaak
- 400 Niiwaak
- 500 Naanwaak
- 600 Ngodwaaswaak
- 700 Niizhwaaswaak
- 800 Nshwaaswaak
- 900 Zhaangswaak
- 1000 Mdaaswaak

Vowel	Sounds Like:
a	bus
aa	father
e	bed
i	sit
ii	see
o	phone
oo	book
nh	nasal sound

General Greetings and Farewell

In Anishinaabemowin, names usually come before the verb. See example below.

* **Boozhoo. (Isabelle) ndish-ni-kaas.** Hello. My name is (Isabelle).
(Literally: Isabelle is my name.) The name comes first.

(Mt. Pleasant) ndo nji-baa. I am from (Mt Pleasant).

Giin daash? We-nesh ezh-i-ni-kaas-yin? And you? What is your name?

(Maryann) ndish-ni-kaas. My name is (Maryann).

(Lansing) ndo nji-baa. I am from (Lansing).

Another way of introducing yourself in Anishinaabemowin is,

* **Aanii. Niin (Isabelle).** Hi. I am (Isabelle).

Giin daash? Wenesh zhii giin? And you? Who are you?

Niin (Mary Ann). I am (Mary Ann).

Aa-piish en'ji-baa-yin? Where are you from?
() ndo nji-baa. I am from ().

Wenesh zhii maaba? Who is this?

(Cecile) maaba. This is (Cecile).

(Cecile) maaba zhin-kaa-zaa. Her name is (Cecile).

- * **ii** have a long ee sound as in the word “feet”.
- * **g** has a hard sound as in “get”.
- * **n** has a nh nasal sound.

Anishinaabemowin has flexibility. It's not like in the English language where the words usually fall in a certain order.

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Different Ways on How to Say Goodbye (different ways ...)

There is no “goodbye” in Anishinaabemowin. There is only a form of acknowledgement, like a wave or a nod and wishing the other person well. The following words are used for goodbye. They are usually used together to imply goodbye. (Baamaa and Baamaa Pii both mean the same thing)

Baa-maa. Later. (implies goodbye)
Baa-maa Pii. Later. (also implies goodbye)

* (when speaking to only 1 person)

Baamaa Gaa-waab-min.

I'll see you later.

Baamaa Pii Gaa-waab-min.

I'll see you later.

Baamaa Miin-waa Gaa-waab-min.

I'll see you again later.

Baamaa Pii Miinwaa Gaa-waab-min.

I'll see you again later.

Wiing-e-zin.

Take care/Be careful.

Aanh-sa-na Wiing-e-zin.

Please take care/Be careful.

Waa-baang Gaa-waab-min.

I'll see you tomorrow.

Baamaa Waabaang Gaa-waab-min.

I'll see you later tomorrow.

* (when speaking to many/more than one)

Baamaa Gaa-waab-mi-nim.

I'll see you later.

Baa-maa Pii Gaa-waab-mi-nim.

I'll see you (guys) later.

Baamaa Miin-waa Gaa-waab-mi-nim.

I'll see you (guys) again later.

Baamaa Pii Miinwaa Gaa-waab-mi-nim.

I'll see you again later.

Wiing-e-zik.

Take care/Be careful.

Aanh-sa-na Wiing-e-zik.

Please take care/Be careful.

Waa-baang Gaa-waab-mi-nim.

I'll see you (guys) tomorrow.

Baamaa Waabaang Gaa-waab-mi-nim.

I'll see you later tomorrow.

* g has a hard sound as in the word “get”.

* ii have a long ee sound as in the word “feet”.

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Mno Di-bish-kan Ngam-win Happy Birthday Song

Mno Di-bish-kan Nang'wa	Happy birthday to you today
Mno Di-bish-kan Nang'wa	Happy birthday to you today
Mno Di-bish-kan, Mno Di-bish-kan	Happy birthday, Happy birthday
Mno Di-bish-kan Nang'wa	Happy birthday to you today
Mno Di-bish-kan (name)	Happy Birthday _____
Mno Di-bish-kan (name)	Happy Birthday _____
Mno Di-bish-kan, Mno Di-bish-kan	Happy birthday, Happy birthday
Mno Di-bish-kan (name)	Happy Birthday _____

Language Classes

At AIRD Facility

Every Tuesday and Thursday

Evenings from 6pm to 7pm. And

Wednesday from 12 noon to 1pm

For more information contact:
Isabelle Osawamick, Outreach Language Specialist
989-775-4110

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Compliments/Words of Encouragement

Aa-bi-ji Gi-ji-toon. (Aah-beh-chi Keh-chi-toonh)	Keep trying. (singular)
Aa-bi-ji Gi-ji-took. (Aah-beh-chi Keh-chi-took)	Keep trying. (plural)
Gni-ta-na-kii. (Kneh-tah-nah-kee)	You are a good worker. (singular)
Gni-ta-na-kiim. (Kneh-tah-nah-keem)	You are good workers. (plural)
Gna-gi-ji-toon. (Kna-keh-chi-toen)	You did good. (singular)
Gna-gi-ji-too-naa'aa. (Kna-keh-chi-toe-naa'aah)	You did good. (plural)
We-we-ni Gii-zhi-ji-ge. (Weh-weh-neh Key-shi-chi-ke)	You did it right/well. (singular)
We-we-ni Gii-zhi-ji-gem. (Weh-weh-neh Key-shi-chi-kem)	You did it right/well. (plural)
Gni-ta De-we-ge. (Kne-tah Deh-weh-ke)	You are a good drummer. (singular)
Gni-ta De-we-gem. (Kne-tah Deh-weh-kem)	You are good drummers. (plural)
Gni-ta Ngaam. (Kneh-tah Nkaam)	You are a good singer. (singular)
Gni-ta Nga-maam. (Kneh-tah Nka-mum)	You are good singers. (plural)
Gni-ta Naad-maa-ge. (Kneh-tah Nod-mah-keh)	You are a good helper. (singular)
Gni-ta Naad-maa-gem. (Kneh-tah Nod-mah-kem.)	You are good helpers. (plural)
Gni-ta Bzin-daa-ge. (Kneh-tah Bsen-daatch-keh)	You are a good listener. (singular)

Gni-ta Bzin-daaj-gem. (Kneh-tah Bsen-daatch-kem)	You are good listeners. (plural)
We-we-ni Gdo-Bzin-dam. (Weh-weh-neh Kdoh-bsen-dum)	You pay attention very well. (singular)
We-we-ni Gdo-Bzin-da-maam. (Weh-weh-neh Kdoh-bsen-dah-mom)	You pay attention very well. (plural)
Aa-bi-ji Zhoo-miing-we-nin. (Aah-beh-chi Show-meeng-weh-nen)	Keep smiling. (singular)
Aa-bi-ji Zhoo-miing-we-nik. (Aah-beh-chi Show-meeng-weh-neck)	Keep smiling. (plural)
Gdo kchi-pii-ten-da-gwas. (Kdo-kchi-pea-ten-dah-kwas)	You are special. (singular)
Gdo kchi-pii-ten-da-gwa-sim. (Kdo-kchi-pea-ten-dah-kwa-sem)	You are special. (plural)
Chi-mii-gwech Naad-i-mo-yin. me.(singular) (Chi-me-kwetch Not-eh-moo-yen)	Thank you very much for helping
Chi-mii-gwech Naad-i-mo-yik. me.(plural) (Chi-me-kwetch Not-eh-moo-yek)	Thank you very much for helping

* **ii** have a long ee sound, as in “feet”
 * **g** has a hard sound as in “get”
 * **n** has a nh nasal sound

Simple Commands with Manners (please)

Aanh-sa-na Maa-sen	Please walk.
Aanh-sa-na <u>Neng-kaaj</u> maasen.	Please walk <u>slow/slowly</u> .
Aanh-sa-na Nmaa-di-bin/Maad-bin.	Please sit down.
Aanh-sa-na Naa-niib-win.	Please stand up.
Aanh-sa-na Bzin-dan.	Please listen.
Aanh-sa-na Bzin-dwe-shin.	Please listen to me.
Aanh-sa-na Boon-tan.	Please stop.
Aanh-sa-na Beka.	Please wait.
Aanh-sa-na Baa-bii'iw-shin.	Please wait for me.
Aanh-sa-na Baa-blij-i-gen.	Please wait your turn.
Aanh-sa-na Gegwa.	Please don't.
Aanh-sa-na Wii-si-nin.	Please eat.
Aanh-sa-na We-we-ni Zhitch-i-gen.	Please do it right.
Aanh-sa-na Bi-ni-nan.	Please hand it over.
Aanh-sa-na Nbwaa-ji-shin.	Please visit me.
Aanh-sa-na Naad-moo-shin.	Please help me.
Aanh-sa-na Zhe-no-moo-shin.	Please show me.
Aanh-sa-na Wiin-da-moo-shin.	Please tell me.
Aanh-sa-na Wiij-gaab-wi-to-shin.	Please stand by me/Please stand with me.

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Simple Manners

Kawii Nji-da.	I'm sorry.
Aanii gii-yenh.	Pardon me (in reference to asking "what did you say")
Miigwech.	Thank you/Thanks.
Chi Miigwech.	Thank you very much/Thanks a lot.

There is also no word for "you're welcome" in Anishinaabemowin. It is a given that everybody appreciates. However, there is a form of acknowledgement, like a nod accompanied by a word. This word is **Aahaaow** or **Naahaaow** with a nod.

The word **Aahaaow** or **Naahaaow** also mean "okay", depending on the situation. **Aahaaow** or **naahaaow** could imply an affirmative reply of "yes".

***this is what we mean by flexibility of Anishinaabemowin. It's an oral language and a word could mean something different depending on the situation.**

There is no "goodbye" in Anishinaabemowin. There is only a form of acknowledgement, like a wave or a nod and wishing the other person well. There are many ways to wish the other person well, for example **Wiingezin**.(take care), **Baamaa Pii** (later), **Baamaa Gaawaabmin** (See you later), etc. These particular words imply goodbye.

*** g has a hard sound as in the word "get".**

*** ii have a long ee sound as in the word "feet".**

Different Meanings for “Aanhsana” (please/so/very/etc)

“Aanh-sa-na” is always used with another word. It’s never by itself.

It has two meanings, depending on usage.

1. it could mean “please” .

2. it could mean “so”, “very”, “really”. It’s more of something.

Aanhsana (please) is sometimes used as a command, as in manners.

“Please” examples are:

Aanh-sa-na Zhii-tan.

Please get ready.

Aanh-sa-na We-wiib-tan.

Please hurry/Please hurry up.

Aanh-sa-na Wii-si-ni-da.

Please let’s eat.

Aanh-sa-na Be-kaa-yan.

Please be quiet.

Aanh-sa-na Naad-a-moo-shin.

Please help me.

Aanh-sa-na Bzin-dwe-shin.

Please listen to me.

Aanh-sa-na Neng-kaaj.

Please take it easy/slow.

Aanhsana (“so”, “very”, “really”) is sometimes used as a statement. It’s an amplification of a statement. These examples are:

Aanh-sa-na Nba-ka-de.

I am so hungry.

Aanh-sa-na Ngii-kiim-gwaash.

I’m really sleepy.

Aanh-sa-na Gda-kwas.

You are very sick.

Aanh-sa-na Nde-kwe.

I have such a bad headache.

Aanh-sa-na Gni-ta-na-kiim.

You are really good workers.

Aanh-sa-na Ngwe’ii-ben-dam.

I am really in a hurry.

Aanh-sa-na Ngii-sa-den-dam.

I am so regretfully sorry.

General Classroom Vocabulary

Zhii-taa-da.	Let's get ready. (inclusive)
<u>Aambe</u> zhii-taa-da.	Let's get ready <u>now</u> .
Aanh-sa-na Aambe Zhii-taa-da.	Please let's get ready now.
Giin Na Gdi-ben-dan?	Is it yours?
Giin Na <u>Maanda</u> Gdi-ben-dan?	Is <u>this</u> yours? (inanimate)
Giin Na <u>Maaba</u> Gdi-ben-ma?	Is <u>this</u> yours? (animate)
<u>Maanda</u> gdi-ben-dan.	<u>This</u> is yours. (inanimate)
<u>Maaba</u> gdi-ben-ma.	<u>This</u> is yours. (animate)
Wenesh e-na-kii-yin?	What are you doing?
Maanda ga-zhitch-i-ge.	This is what you do. (a statement)
Gzin-jii-da.	Let's wash our hands.
<u>Aambe</u> gzin-jii-da.	Let's wash our hands <u>now</u> .
<u>O'</u>gzin-jii-da.	Let's <u>go</u> and wash our hands.
Aambe <u>o'</u>gzin-jii-da.	Let's <u>go</u> and wash our hands now.
Zhi-gaa-bwen.	Line up/Get in line. (singular command)
Zhi-gaa-bwek.	Line up/Get in line. (plural)
<u>Aanh-sa-na</u> zhi-gaa-bwek.	<u>Please</u> line up.
Zhi-gaa-bwe-da.	Let's line up. (inclusive)
Aanh-sa-na <u>Aambe</u> Zhigaabweda.	Please let's line up <u>now</u> .
Baa-bii-toon.	Wait for it.
Baa-biij-gen.	Wait. (singular)
Baa-biij-gek.	Wait. (plural)
Baa-biij-ge-da.	Wait. (inclusive)
Maanda Naangwa Ga-naan-kii-mi.	This is what we'll do today.

Inclusive Commands

Naad-a-maad'da.	Let's help each other.
Wii-dook-a-daad'da. (also implies to work well with each other by sharing or supporting each other's ideas/plans/etc.)	Let's play with each other.
Ki-noo-maad'da.	Let us teach each other.
Bzin-daad'da.	Let's listen to each other.
Wiij-kaab-wid-taad'da.	Let's stand by each other/Let's stand with each other.
Zhe-noo-maad'da.	Let us show each other.
Wii-da-baam-di-da.	Let us sit with each other.
Nbwa-jid'da.	Let's visit each other.
Wii-dook-mid'da.	Let's eat with each other.
Bzin-dwaa-da.	Let us listen to him/her.
Zhi-gaa-bwe-da.	Let's stand in line/Let's get in line.
Zhii-taa-da.	Let's get ready.
We-wiib-taa-da.	Let's hurry up.
Maa-jaa-da.	Let's leave.
Wiij-kaab-wi-twa-da.	Let's stand by him/her. Let's stand with him/her.
Zhwen-maa-da. (to support another person's interest)	Let's share with him/her.

[Be-zhik Eta (Singular or One Only)]

Oosh-me Be-zhik (Plural or More than one)

Call me.	Bi-gnoon-shin	Bi-gnoon-shik
Talk to me.	Gnoon-shin.	Gnoon-shik.
Tell me.	Wiin-da-moo-shin.	Wiin-da-moo-shik.
Eat with me.	Wii-dook-mi-shin.	Wii-dook-mi-shik.
Sit with me.	Wii-da-baam-shin.	Wii-da-baam-shik.
Give me.	Miin-shin.	Miin-shik.
Wake me up.	Maa-ji-web-ni-shin.	Maa-ji-web-ni-shik.
Help me.	Naa-daa-moo-shin.	Naa-daa-moo-shik.
Play with me.	Wii-doo-koo-shin.	Wii-doo-koo-shik.
Stand with me.	Wii-ji-gaab-wi-too-shin.	Wii-ji-gaab-wi-too-shik.
Show me.	Zhe-noo-moo-shin.	Zhe-noo-moo-shik.
Teach me.	Ki-noo-moo-shin.	Ki-noo-moo-shik.
Come with me.	Bi-wii-jii'iw-shin.	Bi-wii-jii'iw-shik.
Answer me.	Nkwe-too-shin.	Nkwe-too-shik.
Listen to me.	Bzin-doo-shin.	Bzin-too-shik.
Look at me.	Gno-waab-mi-shin.	Gno-waab-mi-shik.
Wait for me.	Baa-bii'iw-shin.	Baa-bii'iw-shik.
Go with me.	Paa-wii-jii'iw-shin.	Paa-wii-jii'iw-shik.
Leave me alone.	Boo-nii-ko-shin.	Boo-nii-ko-shik.
Hand it to me.	Nin-mo-shin.	Nin-mo-shik.

*** ii's have a long ee sound.**

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How Are You Vocabulary

Ni-shin.	Good.
Kina Gego Nishin.	Everything is good.
Ngi-chi-nen-dam.	I am happy.
Nde'e-kwas.	I am tired.
Ga-ma-gwa.	So so. Okay.
Ngii-zhii-ta.	I'm done/finished.
Nba-ka-de.	I am hungry.
Ndeb-si-nii.	I am full.
Nmaam-kaa-den-dam.	I am surprised.
Nda-kwas.	I am sick.

- **Two ii's have a long ee sound as in the word "feet".**
- **The letter j has a "ch" sound.**
- **The letter g has a hard sound, like in "get".**

*** Difference Between Animate and Inanimate**

*** What is a Given?**

In Anishinaabemowin, everything is divided into the animate and inanimate, whereas in English there is the “he”, “she” and “it”.

In Anishinaabemowin, the “he” and “she” are categorized into the animate/living. The living has both the he and she. They are not separated.

In Anishinaabemowin, the “it” is categorized into the inanimate/non-living. However at times when talking about certain animate objects (like a car), we say “it ...” rather than “he/she...”. **(this is another example of flexibility in our Oral Language)**

Since Anishinaabemowin is an **oral language**, we know what is being talked about, through our conversation. It’s a given.

Animate is the living. It is the movement of objects or living beings.

Maaba is the word for “here is” or “this is”. You always use this when speaking about animate/living words.

Maaba - used for the singular tense.
- used when speaking only about one living thing.

Gwaanda – used when speaking about more than one in the animate.

Inanimate is the non-living. It is the non-moving objects.

Maanda is the word for “here is” or “this is”. You always use this when speaking about inanimate/non-living objects.

Maanda - used for the singular tense.
- used when speaking only about one non-living thing.

Ninda – used when speaking about more than one in the inanimate.

In Anishinaabemowin, the words “the” and “is” are called givens, because they are part of the word. It is a given that they are there, they are not written in. They are not a separate word as in English.

RESOURCES

Seven Grandfather Teachings

Nbookaawin ~ Wisdom

To live with wisdom is to acquire and use experiences as guides for making equitable and mature decisions.

Zaagidowin ~ Love

To live our lives with love is to understand our capacity to realize, empathize, and nurture the needs of others.

Minaadendamoowin ~ Respect

To live with respect is to give mutual consideration for shared and differing ideas as well as for the world around us.

Zoongide'ewin ~ Bravery

To be brave and have courage is to recognize our moral and mental strength and to do what is appropriate.

Gwekwadiziwin ~ Honesty

To be honest is to recognize that we have the ability to live our lives with honor and integrity.

Dibaadendiziwin ~ Humility

To live with humility is to recognize that we are all equal, we all make mistakes, we all like to have our success rewarded and to put others before ourselves.

Debwewin ~ Truth

To live in truth is to recognize the difference between right and wrong and to be faithful to ourselves as well as the world around us even when the right way is not the easiest way.



Anishinaabe Medicine Wheel

Boozhoo, greetings!

The medicine wheel has been used by aboriginal cultures in North and South America for 10,000 years. It is a symbol of the circle of life, used in prayer and to bring balance to one's life.

The circle of the Anishinaabe medicine wheel is continuous, with no beginning and no end. Everything in life is sacred – the earth, animals, plants ... everything affects one another.

The four colours of the medicine wheel are spirits. Each one is associated with a life stage. **Yellow** is the beginning, the spring and the newborn. **Red** is childhood, the summer and the afternoon. **Black** is adulthood, autumn and the evening, and **white** is wisdom, the elderly and the night.

Anishinabeg Medicine Wheel

Keewatinong - Spirit Keeper of the North

Colour: White

Direction: North

Time of Day: Night

Season: Winter

Stage of Life: Elder

Animal: Deer

Plant Medicine: Sweet Grass

Place: Mind

Sha'ngabi'hanong - Spirit Keeper of the West

Colour: Black

Direction: West

Time of Day: Evening

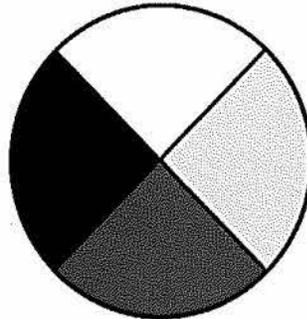
Season: Autumn

Stage of Life: Adult

Animal: Bear

Plant Medicine: Cedar

Place: Physical



Wabanong - Spirit Keeper of the East

Colour: Yellow

Direction: East

Time of Day: Morning

Season: Spring

Stage of Life: Baby

Animal: Eagle

Plant Medicine: Tobacco

Place: Spirit

Shawanong - Spirit Keeper of the South

Colour: Red

Direction: South

Time of Day: Afternoon

Season: Summer

Stage of Life: Youth

Animal: Coyote

Plant Medicine: Sage

Place: Emotion

What spirit color are you?

If you were born during a particular season, you are most influenced by that color spirit.

Spring (March, April, May) – Yellow Spirit

Summer (June, July, August) – Red Spirit

Autumn (September, October, November) – Black Spirit

Winter (December, January, February) – White Spirit

Where are you on the medicine wheel?

Think about your life and what may be out of balance.

Are you overcome with emotion, easily hurt or embarrassed by something? Then you have an imbalance with the Red spirit (emotion).

Are you physically tired, in pain or ill? Then you have an imbalance with the Black spirit (physical).

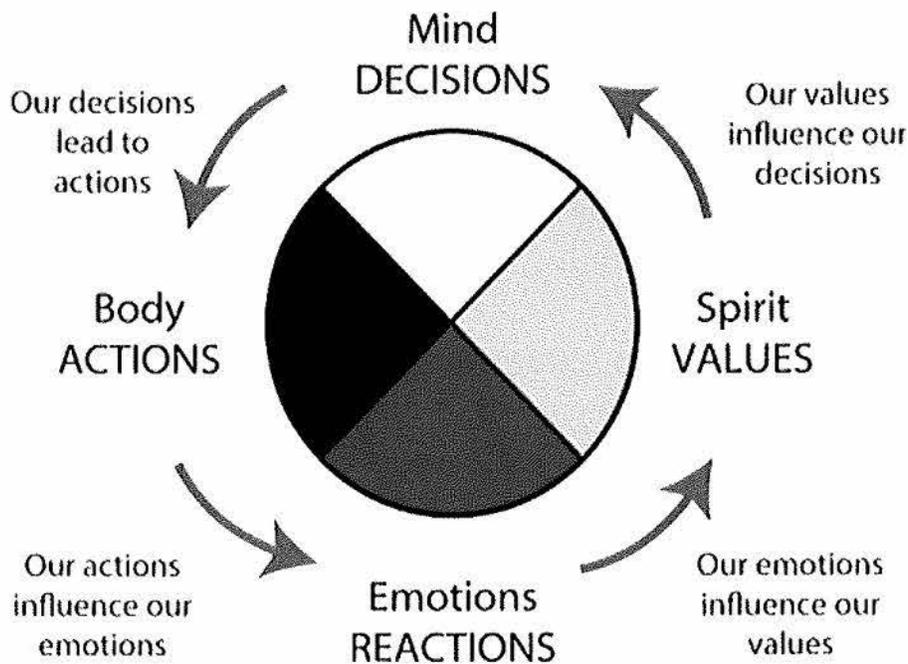
Are you working ridiculously long hours or stressed out by the boss and your co-workers? Then you have an imbalance with the White spirit (mind).

Are you obsessed with finding yourself or spending most of your time on self-help books? Then you have an imbalance with the Yellow spirit (spirit).

How can we seek better balance in our lives?

By bringing the mind, spirit, emotions and the body into balance. The yellow spirit represents our values, what we believe in, what we hold dear, what we are not willing to compromise. Our **values** affect the White spirit, our decisions. Our **decisions** affect the **Black** spirit, our actions, and how we act to implement the decisions we have made. Our **actions** affect the **Red** spirit, our emotions, and how we react to the actions we have taken. Our **reactions** affect the **Yellow** spirit, our values, and help us to reconfirm or change what we believe in.

The circle continues in this way for every aspect of our lives.



<http://www.thesilentcanoe.com/anishinaabe-medicine-wheel.htm>

52 MENTORING ACTIVITIES: AN ACTIVITY FOR EACH WEEK!

Feel free to change the activities to fit your mentee's interest, or come up new activities!

* Corresponding page numbers refer to the Creative Mentoring activity guide

1. "Mentees are teachers!" Let your mentee plan to teach you something they are knowledgeable about, and let them teach it.
2. "Go on a trip!" Not really of course, but choose a place you have always wanted to visit (Fiji, Greece, Disney World) find pictures and fun facts in magazines, books and online. When is the best time to go? What do you want see while you are there? Then make your own scrapbook or travelers guide. A great way to explore and learn geography!
3. Play the "Who, what, when, where, why, how" game. Rip 6 pieces of paper and on each write "who", "what", "when", "where", "why" and "how". Read a story, and take turns drawing one of the pieces of paper and answering a made up "who", "what", "when", "where", "why" or "how" about the story.
4. "Learn a language!" Learn Sign language, Spanish, Latin or Pig Latin! Teach each other a new word or phrase at each session. Write them down to keep track and see how many you can remember.
5. "Show and Tell!" You and your mentee can both bring in photos or items that important to you.
6. Set a goal
7. "Act it out!" Go to the library find a play, and read it out loud.
8. Make your own board game.
9. You can each make a list of 25 things you want to do or accomplish during your lifetime and share it with one another.
10. "Write a letter!" Talk to your school's mentor coordinator about finding a pen pal for you and your mentee at their school (the principal or guidance counselor), abroad or with armed service member.
 - a. For younger students you can work on your letter together letting them dictate to you or maybe help to write.
11. "Serve!" Come up with a service project you can do at your mentee's school. Plant flowers or plan to read to a lower grade.
12. "Rubber Egg?!" Do the rubber egg experiment or another egg experiment. Plan it out, come up with a hypothesis and make sure to get permission from your mentor coordinator.
13. "Check mate!" Teach each other how to play chess or checkers, get a book from the library to figure out how.
14. "Extra, extra!" Pretend you are a newspaper reporter and schedule to interview someone interesting in your school. Prepare a list of questions with your mentee and see if you can setup an interview with a teacher, the school nurse, the PE teacher or the principal.
15. Make a bird feeder. Do your research on what types of birds are in your area. Find out about each bird's preferred habitat and diet. With the right food, you may be able to attract some birds that you don't normally see otherwise.
16. "Story Swap!" Starts writing a story with your mentee, then each take turns taking the story home and adding new fun twist and turns to the story.

17. "What is onomatopoeia? Find out!" Each of you seek out new and interesting English words and share them at your next session. Make your own book of definitions.
18. "What's your plan?" Make a timeline of your life over the next 5-10 years. What do you want to accomplish by the time you are 10, 16, 18 and 25?
19. "Make a collage!" Choose a theme like: "What do I want in my future?", "What is fashion", "What I want to be", and find pictures and words in old magazines and glue them on paper.
 - a. For younger students you can collage a specific letter and cut pictures out that begin with that letter, or make a number chart finding and cutting out pictures of: 1- dog, 2-letter "w", 3- shoes, etc.
20. "Play!" Learn how to play a new sport. Look up the rules, find clips, etc of how to play cricket, hacky sack, or water polo.
21. Make a Kite
22. Play Frisbee
23. Make a scrapbook or photo album
24. "Knit or Crochet!" Find books in the library or clips online on how to do it, and learn how together!
25. Paper Airplanes! Find a book or website about how to make different kinds of paper airplanes, and have a contest to see whose goes the farthest!
26. Discuss a current event
27. "Take a tour!" Let your mentee give you a tour of their school.
28. "Help wanted!" Fill out mock applications for jobs or help your mentee create their résumé. <http://jobsearch.about.com/od/jobappsamples/a/sampleapp.htm> If the mentor has a résumé you may want to bring it, and share it with your mentee (Be sure to remove any personal information).
29. "Solve it!" You and your mentee both take time making up your own math worksheets, then swap sheets, set the timer and see how many each of you can get done. This is most beneficial as a skill/self-esteem building activity if the mentor makes sure the math problems they create are on their mentee's math level. Your mentee will get a kick out of making your problems as difficult as they can!
30. Organize! Assist your mentee in organizing schoolwork and developing study schedules.
31. Take your mentee's spelling words and cut the letters to spell each word out of newspapers, magazines, and pictures (when applicable), etc. and make spelling word flashcards.
32. Play tic-tac-toe or the dot game
33. Go bird watching or virtual bird watching.
34. Learn how to make Origami
35. Every day is a holiday! Make a card or draw a picture for any upcoming holiday like Arbor Day, or Talk like a Pirate Day
36. Write a Haiku
37. Write a rap or a different style of song, especially as a method to help them remember key facts for a test or spelling words.
38. Play 20 questions
39. Put together a puzzle or make your own.
40. Learn to play a new card game like "I declare war", "Go Fish", Hearts, Gin Rummy, Memory, Old Maid

41. Play Hangman
42. Create a flipbook
43. Learn to play Chess
44. Play Sudoku
45. Practice positive imagery and relaxation techniques with your mentee. Find an area you would like to work on or improve and use positive imagery to start to make it happen!
46. Do a crossword puzzle or word search, or make your own!
47. Take turns reading a page, paragraph or sentence from funny story aloud.
48. Walk on the playground and find as many leaves as possible and then try to find which trees your leaves came from.
49. Teach your mentee a clapping game.
50. Make your family trees.
51. Play Charades.
52. "It's a mystery!" Write down a list of 10 things you've always wanted to know. "Why is it dark at night?" "How does a car work?" "How does an airplane fly?" Go to the library or go to the Internet and figure out the answers!

Other ideas:

- Color or draw a picture
- Play Math 24-Card Game! Talk to your school coordinator for more details!
- Check out these website for kids:
<http://www.peacecorps.gov/kids/>
<http://www.nasa.gov/audience/forkids/kidsclub/flash/index.html>
- Make your own water filter! (<http://pbskids.org/zoom/activities/sci/waterfilter.html>)
- For the holidays. Because your mentee is younger they might not have a lot of their own money, help them make a list of what would really help the people on their list, and what they can do help. (Examples: Read a sibling a story, help around the house, help outside the house, write a story, make a card, etc.)
- Make your own cereal dispenser
(<http://pbskids.org/zoom/activities/sci/cerealdispenser.html>)

NIIKWEHN CONTACT INFORMATION

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Niikwehn Mentoring Program

cmich.edu

Put your **STAMP** on the **WORLD**

, keyword: Niikwehn

Dear Niijkewehn Parents,

We would like to hear your personal thoughts on our mentoring program. Your feedback will help us obtain funding to keep the program going beyond this school year.

1. Has your child talked to you about the program and the activities that we do? If so, what does she or he say?

- Toby loves the activities and time spent with friends and mentors.
- No.
- She likes most activities but particularly the matt shop. Mostly I think she really connected with her mentor.
- All around excited, looked forward to meeting every week. Would have liked to see her mentor more.
- Yes, my son looks forward to these events and excitedly reminds me of them. He has already talked about going to CMU once he is grown up.
- Yes she has. She has been enthusiastic in sharing what she did during her program and always has something positive to say about that week's experience.
- She talks about the program constantly, she loves the activities and she always has positive things to say about it.
- He hasn't mentioned anything to me but he must have said something to his little brother because he can't wait to be old enough to participate.
- Yes, we talk about it every week. She loves going and enjoys spending time with her mentor and she likes the outings as well.
- They both love it.
- Yes, he really enjoys being with the mentors and just being himself. He is always very positive about attending.
- She enjoys all activities and being able to do with friends.
- She always tells me what you did on day of activities. She is always very excited.
- He really likes the program. He is pretty introverted but still looks forward to program. He always has fun.

2. From your perspective, how do you see the program?

- I am thankful for the mentoring.
- Get exercise
- I am very impressed with the program. I love the events on campus because it gives the kids some familiarity so in the future CMU wont seem so scary.

- esteem, independence, and ability to work well with others.
- My daughter is excited about the program every week. She seems more interested in cultural activities and she is learning many great things. She has a picture collage of her and her mentor on her bedroom wall.
- Well, he has already chosen what college he wants to go to- I don't know if that is the result of the program or because MSU made the final four, lol.
- Yes, she was very shy and unsure of herself. The program has helped with her self esteem.
- N/A
- Trever is a great kid. Still the same "awesome"! He's got a great head on his shoulders! I love the program and so does he. He's very against certain issues with kids in his grade. He knows what is right and what is wrong.
- More confident in asking for help with homework. More determined.
- Not really.
- A little more out going.

4. From your perspective, what would you change about the program to make it better for your child?

- Maybe add a tutoring component or a high school pre college/college prep our students need help with algebra.
- Nothing.
- Nothing.
- More cultural teaching to be included
- More men mentors
- At this time I cannot really think of a way in which I would change this program. I feel that a lot of thought, time and effort are put into it to make it a positive experience for the children involved.
- Nothing. My child absolutely loves the program and has nothing bad to say about it.
- Can't think of anything. ☺ Maybe tour some of campus relating to possible career interests of the kids.
- I cant think of any way to make it better for her but when the program goes to events at the SAC it would be helpful for parents if we could meet elsewhere after.
- N/A
- I think it's perfect.
- More homework labs.
- Nothing I'm very happy with it.
- Nothing!

Niijkewehn Mentoring Mid Year Training

1. Welcome and Introductions

Alice Jo Ricketts – Youth's alternative worker

- a. *School Statistics* (5 minutes)
 - i. SCA 6 mentors: 9 mentees
 - ii. MMG 7 mentors: 6 mentees
 - iii. SS X mentors: X mentees
 - iv. REN 7 mentors: 11= mentees
 - v. WEST 5 mentors: 12 mentees
- b. *Introductions*-stating different school representation
- c. *Food for thought* (10 minutes) while eating:
 - i. Sticky Note Activity
 1. Need: sticky notes, white panels, markers
 2. Questions: needs work, doing great, general questions?
 - ii. (Fill out) Paperwork
 1. Student profiles
 2. Career development w/ youth
 3. Attendance policy
 4. Talking points about Program
- d. *Icebreaker* (10 minutes)
 - i. Option 1: Bop It-Share an experience from your youth and explain its relevance to the mentoring you do now. Share an example!
 - ii. Option 2: Alternative Icebreaker (Maggie Steele)

2. Facilitate Sticky Note Discussion (20 minutes)

- a. Review notes and ask mentors to come up with solutions if needed
- b. Remember to re-introduce facilitators and why they are there

3. Penny Project (30 minutes) Tina

4. Research (10 minutes) Kinney

5. Peer Recruitment (5 minutes)

6. Survey

- a. Fill out before leaving

Niijkewehn Mentoring Program: November On-going Training Agenda

Pennies

Give them sticky notes

5 min- Check Ins – gift

5 min- Trivia Bingo

15 min- Psycho Geometrics Personality Exercise

25 min – Prezi

What would Jr. Mentors like to get out of it?

Work with them at HS?

Thoughts?

Join events on campus – Native American Heritage, Campus speakers, CMU and U Day, volunteering

Kathleen's ideas

15 - Open talk, questions, switching schools

15 min - Language Review Exercise (teams of 2)

15 min – Notes for youth, evaluations, folders - Up-to-date paperwork

Chi miigwetch!!!

Sticky notes

Mentos

Personality exercise

Youth notes

Pick up the folders

Put together youth mentor lists



Aanii Families,

The Niijkewehn Mentoring Program is recruiting youth for the 2015/2016 academic school year! If you are unfamiliar with our program, we have provided our Mission and Vision statements below that clarify the purpose of our program for your youth:

Mission

The Niijkewehn Mentoring Program connects Native American youth with Native American college students and together they engage in cultural, academic and recreational activities. By participating in this program, both Native American youth and Native American college students will strengthen their cultural identities, graduate from school and become leaders in their Tribal communities and beyond.

Vision

The Niijkewehn Mentoring Program, a partnership between the Saginaw Chippewa Indian Tribe and Central Michigan University, is an innovative mentoring program, which empowers and inspires Native American students of all ages to become cultural and professional leaders in their Tribal communities and beyond.

Our program currently serves youth 5th through 8th grade in our after school program in the following schools during the following days and times:

Shepherd Elementary & Middle School:	Monday	3:00 pm – 4:30 pm
West Intermediate Middle School:	Tuesday	2:45 pm – 4:15 pm
Renaissance Academy:	Wednesday	2:00 pm – 3:30 pm
Mary McGuire Elementary:	Wednesday	4:00 pm – 5:30 pm
Saginaw Chippewa Academy:	Thursday	3:30 pm – 5:00 pm

The program will be held in each school's Native American room, except for SCA, which is held in the cafeteria. Your child can drop off his or her registration form in their Native American room or in the office at SCA. **All forms in this packet will need to be filled out prior to your child's participation in the program.** Please have your child stay after school and meet in their Native American room.

The program runs the length of the school year. You will receive information for each month's activities at the end of the prior month. Please check with your child for this information. I will also send information via email to the email address you provide me with if applicable. If program is cancelled, your child's school and Native American Youth Achievement Advisor will be notified so that they can inform your child. I will also communicate any changes to you through the preferred method that you indicated on the registration form. Please ensure that your child is picked up and **signed out** by a guardian or designated pick-up person listed on the registration form.

You may visit cmich.edu, keyword: **Niijkewehn Mentoring Program** for the program updates, additional information and forms. Our Niijkewehn Mentoring Program Facebook page will also feature updates and pictures from our program activities and events.

We look forward to engaging with your youth! Please feel free to contact me if you have any questions.

Miigwetch,

Nichole L. McLachlan, BSW

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PR/Award # S299A160095

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Niijkewehn Mentoring Program

Parent ' s Informed Consent Form

Dear Parent,

Your child, who is participating in the **Niijkewehn Mentoring Program**, is being invited to participate in a research study. The following information is provided to help you make an informed decision whether or not you want your child to participate. If you have any questions, please do not hesitate to ask.

We hope to learn about your child ' s experiences in the mentoring activities and also their school experiences and participation in cultural activities. This information will benefit the future of the program as it will help us obtain funding to keep the program going after this school year. David Kinney, CMU sociology professor, Colleen Green, Director of CMU Native American Programs, and Nichole McLachlan, Mentoring Program Coordinator, is conducting the study. The study has the support of the school principal as well.

Your child, as a participant in the **Niijkewehn Mentoring Program** is eligible to participate in our study. If you decide to allow your child to participate in this research project, we will give your child a short, one-page survey with questions about their experiences in the program and at school before the program begins and at the end of program. The survey questionnaire will take between 5 – 10 minutes. Participation in this study is completely voluntary, and your child is of course free not to answer a question or to not take the survey. Your child will benefit by having the opportunity to share their experiences with interested adults and help us create the best possible program for future participants. From past experience, it is clear that children enjoy sharing their experiences in the program and at school.

We are concerned with protecting the privacy of children who participate in our study. Thus, we will only give your child the survey questionnaire with your permission and your child ' s permission. Your child ' s full name will not be recorded with the survey. The surveys will remain in our possession and will only be used for to better understand the children ' s experiences in the Niijkewehn Program and for research purposes, in which case neither the school nor the individual students will be identified. Results of this study will be used solely for research purposes and the names of the participants will not be used. You may refuse to allow your child to participate and your child will not be treated any differently at in the mentoring program or at school whether or not he or she is completes the survey or not. You may change your mind about being in the study and quit after the study has started. If the study design or use of the data is changed, you will be so informed and your consent obtained for the revised research study. If you have any questions, David Kinney would be happy to answer them: David - (989) 572-8695 or email: david.a.kinney@cmich.edu.

You will be given a signed and dated copy of this form to keep. Your signature below indicates that you give your consent for your child to participate to take the survey at the beginning and end of the program and that you have read and understand the information provided above. Thank you very much!

Parent ' s signature _____ Date _____

Parent ' s printed name _____ Date _____

Niijkewehn staff signature _____ Date _____

Niijkewehn staff printed name _____ Date _____

**Survey questions about school and culture: Please circle one answer for each question.
Thank you!**

1. How satisfied are you with the grades your child has received this year?
1. Very satisfied
 2. Somewhat satisfied
 3. Not satisfied
-

2. How often does your child talk to you about things they learn at school?
1. Almost every day
 2. Once or twice a week
 3. A few times a month
 4. Less often
-

3. How often does your child have homework?
1. Almost every day
 2. Once or twice a week
 3. A few times a month
 4. Less often
-

4. How often does your child complete his or her homework?
1. Almost every day
 2. Once or twice a week
 3. A few times a month
 4. Less often
-

5. How often do you participate in tribal activities?
1. Every week
 2. A few times a month
 3. Every few months
 4. A few times a year
 5. Less often
-

6. How important do you think it is to be involved with your tribe?
- | | | | | | |
|------------------|---|---|---|---|-------------------|
| Not
important | | | | | Very
important |
| 1 | 2 | 3 | 4 | 5 | |
-

7. How proud are you of your Native American heritage?
- | | | | | | |
|--------------|---|---|---|---|---------------|
| Not
proud | | | | | Very
proud |
| 1 | 2 | 3 | 4 | 5 | |
-

8. How important do you think it is to speak your Native language?
- | | | | | | |
|------------------|---|---|---|---|-------------------|
| Not
important | | | | | Very
important |
| 1 | 2 | 3 | 4 | 5 | |
-

9. How often do you speak your Native language in your home?
1. A lot
 2. Somewhat often
 3. Not often at all
 4. Not at all



Saginaw Chippewa Indian Tribe Behavioral Health Programs
Transportation Consent Form*

I, _____ consent for transportation of myself or, as parent/guardian, consent for) transportation of
(Please Print First and Last Name)

_____ to an activity/service being provided by the
(Please Print First and Last Name of Minor Child/Ward/Conservatee)

Saginaw Chippewa Indian Tribe Behavioral Health Program. This consent is effective from _____ to _____ unless
(Date) (Date)
revoked by me in writing. In any event, this consent will expire automatically as follows: _____
(Specify date, event or condition upon which this consent expires)

Parent/Guardian Date

Witness Date

Note - Prevention Staff: Please file original consent for transportation in Front Office

PHOTOGRAPH/VIDEO RELEASE FORM

I, _____, (legal parent or guardian of _____), do hereby Behavioral Health Programs and its employees, and/or agents have the irrevocable right to use my name and/or my child's name, picture, portrait, or photograph in all form and in all media and in all manners, without any restriction as to changes or alterations (including but not limited to composite or distorted representations or derivative works made in any medium) for advertising, publications, promotion, or other lawful purposes. I waive any rights to inspect or approve the photograph(s) or video(s) or finished version(s) incorporating the photograph(s) or video(s), including written copy that may be created and appear in connection therewith.

I hereby release and agree to hold harmless Behavioral Health Programs and its employees and all persons acting under its permission or authority from any liability arising with respect to any works mentioned in the paragraph above.

I agree that the photographer(s) own the copyright(s) in these photographs and hereby waive any claims I may have based on usage of the photograph(s), video(s) or work derived there from, including but not limited to claims of either invasion of privacy or libel. I am the guardian or parent of said child noted above and I am of full age and competent to sign this release. I agree that this release shall be binding on my legal representatives, my heirs, assigns, and me. I have read this release and am familiar with its contents.

I further agree that I will not receive payment for participation in said photograph(s) and/or videotape(s) produced by Behavioral Health Programs, The Saginaw Chippewa Indian Tribe of Michigan and its agents.

Name: _____ Date: _____

Parent or Guardian Signature _____

PHOTOGRPH/VIDEO RELEASE: Central Michigan University, Native American Programs, and Nijjkewehn Mentoring Program

I give consent for any photography or video of my child taken during Nijjkewehn Mentoring Program activities to be used by Central Michigan University and Nijjkewehn Mentoring Program publicity purposes.

Name: _____ Date: _____

Parent or Guardian Signature _____

Niijkewehn Mentoring Program Mentor Information and Checklist

Name: _____ D.O.B.: _____ Race: _____

Gender: F M Phone Number: _____ Email: _____

Tribal Affiliation: _____ Member or Descendant (please circle) Shirt Size: _____

College Name: _____ Student Number: _____ Current Cumulative GPA: _____

Major/Minor: _____ Expected Graduation Date: _____

Current Job and Work Times: _____

I am interested and able to mentor during the 2015/2016 Academic: Y N

I am available in the summer of 2016 to mentor: Y N

Allergies or Medical Information we need to know: _____

Emergency Contact Name: _____ Phone: _____

Checklist

Mentor Application/Interview

Background Check

Cleared Yes No

Volunteer Liability Waiver

Attendance Policy

Mentor Policy

Mentor Interest Form

College Student Pre-Program Questionnaire

September Mentor Training, Date _____ January Mentor Training, Date _____

November Mentor Workshop, Date _____ March Mentor Workshop _____

Fall Language Class, Date _____ Fall Language Class, Date _____

Spring Language Class, Date _____ Spring Language Class, Date _____

Total Training Hours _____

Total Mentor Hours _____

Total Language Class Hours _____

Total Volunteer hours _____

Release of Liability

I AM AWARE that volunteering for the volunteer agencies partnered with CMU and Central Michigan University involves risks of personal injury, property damage, and other risks associated with volunteer service.

I RELEASE the volunteer agencies partnered with CMU and Central Michigan University and these organization's agents, employees, Boards of Trustees, Boards of Directors, and organizers of the partnered agencies and Central Michigan University events, from liability for any loss, damage, and claims, including attorney fees, on account of injury to me or my property arising directly or indirectly from volunteering.

I HEREBY HOLD HARMLESS the volunteer agencies partnered with CMU and Central Michigan University and project organizers from any and all claims, actions, or damages relating to or arising out of any activity related to volunteering for the volunteer agencies partnered with CMU and Central Michigan University.

These releases are effective for me, my personal representatives, assigns, and heirs.

I KNOW that if I become injured while participating in volunteer agencies partnered with CMU or Central Michigan University events, I am responsible for my healthcare expenses, and I have made arrangements to handle such expenses through insurance coverage, access to cash, or other methods.

I GIVE the CMU Volunteer Center permission to share my personal contact information with any of its approved agencies so that they may contact me regarding the volunteer event that I registered for.

I ASSUME FULL RESPONSIBILITY FOR any and all claims and costs (including my own) arising directly or indirectly out of activities, acts, or omissions while volunteering with the volunteer agencies partnered with CMU and Central Michigan University.

I FURTHERMORE give any organization involved with the volunteer agencies partnered with CMU or Central Michigan University, permission to photograph me. I understand that the volunteer agencies partnered with CMU and Central Michigan University have permission to use these photographs/videotapes for publicity purposes, unless written notice is received to the contrary.

I CERTIFY that the statements made in this volunteer release are true and correct, and have been given voluntarily. I understand that this information may be disclosed to any party, with legal and proper interest, and I release the agency from any liability whatsoever for supplying such information. I understand that I will not be paid for my services as a volunteer.

I HAVE CAREFULLY READ AND UNDERSTAND COMPLETELY THE ABOVE PROVISIONS AND VOLUNTARILY SIGN THE RELEASE AND INDEMNITY AGREEMENT.

PRINT NAME: _____
STUDENT NUMBER: _____

SIGN NAME: _____
DATE : _____

EMAIL ADDRESS: _____
A Parent or Guardian Must sign if under age 18 at time of signature.

Parent/ Guardian Signature: _____
DATE: _____



Mentor Interest Form

My favorite things I like to do with other people are...

My favorite subjects to read about...

One goal I have set for my future...

What I want to do for a career...

My favorite food is...

My favorite animal is...

The pets that I currently have are...

My favorite animation movie is...

The sport/hobby I like to do is...

I enjoy being outside or inside (circle) more because...

Something new I would like to learn about Native American Culture is...

What else is important to know about you to pair you with a youth:

What I would like to get out of this experience:

Behavioral Health Transportation Consent

I, _____ consent for transportation of myself to an activity/service being provided by the
(Please Print First and Last Name)

Saginaw Chippewa Indian Tribe Behavioral Health Program. This consent is effective from _____ to _____ unless
(Date) (Date)

revoked by me in writing. In any event, this consent will expire automatically as follows: _____
(specify date, event or condition upon which this consent expires)

Signature

Date

Witness

Date

* **Note - Prevention Staff: Please file original consent for transportation in Front Office**

PHOTOGRAPH/VIDEO RELEASE FORM

I, _____, do hereby Behavioral Health Programs and its employees, and/or agents have the irrevocable right to use my name, picture, portrait, or photograph in all form and in all media and in all manners, without any restriction as to changes or alterations (including but not limited to composite or distorted representations or derivative works made in any medium) for advertising, publications, promotion, or other lawful purposes. I waive any rights to inspect or approve the photograph(s) or video(s) or finished version(s) incorporating the photograph(s) or video(s), including written copy that may be created and appear in connection therewith.

I hereby release and agree to hold harmless Behavioral Health Programs and its employees and all persons acting under its permission or authority from any liability arising with respect to any works mentioned in the paragraph above.

I agree that the photographer(s) own the copyright(s) in these photographs and hereby waive any claims I may have based on usage of the photograph(s), video(s) or work derived there from, including but not limited to claims of either invasion of privacy or libel. I agree that this release shall be binding on my legal representatives, my heirs, assigns, and me. I have read this release and am familiar with its contents.

I further agree that I will not receive payment for participation in said photograph(s) and/or videotape(s) produced by Behavioral Health Programs, The Saginaw Chippewa Indian Tribe of Michigan and its agents.

Name: _____ Date: _____

PHOTOGRPH/VIDEO RELEASE: Central Michigan University, Native American Programs, Nijikewehn Mentoring Program

I give consent for any photography or video of myself taken during Nijikewehn Mentoring Program activities to be used by Central Michigan University and Nijikewehn Mentoring Program publicity purposes.

Name: _____ Date: _____

Participant's Signature _____

NIIJKEWEHN MENTORING PROGRAM – Fall 2015/Spring 2016

POST-PROGRAM QUESTIONS FOR STUDENTS

Thank for you participating in this mentoring program! Your answers will help us make the Niijkewehn program better and last longer into the future. Your answers will be kept confidential; meaning that only Nichole McLachlan and David Kinney will read what you tell us. We will not share what you tell us with your parents or teachers. Thank you again for your help!

Student Initials _____ Date _____

1. What is your favorite subject in school right now? [Math, reading, science, social studies, language, etc.] _____

FOR THE NEXT QUESTIONS, PLEASE JUST CIRCLE ONE ANSWER:

2. Right now, I like school:

(4) A lot (3) somewhat (2) not so much (1) not at all

3. When you wake up in the morning how much do you look forward to going to school?

(4) A lot (3) somewhat (2) not so much (1) not at all

4. Right now, I try my best at school:

(4) All the time (3) Some of the time (2) A little bit of the time (1) Never

5. Do you think you will go to college someday? (a) Yes (b) No (c) Maybe (d) I don't know

6. How often do you speak Ojibwe (Anishinaabemowin)?

(4) All the time (3) Some of the time (2) A little bit of the time (1) Never

7. How important is it for you to speak Ojibwe (Anishinaabemowin)?

(4) Very important (3) Important (2) Not too important (1) Not at all important

8. Where do you learn to speak Ojibwe (Anishinaabemowin)? CIRCLE all that apply:

(1) Home (2) School (3) Niijkewehn Mentoring (4) Tribal activities

9. How important to you is it that you are a member of your tribe?

(4) Very important (3) Somewhat important (2) Not so important (1) Not at all important

10. How important to you is it to participate in Powwows?

(4) Very important (3) Somewhat important (2) Not so important (1) Not at all important

11. What does it mean to you to be an American Indian? Please describe in your own words:

12. What would you like to be when you grow up?

13. How has the Niijkewehn Mentoring Program impacted you?

MIIGWETCHI! Please give your completed survey to Nichole.

Niikewehn Mentoring Program – 2015/16 College Student Post-program Questionnaire - NA

Dear Student,

Colleen Green, Nichole McLachlan, and David Kinney are requesting your cooperation in a pilot study of Native American college students' educational and cultural experiences and attitudes. The survey is brief, but covers some important topics. Your participation is vital to help us achieve a better understanding of the experiences of Native American college students today. **YOUR PARTICIPATION IS ENTIRELY VOLUNTARY AND YOUR IDENTITY WILL REMAIN COMPLETELY CONFIDENTIAL.** You do NOT have to sign this questionnaire, however **please place your initials below.** You can use a pen or pencil to circle one response to each question. Thank you for your cooperation.

Sincerely,
 Nichole McLachlan, SCIT, CMU
 Colleen Green, CMU Native American Programs
 David Kinney, CMU Sociology Department

COLLEGE STUDENT INITIALS: _____

DIRECTIONS: READ EACH QUESTION CAREFULLY AND PLEASE CIRCLE ONE RESPONSE FOR EACH QUESTION.

1. How satisfied are you with the grades you are receiving this semester?
1. Very satisfied
 2. Somewhat satisfied
 3. Not satisfied
 4. Not at all satisfied

2. Thinking of all your classes, do you have any D's or E's this semester?
1. Yes
 2. No

3. Please circle the number that indicates how much you agree or disagree with each of the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree
I learned a lot in classes this year	4	3	2	1
I usually look forward to going to my classes	4	3	2	1
I work hard to do my best in my classes	4	3	2	1
I feel like I don't know a lot of students here at college	4	3	2	1
I often feel like nobody here at my college really cares about me	4	3	2	1
I am usually happy to be at college	4	3	2	1

4. How often do you talk with friends about things you learn in your classes?
1. Almost every day
 2. Once or twice a week
 3. A few times a month
 4. Less often

5. How often do you talk with friends about your grades?
1. Almost every day
 2. Once or twice a week
 3. A few times a month
 4. Less often

6. How often do you study with friends?
1. Almost every day
 2. Once or twice a week
 3. A few times a month
 4. Less often

7. How many of the people you hang out with at college think it is important to get good grades?
1. Most of them
 2. Some of them
 3. Few of them
 4. None of them

8. Do you play sports (college, intramural, community)?
1. Yes
 2. No

If so, which sports do you play? _____

9. Do you take part in extracurricular activities other than sports?
1. Yes
 2. No

If so, which activities are you involved in? _____

10. How often are you late for class?
1. Almost every day
 2. Once a week
 3. A few times a month
 4. Rarely
 5. Never

11. How often do you cut or skip classes?
1. Almost every day
 2. Once a week
 3. A few times a month
 4. Rarely
 5. Never

12. How true is it that:

-You feel it is important to attend all of your classes?
 Very true Somewhat true Not true

-You feel it is important to do homework?
 Very true Somewhat true Not true

-You feel it is important to get good grades?
 Very true Somewhat true Not true

1. How beneficial do you believe the mentoring program was to your child?

1. Very beneficial
 2. Somewhat beneficial
 3. Not very beneficial
 4. Not at all beneficial
-

2. If the program was beneficial in any way, please explain in what way(s). Give examples.

3. How often did your child talk to you about their experiences in the mentoring program?

1. Almost every day
 2. Once or twice a week
 3. A few times a month
 4. Less often
 5. Not at all
-

4. My child looked forward to the mentoring program:

1. Strongly disagree
 2. Disagree
 3. Neither disagree nor agree
 4. Agree
 5. Strongly agree
-

5. How would you describe the college student mentor that spent the most time with your child? [NOTE: If you feel that you did not have enough information to rate your child's mentor please check here: _____ and skip these questions and go to Question 7 below].

Not caring					Very caring
1	2	3	4	5	
Not enthusiastic					Very enthusiastic
1	2	3	4	5	
Not respectful of our culture					Very respectful of our culture
1	2	3	4	5	

6. How likely are you to encourage your child to participate in the Nijjkewehn mentoring program in the future?

Not at all likely				Very likely
1	2	3	4	5

Niijkewehn Mentoring Program

2015/2016 POST-PROGRAM SURVEY AND SHORT ANSWER QUESTIONS FOR PARENTS

Thank you for completing the pre-program survey when you registered your child for our program. Now that the program has ended for this school year we would like you to please take a few minutes to answer the following questions about how you view your child's experiences in the mentoring program since they started in the program. The questions are similar to the ones from the first survey because it is important for us to know if your child has undergone any changes since they began participating in the mentoring program. The information that you provide is very important as it will help us to obtain funding to keep the program going in the future. In addition, the information you provide will allow us to understand what mentoring program activities worked the best for your child and which ones could be changed to be the most enjoyable and useful for your child. We also want you to know that the information you provide will be kept entirely confidential; only Nichole McLachlan (CMU & SCIT) and myself, will be reading your answers. Thank you so much for your time!

Sincerely, Nichole & David Kinney

Your first name and initial of last name: _____ Date _____

Your child's first name: _____ Grade _____

1. What are his or her favorite subjects in school since your child started the mentoring program?

2. What are his or her favorite things to do after school and on the weekends since your child started the mentoring program?

3. About how much time does your child spend doing homework on school nights since your child started the mentoring program?

4. Does your child participate in Saginaw Chippewa Indian Tribe cultural events? Yes - No
If yes, please list which ones he or she has participated in since your child started in the mentoring program:

E. Evidence of Involvement of Indian Tribes and Parents.

**THE NIJKEWEHN MENTORING PROGRAM:
A UNIVERSITY- COMMUNITY PARTNERSHIP
BETWEEN CENTRAL MICHIGAN UNIVERSITY AND
THE SAGINAW CHIPPEWA INDIAN TRIBE
ANNUAL REPORT: 2002**

HISTORY & SUMMARY:

This pilot mentoring program was the result of a grant proposal by CMU Sociology Professor David A. Kinney that was funded by the CMU President's Research Initiative Fund for \$25,000; a competitive internal grant opportunity open to all CMU faculty.

Dr. Kinney wrote the grant proposal and it was funded in 2001 and the program was implemented and evaluated Spring semester 2002 (January – May).

Professor Kinney used the funding to buy-out two of his regularly scheduled courses to allow time to implement and evaluate the program and to provide funds to cover the costs of the supplies, materials and food used during the course of the mentoring program. This pilot program was fully funded by this CMU grant awarded to Professor Kinney.

Kinney's grant proposal was based on studies that consistently indicate that academically successful Native Americans exhibit both a strong cultural identity and a close connection to learning. In addition, recent research on adults mentoring low-achieving teenagers shows that adolescents who have a mentor are more likely to realize academic success and develop positive behaviors than young people without mentors.

The idea for the program came about after Kinney's review of the relevant research literature indicated that the rates for high school graduation, college attendance and graduation from college are persistently low for Native American students compared to members of other ethnic and racial groups. This research literature consistently indicates that one of the primary reasons for the lower rate of academic achievement is that mainstream schools and teachers do not incorporate culturally relevant instructional materials or teaching styles into daily classroom activities thus alienating Native American students from the "learning" process.

Kinney's original design called for a three-tier mentoring program that first focused on Native American college students mentoring Saginaw Chippewa adolescents; this tier was implemented during Spring 2002. The second and third tiers to be implemented in the future called for adult Native Americans in Isabella County to mentor the Native American college students and the Native American adolescents to mentor local Saginaw Chippewa children attending elementary schools respectively.

Kinney partnered with Judy Johannsen, Principal of the Saginaw Chippewa Montessori School and they decided that the 8th grade class of Saginaw Chippewa youth would be the best age-group to work with for the first semester.

Kinney, with support from Lisa Tiger and Todd Williamson of CMU's Native American Programs office, began recruiting and training Native American college student mentors in December, and the pilot program began in February.

Kinney, Tiger and Williamson recruited 11 CMU Native American students, two Saginaw Chippewa Tribal College students, and one Native American attending Mid-Michigan Community College to be the first mentors in the Niijkewehn Program.

Therefore, the initial pilot program centered on 14 Native American college students mentoring 14 Saginaw Chippewa middle school students.

The mentoring activities took place one a week after school and lasted an average of 90 minutes. The meetings between the mentors and mentees included a snack at the beginning since adolescents are often hungry after school. In addition there were several weekend activities over the course of the semester.

In January, 2002, before the start of the program, Kinney, Tiger, Williamson and Principal Johannsen met with the parents of the middle school parents to explain the program and answer questions from the parents. At this time the parents filled out consent forms for their children to take part in the mentoring program and the associated evaluation research of the program.

FEATURES OF THE PILOT PROGRAM:

- ❖ Kinney, Tiger and Williamson developed the weekly mentoring activities that incorporated cultural traditions, educational lessons, future career exploration and recreational activities.
- ❖ The Native American college students shared how they overcame difficult times they had encountered in elementary and secondary school to provide the Saginaw Chippewa mentees with knowledge and hope that graduating from high school and going to college was an option.
- ❖ Kinney, Tiger, and Williamson organized a one-day conference for the mentoring program which was held on March 15, 2002 at the CMU University Center Auditorium. All the mentors and mentees were introduced to the audience and three highly regarded and well-known Native American cultural leaders provided keynote addresses on education, culture, and mentoring. The keynote speakers were Hilda Syrette (Batchewana First Nation Ojibway), Thurman Bear (Lac Du Flambeau of Lake Superior Ojibwe), and Hunter Genia (Anishnaabe – Odawa/Ojibway). The college student mentors and middle school students attended the conference along with cultural leaders, parents and educators from the Saginaw Chippewa Indian Tribe and CMU faculty and administrators. Over 100 people attended the conference which also included a luncheon and poster presentations by the mentors and their mentees regarding their future aspirations.

OUTCOMES:

- ❖ The evaluation data generally indicated that the middle school students enjoyed the time they spent with their college student mentors and developed future aspirations in line with their strengths and interests. The Saginaw Chippewa 8th graders also were engaged in the cultural activities provided by their mentors.

- ❖ The college students reported gaining a sense of confidence that they can make a positive difference in a young person's life which then produced a sense of responsibility to future generations and increased motivation to complete their college education and return to their home communities to give back.
- ❖ Kinney prepared a grant proposal that he submitted on May 31, 2002 to the U.S. Department of Education, Fund for the Improvement of Post-secondary Education (FIPSE) to obtain funds to continue and expand the program for three years. Funding for this federal program was drastically cut by Congress and Kinney's proposal was not among those funded.
- ❖ During Summer 2002, Kinney submitted grant proposals to several private foundations to continue the program; however none of these proposals were funded.
- ❖ Subsequently Kinney turned his attention to developing a mentoring program at Oasis Alternative High School in which his CMU Youth Studies students mentored and tutored Saginaw Chippewa adolescents who had left Mount Pleasant Public Schools and were working toward their high school diploma at Oasis.

LONG -TERM OUTCOMES:

- ❖ Preliminary follow-up research on the 14 original mentors indicates that over half of them completed college.
- ❖ At least three of the original 2002 mentors completed graduate school (two in social work (MSW) and one in pharmacy (PharmD.)) and become professionals working for Native American Tribes.
- ❖ Two of the original mentors are professional photographers.
- ❖ In 2011, Saginaw Chippewa Public Relations Director Frank Cloutier approached Colleen Green, Director of CMU Native American Programs and requested that Professor Kinney work with him and other Saginaw Chippewa leaders to re-start the program.
- ❖ After acquiring funds from both CMU and SCIT during 2012 and hiring a Mentoring Coordinator in late 2012, the Nijjkewehn Mentoring Program was back up and running beginning in January 2013.
- ❖ Therefore, it is clear that the 2002 Pilot Nijjkewehn Mentoring Program provided a fertile foundation for the current program which has grown from just 10 mentors and 10 mentees in Spring 2013 to almost 60 mentees and almost 40 mentors in Spring 2016.

Prepared by: David A. Kinney, Ph.D., CMU Sociology Professor

Nijkewehn Mentoring Program

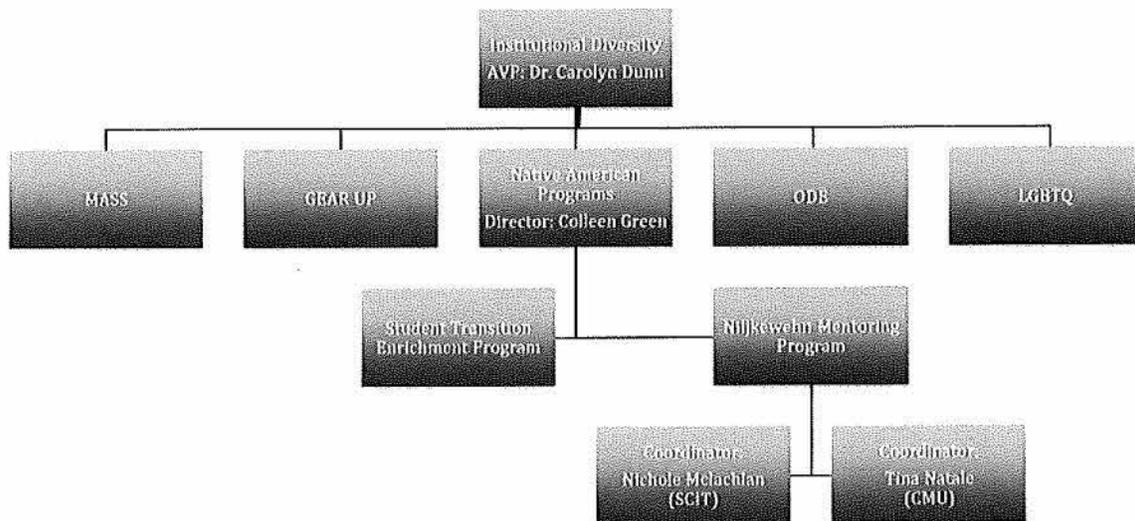
Annual Report

2014-2015

Nichole McLachlan, Coordinator
Tina Natale, Coordinator

Table of Contents

Organizational Structure



Subunit Major Functions

Children are the leaders of our future, and it was only fitting that the creation of the Nijjkewehn Mentoring program was implemented in collaboration with Central Michigan University and the Saginaw Chippewa Indian Tribe. It was started for the purpose of empowering our youth by one on one mentoring with a Central Michigan University College student. The students meet once weekly for one hour and do a range of activities in classroom settings and recreational outings.

The Nijjkewehn Mentoring Program, a partnership between the Saginaw Chippewa Indian Tribe and Central Michigan University, is an innovative mentoring program that inspires American Indian students of all ages to become cultural and professional leaders in their communities.

Significant Personnel Changes

Due to the number of schools and mentee added to the program, Tina Natale was hired during the 2014-2015 academic year.

Summary of 2014-2015 Accomplishments

- During the week of January 12, 2015, mentors, youth and staff enjoyed a tour of the Ziibiwing Center exposing all to the culture of the Anishinaabe Indian. Additionally, youth and mentors created a bone bracelet to take home.
- Diversity and teambuilding are an important part of the Niijkewehn Mentoring Program. During the week of January 19, 2015, youth, mentors and staff completed the Potato Activity. The purpose of this activity was to help youth eliminate stereotyping and recognize the uniqueness of each individual.
- During the week of January 26, 2015, youth, mentors, and staff were presented "Taste the Difference" from CMU's Office of Diversity Education. The purpose of this activity was to introduce youth and mentors to an introductory level for participants to think about what identities they and others hold. The objectives and learning outcomes were to help participant identify which identities are relevant or not to them, to explore the concept of social group identities, and to encourage participants to make connections with someone new.
- During the week of February 2, 2015, youth and mentors learned the history of Ground Hog's Day and completed a shadow puppet activity. Students enjoyed the time spent with their mentors creating the shadow puppets.
- During the week of February 9, 2015, youth and mentors enjoyed a day of bonding and recreation with bowling and pizza.
- During the week of February 16, 2015, youth explored different types of careers and created a vision board. The purpose of the vision board was to provide students with a guideline to help them stick to their goals.
- During the week of February 23, 2015, youth and mentors enjoyed a career exploration day with the Saginaw Chippewa Indian Tribe Police K-9 unit. Student learned what they needed in order to have a career in law enforcement.
- During the week of March 2, 2015, youth and mentors had a fun filled creative day where the youth picked the activity to be done with their mentors.
- During the week of March 16, 2015, youth and mentors completed all vision boards and were presented a career exploration Prezi from one mentor who is in all but one of our schools. Also, that Saturday, youth and mentors attended the CMU Pow wow.

- During the week of March 23, 2015, youth and mentors participated in a career filled day with each mentors talking to the youth about their career choices and why they chose that career.
- On March 27, 2015, youth, mentors and staff attended Nijj All Night event at the Student Activity Center. Youth and Mentors completed a service learning project entitled "The Penny Endeavor" where all learned about different disabilities.
- During the week of April 8, 2015, students from all schools began the End of the Year Celebration planning. Youth from each building have different aspects of our program to present to parents. Shepherd youth will present teambuilding activities with one youth narrating while the remaining students act out each activity. West youth will present the field trips that occurred during programming. There will be a PowerPoint picture presentation along with two students narrating. Renaissance youth will present on the different visitors/speakers that came to present. Mary McGuire will present an interactive on Nijj All Night. Saginaw Chippewa Academy will present Cultural and complete a BINGO game for family fun pack.
- During the week of April 14-16, 2015 we attended the MTED Conference. Workshops included Indigenizing Public School Curriculum. This workshop focused on the development of interdisciplinary land-based curriculum tying into Common Core and Next Generation Science Standards. Another workshop I attended was: Taking the First Step in Establishing a School-Tribal, Tribal-School Connection. This workshop focused on educational resources that are available to schools through neighboring tribes and where the tribe fits into the public school system. Another workshop was entitled: A Framework for Success. This was a hands-on workshop that utilized non-verbal communications.
- During the week of April 20, 2015, 28 mentors and youth attend the Mother Earth Day event at the Ziibiwing Center. The youth learned the history of the water ceremony, learned the history of wild rice, and the importance of clean water.
- On April 23, 2015, approximately 110 student, parent, mentors, staff, faculty, and community members attended our End of the Year Celebration at 7th Generations.
- During the month of May Nichole and I prepared for our summer programs. We scheduled visits to all of the schools to hand out summer packets to all of our youth. Summer Program begins with a service learning project on May 28,

2015 with Special Olympics. Regular Wednesday programs begin the week of June 18, 2015, after all schools are out for the summer.

Operational Data

	Active Youth	Active Mentors
2014-2015	55	35
2013-2014	32	25

Trends and Implications

- Increased active participants and increased need

The participants and data above show that there has been an increase in the number of students who participate in the mentoring program. The number of mentors has increased but not at the same rate as the students.

- Increased opportunities

The Niijkewehn Mentoring Program has increase the number of educational, cultural, and diversity programs throughout this past school year.

- Difficulty getting mentors involved

The number of native mentors has been difficult to achieve. Some of those difficulties are there because who we reach out to (Native Americans) are usually non-traditional students and have other obligations, such as families and jobs, that take precedence over mentoring another child.

Goals for 2015-2016

Niijkewehn fundraising and operational goals for 2015-2016 include:

Fundraising

- Further explore funding opportunities at CMU and apply for grants
- As the future of the Niijkewehn Mentoring Program approaches its end, it is the program's intention to further explore funding opportunities at CMU, as well as apply for different grants. Niijkewehn Mentoring Program will continue to construct its vision for the future and begin connecting with potential funding opportunities at the university in an effort to institutionalize the program if the additional grant money is not secured.

Operational: Increased Student Success

- Increase programming

Niijkewehn Mentoring Program would like to increase its programming at additional schools offering more team-building and diversity workshops, and cultural and academic exposure to better serve students. More closely monitor active participants and their academic success.

Accomplishments in Increasing Diversity

Every activity within Niijkewehn Mentoring Program has a diversity component.

Students/Mentors

Diversity has been incorporated into the programming of different events for youth and mentors. Making sure that both youth and mentors understand the importance of diversity by incorporating it into all activities has been very beneficial for all.

SWOT Analysis

Niijkewehn SWOT analysis is as follows:

Strengths:

- Specifically designed for a Native American population of youth and mentors
- Provides several opportunities for one-on-one and small group interaction
- Builds relationships between the youth and mentor
- Organized programming

Weaknesses:

- Recruiting mentors
- Commitment to program

Opportunities:

- Population served by the program continues to grow at all schools
- Increase ways to recruit mentor
- Ability to apply for grants

Threats:

- Challenges associated with the commitments from youth, parents, and mentors
- Potential difficulty securing funds from grants

Strategic Goal Progress

Niijkewehn progress toward each of the university's strategic goals is indicated below:

Priority 1: Student Success

Niijkewehn continues to hold youth and mentors from one year to the next. It aims to continuously increase the number of youth and mentors.

Priority 2: Research and Creative Activity

Niijkewehn continues to incorporate research as a means to measure its success and gain insight into youth, parent, and mentors opinions of the program and their suggestions. Niijkewehn also encourages all of its mentors to find new, creative ways to address its students' needs and create a welcoming, supportive environment that will make a difference in students' lives.

Priority 3: Quality Faculty and Staff

Niijkewehn continues to employ high quality staff and involve high quality faculty and staff in its programming. Niijkewehn teams up with faculty and staff from the Saginaw Chippewa Indian Tribe and CMU to offer quality service and highly educational/cultural programming to its students.

Priority 4: Community Partnerships

Niijkewehn continues to build upon existing partnerships within the Saginaw Chippewa Indian and reaching out to faculty and staff who have not yet become involved in the program's operations and activities. Niijkewehn continuously invites its partners to become involved in programming. Examples of such partnership opportunities include the Ziibiwing Center, 7th Generations, Students Activity Center, and different departments of the Saginaw Chippewa Indian Tribe.

F. Demonstration of Research Basis.

Culturally Relevant Mentoring: Native American College Students Mentor Ojibwe Children

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**Paper presented at The University of New Mexico 8th Annual Mentoring
Conference: New Perspectives in Mentoring, Albuquerque, New Mexico.**

<http://mentor.unm.edu/docs/conference-programs/conference-program-2015.pdf>

October 20, 2015

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ABSTRACT

The Nijjkewehn* Mentoring Program is a university-community partnership between Central Michigan University and the Saginaw Chippewa Indian Tribe that pairs Native American college students with local Ojibwe 5th through 8th graders to increase the numbers of Native Americans graduating from high school, attending college and graduating from college. This culturally relevant mentoring program fosters strong nurturing bonds between Native American college students and children that motivate both the mentors and their protégés to increase their cultural knowledge, academic effort and healthy behaviors. The caring connections between the Native American children and college students are created and maintained by their frequent participation together in an array of cultural, educational and recreational mentoring activities. In our mentoring program, both the mentors and protégés benefit as they inspire each other to lead productive lives. It is important to note that a unique feature of the program is that over time, when the middle school protégés become high school students they will still be mentored by college students, but at the same time they will become responsible for mentoring Native American elementary school students. In our presentation we will share data that highlights the effectiveness of the Nijjkewehn Mentoring Program from all the participants' perspectives: (1) Saginaw Chippewa children and youth who are being mentored; (2) Native American college student mentors; (3) parents of the Saginaw Chippewa children being mentored and (4) mentoring program coordinators. We will also share information regarding the various cultural, educational and recreational mentoring activities that we have implemented.

*Nijjkewehn: "The one that I walk on my path with" (Ojibwe Elder).

CONTENT

Introduction

The Nijjkewehn Mentoring Program is both an intervention and a prevention program. As an intervention program it is designed to significantly increase the numbers of Native American students (1) graduating from high school; (2) pursuing post-secondary education; and (3) graduating from college. It is a prevention program in the sense that students actively involved in the program will become resilient to becoming involved in risky and unhealthy behaviors (e.g., drug and alcohol use, unprotected sex, delinquency etc.). Alternatively stated, we believe that with increased levels of education, Native Americans will then have more resources to reduce other forms of inequality (i.e., health, economic) that they also experience. Therefore, this mentoring program is an effort to reduce the educational, health and economic inequalities experienced by Native Americans.

Relevant Research

Prior research on mentoring programs consistently indicates that the presence of one caring adult in the life of a marginalized child can help them overcome adversity and reach their potential. However, this body of research, to our knowledge, has not examined programs that center on Native American adults mentoring Native American children. Moreover, research on mentoring has not documented the role of culturally relevant mentoring activities on improving the lives of marginalized students. Therefore, our implementation and evaluation of the Nijjkewehn Mentoring Program extends prior research on mentoring programs in two important ways: first, we examine Native American college students mentoring Native American children, and second, we study how culturally relevant mentoring activities can increase Native American children and college

students' academic performance. Findings from our project have implications for the content, implementation and evaluation of other mentoring programs, especially those including Native American students. In addition, our findings have implications for educational policies designed to increase high school and graduation rates among Native American students as well as other student groups (e.g., first-generation, Latina/o, African-American, low income) who experience low graduation rates.

Prior research indicates that Native American high school students have the lowest graduation rates of any racial or ethnic group locally and nationally. Locally, in mid-Michigan, only 60% of Saginaw Chippewa youth graduate from high school compared to 90% of whites (Pung, 2014). In the twelve states with the largest percentages of Native American students in the country, Native American students have the lowest high school graduation rates of any racial or ethnic group (46.6%), compared to Latino/a (50.8%); African American (54.7%); whites (69.8%); Asian (77.9%)(Faircloth and Tippeconnic, 2010). In terms of college graduation rates, locally at Central Michigan University (CMU), the most recent data indicates that 17% of Native American students, compared to 41% of white students, graduate within five years after enrolling (Central Michigan University, 2011). Nationally, 24.4% of all Americans have a bachelor's degree or more, whereas only 11.5% of Native American adults hold an equivalent degree (Ogunwole, 2006). These significant graduation gaps illuminate the vast educational inequalities that currently exist across racial and ethnic groups and provide the rationale for implementing and evaluating the Niijkewehn Mentoring Program for Native American students. Through various activities, our mentoring program stresses the importance of improving one's academic performance, graduating from high school and continuing one's education either in college or technical school.

While there is a large body of literature documenting the existence of these educational inequalities, there is a dearth of studies that focus on academic success stories among Native American students. Earlier research argued that American Indians had to assimilate in order to succeed in school (e.g., Dale, 1949; Ebbott, 1985). However, more recent research has found that it is the youth who participate in their traditional Indian cultures and observe Native traditions along with adopting some Anglo approaches to life who are the most successful in school (e.g., Bowker, 1993; Deyhle and Swisher, 1997; Huffman, 2001). Along these lines, Deyhle (1995, p. 404) found that:

For Navajo students, one of the most life-affirming strategies is to embrace reservation life and traditional Navajo culture. Indeed the students in my study who were able to maintain Navajo/reservation connections gained a solid place in Navajo society and were more successful in the Anglo world of school and the workplace.

Similarly, a study of school performance of Ojibwa children in the Upper Peninsula of Michigan, reports, "culture should be viewed as a tool, not an obstacle, in enhancing the school performance of American Indian children" (Coggins, Williams, and Radin 1997, p. 1). In sum, there is evidence that American Indian students become resilient and academically successful when they bring a strong sense of their traditional native identity and culture with them to school. The Niijkewehn Mentoring Program is designed to strengthen and sustain their cultural identity outside of school to provide the foundation for them to be successful in school. Our evaluation of the Niijkewehn Mentoring Project will also generate information that extends the extant research on successful Native American students.

Based on our evaluation of this program we will develop a guidebook of best practices to share with other colleges and tribes across the nation to support their efforts to increase Native American students' academic success.

Theoretical Foundation

We draw upon the social psychological theory of symbolic interactionism, culturally relevant pedagogy and research regarding academic success among Native American students to provide the organizing frame for our work. First, the sociological theory of symbolic interactionism (Mead, 1934; Stryker, 1980), with its focus on the formation and change of social and personal identities that guide individuals' behaviors and attitudes, provides a framework for understanding how participation in the Nijjkewehn Mentoring Program fosters the growth of pro-academic and strong cultural identities among both Native American college students and children. This social psychological approach also is relevant to understanding the crucial interpersonal process of how the mentors develop trust and rapport with their protégés along with mutual respect that reflects the close personal relationship within which the power and promise of mentoring is realized.

Second, research on culturally relevant teaching (e.g., Ladson-Billings, 2009) that delineates how successful teachers of students of color embody certain characteristics and implement culturally informed curriculum provides a framework for how we train our mentors and design mentoring activities to maximize the positive impact of our program on all participants. Third, studies of successful Native American students (e.g., Dehyle, 1995) which indicate the crucial role that a strong cultural identity has on academic success among Native American students provides us with a basis for including multiple mentoring activities that highlight the importance of learning and having pride in one's culture. In general, these three theoretical and research-based approaches provide the conceptual foundation for the Nijjkewehn Mentoring Program.

Third, research in health and wellness in critical indigenous studies informs and provides practical application for cultural relevance. Many mentees and mentors have faced intergenerational trauma due to genocidal and colonial practices leveled against them. The work of Bonnie Guillory Duran and Eduardo Duran, (Duran & Duran, 2001, B.G.Duran, 2014, 2015) in the field of Native American transpersonal psychology addresses, utilizing traditional cultural practices to combat intergenerational trauma. Mentoring, especially intergenerational mentoring (as practiced in Nijjkewehn) provides opportunities for growth through learning and sharing of traditional practices that were and are utilized today by tribal members. Other research in critical indigenous studies, including the work of Mohawk scholar Taiakake Alfred (2009), Mvskoke (Creek) scholar/novelist Craig Womack (1999) and Maori scholar/social worker/ethnohistorian Roseana Henare Solomona (Dunn, 2006)) also inform Nijjkewehn practices. Alfred and Womack theorize the use of traditional cultural practices teach how to reestablish cultural identity and world view values that address many issues facing American Indian communities today. Alfred's discussion of reintroducing the Mohawk Condolence Ceremony re-establishes cultural practices put in place for thousands of years before the ongoing colonial period that assist communities in healing and establishing cultural relevance in today's world. Womack argues that in order to acknowledge native world views and the political and cultural capital of native peoples, that research must be situated in the cultural and political practices of native peoples. Solomona spends considerable time

discussing what she and others have termed bicultural competence: the ability for native peoples to navigate successfully walking in two, often three, worlds. The Niijkewehn mentors and mentees are living in and attending schools that are removed from their cultures so that there is often a loss of cultural practice that occurs. However, living amongst the Saginaw Chippewa tribe presents opportunities for mentors and mentees to navigate the cultures of their Saginaw Chippewa relatives, as well as reifying their own cultural practices of their specific communities. The support received by mentoring and being mentored reifies not only their own cultural practices, but gives them access to knowledge of Ojibway languages and culture, as well as the cultures of the nations of the Three Fires that inhabit Michigan, and the nations represented by non-Michigan native tribes now living in the state. Additionally, this cultural support allows mentors and mentees to walk successfully in the non-Indian world by reifying their identities as native peoples and providing community support for their pursuit of higher education.

More specifically, the essence of our culturally relevant mentoring program resides in the consistent and frequent interaction between the mentors and their protégés as they work together build friendships and enjoy each other's company while participating in cultural, educational and recreational activities (developed by or in collaboration with local Saginaw Chippewa cultural leaders and educators). Through this close interaction, the mentors and their protégés build high levels of trust, rapport and mutual respect. And it is this trust and respect that provides the foundation for the mentors and protégés to create new understandings of their academic potential and cultural identities.

Drawing on the symbolic interactionist concept of the "looking-glass self" (Cooley, 1902), both the college student mentors and child protégés begin to see themselves in a new light; in our program we have documented that the college students learn that they can have a positive influence on a younger student and the children see an older Native American student in college who is kind and wise. In addition, we have found that the college students are actively embracing their responsibility for positively shaping the children's lives and in the process of doing so are empowered to not just continue in the mentoring program, but also to graduate from college and begin a professional career that allows them to *give back* to their home communities. As one college student mentor noted: "[College] is a place where you can learn to be a productive member of your clan, family, and community. It will teach you how to be able to plan for future generations The seven generations rule where you always plan for seven generations in the future." We also have heard from the children that they genuinely appreciate the time the college students spend with them to help them learn more about culture and college. In short, the children are learning that their "culture is cool" and that it is "cool to do well in school." These new understandings are crucial as the vast majority of them would be first-generation college students.

Through their participation in the Niijkewehn Mentoring Program, both college students and children are developing and sustaining stronger academic and cultural identities. They are becoming more committed to each other, to their culture and to their current and future education. Both the college students and children are developing new personal identities that constitute an important source of energy and inspiration to counter the negative and racist social type labels that have been historically (and are still sometimes) attributed to them as poor students who are losing their culture. These racist and classist labels attributed to Native Americans constitute a social identity that our

Niijkewehn college students and children resist and overcome as they forge a new, positive social identity consistent with their personal identities (Kinney 1993). The Niijkewehn program provides a safe space and serves as an opportunity and a springboard for these Native American students of various ages to produce a new social identity based on their budding personal identities characterized by academic success and cultural pride.

Program Goals

The specific goals of this project are as follows: (1) increase academic effort, achievement and aspirations of Native American students of all ages (K-16); (2) increase the graduation rates of Native American high school and college students; (3) increase the numbers of Native American adolescents applying to and attending college; (4) increase the numbers of Native American children, youth and young adults participating in cultural traditions and activities; (5) enhance the cultural identities, knowledge and pride of Native American students of all ages (K-16); (6) increase the numbers of Native American children, youth and young adults adopting healthy lifestyles; and (7) empower and inspire Native American students of all ages to become cultural and professional leaders in their Tribal communities and beyond.

The program has the following components and action plans: monthly debriefing meetings with the college student mentors that allow them to share their experiences and perceptions of the impact of the program on the children and their own cultural and academic identities. Additional action plans revolve around our ongoing pre- and post-program research activities with the youth, parents, teachers, and college students evaluating the impact, strengths and weaknesses of the weekly activities and the program overall. Other important action plans of the project focus on the recruitment and training of the college student mentors along with the recruitment of the children at the different schools which includes actively informing parents of the program and obtaining their permission for the their child to participate. The college students must pass a criminal background check, attend cultural sensitivity training, and attend sessions on successful mentoring strategies before they begin their participation in the program.

The qualifications of the Native American college student volunteers are centered on four key characteristics. First, these students consistently express dedication to education, exhibit academic effort and demonstrate school success. These volunteers have earned their high school diplomas, are currently attending college and making progress towards completing their degrees. The academic success of these college student volunteers provides them with knowledge regarding strategies they have used to do well in school that they can then share with their protégés. For example, the college student mentors can share important information about how to deal with difficult, sometimes racist, situations that they have experienced in classes, with peers, staff, and instructors or with people in the community. Along these lines, during the various mentoring activities the college student mentors share their successes and frustrations about their school experiences (sometimes in response to the children's questions) and these conversations educate and motivate the children to forge ahead and keep trying in school even in the face of adversity. Second, given the very fact that these busy college students are volunteering their time indicates that they have a genuine commitment to making a positive difference in a young person's life. Third, not only do these college student volunteers have valuable school experiences and personal qualities, they also have Native American cultural identities and skills that they can share with their protégés. Fourth, these volunteers are

enthusiastic, confident and hopeful. These personal qualities that they bring to their mentoring interactions help to energize and inspire their protégés. These four key characteristics provide a fertile foundation for our mentors to be effective role models to the protégés in our program.

Features of the Mentoring Program

The core of the program centers on the weekly social interactions between the mentors and the protégés that take place during the activities. Their ongoing face-to-face relationships constitute the space within which both parties benefit and grow along cultural and educational lines. Specifically, during the academic year, our program provides weekly 90-120 minute cultural, educational and recreational activities after-school at the children's schools. We also host additional, special activities on the weekends and during the summer. The meetings usually occur at the children's school, but sometimes there are field trips and special events at the university or at other locations in the community. A small snack is provided to the children at the beginning of the program since it starts immediately after school ends and the children are often hungry at that time of day.

Many mentoring program activities include cultural, educational and recreational components. The following mentoring activities, in which the mentors and their protégés participate in together, combine elements of at least two of the three areas. For example, the activity around the Seven Grandfather Teachings is both cultural and educational, but it can also be considered recreational because it includes the participants doing a skit together. Other cultural and educational mentoring activities include making medicine pouches and the medicine wheel, visiting cultural museums (e.g., Ziibiwing Center of Anishinabe Culture) to learn about Native American history, attend events (e.g., Pow wows, speakers) sponsored by the Tribe and the University, learning the Round Dance, visiting the Saginaw Chippewa Indian Tribe's cultural center (Elijah Elk Cultural Center for Living Culture and Traditions Seventh Generation Program) to learn how to make woodland arts and crafts and learn about Anishinabe lifeways. Other educational mentoring activities have an emphasis on health such as having a dietician speak about healthy eating habits and recipes and participating in a health fair. We have also implemented several Ojibwe language activities; one of which involves planting and tending a summer garden complete with homemade signs of each vegetable in Ojibwe with an illustration of the vegetable. Another mentoring activity centers on completing a fitness course that is both recreational and educational.

Recreational activities have included the following: making Christmas ornaments, board games, swimming and diving at an indoor waterpark, rock climbing and rope courses, playing basketball and kickball, going roller skating and bowling, going to the movies, and doing a scavenger hunt etc. Summer recreational activities have included camping, canoeing, hiking, swimming, rock and sand dune climbing, and fishing. In sum our individual mentoring activities, and the program as a whole, represent a coherent and comprehensive set of positive cultural, educational, and recreational activities that are designed to support the spiritual, intellectual and physical health of all participants.

Growth of the Program

The Nijjkewehn Mentoring Program started with a small pilot program in 2013 from February to May. At this time we had 10 Saginaw Chippewa children in one school enrolled in grades 5 & 6 being mentored by 10 Native American college students attending Central

Michigan University. The program expanded to a full academic year starting the following fall and increased from one school to three schools. During this 2013-2014 school year, we had 32 protégés across the three schools enrolled in grades 5th through 8th that were mentored by 25 Native American college students. Our program continued to grow over the past academic year. For the 2014-2015 school year we expanded from three to five schools and had 55 Native American children and 35 college student mentors. The principals of the two new schools we added this past year both approached us and requested that we bring our program to their schools based on the positive comments they had heard about the program. In addition, we have learned from both children and parents that this significant growth is due, at least in part, by child participants telling their friends about how much they enjoy the program as well as parents sharing their children's positive experiences with other parents. In addition, every year we have increased our recruiting efforts in both the community and at the university. We hope to grow to at least 100 children and 100 mentors here in Mount Pleasant in the next few years and share the program with other tribes and colleges in Michigan and beyond to reach more Native Americans.

Evaluation of the Program

We use multiple research methods to systematically evaluate the Nijikewehn Mentoring Program that allow all participants and constituents to provide input regarding their experiences and perceptions of the program. Specifically, we administer pre- and post-program surveys to all the mentors and protégés (parents sign informed consent letters). The pre-program surveys are given in September before the program begins and the post-program questionnaires are collected in May. In addition, the mentoring coordinators conduct observations of mentoring activities and the college student mentors assess the effectiveness of each mentoring activity immediately at the end of each session. Beginning this academic year we will, with parents' permission, collect data on their children's academic performance and school attendance from the schools. These surveys are designed to reveal any changes in the participants' cultural and academic behaviors and identities over time. Specific items measure cultural pride, participation in cultural activities, effort in school and academic and career aspirations. It is important to note that all surveys include both closed- and open-ended items to allow for both statistical analyses and the participants' voices and perspectives' to be included in our evaluation reports. Finally, with their permission, we collect the college student mentors' academic histories from before and after their participation in the program.

Our ongoing assessment of the mentoring activities strongly suggests that the mentors and protégés are becoming more culturally aware and enjoying and learning from the various activities. For example, from our most recent pre- and post-surveys (2014-2015), we have learned the following from the Saginaw Chippewa children (N=55) that: (1) they were much more likely to report that they like school "a lot" after the program ended in May (41%) than before the program started in January (23%); (2) they were more likely to look forward to going to school "a lot" after experiencing the mentoring program (28%) than they did before the mentoring program began in September (18%); (3) more children reported that they intended to go to college after they participated in the mentoring program than before the program started (71% vs. 61%); (4) 82% of the children stated that they were proud to be a member of the Saginaw Chippewa Indian Tribe after experiencing mentoring compared to 69% before the program started; (5) the number of

the children who indicated that it is important to participate in Powwows changed from 53% before the program to 62% by the end of the program. Finally, we asked the children "What does it mean to be an American Indian?" At the beginning of the program common answers included, "Going to Pow-wows to dance jingle dances;" "Being respectful and following the Seven Grandfather teachings;" "Arts and crafts and going to the Saginaw Chippewa Academy." At the end the program the children noted things such as: "To have my own culture and traditions;" "I feel special;" and "I feel great! I am proud of my heritage!"

From the parents' perspective we are finding that the program is having a positive impact on their children. Many parents report that their children get excited about participating in the mentoring activities and special events (e.g., "Yes, my son looks forward to these events and excitedly reminds me of them. He has already talked about going to CMU once he is grown up." "Yes she has. She has been enthusiastic in sharing what she did during her program and always has something positive to say about that week's experience.") The parents also note that the children feel comfortable interacting with their mentors (e.g., "I think she really connected with her mentor.") In addition, many parents are quite grateful for the opportunities the mentoring program provide their children (e.g., "I am thankful for the mentoring. They get exercise." "I am thankful for the support. I have mentioned to the mentors when my son was struggling in one of his classes and they encourage him to try harder and help him too. He quickly got his grade back up. He loves events, friends, and the mentors. This helps him to put extra effort into his schoolwork so he is not missing any of the events." "I see the program as a positive reinforcement in regards to my child's culture.")

In terms of the impact of the program on the college student mentors, we found that about half (46%) showed an increase in their GPA from before they started mentoring to the end of the academic year. Another 46% of the mentors had a relatively stable GPA (+/- 0.10) over the course of the year while only 8% experienced a drop in their GPA. Qualitative interviews with the mentors indicate that they look forward to each week's meetings with their protégés as well as feeling energized by seeing their protégés become more confident in social situations and increasingly interested in their culture.

In sum, our program's mentoring activities provide the cultural empowerment and social psychological motivation that serves as a strong foundation for our program to become an academic pipeline from high school, into college and through graduation from college. Subsequently, with increased education, both the children and college students obtain a stronger sense of future, increased hope, and the awareness and tools to maintain their physical health. Students' increased awareness of the importance of maintaining their physical health will be bolstered by their involvement in the program's recreational activities. In sum, the children and college students benefit from our program by experiencing increased cultural pride that begets academic success which in turn begets enhanced physical health and strong sense of future. The cultural, educational and physical mentoring activities mutually reinforce each other and produce positive change in the individual children's and college students' lives, and together these students can generate change at the community level. Furthermore, as we share this approach with other Tribes and universities across the nation, we hope that the Nijikewehn mentoring approach positively impact multiple communities which could lead to systemic change. The changes stimulated by this program will hopefully improve the lives of Native American children

and college students by increasing their cultural pride, educational achievement, physical health, and overall life chances.

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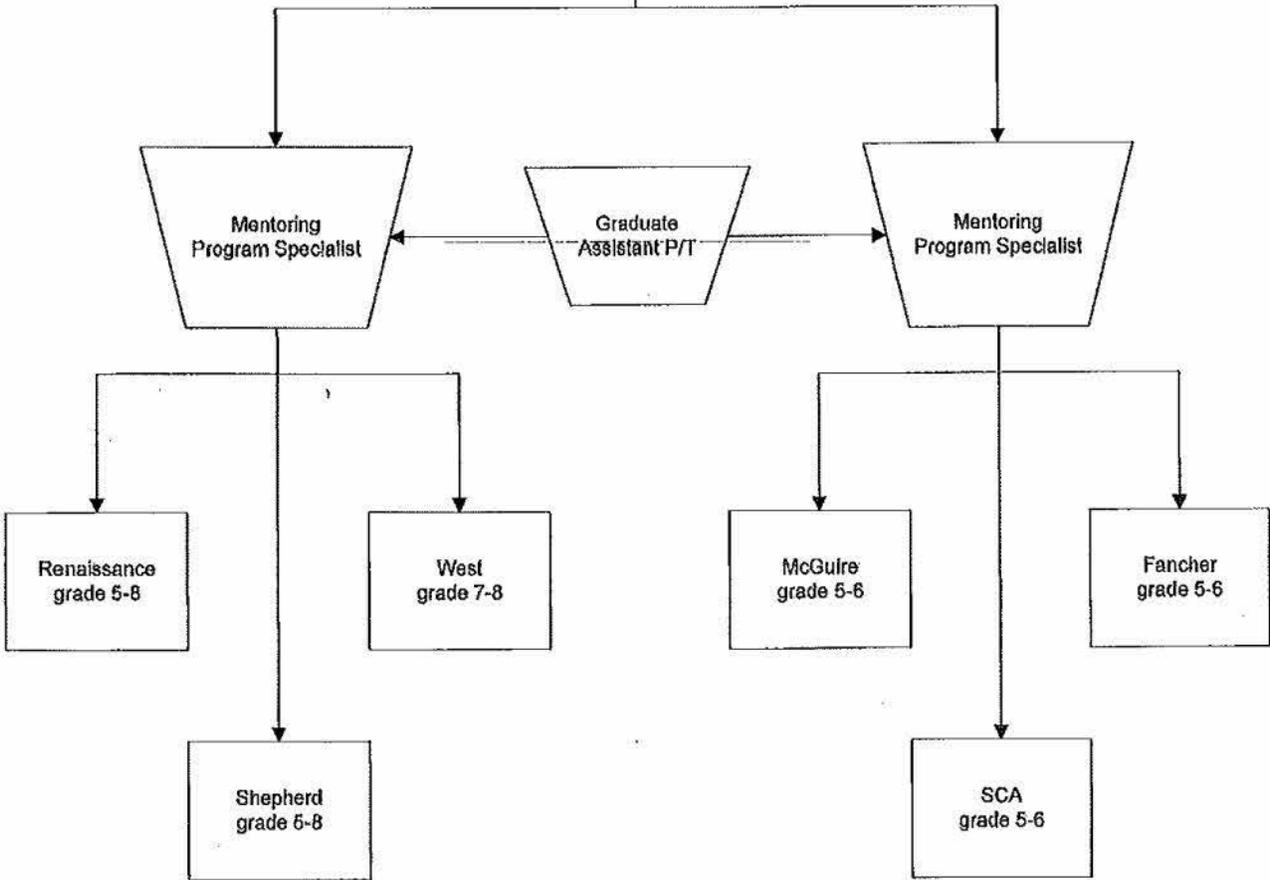
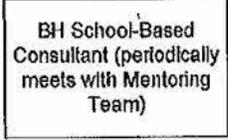
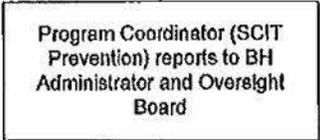
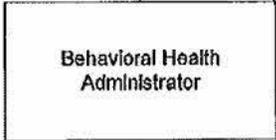
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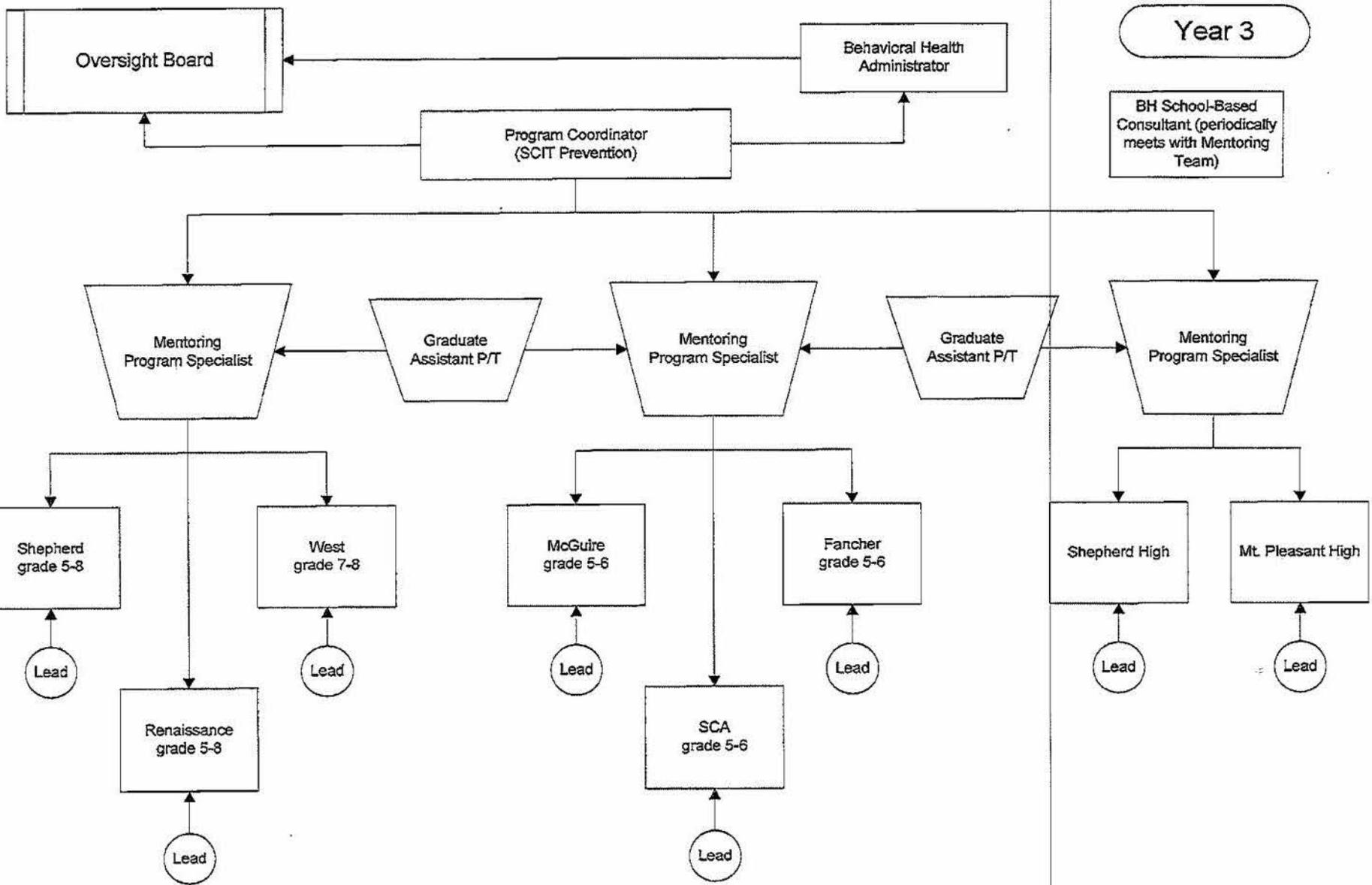
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G. Description of Continuing Activities

Year 1





Oversight Board

Behavioral Health Administrator

Year 4

BH School-Based Consultant (periodically meets with Mentoring Team)

Program Coordinator (SCIT Prevention)

Mentoring Program Specialist

Graduate Assistant P/T

Mentoring Program Specialist

Graduate Assistant P/T

Mentoring Program Specialist

Shepherd grade 5-8

West grade 7-8

McGuire grade 5-6

Fancher grade 5-6

Shepherd High

Mt. Pleasant High

Lead

Lead

Lead

Lead

Lead

Lead

Renaissance grade 5-8

SCA grade 5-6

Lead

Lead

Incorporate High School grades mentors into the Elementary schools

PR/Award # S299A160095
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September

2016-2020

- Anishinaabe language lessons for program coordinators and assistants 1 time per week at the Anishinaabe Language Revitalization Department. 5.a-c
- Mentor recruitment is on-going throughout the summer month and heavily in August and September – 2.a-2.e, 5a-c
- Mentor primarily recruited from Central Michigan University, Saginaw Chippewa Tribal College, and Mid-Michigan Community College through email correspondence, social media, classroom presentations, referrals, informational booths, media, flyers targeting Native American-identified students. Background checks are administered, and if the screening comes back clear, the potential college student mentors are called back to fill out an application that includes program policies, agreements, personal interest sheet, and availability.
- Mentorship and cultural training is facilitated by the program coordinators mid-September. Training includes a cultural speaker, Anishinaabe Language Revitalization Department specialist, and history of the Anishinaabe and the Saginaw Chippewa Indian Tribe. It also includes mentorship training, confidentiality, mandated reporting, and the attendance policy. A 10-week calendar of events that are subject to change depending on the weather, school closings and other unforeseen circumstances is also handed out at this time. Programming each year depends on the activities and events that are held by the University and Saginaw Chippewa Tribe
- Youth recruitment is attained through collaboration with the Saginaw Chippewa Tribe Behavioral Health's School-Based Clinician who identifies Native American youth at the schools that the program is implemented at. Registration packets are given to the parents/guardians of the identified youth and are to be returned before the start of program in October. The SCIT Native American Advisors at each of the schools also identifies additional students that would benefit from having a mentor in the program - 2.e, 3.b, 4.a.b

October

Each week there is 20-30 minutes of homework and study time with the assistance of the mentors

2016

- Ice breakers/"Getting to know each other" – 2.d
- Include learning introductions in the Anishinaabe language
- Indigenous People's Day – 1.d, 5.a, 5.c
- Celebrate through educational resources that focus on the traditions, culture and background of Native Americans.
- Have cultural representative from the Saginaw Chippewa Indian Tribe present and facilitate a cultural craft; include Anishinaabe language.
- Traditions Day – 1.d, 5.a-c
- CMU football game and tailgating, tour of athletic facility, create tunnel on the field for the football players; include Anishinaabe language.
- Papa's Pumpkin Patch – 1.d, 5.c
- Receive an educational tour of the farm regarding its resources and history; include Anishinaabe language.
- Organization and healthy, productive study habits

- Anishinaabe language lessons for program coordinators and assistants 1 time per week at the Anishinaabe Language Revitalization Department. 5.a-c

2017

- Ice breakers/"Getting to know each other" – 2.d
- Include learning introductions in the Anishinaabe language
- Mentors and youth are matched after the first week of program depending on their interest and compatibility from the first week of program
- Indigenous People's Day – 1.d, 5.a, 5.c
- Celebrate through educational resources that focus on the traditions, culture and background of Native Americans.
- Have cultural representative from the Saginaw Chippewa Indian Tribe present and facilitate a cultural craft; include Anishinaabe language.
- Traditions Day – 1.d, 5.a-c
- CMU football game and tailgating, tour of athletic facility, create tunnel on the field for the football players; include Anishinaabe language.
- Papa's Pumpkin Patch – 1.d, 5.c
- Receive an educational tour of the farm regarding its resources and history; include Anishinaabe language.
- Organization and healthy, productive study habits
- Anishinaabe language lessons for program coordinators and assistants 1 time per week at the Anishinaabe Language Revitalization Department. 5.a-c

2018

- Ice breakers/"Getting to know each other" – 2.d
- Include learning introductions in the Anishinaabe language
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- Indigenous People's Day – 1.d, 5.a, 5.c
- Celebrate through educational resources that focus on the traditions, culture and background of Native Americans.
- Have cultural representative from the Saginaw Chippewa Indian Tribe present and facilitate a cultural craft; include Anishinaabe language.
- Traditions Day – 1.d, 5.a-c
- CMU football game and tailgating, tour of athletic facility, create tunnel on the field for the football players; include Anishinaabe language.
- Papa's Pumpkin Patch – 1.d, 5.c
- Receive an educational tour of the farm regarding its resources and history; include Anishinaabe language.
- Organization and healthy, productive study habits
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2019

- Ice breakers/"Getting to know each other" – 2.d

- Include learning introductions in the Anishinaabe language
- Mentors and youth are matched after the first week of program depending on their interest and compatibility from the first week of program
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- Celebrate through educational resources that focus on the traditions, culture and background of Native Americans.
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- CMU football game and tailgating, tour of athletic facility, create tunnel on the field for the football players; include Anishinaabe language.
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2020

- Ice breakers/"Getting to know each other" – 2.d
- Include learning introductions in the Anishinaabe language
- Mentors and youth are matched after the first week of program depending on their interest and compatibility from the first week of program
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- Celebrate through educational resources that focus on the traditions, culture and background of Native Americans.
- Have cultural representative from the Saginaw Chippewa Indian Tribe present and facilitate a cultural craft; include Anishinaabe language.
- Traditions Day – 1.d, 5.a-c
- CMU football game and tailgating, tour of athletic facility, create tunnel on the field for the football players; include Anishinaabe language.
- Papa's Pumpkin Patch – 1.d, 5.c
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- Organization and healthy, productive study habits
- Anishinaabe language lessons for program coordinators and assistants 1 time per week at the Anishinaabe Language Revitalization Department. 5.a-c

November

Each week there is 20-30 minutes of homework and study time with the assistance of the mentors

2016

- Native American Beading; include Anishinaabe language – 5.b.c
- Election day (Tuesday following 1st Monday in November): how to vote and why its important; mock voting booth – 1.d, 5.a.c

- Veterans day (November 11): Make cards for Veterans and deliver them to Veteran Hospitals. Presentation of a local Veteran and a small reception – 1.d, 5.a.c
- Youth Change-Makers Day: Connect, Inspire and Collaborate
- Determine a movement to implement throughout the school year
- Native American Heritage Month: Celebrate the culture, traditions, and languages of Native Americans – 1.a, 5a.c
- CMU Native American Program, Environmental Awareness day: campus-wide cleanup in honor of Mother Earth
- Native American Heritage Month Food Taster: traditional and contemporary Native American dinner and dance performance of contemporary Native American dancers
- Keynote speaker by Native American novelist
- Native American documentary
- On-going mentor training: Mentorship and cultural – 1.d, 3.a-c, 4.a-c, 5.a-c
- Invite a speaker from the Tribe to answer mentors questions regarding the youth
- Obtain progress reports regarding the mentoring relationships, grade reports, attendance, and other important topics regarding the youth
- Discuss how to improve on these topics and empower the youth further
- Anishinaabe language lessons for program coordinators and assistants 1 time per week at the Anishinaabe Language Revitalization Department. 5.a-c

2017

- Native American Beading; include Anishinaabe language – 5.b.c
- Election day (Tuesday following 1st Monday in November): Learn about a political controversial subject and present on the pros and cons; tour of City Hall– 1.c, 5.a.c
- Veterans day (November 11): Make cards for Veterans and deliver them to Veteran Hospitals. Presentation of a local Native American Veteran and a small reception – 1.d, 5.a.c
- Youth Change-Makers Day: Connect, Inspire and Collaborate
- Determine a movement to implement throughout the school year
- Native American Heritage Month: Celebrate the culture, traditions, and languages of Native Americans – 1.a, 5a.c
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2020

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- Election day (Tuesday following 1st Monday in November): how to vote and why its important; mock voting booth – 1.d, 5.a.c
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December

Each week there is 20-30 minutes of homework and study time with the assistance of the mentors

2016

- 7 Grandfather Teachings Game with Anishinaabe language – 5a-c
- Bullying/oppression activity – 4.a-c
- Prevention (drugs and alcohol) – 4.c
- Presentation and activity with SCIT's Behavioral Health
- New Year's Eve – making resolutions
- Leadership Development – 1.d
- Presentation and activity by the CMU Leadership Department
- New mentors: Mentorship and cultural training is facilitated by the program coordinators - 2.a-2.e. 5a-c
- Training includes a cultural speaker, Anishinaabe Language Revitalization Department specialist, and history of the Anishinaabe and the Saginaw Chippewa Indian Tribe. It also includes mentorship training, confidentiality, mandated reporting, and the attendance policy. A 10-week calendar of events that are subject to change depending on the weather, school closings and other unforeseen circumstances is also handed out at this time. Programming each year depends on the activities and events that are held by the University and Saginaw Chippewa Tribe
- On-going mentor training: Mentorship and cultural – 1.d, 3.a-c, 4.a-c, 5.a-c
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- Discuss how to improve on these topics and empower the youth further
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Programming each year depends on the activities and events that are held by the University and Saginaw Chippewa Tribe

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January

Each week there is 20-30 minutes of homework and study time with the assistance of the mentors

2016

- Martin Luther King Day (third Monday of January) – 1.d, 5.b
- Influential Civil Rights Leader, history and different ways to be a leader and make a difference; bring in local leaders
- Ziibiwing Center tour and cultural craft – 1.a-c
- CMU Office of Diversity visit
- Diversity/teambuilding activity 1.c
- CMU's Men's Basketball game – 1.a
- Anishinaabe language lessons for program coordinators and assistants 1 time per week at the Anishinaabe Language Revitalization Department. 5.a-c

2017

- Martin Luther King Day (third Monday of January) – 1.d, 5.b
- Influential Civil Rights Leader, history and different ways to be a leader and make a difference; bring in local leaders
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2020

- Martin Luther King Day (third Monday of January) – 1.d, 5.b
- Influential Civil Rights Leader, history and different ways to be a leader and make a difference; bring in local leaders
- Ziibiwing Center tour and cultural craft – 1.a-c
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- CMU's Men's Basketball game – 1.a
- Anishinaabe language lessons for program coordinators and assistants 1 time per week at the Anishinaabe Language Revitalization Department. 5.a-c

February

Each week there is 20-30 minutes of homework and study time with the assistance of the mentors

2016

- Groundhog's Day
- History and shadow puppets
- Bowling and pizza at the CMU University Recreational Events Center – 1-a
- Career Exploration Day – tour of a local business – 1.c
- CMU, Black History Month; recognizing the contributions made and the important presence of African Americans – 1.a
- Documentary
- Food Taster
- Anishinaabe language lessons for program coordinators and assistants 1 time per week at the Anishinaabe Language Revitalization Department. 5.a-c

2017

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- History and shadow puppets
- Bowling and pizza at the CMU University Recreational Events Center – 1-a
- Career Exploration Day – tour of a local business – 1.c
- CMU, Black History Month; recognizing the contributions made and the important presence of African Americans – 1.a
- Documentary
- Food Taster
- Anishinaabe language lessons for program coordinators and assistants 1 time per week at the Anishinaabe Language Revitalization Department. 5.a-c

2020

- Groundhog's Day
- History and shadow puppets
- Bowling and pizza at the CMU University Recreational Events Center – 1-a
- Career Exploration Day – tour of a local business – 1.c
- CMU, Black History Month; recognizing the contributions made and the important presence of African Americans – 1.a
- Documentary
- Food Taster
- Anishinaabe language lessons for program coordinators and assistants 1 time per week at the Anishinaabe Language Revitalization Department. 5.a-c

March

Each week there is 20-30 minutes of homework and study time with the assistance of the mentors

2016

- Nijj Up-All-Night at CMU's Student Activity Center – 1.a, 4, 5.a-c

- Recreational, cultural, prevention, and service learning activities
- Tour of Saginaw Chippewa Tribal College – 1.a
- Woman’s History Month – 1.d, 5a-c
- Presentation and visit my local women leaders
- On-going mentor training: Mentorship and cultural – 1.d, 3.a-c, 4.a-c, 5.a-c
- Invite a speaker from the Tribe to answer mentors questions regarding the youth
- Obtain progress reports regarding the mentoring relationships, grade reports, attendance, and other important topics regarding the youth
- Discuss how to improve on these topics and empower the youth further
- Anishinaabe language lessons for program coordinators and assistants 1 time per week at the Anishinaabe Language Revitalization Department. 5.a-c

2017

- Nijj Up-All-Night at CMU’s Student Activity Center – 1.a, 4, 5.a-c
- Recreational, cultural, prevention, and service learning activities
- Tour of Mid-Michigan Community College – 1.a
- Woman’s History Month – 1.d, 5a-c
- Presentation and visit my local women leaders
- On-going mentor training: Mentorship and cultural – 1.d, 3.a-c, 4.a-c, 5.a-c
- Invite a speaker from the Tribe to answer mentors questions regarding the youth
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- Discuss how to improve on these topics and empower the youth further
- Anishinaabe language lessons for program coordinators and assistants 1 time per week at the Anishinaabe Language Revitalization Department. 5.a-c

2018

- Nijj Up-All-Night at CMU’s Student Activity Center – 1.a, 4, 5.a-c
- Recreational, cultural, prevention, and service learning activities
- Tour of Central Michigan University – 1.a
- Woman’s History Month – 1.d, 5a-c
- Presentation and visit my local women leaders
- On-going mentor training: Mentorship and cultural – 1.d, 3.a-c, 4.a-c, 5.a-c
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2019

- Nijj Up-All-Night at CMU’s Student Activity Center – 1.a, 4, 5.a-c
- Recreational, cultural, prevention, and service learning activities
- Tour of Saginaw Chippewa Tribal College – 1.a
- Woman’s History Month – 1.d, 5a-c

- Presentation and visit my local women leaders
- On-going mentor training: Mentorship and cultural – 1.d, 3.a-c, 4.a-c, 5.a-c
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2020

- Nijj Up-All-Night at CMU's Student Activity Center – 1.a, 4, 5.a-c
- Recreational, cultural, prevention, and service learning activities
- Tour of Mid-Michigan Community College – 1.a
- Woman's History Month – 1.d, 5.a-c
- Presentation and visit my local women leaders
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- Discuss how to improve on these topics and empower the youth further
- Anishinaabe language lessons for program coordinators and assistants 1 time per week at the Anishinaabe Language Revitalization Department. 5.a-c

April

Each week there is 20-30 minutes of homework and study time with the assistance of the mentors

2016

- Earth Day – Activity on the tribe to honor Mother Earth – 1.c, 5.a-c
- Examples depending on the activity that year: plant trees, learn to preserve water, keeping our earth clean, etc.
- Youth and mentors create presentations of what they accomplished during the mentoring program year
- Career Expo at Saginaw Chippewa Tribe put on by Nijjwehn Mentoring Program – 1.b
- Year-End Celebration – 1.a-c, 3, 4
- Award and participation dinner for mentors, youth, their families, and local supporters of the program
- Anishinaabe language lessons for program coordinators and assistants 1 time per week at the Anishinaabe Language Revitalization Department. 5.a-c

2017

- Earth Day – Activity on the tribe to honor Mother Earth – 1.c, 5.a-c
- Examples depending on the activity that year: plant trees, learn to preserve water, keeping our earth clean, etc.
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2019

- Earth Day – Activity on the tribe to honor Mother Earth – 1.c, 5.a-c
- Examples depending on the activity that year: plant trees, learn to preserve water, keeping our earth clean, etc.
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2020

- Earth Day – Activity on the tribe to honor Mother Earth – 1.c, 5.a-c
- Examples depending on the activity that year: plant trees, learn to preserve water, keeping our earth clean, etc.
- Youth and mentors create presentations of what they accomplished during the mentoring program year
- Career Expo at Saginaw Chippewa Tribe put on by Nijikwehn Mentoring Program – 1.b
- Year-End Celebration – 1.a-c, 3, 4
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- Anishinaabe language lessons for program coordinators and assistants 1 time per week at the Anishinaabe Language Revitalization Department. 5.a-c

May

2016 - 2020

- May is off-season for Nijjkewehn. During these months, details of summer program are identified. Recruitment of mentors continues, and youth involved in the prior program year receive a Summer Program registration form, along with a full summer calendar of events.

June

2016

- Summer mentor training: mentorship and cultural training; tour of the Ziibiwing Center of Anishinaabe Culture and Lifeways and questionnaire
- Program kick-off at Island Park and parent meeting
- Hiking, water activities, ball, cookout, and parent meeting
- Tubing, fishing, and beach day
- Mill Creek Campgrounds, Mackinaw City (Ferry to Mackinaw Island)
- Includes history of location, cultural/language lessons, survival skills, recreational activities, teambuilding and leadership skills activities
- 7th Generation Elijah Cultural Center
- Sacred Fire luncheon, garden planting, and cultural craft
- Anishinaabe language lessons for program coordinators and assistants 1 time per week at the Anishinaabe Language Revitalization Department. 5.a-c

2017

- Program kick-off at local park and parent meeting
- Hiking, water activities, ball, cookout, and parent meeting
- 7th Generation Elijah Cultural Center
- Sacred Fire luncheon, garden planting, and cultural craft
- Tubing, fishing, and beach day
- Camping in Michigan
- Includes history of location, cultural/language lessons, survival skills, recreational activities, teambuilding and leadership skills activities\
- Honoring, Healing & Remembering: Mt. Pleasant Indian Industrial Boarding School
- Ceremonies, student roll call, jingle dress healing dance, celebratory round dance
- Michigan Special Olympics
- Volunteer at the participant events
- Anishinaabe language lessons for program coordinators and assistants 1 time per week at the Anishinaabe Language Revitalization Department. 5.a-c

2018

- Program kick-off at local park and parent meeting
- Hiking, water activities, ball, cookout, and parent meeting
- 7th Generation Elijah Cultural Center
- Sacred Fire luncheon, garden planting, and cultural craft
- Tubing, fishing, and beach day
- Camping in Michigan

- Includes history of location, cultural/language lessons, survival skills, recreational activities, teambuilding and leadership skills activities
- The Human Race
- Promote spirituality and Native American culture along with health and positive lifestyles
- Sanilac Petroglyphs
- A ceremonial place, honoring the teachings and spirit of the ancestors at the sacred site
- Anishinaabe language lessons for program coordinators and assistants 1 time per week at the Anishinaabe Language Revitalization Department. 5.a-c

2019

- Program kick-off at local park and parent meeting
- Hiking, water activities, ball, cookout, and parent meeting
- 7th Generation Elijah Cultural Center
- Sacred Fire luncheon, garden planting, and cultural craft
- Tubing, fishing, and beach day
- Camping in Michigan
- Includes history of location, cultural/language lessons, survival skills, recreational activities, teambuilding and leadership skills activities
- Honoring, Healing & Remembering: Mt. Pleasant Indian Industrial Boarding School
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2020

- Program kick-off at local park and parent meeting
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- 7th Generation Elijah Cultural Center
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- Tubing, fishing, and beach day
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- The Human Race
- Promote spirituality and Native American culture along with health and positive lifestyles
- Sanilac Petroglyphs
- A ceremonial place, honoring the teachings and spirit of the ancestors at the sacred site
- Anishinaabe language lessons for program coordinators and assistants 1 time per week at the Anishinaabe Language Revitalization Department. 5.a-c

July 2016

- CMU, Rowe Museum of Cultural and Natural History: Museum Exhibit: Changing Waters: Environmental Research in the Great Lakes; Great Lakes Adventure Children's Gallery

- Central Michigan University scavenger hunt
- 7th Generation Elijah Cultural Center
- Sacred Fire luncheon, garden, prep for farmers market, and cultural craft
- Michigan Indian Family Olympics
- Saginaw Chippewa Indian Tribe Pow Wow (SCIT Campgrounds; fundraising)
- Central Michigan University's Camp Central: A Science, Technology, Engineering, Art and Math Summer Camp
- 3 day camp on CMU's campus that also enhances leadership skills
- 5 of our upcoming 7th grade Nijjkewehn youth are eligible each year
- Central Michigan University Office of Native American Program's North American Student Enrichment Camp (NAISEC)
- Upcoming 8th – 12th graders are eligible for this week-long camp that exposes young Native youth to higher education and improves their understanding and perceived ability to succeed in a college setting.
- Summer Kickball Games - Saginaw Chippewa Housing Dept.

2017

- CMU, Rowe Museum of Cultural and Natural History: Museum Exhibit
- Central Michigan University scavenger hunt
- 7th Generation Elijah Cultural Center
- Sacred Fire luncheon, garden, prep for farmers market, and cultural craft
- Michigan Indian Family Olympics
- Saginaw Chippewa Indian Tribe Pow Wow (SCIT Campgrounds; fundraising)
- Central Michigan University's Camp Central: A Science, Technology, Engineering, Art and Math Summer Camp
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- Summer Kickball Games - Saginaw Chippewa Housing Dept.
- Anishinaabe language lessons for program coordinators and assistants 1 time per week at the Anishinaabe Language Revitalization Department. 5.a-c

2018

- CMU, Rowe Museum of Cultural and Natural History: Museum Exhibit
- Central Michigan University scavenger hunt
- 7th Generation Elijah Cultural Center
- Sacred Fire luncheon, garden, prep for farmers market, and cultural crafts
- Michigan Indian Family Olympics
- Camping at Tahquamenon Falls State Park, Paradise, MI
- Includes history of location, cultural/language lessons, survival skills, recreational activities, teambuilding and leadership skills activities

- Bear Ranch, nature trolley ride, tour, activities with State park rangers
- Central Michigan University's Camp Central: A Science, Technology, Engineering, Art and Math Summer Camp
- 3 day camp on CMU's campus that also enhances leadership skills
- 5 of our upcoming 7th grade Nijjkewehn youth are eligible each year
- Central Michigan University Office of Native American Program's North American Student Enrichment Camp (NAISEC)
- Upcoming 8th – 12th graders are eligible for this week-long camp that exposes young Native youth to higher education and improves their understanding and perceived ability to succeed in a college setting.
- Summer Kickball Games - Saginaw Chippewa Housing Dept.
- Anishinaabe language lessons for program coordinators and assistants 1 time per week at the Anishinaabe Language Revitalization Department. 5.a-c

2019

- CMU, Rowe Museum of Cultural and Natural History: Museum Exhibit
- Central Michigan University scavenger hunt
- 7th Generation Elijah Cultural Center
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- CMU, Rowe Museum of Cultural and Natural History: Museum Exhibit
- Central Michigan University scavenger hunt
- 7th Generation Elijah Cultural Center
- Sacred Fire luncheon, garden, prep for farmers market, and cultural craft)
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- Summer Kickball Games - Saginaw Chippewa Housing Dept.
- Anishinaabe language lessons for program coordinators and assistants 1 time per week at the Anishinaabe Language Revitalization Department. 5.a-c

**August
2016**

- Sobriety Kick-Off @ SCIT Behavioral Health
- Nimkee - Emergency Preparedness Event
- “Survival” activities, fire starting, shelter making, wild plant information, and more
- SCIT Farmers Market
- Fundraising by selling our garden fruits and veggies
- SCIT Behavioral Health Prevention Program, Cupcake Wars
- “Kids and Culture” Community Event
- End of summer program event; Great Lake Loons Game, Midland
- Anishinaabe language lessons for program coordinators and assistants 1 time per week at the Anishinaabe Language Revitalization Department. 5.a-c

2017

- Sobriety Kick-Off @ SCIT Behavioral Health
- Nimkee - Emergency Preparedness Event
- “Survival” activities, fire starting, shelter making, wild plant information, and more
- SCIT Farmers Market
- Fundraising by selling our garden fruits and veggies
- “Kids and Culture” Community Event
- End of summer program event
- Anishinaabe language lessons for program coordinators and assistants 1 time per week at the Anishinaabe Language Revitalization Department. 5.a-c

2018

- Camping at Sleeping Bear Dunes, Empire, MI and Anishinaabemowin Camp, Peshawbestown, MI
- Includes history of location, cultural/language lessons, survival skills, recreational activities, teambuilding and leadership skills activities
- Sobriety Kick-Off @ SCIT Behavioral Health
- Nimkee - Emergency Preparedness Event
- “Survival” activities, fire starting, shelter making, wild plant information, and more
- SCIT Farmers Market
- Fundraising by selling our garden fruits and veggies
- “Kids and Culture” Community Event
- End of summer program event
- Anishinaabe language lessons for program coordinators and assistants 1 time per week at the Anishinaabe Language Revitalization Department. 5.a-c

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2019

- Sobriety Kick-Off @ SCIT Behavioral Health
- Nimkee - Emergency Preparedness Event
- “Survival” activities, fire starting, shelter making, wild plant information, and more
- SCIT Farmers Market
- Fundraising by selling our garden fruits and veggies
- “Kids and Culture” Community Event
- End of summer program event
- Anishinaabe language lessons for program coordinators and assistants 1 time per week at the Anishinaabe Language Revitalization Department. 5.a-c

2020

- Sobriety Kick-Off @ SCIT Behavioral Health
- Nimkee - Emergency Preparedness Event
- “Survival” activities, fire starting, shelter making, wild plant information, and more
- SCIT Farmers Market
- Fundraising by selling our garden fruits and veggies
- “Kids and Culture” Community Event
- End of summer program event
- Anishinaabe language lessons for program coordinators and assistants 1 time per week at the Anishinaabe Language Revitalization Department. 5.a-c

H. Individual Resumes for Project Directors and Key Personnel

DAVID G. GARCIA, LMSW, ACSW

(b)(6)

Professional Goal

In a Leadership role; to provide program oversight, compliance, and guidance, to continue to improve, develop and provide a superior quality of treatment and service within standards of the agency that meet the needs of the targeted population, clients and their families, of the community that we serve.

Summary

24 plus years of mental health experience including 14 plus years of clinical and organizational experience at a supervisor and director level; 17 years of clinical experience in the publicly funded behavioral health system and 21 years in the private mental health system, all in the State of Michigan.

Education

June 1992 Master of Social Work; Administration and Program Evaluation
Michigan State University, East Lansing, MI
August 1990 Bachelor of Social Work; Clinical Social Work
Michigan State University, East Lansing, MI

Licenses and Accreditation

2006-Current Licensed Master Social Worker -Macro and Clinical (LMSW); State of Michigan #6801066100
1994-2006 Certified Social Worker (CSW); State of Michigan
1992-1994 Registered Social Worker (RSW); State of Michigan
1994-Current Academy Certified Social Worker (ACSW); National Association of Social Workers

Certifications and Advance Trainings

Certified In Cognitive Behavioral Therapy from the Beck Institute
Certified in Reflective Supervision
Certified Trainer in Child and Adolescent Functional Assessment Scale (CAFAS)
Certified Trainer in Preschool and Early Childhood Functional Assessment Scale (PECFAS)
Academy Certified Social Worker from the National Association of Social Workers

Work History

10/2015 – Present	<u>Behavioral Health Administrator</u> Responsible for the overall operation of the Behavioral Health and Substance Use Programs. Ensures activities are consistent with the Tribal Behavioral Health mission and philosophy and in accordance with the philosophies, priorities, policies, plans and budgets of the Saginaw Chippewa Indian tribe. Ensure all internal and external reports as required per tribal and outside contractual requirements are completed and professional. Attend ongoing meetings which facilitate networking among other tribal programs and outside human service organizations. Represents the center in meetings with boards, committees, regulatory, community groups, and the public. Remains knowledgeable concerning federal, state and local policies, programs, legislation and regulations affecting the operation and funding of the programs. Diversifies funding sources by researching and preparing grant proposals and negotiating with various agencies. Preparation of annual budget is in accordance with tribal guidelines. Ensure that Behavioral Health develops,	Behavioral Health Services Saginaw Chippewa Indian Tribe of Michigan 2800 N. Shepherd Mt. Pleasant, MI 48858
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delivers, and maintains comprehensive, high-quality services that function in accordance with accreditation, licensing, and Indian Health Services guidelines. Periodically assess and evaluates the continuous improvement of services. Provides for staff development which ensures adequate skills development for all personnel. Maintains an open and positive work environment for employees and provides open communication with all staff.

06/2015 – Associate Program Director of Family Services

10/2015 Provide oversight and maintains compliance of day to day operations throughout the Family Program by providing direct supervision and consultation to the supervisors within the program. Ensures MDCH contract compliance for children's outpatient and targeted case management services; in addition to specialty services such as CLS, Wraparound, Home Based, Infant Mental Health, TF-CBT, Parent support Partners, and Autism. Oversees all CAFAS, PECFAS and DECA compliance. Works closely with the Program Director to analyze data outcomes, revises program components based on outcome results and assists in implementing new services within the department. Represents the department and agency by serving and participating on various agency, state and local committees.

AuSable Valley
Community Mental
Health Authority
511 Griffin
West Branch, MI
48661

07/2012 - Director of Clinical Services

03/2015 Responsible for the daily operations and oversight of clinical services to clients and to ensure the quality standards are met; to evaluate, maintain, modify and upgrade programs and services to meet community demands for General Counseling, Youth Services, Pre & Post Pregnancy, Substance Abuse, and Employee Assistance Services; provide clinical supervision of program staff; ensured that clinical records were complete and meet the standards of CMHCM, CARF and other funding sources; revise policies and procedures as needed; maintain a positive working relationship with staff and community stakeholders; participate in agency, Board and community committees as determined by the CEO; assist with the transition to a new Electronic Health Records; implement the use of evidence-based treatment modalities (Motivational Interviewing, Trauma-Focused CBT and Parent-Child Interactive Therapy) to clinical staff.

Family & Children's
Services
1714 Eastman Ave.
Midland, MI 48640

07/2013 - Field Liaison / MSW Program

Present Monitor the educational progress of social work graduate students; make agency visits once per academic year and phone contact the alternate semester. Organize and facilitate ten hours of field integrative seminars per semester for students. Keep field coordinator informed of any problem situations; be available to students for support and problem solving. Ensure the timely completion of forms, reports and learning agreements; submit a grade for each student to the field coordinator.

Michigan State
University
School of Social
Work
East Lansing, MI

2002 - 06/2012	<u>Clinical Team Supervisor of Children Services</u> Including Home based, Infant Mental Health, Children's Psychiatric and Case Management Services; Provided clinical supervision of children programs staff, implemented the increase of staff to meet community demands; ensured that clinical records were complete and was lead children's person for MDCH audits; wrote or revised policies and procedures; coordinated the embedment of EBPs; PMTO and TF-CBT; chaired community children committee and maintain a positive working relationship with community stakeholders; assisted with the transition to the Electronic Health Record—ECHO.	Bay Arenac Behavioral Health 1010 N. Madison Ave. Bay City, MI 48708
2002 - Present	<u>Field Instructor / MSW & BSW Programs / LPC programs</u> Commitment to social work values and education for interns; provide orientation to the agency, assign purposeful and educational-focused assignments, ensure the completion of the learning agreement, have weekly supervision, complete end-of-semester evaluations; recommend final grade to the field liaison.	Michigan State <u>University</u> Central Michigan <u>University</u> Wayne State University
2000 - 2013	<u>Clinical Social Worker / Therapist</u> Private Practice Owner Provided a high quality of therapeutic treatment to children and adults with private insurance and EAP.	Full Circle Counseling Services 5103 Eastman Ave., Suite 174 Midland, MI 48640
1999 - 2002	<u>Clinical Specialist</u> Children Home Based Program Provided an intensive home-based treatment to SED children and their family, services were provided in the home, community and schools, coordinated community resources.	Bay Arenac Behavioral Health 201 Mulholland Ave. Bay City, MI 48708
1994 - 2000	<u>Clinical Social Worker / Therapist</u> Private Practice Co-Partner Provided a high quality of therapeutic treatment to children and adults with private insurance.	Counseling Associates 3014 Washington St. Midland, MI 48642
1993 - 1999	<u>Clinical Social Worker / Therapist</u> Provided a therapeutic treatment to children and adult with private insurance and Medicaid on an outpatient basis, worked closely with Saginaw County CMH to provide treatment to less intensive Medicaid recipients.	Norman Westlund Child Guidance 3253 Congress Ave. Saginaw, MI 48602
1993 - 1993	<u>Family Therapist</u> Provided a high quality of therapeutic treatment to children and adult with private insurance.	Catholic Family Services 710 N. Michigan Ave. Saginaw, MI 48602
1992 - 1993	<u>Youth Specialist</u> Provided therapeutic treatment to children and families with Medicaid, coordinated psychiatric and community resources to meet the individual needs, maintained a good working relationship with schools, DHS and Probate Courts.	Au Sable Valley CMH 511 Griffin St. West Branch, MI 48661

1990 - Emergency Crisis Counselor Gateway Community
1991 Provided 24-hr on-call crisis intervention for a statewide network, primarily Services
targeting adolescents and families, coordinate community services to ensure 910 Abbott Rd.
the safety of callers. East Lansing, MI
48910

Professional Leadership Activities

State Level:

- Community Mental Health Evidence-Based Practice Implementation Committee (Children Services) – Member
- Community Mental Health Children Program Administrators Group – Member (Chairperson 1 year)
- Child and Adolescent Functional Assessment Scale (CAFAS) Measurement Tool Committee – Member
- Michigan Home Based Family Services Association – Board Member

Languages and Cultural Diversity

English and Spanish proficient

Knowledgeable in the Cultural Competence and Treatment in Latin/Hispanic and Native American populations

Professional Trainings in the following:

Trauma Focused - Cognitive Behavioral Therapy

Social Work - Code of Ethics

Solution-Focus Therapy

Motivational Interviewing Therapy

Home-Based Philosophy and Treatment

Couples Conflicts and Resolution

Infant and Toddler Development and Attachment

Anger Disorders and Treatment Techniques

ADHD Disorder and Treatment Techniques

Bipolar Disorder in Adolescents and Adults

Co-Occurring Disorders and Treatment

Computer Skills

Skilled in all Microsoft programs; i.e. Excel, Outlook, Publisher, PowerPoint, Word, and Visio.

Knowledge and skilled in the implementation of the Electronic Health Records (i.e. ECHO, ClinicTracker, Avatar, CIGMMO (PCE products)).

References

Provided upon request.

Jennifer Crawford MSA, MCHES, CPC-M

(b)(6)

Related Skills

LEADERSHIP - EXPERIENCED IN:

- Communicating in a professional manner both verbally and in writing.
- Working independently and also with people of all ages and backgrounds.
- Developing and monitoring short term and long term program goals.
- Conducting needs assessments and planning appropriate programming based upon identified needs.
- Identifying or creating programs and presenting to diverse groups.
- Funding and development through grant writing, fundraising, etc.
- Problem-solving and conflict resolution.
- Recruiting, hiring, and supervising employees and volunteers.
- Evaluating individual and group performance and providing feedback.

COMPUTER APPLICATIONS – EXPERIENCED IN:

- Using multiple computer applications, such as Microsoft: Word, Excel, Outlook, PowerPoint, Publisher; Adobe Acrobat; Blackboard and other academic platforms; Kronos; Ariett.
- Developing brochures, flyers, newsletters, and other promotional items.
- Drafting reports and various charts describing data.

VOLUNTEER EXPERIENCE

- Shepherd Tri-Township Fire Department Women's Auxiliary: 2002 – present.
- Girls on the Run of Central Michigan Director: 2003 – 2014.
- Great Lakes Chapter – Society for Public Health Education: 1999 – 2011.

Education	MASTER OF SCIENCE IN ADMINISTRATION Concentration: LEADERSHIP <u>Central Michigan University</u> August 2008	Mt. Pleasant, Michigan
	BACHELOR OF SCIENCE DEGREE IN PUBLIC HEALTH EDUCATION AND PROMOTION MINOR DEGREE IN EXERCISE SCIENCE <u>Central Michigan University</u> May 1999	Mt. Pleasant, Michigan

Work History

	PREVENTION COORDINATOR <u>Saginaw Chippewa Indian Tribe – Behavioral Health Program</u> September 2002 – July 2013; July 2015 - Present	Mt. Pleasant, Michigan
	<ul style="list-style-type: none">▪ Provide supervision and direction to the prevention team members.▪ Establish measurable program goals and objectives.▪ Draft quarterly and annual prevention program reports.▪ Plan and implement small and large-scale events, evaluate and revise as necessary.▪ Create and monitor program budget to support community activities.▪ Collaborate with multiple community agencies to promote wellness.	

YOUTH LEAD DIRECTOR

Mt. Pleasant, Michigan

Saginaw Chippewa Indian Tribe – Youth LEAD Department

July 2013 – July 2015

- Provided supervision and direction to all Youth LEAD staff members.
- Established program vision and goals through department strategic planning.
- Created and monitor department budget, promoting fiscal responsibility.
- Conducted annual performance evaluations for management team members.
- Prepared monthly, quarterly, and annual department reports.
- Established and maintained collaborative relationships with other departments and community agencies.
- Provided and promoted continuing education opportunities for all staff based on need.

ADJUNCT PROFESSOR

Online

Kaplan University – School of Health Sciences

February 2010 – Present. Course: HS210 (Medical Office Management)

- Provide an overview and outline of the course by creating and disseminating course syllabus and announcements.
- Prepare and facilitate online seminars.
- Communicate and provide feedback to students through online discussion board and email.
- Grade student assignments and exams and post on online portal.

ADJUNCT PROFESSOR

Mt. Pleasant, Michigan

Central Michigan University – School of Health Sciences

August 2008 – Present. Courses: HSC 235 (Psychoactive Drugs), HSC 317 (Community Health), HSC 419 (Community Health Education, Assessment, Planning, and Program Evaluation), HSC 598 (Nature and Dynamics of Destructive Health Habits)

- Provide an overview and outline of the course by creating and disseminating course syllabus and announcements.
- Prepare and facilitate classroom lectures.
- Grade student assignments and exams.
- Utilize the Blackboard system for announcements, assignments, and grade posting.

COUNCIL DIRECTOR

Shepherd, Michigan

Girls on the Run of Central Michigan

January 2003 – July 2014

- Recruited, trained and provided supervision to more than 150 volunteer coaches.
- Identified participating schools and/or locations and created teams.
- Organized, implemented, and monitored program registration process.
- Created, monitored, and revised program budget as needed.
- Provided monthly reports to Board of Directors.
- Created annual reports and other necessary documentation as mandated by Girls on the Run International and identified funding sources.
- Monitored and ensured proper bill payment schedule.
- Researched and identified funding sources for program sustainability.

SAFE AND DRUG-FREE SCHOOLS COORDINATOR

Mt. Pleasant, Michigan

Mt. Pleasant Public Schools

January 2002 - September 2002

- Conducted needs assessment to determine drug and violence-related needs.
- Identified research-based programs that would best serve the needs of the target population and trained appropriate staff members.
- Implemented programs and conducted evaluations to measure the impact.

OBJECTIVE

To attain a welcoming position in an educational setting that embraces student learning, staff development and diversity initiatives.

EDUCATION**Central Michigan University • Expected May 2017**

- Doctorate of Philosophy in Educational Leadership

Central Michigan University • May 2012

- Masters of Arts in Humanities

Central Michigan University • December 2009

- Masters of Arts in Educational Leadership

Central Michigan University • December 2007

- Bachelors of Science in Education, Secondary Emphasis
 - Certification: Social Studies 6-12th Grade

Mid Michigan Community College • May 2005

- Associates in Arts Degree, Secondary Education ~ CMU

EXPERIENCE**Director of Native American Programs / Student Transition Enrichment Program • October 2008 – Present**

- Central Michigan University, Mt. Pleasant, MI
 - Organize Native American Heritage Month, including speakers, documentaries, presentations, and exhibits
 - Plan the CMU Annual Pow wow annually to receive over 1,200 spectators and 200 dancers
 - Coordinate the North American Indigenous Summer Enrichment Camp for 25+ Native American youth, by creating cultural and academic workshops over a one week period
 - Trained as an Academic Advisor and assist transfer students transitioning to CMU
 - Provide Native American cultural presentations to staff, faculty, and classrooms
 - Manage budgets over \$220,000
 - Manage departmental Scholarships and Awards
 - Oversee NSF Grant over \$13,000
 - Wrote and Administer a \$120,000 King Chavez Parks Competitive Grant
 - Supervise staff and student employees
 - Administer the Nijikewehn Mentoring Program in conjunction with Saginaw Chippewa Indian Tribe-Behavioral Health

First Year Experience Fix-term Faculty

- Central Michigan University, Mt. Pleasant, MI
 - Develop course goals
 - Work with transfer students
 - Organize coursework and activities
 - Facilitate content discussions

Office of Enrollment and Student Services Internship • Summer-Fall 2013

- Central Michigan University, Mt. Pleasant, MI
 - Research barriers to Native American enrollment in higher education

- Develop recruitment and retention strategies for Native American students
- Attend the American Indian Higher Education Consortium Summer Meeting

Multicultural Education Center Internship - Summer 2009

- Central Michigan University, Mt. Pleasant, MI
 - Participated in Conference planning for the 20th Annual Equity in the Classroom Conference, March 2010
 - Enrolled and received a certificate in Blackboard Training provided by Faculty Center for Innovated Teaching
 - Researched materials for a new "Intergroup Dialogue" course, Spring 201

Interim Director of Native American Programs - August 2007 - October 2008

- Central Michigan University, Mt. Pleasant, MI
 - Coordinated Native American Heritage Month, 12 events, November 2007
 - Organized the Annual Pow wow, 1,000 in attendance, March 2008
 - Directed the NAISEC summer program, 19 participants, June 2008
 - Advised Native American students
 - Provided Native American cultural presentations to staff, faculty, and students
 - Managed budgets over \$70,000
 - Supervised student employees
 - Oversaw departmental Scholarships and Awards
 - Oversaw NSF Grant over \$13,000

7th Grade Social Studies Student Teaching - August 2007 - December 2007

- Morley Stanwood Middle School, Morley, MI
 - Examined the United States Constitution
 - Depicted geographical locations throughout the Eastern Hemisphere
 - Created quizzes and exams to determine cognitive retention
 - Plans and carried out two field trips
 - Gave a Native American Heritage presentation to 7th grade class

OFFICE SKILLS

- Microsoft Office 2013
- SAP
- Student Warehouse
- Mac and PC experience
- Budget Management
- Mac programs: pages, keynote, numbers

VOLUNTEER EXPERIENCES

- Adopt A Highway June 2010- Present
- Saginaw Chippewa Indian Tribe Angel Tree Project, South Dakota December 2005- Present
- Isabella Mobile Food Pantry, March 2012-November 2012

PROFESSIONAL DEVELOPMENT/ PRESENTATIONS

- Leadership Excellence Training, Central Michigan University, 2012-Present
 - Co-presenter: Diversity Training
- Supervisor Excellence Training, Central Michigan University, 2014
- Conference on College Composition and Communication, Indianapolis, Indiana 2014
 - Co-presenter

- Workshop: Overcoming the "Impostor Syndrome": Opening Professional Paths for Graduate Students
- American Indian Higher Education Consortium Summer Meeting, Santa Fe, New Mexico, August 2013
- Equity in the Classroom Conference, Saginaw, Michigan March 2009-2013
 - Co-presenter 2012: CMU-Saginaw Chippewa Indian Tribe Collaboration
- Great Lakes Conference on Teaching & Learning, Mt. Pleasant, Michigan 2013
- American Indian Higher Education Consortium Winter Meeting, Washington DC, February 2013 & February 2014
- Completing College: What it Takes, What's at Stake? Retention Conference, Oakland University, Rochester, Michigan March 2013
 - Co-presenter: Creating a Culture of Success: Retention Strategies for Disadvantaged Students
- The National Intergroup Dialogue Institute, Ann Arbor, Michigan June 2012
- Conference on College Composition and Communication, Atlanta, Georgia 2011
 - Co-presenter: "I am not a Mascot": Communities Contesting Rhetorical Sovereignty
- National Coalition Building Institute, Baltimore, Maryland August 2009
- Leadership Excellence Seminar, CMU Spring 2009
- Safe Zone Training, CMU Spring 2009
- "Ouch that Stereotype Hurts" Training, CMU Spring 2009: Facilitator 2009-2013
- National Conference On Race & Ethnicity, San Diego, California May 2009

HONORS & AWARDS

- King Chavez Parks Future Faculty Fellowship recipient, Fall 2014
- Native American Advancement Scholarship, Fall 2005-Fall 2007
- Michigan Indian Elders Association Scholarship, Fall 2006
- CMU Academic Honors Scholarship and the Community College Transfer Recognition Award, Fall 2005-Spring 2007
- Dean's List, Fall 2005-Fall 2007

ASSOCIATIONS/MEMBERSHIPS/AFFILIATIONS

- Saginaw Chippewa Tribal College, Board of Regents, 2011- Present
 - Chairperson, Fall 2013-present
 - Vice Chairperson, Spring 2012
 - Secretary, Fall 2011
- Mount Pleasant Indian Industrial Boarding School Committee, 2011- Present
- National Council of Teachers of English, 2011-Present
- International Education Council, CMU Senate sub-committee, 2010-2013
- Zeta Phi Beta Sorority, Inc., Zeta Omega Zeta Inducted in Spring 2010
 - Recording Treasurer, Fall 2014-present
 - Third Vice President, Fall 2012-Spring 2014
 - Advisor for two Undergraduate Sororities
- Three Fires American Indian Science & Engineering Society Organization (AISES), CMU Fall 2008-Present
- Society of Advancing Hispanics/Chicanos & Native Americans in Science, 2009-2012
- CMU Student National Medical Association MAPS Advisor 2013-present
- North American Indigenous Student Organization (NAISO), CMU Fall 2005- 2012
 - NAISO President, Fall 2006-Fall 2007
 - Current Advisor, Spring 2013-present
- Phi Theta Kappa, MMCC Inducted in Fall 2004

DAVID A. KINNEY

May 2016

Professor of Sociology
Central Michigan University
134 Anspach Hall
Mount Pleasant, MI 48859
Email: david.a.kinney@cmich.edu

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EDUCATION

- Post-doctoral Training** University of Chicago. Center for the Study of Urban Inequality, Harris Graduate School of Public Policy Studies. 1991-1992.
- Post-doctoral Training** University of Chicago, Committee on Human Development & Northwestern University Medical School, Department of Psychiatry & Behavioral Sciences. 1989-1991.
- Ph.D.** Indiana University, Bloomington.
Sociology. 1990.
Specialization: Social Psychology in Psychology
Dissertation: "Dweebs," "Headbangers," and "Trendies:" Adolescent Identity Formation and Change within Sociocultural Contexts
Committee: Donna Eder (Chair), William A. Corsaro, Sheldon Stryker, Dave Heise, Michael Herzfeld
- M.A.** Bowling Green State University.
Sociology. 1984.
Thesis: Adolescent Peer Influence: A Multidimensional Approach
Committee: Peggy Giordano (Chair), Art Neal, M.D. Pugh, Steve Cernkovich
- B.A.** Bowling Green State University. Sociology with Honors. 1982.

RESEARCH INTERESTS

Sociology of Education
Sociology of Adolescence
Native American Education & Culture
Culturally Relevant Teaching
Evaluation Research
Peer Culture

COURSES TAUGHT

Sociology of Education
Sociology of Adolescence
Social Research Methods
Capstone Experience in Youth Studies
Social Psychology
Social Problems

PROFESSIONAL POSITIONS (Elected & Appointed)

- ❖ Council, American Sociological Association, Section on Children and Youth, 2012-2014.
- ❖ President, Michigan Sociological Association, 2005-2007.
- ❖ Series Editor, *Sociological Studies of Children and Youth*. Annual research volume published by JAI Press Inc.: An Official Imprint of Elsevier Science (Oxford, England). 1999-2004 (Vol. 8&9). 2005 – 2011. (Vol. 10-14). Emerald Publishing Group Limited, U.K.
- ❖ Advisory Board, *Encyclopedia of the American High School*, Greenwood Press, 2003-2005.
- ❖ Professor of Sociology, Central Michigan University, 2004-Present.
- ❖ Council, Sociology of Education Section, American Sociological Association, 2003-2005.
- ❖ Editorial Board, *Journal of Research on Adolescence*, published by the Society for Research on Adolescence, Ann Arbor, Michigan, 2002-2004.
- ❖ Associate Professor of Sociology, Central Michigan University; 1999-2004
- ❖ Faculty Affiliate, University of Michigan, Center for the Ethnography of Everyday Life; 1998-2002.
- ❖ Council, Sociology of Children Section, American Sociological Association, 1996-1998.
- ❖ Assistant Professor of Sociology, Central Michigan University; 1995-1999
- ❖ Research & Development Specialist, U.S. Department of Education, Research for Better Schools, Philadelphia, PA. 1993-1995.
- ❖ National Science Foundation - Post-doctoral Fellowship in the Race, Poverty and Social Policy Program, Center for the Study of Urban Inequality, The Irving B. Harris Graduate School of Public Policy Studies, University of Chicago; 1991-1992. William Julius Wilson, Director.
- ❖ National Institute of Mental Health - Post-doctoral Fellowship, Clinical Research Training Program in Adolescence jointly sponsored by the Department of Psychiatry and Behavioral Sciences, Northwestern University Medical School and the Committee on Human Development, University of Chicago; 1989-1991. Daniel Offer and Bertram Cohler, Co-directors.
- ❖ National Institute of Mental Health - Pre-doctoral Fellowship, Training Program in Identity, Self, Role and Mental Health, Department of Sociology, Indiana University, Bloomington; 1986-1989. Sheldon Stryker, Director.
- ❖ Associate Instructor, Department of Sociology, Indiana University, Bloomington; 1985-1986.
- ❖ Graduate Research & Teaching Assistant, Department of Sociology, Indiana University, Bloomington; 1984-1985.

AWARDS & HONORS

- ❖ College Excellence in Teaching Maroon Award, College of Humanities & Social and Behavioral Sciences, Central Michigan University, 2015-2016.
- ❖ Marvin Olsen Award for Distinguished Service to Sociology in Michigan, Michigan Sociological Association, 2007.
- ❖ Provost's Award for Outstanding Research and Creative Activity, Central Michigan University, Mount Pleasant, Michigan. 1998.
- ❖ Summer Scholar - Center for Advanced Study in the Behavioral Sciences, Stanford, California. 1996 Summer Institute - Urban Education: Transitions to and from School. Frank F. Furstenberg and Herbert P. Ginsburg, Co-directors.
- ❖ Citizen Citation, City of Baltimore, Maryland, awarded by Mayor Kurt L. Schmoke, 1995 in recognition of "outstanding commitment to increasing educational excellence and school improvement for the students, staff, parents, and community of Robert W. Coleman Elementary."
- ❖ Volunteer of the Month, Student Activities Board, Indiana University, April, 1989.
- ❖ Phi Kappa Phi, 1984
- ❖ Alpha Kappa Delta Outstanding Senior in Sociology, Bowling Green State University, 1982.

EDITED VOLUMES

- Kinney, David A. & Loretta E. Bass. 2011 (Volume 14). *Sociological Studies of Children and Youth: The Well-Being, Peer Cultures and Rights of Children*. Emerald Publishing Group, Inc., United Kingdom.
- Kinney, David A. & Katherine B. Rosier. 2010 (Volume 13, Guest Editor: Heather Beth Johnson). *Sociological Studies of Children and Youth: Children and Youth Speak for Themselves*. Emerald Publishing Group, Inc., United Kingdom.
- Kinney, David A. & Katherine B. Rosier. 2009 (Volume 12, Guest Editor: Jens Qvortrup). *Sociological Studies of Children and Youth: Structural, Historical & Comparative Perspectives*. Emerald Publishing Group, Inc., United Kingdom.
- Kinney, David A. & Katherine Brown Rosier. 2005 (Volume 11). *Sociological Studies of Children and Youth*. Emerald Publishing Group, Inc., United Kingdom.
- Kinney, David A. 2005 (Volume 10, Guest Editor: Loretta E. Bass). *Sociological Studies of Children and Youth*. Emerald Publishing Group, Inc., United Kingdom.
- Kinney, David A. 2003 (Volume 9, Guest Editor: Katherine Brown Rosier). *Sociological Studies of Children and Youth*. Emerald Publishing Group, Inc., United Kingdom.
- Kinney, David A. 2001 (Volume 8). *Sociological Studies of Children and Youth*. Emerald Publishing Group, Inc., United Kingdom.

PUBLICATIONS

- Herman-Kinney, Nancy J. & **David A. Kinney**. 2013. "Sober as Deviant: The stigma of sobriety and how some college students 'stay dry' on a 'wet' campus." *Journal of Contemporary Ethnography* 42: 64-103.
- Hofferth, Sandra L., **David A. Kinney** & Dunn, Janet S. 2009. "The 'Hurried Child:' Myth vs. Reality." Chapter 13 in *In Life Balance: Multidisciplinary research and theories*. Edited by K. Matuska, C. Christianssen, and H. Polatajko (Edit Bethesda, MD: AOTA Press: Bethesda, MD and Slack, Inc.: Thorofare, NJ.
- Kinney, David A.** 2007. "Peer Groups and Peer Culture." Pp. 307-317 in *The Praeger Handbook of American High Schools, Volume 2*. Kathryn M. Borman, Spencer E. Cahill, and Bridget A. Cotner, (Eds.). London: Praeger.
- Denise Reiling & **David A. Kinney**. 2007. "High School Sociology on the Endangered Species List in Michigan." Pp. 1 – 2 in *Footnotes: Newsletter of the American Sociological Association, Volume 35(9)*. Washington, D.C.: American Sociological Association.
- Rosier, Katherine Brown and **David A. Kinney**. 2005. "Historical and Contemporary Pressures on Children's Freedom. Pp. 1-20 in David A. Kinney and Katherine Brown Rosier (Series Co-Editors), *Sociological Studies of Children and Youth, Volume 11*. Oxford, England: JAI: An Official Imprint of Elsevier.
- Dunn, Janet S., **Kinney, David A.**, & Hofferth, Sandra L. 2003. "Parental Ideologies and Children's After-School Activities." *American Behavioral Scientist*. 46(10):1359-1386.
- Kinney, David A.**, Rosier, Katherine Brown, and Harger, Brent D. 2003. "Education." Pp. 575 -599 In *Handbook of Symbolic Interactionism*. Larry T. Reynolds and Nancy J. Herman (Eds.). Walnut Creek, CA: Altamira Press: A Division of Rowman & Littlefield Publishers, Inc.
- Kinney, David A.** 1999. "From 'Headbangers' to 'Hippies:' Delineating Adolescents' Active Attempts to Form an Alternative Peer Culture." Pp. 21-36 in *The Role of Peer Group Stability and Change in Adolescent Social Identity. New Directions for Child and Adolescent Development*. Number 84. J. McLellan & M.J. Pugh (Eds.) San Francisco: Jossey-Bass.
- Eder, Donna and **Kinney, David A.** 1995. "The Effect of Middle School Extracurricular Activities on Adolescents' Popularity and Peer Status." *Youth and Society* 26(3):298-324.
- Brown, B. Bradford, Mory, Margaret, and **Kinney, David A.** 1994. "Casting Adolescent Crowds in a Relational Perspective: Caricature, Channel, and Context." Pp. 123 - 167 in *Advances in adolescent development: Personal relationships during adolescence*. Volume 5, edited by R. Montemayor, G. R. Adams and T. P. Gullota. Newbury Park, CA: Sage.
- Kinney, David A.** 1993. "From 'Nerds' to 'Normals': The Recovery of Identity among Adolescents from Middle School to High School." *Sociology of Education* 66(January):21-40.

GRANTS & CONTRACTS

- Central Michigan University's University & Community Partnership Fund, Office of the President & Provost, \$30,000. Funding to expand & evaluate "The Nijjkewehn Mentoring Project" in collaboration with the Saginaw Chippewa Indian Tribe. David A. Kinney, Carolyn Dunn & Colleen Green. Grant awarded: July 15, 2015.
- President's University & Community Partnership Fund, Office of the President, Central Michigan University - \$30,000. Funding to expand & evaluate "The Nijjkewehn Mentoring Project" in collaboration with the Saginaw Chippewa Indian Tribe. David A. Kinney, Director of Research & Development. Grant awarded: August 15, 2014.
- President's University & Community Partnership Fund, Office of the President, Central Michigan University - \$24,000. Funding to expand & evaluate "The Nijjkewehn Mentoring Project" in collaboration with the Saginaw Chippewa Indian Tribe. David A. Kinney, Director of Research & Development. Grant awarded: August 31, 2013.
- Center for the Ethnography of Everyday Life, University of Michigan & The Alfred P. Sloan Foundation - \$14,000. Additional research funding for an extension of "The Time Crunch: Managing Home and Work in a Fast-Paced Society." David A. Kinney, Faculty Affiliate, Center for the Ethnography of Everyday Life, University of Michigan. Contract awarded: June 12, 2002.
- President's Research Investment Fund, Office of Research and Sponsored Programs and Office of the President, Central Michigan University - \$25,000. Funding to implement and conduct a pilot study of a multiple-layer mentoring project with Native American college students and Saginaw Chippewa adolescents and adults. David A. Kinney, Principal Investigator. Grant awarded: December 9, 2001.
- Center for the Ethnography of Everyday Life, University of Michigan & The Alfred P. Sloan Foundation - \$20,000. Additional research funding for an extension of "The Time Crunch: Managing Home and Work in a Fast-Paced Society." David A. Kinney, Faculty Affiliate, Center for the Ethnography of Everyday Life, University of Michigan. Contract awarded: January 3, 2001.
- Center for the Ethnography of Everyday Life, University of Michigan & The Alfred P. Sloan Foundation - \$33,000. "The Time Crunch: Managing Home and Work in a Fast-Paced Society." David A. Kinney, Faculty Affiliate, Center for the Ethnography of Everyday Life, University of Michigan. Contract awarded: June 10, 1999.
- Consortium for Policy Research in Education, Graduate School of Education, University of Pennsylvania, Philadelphia - \$25,000. "Delineating Successful Trajectories through High School among Urban Adolescents." David A. Kinney, Director of Ethnographic Research Team. Contract awarded: 12-22-98.
- Faculty Teaching and Professional Development Committee, Central Michigan University, "The Development of the Youth Studies Minor" - \$4,500. Grant awarded: November 23, 1998.
- College of Humanities and Social & Behavioral Sciences, Central Michigan University, Summer Faculty Scholars Program Grant - \$1,500. Grant awarded: March 23, 1998.
- Consortium for Policy Research in Education, Graduate School of Education, University of Pennsylvania, Philadelphia - \$12,000. "The High School Transition Study." David A. Kinney, Director of Ethnographic Research Team. Contract awarded: December 3, 1997.
- The Spencer Foundation, Chicago, Illinois, Small Research Grants Program - \$11,900. "The Making of an Academic Epiphany: Delineating Student Transformation at a Successful Alternative High School." David A. Kinney, Principal Investigator, Grant awarded: January 3, 1997.

APPLIED RESEARCH REPORTS

- 2013 - 2015. "The Nijjkewehn Mentoring Program: American Indian College Students Mentor Saginaw Chippewa Children." Central Michigan University, Office of the President.
- 2010 & 2012. "College Students Mentoring Alternative High School Students: Outcomes of the CMU-Oasis High School Partnership." Superintendent and Assistant Superintendents, Mount Pleasant Public Schools and Board of Education, Central Administration, Mount Pleasant, MI.
2008. "An Evaluation of the Academic Environment and Extracurricular Activities at Oasis High School." Superintendent and Assistant Superintendents, Mount Pleasant Public Schools and Board of Education, Central Administration, Mount Pleasant, MI.
2007. "A Report on Adolescents' Attitudes Regarding the Need for a Teen Center in Mount Pleasant, Michigan." Department of Sociology, Central Michigan University & Mount Pleasant City Commission.
1999. "A Report on the Third-Year of *Children Achieving*: Philadelphia's Education Reform." Consortium for Policy Research in Education, Graduate School of Education, University of Pennsylvania. (Co-authored with Tom Corcoran and associates).
1998. "Overview and Case Studies of Charter Schools in Michigan: High School Level." Central Michigan University, College of Education and Human Services. (Co-authored with Paul Zions).
1995. "Nurturing Urban Adolescents Motivation to Learn: A Teacher's Strategies and His Students' Perceptions." U.S. Department of Education, Educational Resources Information Center Document 390 972. (Co-authored with J.J. Eaton, N. Bain, B. Williams, and E. Newcombe).
1995. "We Get to Learn! Building Urban Children's Sense of Future in an Elementary School." U.S. Department of Education, Educational Resources Information Center Document 390 971, Washington D.C.
1994. *Guidelines for Integrating Learner Experiences into Instructional Strategies*. Philadelphia: Urban Education Project, Research for Better Schools. (Co-authored with Paul Hilt, Ellen Newcombe, and Michele Woods).
1994. *The Urban Learner Framework: An Overview*. Philadelphia: Urban Education Project, Research for Better Schools.
1993. "A Closer Look at the Experiences of Actively Restructuring Schools." Pp. 24 - 37 in *A View from Elementary Schools: The State of Reform in Chicago*, edited by Anthony S. Bryk and Associates. Chicago: Consortium on Chicago School Research. (Co-authored with Anthony S. Bryk and David Kerbow).

PUBLISHED BOOK REVIEWS

1999. "Review Essay: Ethnography and Peer Culture among Elementary School-Age Children." *Journal of Contemporary Ethnography* 28(4):418-426.
1992. *The Color of Strangers, The Color of Friends: The Play of Ethnicity in School and Community* by Alan Peshkin. Chicago: The University of Chicago Press. *American Journal of Sociology* 97(6): 1770-1772.

RESEARCH PAPERS IN PREPARATION

Kinney, David A. and Jason D. Blind. "A Peer Group Society that Enhances Academic Effort: The Case of Finnish Secondary Schools." To be submitted to *Youth & Society*.

Kinney, David A. "The Making of an Academic Epiphany: Delineating Teenagers' Transformations at a Successful Alternative High School." To be submitted to *Sociology of Education*.

Kinney, David A. "College Students Mentoring Troubled Teenagers: Service Learning and Evaluation Research." To be submitted to *Teaching Sociology*.

RESEARCH PAPER PRESENTATIONS

Kinney, David A., Carolyn M. Dunn, Colleen M. Green, & Nichole L. McLachlan. 2015. "Culturally Relevant Mentoring: Native American College Students mentor Ojibwe Children." The University of New Mexico 8th Annual Mentoring Conference: New Perspectives in Mentoring. Albuquerque, New Mexico.

Kinney, David A., Carolyn M. Dunn, Colleen A. Green, Nichole McLachlan & Heather A. Schulyer. 2015. "The Niijkewehn Mentoring Program: Native American College Students Mentor Saginaw Chippewa Youth to Bolster their Cultural & Academic Identities." Paper to be presented at the 2015 National Forum on Dropout Prevention for Native and Tribal Communities, Prior Lake, Minnesota, April.

Kinney, David A., Amanda N. Draft & Nancy J. Herman-Kinney. 2014. "I'm with the band: Peer Culture, Resistance and Identity." Paper presented at the 109th Annual Meeting of the American Sociological Association, San Francisco, California, August.

Kinney, David A. 2014. "The Niijkewehn Mentoring Program: Service Learning for Native American College Students." Native American Service Learning Partnership Institute, Northern Michigan University, Marquette, Michigan. (Co-authored with H. Genia, C. Green, N. McLachlan, S. Brooks & G. Gonzalez).

Kinney, David A. 2014. "The Niijkewehn Mentoring Program." Native American Critical Issues Conference of Michigan on Education. Ziibiwing Cultural Center, Saginaw Chippewa Indian Tribe, Mount Pleasant, MI (Co-authored with H. Genia, C. Green, N. McLachlan, S. Brooks & G. Gonzalez).

Kinney, David A. & Nancy J. Herman-Kinney. 2012. "The Multiple Layers of Mentoring Program for Native American Adolescents." Paper presented at the 107th Annual Meeting of the American Sociological Association, Denver, Colorado.

Kinney, David A. 2009. "I think it definitely opened my eyes!" College students' reflections on their high school sociology classes." Paper presented at the Annual Meeting of the North Central Sociological Association, Dearborn, MI.

Kinney, David A., Thomas D. Fuentes & Nancy J. Herman-Kinney. 2006. "Transitions and Turnarounds: Alienated Adolescents Become Achieving Adults through an Alternative High School." Paper presented at the 101st Annual Meeting of the American Sociological Association, Montreal, Quebec, Canada.

Kinney, David A. and Thomas D. Fuentes. 2005. "From High School Dropout to College Graduate: Exploring the Role of a Successful Alternative School in the Lives of Alienated Adolescents". Paper presented at the Annual Meeting of the Michigan Sociological Association, Eastern Michigan University, Ypsilanti, MI.

RESEARCH PAPER PRESENTATIONS (continued)

"Historical and Contemporary Pressures on Children's Freedom." Paper presented at the Annual Meeting of the Michigan Sociological Association, Central Michigan University, Mt. Pleasant, MI, October 23, 2004 (Co-authored with Katherine Brown Rosier).

"Developing and Implementing a Youth Studies Minor at the University Level." Paper presented at the 99th Annual Meeting of the American Sociological Association, San Francisco, CA, August 14, 2004.

"Native American Educational Success and Culture: An Applied Research Project and Pilot Mentoring Program." Paper presented at the Annual Meeting of the American Sociological Association, Chicago, IL, August 17, 2002. (Co-authored with Brent D. Harger).

"'I just want you to leave me alone': Gossip, friendship, and ethnic identity among adolescents attending urban high schools." Paper presented at the Ninth Biennial Meeting of the Society for Research on Adolescence, New Orleans, LA, April 13, 2002. (Co-authored with Julie A. Swando).

"The Multiple Layers of Mentoring Project: A Pilot Study." Paper presented at the Annual Meetings of the Michigan Sociological Association, Saginaw Valley State University, University Park, MI, November 3, 2001.

"A Time and Place for Everything: Children's Activities and Parental Values." Paper presented at the Children in Their Places, the 2nd International Social Anthropology Conference, Brunel University, West London, U.K. June 21-23, 2001. (Co-authored with Janet S. Dunn, and Sandra L. Hofferth).

"Family Strategies for Managing the Time Crunch." Paper presented at the Dutiful Occasions: Working Families, Everyday Lives Conference sponsored by the Alfred P. Sloan Center for the Ethnography of Everyday Life at the University of Michigan, Ann Arbor, MI, May 3-5, 2001. (Co-authored with Janet S. Dunn, and Sandra L. Hofferth).

"Midwest Parental Ideologies and Children's After-School Activities." Paper presented at the Annual Meeting of the Midwest Sociological Society, St. Louis, MO, April 2001. (Co-authored with Janet S. Dunn and Sandra L. Hofferth).

"Time to Go: Children's Activities and Parental Values." Paper presented at the Annual Meeting of the American Anthropological Association, San Francisco, CA, November 2000. (Co-authored with Janet S. Dunn and Sandra L. Hofferth).

"From 'Nerds' to 'Normals,' or Not!: Exploring the Recovery of Identity among Adolescents from Diverse Backgrounds." Paper presented at the Michigan Work and Family Seminar, Center for the Ethnography of Everyday Life, Institute for Social Research, University of Michigan, Ann Arbor, April 12, 2000.

"Social psychological perspectives on peer culture, ethnic identity, and academic success among high school students." Paper presented at the Biennial Meeting of the Society for Research in Adolescence, Chicago, April 1, 2000.

"The Time Crunch – Preliminary Findings: Managing Home and Work in a Fast-Paced Society." Paper presented at the Work and Family: Expanding the Horizons conference, San Francisco, March 3, 2000. (Co-authored with Sandra L. Hofferth & Janet S. Dunn).

RESEARCH PAPER PRESENTATIONS (continued)

"Exploring classroom and school settings that facilitate academic and social success among adolescents." Paper presented at the Carolina Consortium on Human Development, Center for Developmental Science, University of North Carolina, Chapel Hill, November 22, 1999.

"The Time Crunch – Research Design: Managing Home and Work in a Fast-Paced Society." Paper presented at the Michigan Work and Family Seminar, Center for the Ethnography of Everyday Life, Institute for Social Research, University of Michigan, Ann Arbor, November 17, 1999. (Co-authored with Sandra L. Hofferth & Janet S. Dunn).

"Beyond the burden of being a nerd": Delineating successful trajectories during the transition to high school among urban adolescents. Paper presented at the Annual Meeting of the American Sociological Association, Chicago, August 7, 1999.

"Delineating Urban Students: Experiences from Middle School to High School: A Qualitative Study of Adolescents Involved in the Philadelphia Education Longitudinal Study. Paper presented at the Annual Meeting of the American Anthropological Association, Philadelphia, December, 1998.

"Teachers Reaching Alienated Adolescents: Exploring the Academic Side of a Successful Alternative High School." Paper presented at the Annual Meeting of the American Sociological Association, San Francisco, August, 1998.

"Popularity is not an issue!: Exploring the Role of a Progressive School Social Scene in Igniting the Academic Self Among Alienated Adolescents." Paper presented at the Biennial Conference of the Society for Research on Adolescence, San Diego, California, February, 1998.

"The Role of Research in a Successful Alternative School." Paper presented at the Ninth Annual National Dropout Prevention Network Conference, New Orleans, Louisiana, November, 1997. (Co-authored with Carol Meixner).

"The Making of an Academic Epiphany: Delineating Teenagers' Transformations at a Successful Alternative High School." Paper presented at the Annual Meeting of the American Sociological Association, Toronto, Ontario, August, 1997. (Co-authored with Jody K. Christensen, Juan C. Casillas, & Kevin A. Christensen).

"Documenting Teenagers' Transformations at a Successful Alternative High School: A Project Update." Paper presented at the Summer Institute on Urban Education, sponsored by The Spencer Foundation, Canann, New York, July, 1997.

"Documenting What Works at a Successful Alternative School: Methodological Approaches and Preliminary Findings." Paper presented at the International Alternative Education Conference, University of Michigan, Ann Arbor, June, 1997. (Co-authored with Jody K. Christensen, Juan C. Casillas, and Carol Meixner).

"Students Placed At Risk Create a Powerful Performance: Exploring the Role of an Extracurricular Activity at an Alternative School." Paper presented at the International Alternative Education Conference, University of Michigan, Ann Arbor, June, 1997. (Co-authored with Kevin A. Christensen and Laura C. Gourlay).

RESEARCH PAPER PRESENTATIONS (continued)

"Adolescents' resistance to "traditional" status hierarchies: Exploring the formation of alternative peer groups over time." Paper presented at the Annual Meeting of the Society for Research on Child Development, Washington, D.C., March, 1997.

"Exploring the role of ethnography in social network research among adolescents." Presentation at the Carolina Consortium on Human Development Fall 1996 Series on Social Networks, Center for Developmental Science, University of North Carolina, Chapel Hill, November, 1996.

"Working with and for adolescents: The crucial role of educators in building bridges between youth culture and school culture." Keynote Address at the Teaching Teens of Today and Tomorrow Annual Meeting of the Northwest Detroit Metropolitan Catholic High Schools, Mercy High School, Farmington Hills, Michigan, October, 1996.

Discussant for the Educational Problems Division, Graduate Student Session at the Annual Meeting of the Society for the Study of Social Problems, New York City, August, 1996.

"The cultural capital of children of color: Understanding urban students' strengths, experiences, and hopes." Paper presented at the Midterm Conference of the Research Committee on Sociology of Education of the International Sociological Association, University of California, Los Angeles, June, 1996. (Co-authored with Sandra Herrera).

"Active Learning in Sociology: Students Defining and Doing their own Research Project." Paper presented at the Symposium on Teaching and Learning, Central Michigan University, Mount Pleasant, March, 1996.

Organizer and Discussant, "Adolescent Socialization, Qualitative Methods and Public Policy." Session at the Annual Meeting of the Pacific Sociological Association, Seattle, March, 1996.

"Building Urban Adolescents' Sense of Future: Delineating Teachers' and Students' Strategies for Success." Paper presented at the Annual Meeting of the American Sociological Association, Washington, D.C., August, 1995. (Co-authored with Norbert Bain, Jennifer Eaton, & Ellen Newcombe).

"'We Get to Learn!' Urban Children's Voices and Experiences in a Changing Elementary School." Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, April, 1995.

"From at-risk to resilient: Examining the role of extracurricular activities for urban high school students." Paper presented at the Annual Meeting of the Society for Research on Child Development, Indianapolis, April, 1995.

"Documenting Transitions in Early Childhood and Adolescence: The Promise of Longitudinal Ethnography." Paper presented at the session on Methodological Approaches for the Study of Children at the Annual Meetings of the American Sociological Association, Los Angeles, August, 1994. (Co-authored with William A. Corsaro, Donna Eder, and Katherine Brown Rosier).

"'Everybody Knows Your Business': Gossip and Friendship Patterns Among African American Adolescents in an Urban High School." Paper presented at the session on Socialization, Race, and Language at the XIIIth World Congress of Sociology carried out by the International Sociological Association in Bielefeld, Germany, July, 1994.

RESEARCH PAPER PRESENTATIONS (continued)

"The Conceited Crew, Nerds, and Gangbangers: A Case Study of Friendships, Cliques and Categories Among Adolescents Attending an Urban High School." Paper presented at the American Sociological Association Annual Meeting, Miami, August, 1993.

"Peer Group Formation in High School." Paper presented at the Annual Meeting of the Society for Adolescent Medicine, Chicago, March, 1993.

"Ethnographic Approaches to Examining Adolescents' Social Networks." Paper presented at the Social Network Conference sponsored by Human Development and Criminal Behavior Program, Harvard University School of Public Health, New Orleans, December, 1992.

"Social Success Stories among African American Adolescents attending an Urban High School." Paper presented at the Urban Poverty Workshop, Center for the Study of Urban Inequality, University of Chicago, June, 1992.

"Coming Together and Going Your Own Way: Delineating Diversity and Change in Adolescents' Crowd Associations." Paper presented at the Society for Research on Adolescence, Washington, D.C., March, 1992.

"Adolescent Socialization and Heavy Metal Music." Paper presented at the Annual Gregory P. Stone Symposium sponsored by the Society for the Study of Symbolic Interaction, Las Vegas, February, 1992.

"Becoming an Authentic Alternative: Punk Rockers' Development of Self Within a Secondary School Social System." Paper presented at the Annual Meeting of the Society for the Study of Symbolic Interaction, Cincinnati, August, 1991.

"Interviewing Adolescents." Paper presented at The Spring Institute, Department of Sociology, University of Chicago, April, 1991.

"From 'Dweeb' to 'Headbanger' to 'Hippie': Adolescents' Social Construction of Peer Subcultures and Personal Identity." Paper presented at the Annual Meeting of the Society for the Study of Symbolic Interaction, Washington, D.C., August, 1990.

"From 'Dweeb' to 'Normal': Identity Change During Adolescence." Paper presented at the Annual Meeting of the American Sociological Association, San Francisco, August, 1989.

"Delinquency, Friendship Relations and Differential Susceptibility to Peer Influence." Paper presented at the Annual Meeting of the American Society of Criminology, Chicago, November, 1988.

"The Effect of Extracurricular Activities in Middle School on Adolescents' Status and Sociability." Paper presented at the Annual Meeting of the American Sociological Association, Atlanta, August, 1988. (Co-authored with Donna Eder).

"Stratification and Delinquency: An Examination of Adolescent Sources of Prestige and Involvement in Deviant Behavior." Paper presented at the Annual Meeting of the American Society of Criminology, Denver, November, 1983.

RESEARCH EXPERIENCE

- (1) Principal Investigator, "The Nijjkewehn Mentoring Program: A Longitudinal Evaluation." Quantitative and qualitative data collection and analysis to delineate the impact of the program on the Native American college student mentors and Native American 5th – 8th grade protégés regarding their cultural identities, academic performance and future aspirations. Research funded by the Office of the President, Central Michigan University. August 2013 – present.
- (2) Principal Investigator, "The Making of an Academic Epiphany: Delineating Student Transformation at Successful Alternative High Schools." Ethnographic study of instructional activities, teacher-student interactions, school climate, extracurricular activities, and peer relations at an alternative high school. Observations of classrooms, everyday school activities, and 300 in-depth interviews with students, teachers, and administrators completed. Research funded by The Spencer Foundation, Chicago, Illinois, Small Research Grants Program. October 1996 – 2012.
- (3) Faculty Affiliate & Co-Investigator, Center for the Ethnography of Everyday Life, Institute for Social Research, University of Michigan. Assisted in the design of interview protocols, conducted in-depth interviews and observations with parents and children ages 8-12, analyzing data, and writing reports on how middle-class parents, children, and early adolescents manage their daily activities in a fast-paced society. Funded by the Alfred P. Sloan Foundation. Sandra L. Hofferth, University of Michigan, Principal Investigator. August 1999 – May 2002.
- (4) Research Consultant, Philadelphia Education Longitudinal Study, Department of Sociology & Consortium for Policy Research in Education, University of Pennsylvania. Assisted in design of survey instrument and Project Coordinator of evaluation research on a random sample of Philadelphia high school students taking part in a longitudinal study of their academic and social experiences in public schools from eighth grade through twelfth grade. Funded by the Consortium for Policy Research in Education, Graduate School of Education, University of Pennsylvania, The Pew Foundation, and The William Penn Foundation. Frank F. Furstenberg, Principal Investigator. July 1996 – October 1999.
- (5) Research Director, "Applied Social Research at a Soup Kitchen." Developed questionnaire and supervised undergraduate student research team who interviewed soup kitchen clients to provide information to the Executive Board of the Isabella County Soup Kitchen to support their grant writing to obtain operating funds for the kitchen. March - June, 1997.
- (6) Research and Development Specialist, Urban Education Project, Research for Better Schools, Philadelphia (Research laboratory funded by the U.S. Department of Education). Conducted ethnographic and evaluation research in two high schools in Philadelphia and elementary schools in Camden, New Jersey and Baltimore, Maryland on teachers' instructional activities and students' identity formation, academic experiences, and peer culture. May 1993 - June 1995. 150 in-depth interviews completed with students, teachers, and principals.
- (7) Project Coordinator/Consultant, Consortium on Chicago School Research. Conducted ethnographic research in six actively restructuring elementary schools in Chicago on principals', teachers' and students' experiences in successful schools. Directed research teams, collected data, and assisted in writing report. Anthony S. Bryk, Principal Investigator, University of Chicago. November 1992 - May 1993.

RESEARCH EXPERIENCE (continued)

- (8) Principal Investigator, Post-doctoral Research: "Adolescent Peer Culture and Academic Achievement in Urban High Schools." Qualitative and evaluation research study of African-American students attending three high schools on the South Side of Chicago. 160 intensive interviews completed. September 1990 - October 1992.
- (9) Post-doctoral trainee, National Institute of Mental Health Clinical Research Training Program in Adolescence. Conducted diagnostic interviews of adolescents and their families referred to the Child and Adolescent out-patient program at Wexler Psychiatric Clinic. October 1989- June 1990. Department of Psychiatry and Behavioral Sciences, Northwestern University Medical School. Conducted observations and informal interviews of in-patients attending school in the Adolescent Clinic. Daniel Offer, M.D. Director, Center for the Study of Adolescence, Department of Psychiatry, Michael Reese Hospital and Medical Center, Chicago. October 1990 - May 1991.
- (10) Principal Investigator, Doctoral Dissertation. Ethnographic study of adolescent peer culture in a large high school in a small city (population 60,000). Included 81 intensive interviews of small groups and individual teenagers, audio recordings of their conversations and observations in school and community settings. March 1987 - June 1989.
- (11) Research Assistant. Involved in quantitative analysis of socio-metric, longitudinal survey data for a project on adolescent friendships, peer status and involvement in extracurricular activities in a middle school setting. Professor Donna J. Eder, Principal Investigator, funded by the National Institute for Mental Health and The Spencer Foundation. 1985 - 1986.
- (12) Research Assistant. Conducted in-depth, structured interviews of male and female adolescents incarcerated in Columbus and Toledo, Ohio state institutions for delinquents and quantitative data analysis for this project on friendships, families and delinquency. Professors Peggy C. Giordano and Stephen A. Cernkovich, Principal Investigators, National Institute of Mental Health grant. 1982 - 1984.

PROFESSIONAL ACADEMIC JOURNAL RESEARCH ARTICLE REVIEWS

Sociology of Education
American Sociological Review
American Journal of Sociology
Journal of Contemporary Ethnography

Journal of Research on Adolescence
Social Psychology Quarterly
Teaching Sociology
Qualitative Sociology

PROFESSIONAL AFFILIATIONS

American Sociological Association:
Section on Sociology of Education
Section on Sociology of Children and Youth
Section on Drugs, Alcohol & Tobacco

PROFESSIONAL SERVICE in Sociology, Education, and Human Development

- 2014 - Member, Early Career Outstanding Scholar Award Committee, Section on Children & Youth, ASA
2013 - Chair, Nominations Committee, Section on Children & Youth, American Sociological Association
2012 - External reviewer for Loretta E. Bass, Promotion to Professor of Sociology, University of Oklahoma
2012 - Chair, Distinguished Early Career Award Committee, Section on Children & Youth, ASA
2011 - External tenure reviewer for Hava R. Gordon, Associate Professor, Department of Sociology, University of Denver, Colorado
2008 - 2011 - Executive Board, Michigan Sociological Association.
2008 - External tenure reviewer for Robert Carini, Associate Professor, Department of Sociology, University of Louisville, Kentucky.
2007 - Committee Member, David Lee Stevenson Graduate Student Paper Award, Sociology of Education Section, American Sociological Association.
2007 - Co-organizer, Michigan Sociological Annual Meeting, Michigan State University, October.
2007 - External tenure reviewer for Heather Beth Johnson, Associate Professor, Department of Sociology, Lehigh University, Bethlehem, Pennsylvania.
2006 - External dissertation evaluator for Helen N. Lauscher, Department of Educational & Counseling Psychology, University of British Columbia, Vancouver, Canada.
2006 - Organizer & Chairperson of the Section on Children and Youth Paper Session: "Children and Youth Speak for Themselves" at the 101st American Sociological Association Annual Meeting in Montreal, Québec, CA.
2006 - Co-organizer, Michigan Sociological Annual Meeting, Central Michigan University, October.
2006 - 2008 - President, Michigan Sociological Association.
2005 - 2006 - Vice President, Michigan Sociological Association.
2005 - External tenure reviewer for Loretta E. Bass, Associate Professor of Sociology, University of Oklahoma
2004 - Co-organizer, Michigan Sociological Annual Meeting, Central Michigan University, October.
2003 - 2008 - Executive Board, Michigan Sociological Association.
2002 - 2004 - Editorial Board Member, *Journal for Research on Adolescence*, Ann Arbor, Michigan.
2002 - 2004 - Council, American Sociological Association, Section on Sociology of Education.
2001 - Nominations Committee, American Sociological Association, Section on Children and Youth.
2001 - Ad Hoc Reviewer - *Child Development*.
2001 - Reviewer, *Children at the Millennium: Advances in Life Course Research*. Volume 6. Elsevier Science.
2000 - Reviewer, *Teachers College Press*, research monograph on elementary school students' peer culture.
2000 - Reviewer, William T. Grant Foundation, research grant proposal on youth's racial tolerance.
2000 - Reviewer, Prentice-Hall Publishers, textbook on adolescent development by Jeffrey Arnett.
2000 - Organizer, Regular Sessions on Education, American Sociological Association Annual Meeting.
2000 - Present - Ad Hoc Reviewer - *The Sociological Quarterly*.
2000 - Ad Hoc Reviewer - *Social Science Computer Review*
1999 - Honors Student Evaluator, Department of Sociology, Oberlin College, Oberlin, Ohio.
1998 - 2000 - Reviewer of conference paper submissions, Society for Research on Adolescence.
1998 - 2002 - Study Groups Committee Member, Society for Research on Adolescence.
1999 - 2011 - Series Editor, Annual Volume: *Sociological Studies of Children and Youth*, JAI/Elsevier/Emerald.
1998 - Nominations Committee, American Sociological Association, Sociology of Education Section.
1997 - Chair of Nominations Comm., American Sociological Association, Section on Sociology of Children.
1996 - 1998 - Council, American Sociological Association, Section on Sociology of Children.
1995 - 1996 - Ad Hoc Reviewer - *Sociological Focus & Sociological Inquiry*.
1994 - Ad Hoc Reviewer - *International Journal of Qualitative Studies of Education*.
1992 - Ad Hoc Reviewer - *American Journal of Education*.
1991 - 1993 - Coordinator to the Amer. Sociological Assoc. for the Society for the Study of Symbolic Interaction.
1990 - 1991 - Ad Hoc Reviewer - *Journal of Youth and Adolescence*.
1988 - 1990 - Program Committee, Society for Research on Adolescence Biennial Conference.

DEPARTMENT, UNIVERSITY AND COMMUNITY SERVICE

- 2016 – Faculty Research Mentor, McNair Scholars Program, Central Michigan University
- 2015 - Member, Search Committee, Director of Diversity Education, Office of Diversity (C.M.U.)
- 2015 - Present, Finance Committee, Department of Sociology, Central Michigan University (C.M.U.).
- 2012 - 2014 - Personnel Committee, Department of Sociology, Central Michigan University (C.M.U.).
- 2012 - Present. Board of Directors, The Nijjkewehn Mentoring Program, Saginaw Chippewa Indian Tribe, Michigan
- 2012 - Present. Personnel Committee, Department of Sociology, Central Michigan University
- 2004, 2009, 2011, 2013 - Centralis Student Honors Thesis Faculty Research Advisor, C.M.U.
- 2008 - Present - Faculty Advisor, Sociology Major with a Concentration in Youth Studies, C.M.U.
- 2008 - 2008 - Presenter, "Success Stories in Urban Education," Issue Day, Central Michigan University
- 2006 - 2008 - Development and implementation of the new Sociology Major with a Concentration in Youth Studies
- 2007 - 2010 - Faculty Advisor, Semper Fi Society, RSO, Central Michigan University.
- 2007 - 2012 - Program Review of the Youth Studies Minor, Department of Sociology, Central Michigan University.
- 2005 - 2008 - Graduate Committee, Department of Sociology, Central Michigan University (C.M.U.).
- 2004 - 2009 - Member of the Board of Directors of the Young Teens Network, Mount Pleasant, MI Teen Center.
- 2003 - 2006 - Technology Committee, College of Humanities and Social & Behavioral Sciences, C.M.U.
- 2002 - Present - Faculty Advisor, Youth Studies Minor, Department of Sociology Central Michigan University
- 2002 - Co-organizer, Conference on Mentoring Native American Youth, Native American Programs Office, C.M.U.
- 2002 - 2004 - McNair Scholars Program Advisory Board, Central Michigan University.
- 2000 - 2002 - Development and implementation of the new Youth Studies Minor, Department of Sociology, C.M.U.
- 2000 - 2001 - Personnel Committee, Department of Sociology, Central Michigan University (C.M.U.).
- 2000 - Presenter, "What's In It For You?" Faculty Grant Writing Workshop, Office of Research Sponsored Programs
- 1999 - 2001 & 2003 - 2004 - Faculty Research Mentor - McNair Scholars Program, Central Michigan University.
- 1999 - 2000 - Selection Committee, President's and Provost's Research Awards, C.M.U.
- 1999 - 2012 - Finance Committee, Department of Sociology, Central Michigan University.
- 1998 - 1999 - Chair, Professional Education Council, Central Michigan University.
- 1997 - 1998 - Community Member of Oasis High School Improvement Team, Mt. Pleasant, MI.
- 1997 - 1998 - Vice Chair, Professional Education Council, Central Michigan University.
- 1997 - 1997 - Co-chair of Teacher Career Day Committee, College of Education & Human Services, C.M.U.
- 1996 - 1998 - Personnel Committee, Department of Sociology, Central Michigan University.
- 1996 - 1997 - Public Relations Committee, Department of Sociology, Central Michigan University.
- 1996 - 1998 - Faculty Advisor, Sociology Club, Central Michigan University.
- 1996 - 1999 - Professional Education Council, Central Michigan University.
- 1995 - 1996 - Curriculum Committee, Department of Sociology, Central Michigan University.
- 1995 - 1996 - Mentor, Office of Minority Affairs, Central Michigan University.
- 1987 - 1989 - Volunteer working with institutionalized delinquents in Indianapolis, Student Activities Board
Volunteer Student Bureau, Indiana University, Bloomington.
- 1985 - 1986 - Graduate student representative, Personnel Comm., Department of Sociology, Indiana University.
- 1984 - 1985 - Vice-President, Graduate Student Association, Department of Sociology, Indiana University.
- 1982 - 1983 - Graduate student representative, Sociology Graduate Committee, Bowling Green State University.

RESEARCH-BASED CONSULTING (local, state, & national)

- Middle School Extracurricular Activities, *Family Circle Magazine*, 2008.
- Teaching Sociology in High School, *American Sociological Association Newsletter, Footnotes*, 2007.
- Teen Centers, Mount Pleasant Young Teens Network, 2004 – 2008.
- Alternative Schools & Mentoring Programs, Mount Pleasant Public Schools, 2000 – 2012.
- Charter Schools Research Project, Central Michigan University, January - July 1998.
- ABC News, 20/20 News Program on adolescent peer culture - 1996.
- John D. and Catherine T. MacArthur Foundation Program on Mental Health and Human Development - 1995.
- Scholastic Choices Magazine, Cover story on adolescent popularity and friendships - 1994.

RESEARCH EXPERIENCES WORKING WITH INTERDISCIPLINARY TEAMS

David A. Kinney

RESEARCH EXPERIENCES:	COLLABORATED WITH:
1982: Quantitative applied research project evaluating alcoholism treatment program at Flower Hospital, Toledo, Ohio - Bowling Green State University.	Social workers, hospital administrators, and sociologists.
1982 - 1984 - In-depth, structured interviews with youth incarcerated in Ohio state institutions for delinquents and survey data analysis - Bowling Green State University.	Sociologists, criminologists, and criminal justice officials.
1985 - 1986: Quantitative data analysis for longitudinal survey study of middle school students' friendships and extracurricular activity participation - Indiana University.	Sociologists and social psychologists.
1987 - 1989: Qualitative data collection and analysis of 81 in-depth interviews and observations of adolescents regarding peer culture and identity formation over time - Indiana University, Bloomington.	Sociologists, social psychologists, and school officials.
1990 - 1992: Diagnostic interviews with troubled teenagers and their parents referred to Wexler Psychiatric Clinic - Michael Reese Hospital, Northwestern Medical School & University of Chicago.	Social workers, clinical psychologists, educational psychologists, developmental psychologists, and psychiatrists.
1991 - 1993: Applied qualitative research with children and youth attending Chicago elementary and high schools regarding their academic and social experiences in schools undergoing reform - University of Chicago.	Sociologists, anthropologists, educational researchers, and urban educators.
1993 - 1995: Applied ethnographic research with children and youth attending public schools undergoing reform in Philadelphia, Baltimore, and Camden, NJ regarding their academic and social experiences - research institute funded by the U.S. Department of Education.	Sociologists, psychologists, anthropologists, organizational change agents, historians, educators, school district administrators, and educational researchers.
1996: Summer Scholar, Summer Institute on Urban Education, Center for the Advanced Study in the Behavioral Sciences, Stanford, California.	Educational researchers, sociologists, psychologists, anthropologists, and historians.
1996 - 2012: Applied ethnographic research with youth attending a successful alternative school in Michigan regarding "what works" with troubled teenagers - funded by The Spencer Foundation, Chicago, Illinois.	Sociologists, social workers, school district administrators, and alternative school educators.
1999 - 2003: Qualitative research with parents and children regarding how families manage home life, children's activities, and parents' careers - University of Michigan, Ann Arbor.	Sociologists, anthropologists, psychologists, and educational researchers.
2002 & 2013 - present: Qualitative & quantitative research with Native American children, youth & college students regarding cultural identities, academic performance and future aspirations - funded by Central Michigan University & The Saginaw Chippewa Indian Tribe.	Sociologists, social workers, psychologists, educators, Tribal educators and cultural leaders.

NICHOLE MCLACHLAN

(b)(6)

EDUCATION

Central Michigan University, Mt. Pleasant, MI
Master of Public Administration (Expected graduation, May 2016)

Central Michigan University, Mt. Pleasant, MI
Masters of Public Administration

- GPA: 3.81/4.0

Central Michigan University, Mt. Pleasant, MI
Bachelor of Social Work, Limited License (Aug. 2012)

- Major: Social Work
- Minor: Youth Studies
- GPA: 3.76/4.0

HONORS

- Dean's List: Spring 2011 – Summer 2012

PROFESSIONAL EXPERIENCE

Department of Political Science and Public Administration, Mt. Pleasant, MI
Graduate Assistant (Aug. 2014-Present)

- Collect, evaluate, and maintain program surveys
- Assist in the creation of the "Political Science Program Evaluation Report" to improve program outcomes
- Develop and facilitate focus and discussion groups and develop reports pertaining to the results
- Provide teaching assistance to professors support for education initiatives

Native American Programs, Mt. Pleasant, MI
Nijjkewehn Mentoring Program

Graduate Assistant (Jan. 2014-May 2014)

- Recruit, interview, train, and supervise college students as mentors
- Collaborate with Saginaw Chippewa Indian Tribe liaison officers and departments
- Co-facilitate afterschool mentoring program activities and outings
- Collect, evaluate, and maintain survey data and provide support for education initiatives
- Assist in the creation of the "Mentoring Handbook for American Indian K-12 Students"
- Assist in the development of grant proposals for future funding

Saginaw Chippewa Indian Tribe, Mt. Pleasant, MI
Nijjkewehn Mentoring Program

Program Coordinator (April 2014-September 2015)

- Recruitment of mentors and youth from the local community, using local schools, print, media, local organizations and groups
- Review all mentor applications, background check forms, and perform interviews
- Organize and perform orientation and ongoing training
- Plan, implement, and host ongoing monthly group activities

- Collaborate with CMU Liaison Officers and Departments within the Saginaw Chippewa Indian Tribe
- Meet regularly with the Mentoring Advisory Board
- Coordinate and contribute to program evaluation and reporting efforts

Central Michigan University, Mt. Pleasant, MI

Nijjkewehn Mentoring Program

Program Coordinator (October 2015-Current)

- Recruitment of mentors and youth from the local community, using local schools, print, media, local organizations and groups
- Review all mentor applications, background check forms, and perform interviews
- Organize and perform orientation and ongoing training
- Plan, implement, and host ongoing monthly group activities
- Collaborate with CMU Liaison Officers and Departments within the Saginaw Chippewa Indian Tribe
- Meet regularly with the Mentoring Advisory Board
- Coordinate and contribute to program evaluation and reporting efforts

WIHN Properties, LLC, Mt. Pleasant, MI

Owner/Field Quality Control Inspector (Feb. 2010-Present)

- Maintain communication between contractor and field property preservation vendors
- Inspect and evaluate the quality and efficiency of the contractor's work as well as their employees' in the field
- Sort and upload labor photos onto vendors' sites and communicate progress of completed work

Bond Bonding Bail Bonds Agency, Isabella, Montcalm, Tuscola, and Huron Counties, MI

Licensed Agent/ Producer (July 2009-Present)

- Underwrite and execute (post) bail bonds
- Monitor clients' attendance for court hearings and work directly with the jail, court officials, and insurance agency to ensure liability
- Keep detailed record of clients' information and collect payments
- Track down misdemeanor and felony clients who skip bail and transport them into custody

Miller Apple, Applebee's, Mt. Pleasant, MI

Bar Trainer/Server (Nov. 2005-Dec. 2008)

- Open and close the bar and train bartenders with a heavy stress on time management, attention to detail, following alcohol and ID laws, and excellent customer service
- Satisfy inventory and write a weekly newsletter communicating information to bartenders and other staff regarding cost, progress, and areas of need
- Work directly with the bar manager and set an example for co-workers by effectively displaying professionalism at all times

Tuscola County D.R.O.P/Credit Bureau, Caro, MI

Substance Abuse Monitor/Administrative Assistant (Jan. 2003-Sept. 2005, May-Sept. 2001/2002)

- Collecting and testing of urine specimen from reported offenders, company employees, and university employees
- Directly communicated with probation officers to report progress, and results of tests and attendance of those in the Drug Reporting and Offenders Program
- Answer phone calls and contacted clients to report for the Intensive Supervision Program
- Obtained information from Tuscola, Huron, and Sanilac Counties' Courthouses regarding marriages, deaths, assumed names, district court satisfaction of judgment, and tax liens and releases for monthly bulletin to be published

CERTIFICATIONS

Darkness to Light

Child Sexual Abuse Prevention Training

Michigan Campus Compact

College Positive Volunteer Training

PROFESSIONAL DEVELOPMENT

Court Appointed Special Advocate (CASA), Gratiot County, MI

Member of Advisory Board and Volunteer (Feb. 2013-Present)

- Provide independent, factual information to the court regarding abused and neglected children
- Monitor case and write reports on behalf of the child's best interests and represent them in court
- Work closely with Department of Human Services, other service providers, family members, and foster parents to ensure that necessary services are effectively provided and carried out to enhance the children's quality of life

Listening Ear Crisis Center, Mt. Pleasant, MI

Children's Foster Care Program

Intern (May 2012-Aug. 2012)

- Over 400 hours of working within the foster care program
- Make home visits and write case reports and Individual Service Plans, including developing goals and objectives
- Work directly with youth and their support systems, collaborating to enhance their well-being and quality of life
- Attend Multi-Disciplinary Meetings, Children and Family Team Meetings, Person Centered Plan and Individual Education Plan Meetings, and Court Hearings
- Completed Recipients' Rights Training, First Aid and CPR

Oasis Alternative Education High School, Mt. Pleasant, MI

Peer Mentor (Jan. 2012-May 2012)

- Mentor alternative high school students with focus on college preparation and career exploration
- Counsel, guide, and problem solve with students concerning school, family and peer issues
- Attended and spoke at District Board Meetings regarding the future of Oasis High School

Big Brothers Big Sisters, Mt. Pleasant, MI

Volunteer/Peer Mentor (Feb. 2011-April 2012)

- Oversee Enrollment & Match Specialist duties in non-profit organization, including screening and matching mentors and youth
- Participate as a Big Sister in community- and school-based settings, providing ongoing support to youth
- Assist in school-based program development facilitating the growth of positive relationships
- Implement and provide support in fundraising activities for organization, including involvement on planning committee

Community Compassion Network, Mt. Pleasant, MI

Volunteer (June 2010 -Current)

- Volunteer at the Soup Kitchen, performing cooking, cleaning, and servicing duties
- Volunteer at the Christmas Outreach, providing assistance and support to clients
- Volunteer at Mobile Food Pantry in collaboratively and systematically distributing perishable goods

LEADERSHIP EXPERIENCE

Court Appointed Special Advocacy
Advisory Committee (Nov. 2013-Present)

Niijkewehn Mentoring Program
Advisory Committee (Oct. 2013-Present)

Big Brothers Big Sisters
Planning Committee (Feb. 2011-April 2012)

Central Michigan University
Student Social Work Association Member (Aug. 2010- May 2011)

PROFESSIONAL PRESENTATIONS

National Forum on Dropout Prevention, Prior Lake, MN
April 26-29, 2015

- Presentation of the Niijkewehn Mentoring Program directed towards "Building Engaging Educational Communities for Native Students"
- Discussed how to develop a mentoring program that increases graduation and retention rates among primary, secondary, and college level students

Native American Service Learning Partnership Institute, Northern Michigan University, Marquette, MI
April 3-4, 2014

- The Niijkewehn Mentoring Program Advisory Committee advised Universities, Native American service institutions, and governmental officials on the program
- Discussed how to build a mentoring program, service learning implemented in the program, disparities within the Native American Culture, and the successes of the program

Michigan Native American Critical Issues, Ziiibiwing Cultural Center, Mt. Pleasant, MI
March 20-22, 2014

- Presentation of the Niijkewehn Mentoring Program directed towards "Strengthening our Communities through Educational Self-Reliance"
- Discussed program development and retention with Tribal and educational administrators, educators, and other participants

Other Attachments – Required if Applicable

I. Documentation of Indian Organization.



**The Saginaw Chippewa Indian Tribe
Of Michigan**

ACCOUNTING DEPT.

7070 EAST BROADWAY
MT. PLEASANT, MICHIGAN 48859

(309) 775-4040
FAX (309) 773-3959

To Whom It May Concern:

I am responding to your request to the Saginaw Chippewa Indian Tribe of Michigan for proof of its' 501c(3) status.

The Saginaw Chippewa Indian Tribe is a federally recognized sovereign Indian Tribe, occupying a federal Indian Reservation in Isabella and Arenac Counties, Michigan. Under Internal Revenue code, the Tribe is treated in most cases like a State or Local Government and therefore cannot apply for 501c(3) status. Like a state or local government, the Tribal Government services the population and members of its' community with grants, contracts and various other programs.

In addition to exemption from most forms of taxation from the Federal Government, the Saginaw Chippewa Indian Tribe, under supremacy of Indian Commerce Clauses of the US Constitution and Federal Case Law, is immune from sales and use taxes and is not required to obtain a tax exemption certificate from the state to be entitled to such tax immunity. The Saginaw Chippewa Indian Tribe of Michigans' federal identifying number is 38-6178758

Should you have any questions, I can be reached at 989/775-4023.

Sincerely,

(b)(6)

*Michael Johnson
Chief Financial Officer*

J. Request for Competitive Preference Priority Three.

The Saginaw Chippewa Indian Tribe of Michigan has received a grant in the last four years under the State Tribal Education Partnership program.

K. Certification of Consistency with Promise Zone Goals and Implementation.

Not Applicable

L. Copy of Indirect Cost Rate Agreement.

**Indian Organizations
Indirect Cost Negotiation Agreement**

EIN: 38-6178758

Organization:

Saginaw Chippewa Indian Tribe of Michigan
7070 East Broadway
Mt. Pleasant, MI 48858

Date: February 23, 2015

Report No(s): 15-A-0427

Filing Ref.:
Last Negotiation Agreement
dated November 13, 2013

The indirect cost rate contained herein is for use on grants, contracts, and other agreements with the Federal Government to which Public Law 93-638 and 2 CFR 225 (OMB Circular A-87) apply, subject to the limitations contained in 25 CFR 900 and in Section II.A. of this agreement. The rate was negotiated by the U.S. Department of the Interior, Interior Business Center, and the subject organization in accordance with the authority contained in 2 CFR 225.

Section I: Rate

Type	Effective Period		Rate*	Locations	Applicable To
	From	To			
Fixed Carryforward	10/01/14	09/30/15	17.78%	All	All Programs

***Base:** Total direct costs, less capital expenditures and passthrough funds. Passthrough funds are normally defined as major subcontracts, payments to participants, stipends to eligible recipients, and subgrants, all of which normally require minimal administrative effort.

Treatment of fringe benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs; fringe benefits applicable to indirect salaries and wages are treated as indirect costs.

Section II: General

Page 1 of 3

A. Limitations: Use of the rate contained in this agreement is subject to any applicable statutory limitations. Acceptance of the rate agreed to herein is predicated upon these conditions: (1) no costs other than those incurred by the subject organization were included in its indirect cost rate proposal, (2) all such costs are the legal obligations of the grantee/contractor, (3) similar types of costs have been accorded consistent treatment, and (4) the same costs that have been treated as indirect costs have not been claimed as direct costs (for example, supplies can be charged directly to a program or activity as long as these costs are not part of the supply costs included in the indirect cost pool for central administration).

B. Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based will be compensated for in a subsequent negotiation agreement.

C. **Changes:** The rate contained in this agreement is based on the organizational structure and the accounting system in effect at the time the proposal was submitted. Changes in organizational structure, or changes in the method of accounting for costs that affect the amount of reimbursement resulting from use of the rate in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

D.

1. **Fixed Carryforward Rate:** The fixed carryforward rate is based on an estimate of costs that will be incurred during the period for which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to the rate for a future period, if necessary, to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

2. **Provisional/Final Rate:** Within 6 months after year end, a final indirect cost rate proposal must be submitted based on actual costs. Billings and charges to contracts and grants must be adjusted if the final rate varies from the provisional rate. If the final rate is greater than the provisional rate and there are no funds available to cover the additional indirect costs, the organization may not recover all indirect costs. Conversely, if the final rate is less than the provisional rate, the organization will be required to pay back the difference to the funding agency.

E. **Agency Notification:** Copies of this document may be provided to other federal offices as a means of notifying them of the agreement contained herein.

F. **Record Keeping:** Organizations must maintain accounting records that demonstrate that each type of cost has been treated consistently either as a direct cost or an indirect cost. Records pertaining to the costs of program administration, such as salaries, travel, and related costs, should be kept on an annual basis.

G. **Reimbursement Ceilings:** Grantee/contractor program agreements providing for ceilings on indirect cost rates or reimbursement amounts are subject to the ceilings stipulated in the contract or grant agreements. If the ceiling rate is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

H. **Use of Other Rates:** If any federal programs are reimbursing indirect costs to this grantee/contractor by a measure other than the approved rate in this agreement, the grantee/contractor should credit such costs to the affected programs, and the approved rate should be used to identify the maximum amount of indirect cost allocable to these programs.

I. **Central Service Costs:** Where central service costs are estimated for the calculation of indirect cost rates, adjustments will be made to reflect the difference between provisional and final amounts.

J. **Other:**

1. The purpose of an indirect cost rate is to facilitate the allocation and billing of indirect costs. Approval of the indirect cost rate does not mean that an organization can recover more than the actual costs of a particular program or activity.

2. Programs received or initiated by the organization subsequent to the negotiation of this agreement are subject to the approved indirect cost rate if the programs receive administrative support from the indirect cost pool. It should be noted that this could result in an adjustment to a future rate.

3. New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal or calendar years. The proposals are due in our office 6 months prior to the beginning of the year to which the proposed rates will apply.

Section III: Acceptance

Listed below are the signatures of acceptance for this agreement:

By the Indian Organization:

By the Cognizant Federal Government Agency:

Saginaw Chippewa Indian Tribe of Michigan Tribal Government

U.S. Department of the Interior Interior Business Center Agency



Signature STEVEN PESO

Signature Deborah A. Moberly

Name (Type or Print)

Name

TRIBAL CHIEF

Office Chief

Office of Indirect Cost Services

Title

Title

FEB 17, 2015

FEB 23 2015

Date

Date

Negotiated by Sujoy Mukhopadhyay Telephone (916) 566-7009

M. Administrative Cost Limit Waiver.

Not Applicable

N. Intergovernmental Review (SPOC).

Not Applicable.

O. Letters of Support

Shepherd Public Schools

CENTRAL OFFICE

Claire Bunker, Superintendent
Julie Freeze, Director of
Business and Finance
P.O. Box 219
258 W. Wright Avenue
Shepherd, MI 48883
Phone (989) 828-5520
Fax (989) 828-5679

HIGH SCHOOL

Joe Passalacqua, Principal
Carrie Gauthier, Asst. Principal
and Curriculum/Testing Director
Jay Travis AD/Teacher
100 Hall Street
Shepherd, MI 48883
Phone (989) 828-6601
Fax (989) 828-5452

MIDDLE SCHOOL

Kelly Miscikowski, Principal
150 Hall Street
Shepherd, MI 48883
Phone (989) 828-6601
Fax (989) 828-6578

SHEPHERD ELEMENTARY

Amy Salogar, Principal
Mike Allison, Asst. Principal
168 E. Maple Street
Shepherd, MI 48883
Phone (989) 828-6601
Fax (989) 828-6947

WINN ELEMENTARY

Kim Stegman, Principal
and Director of Special Ed.
P.O. Box 338
8190 Church Street
Winn, MI 48896
Phone (989) 866-2250
Fax (989) 866-2740

ODYSSEY ALTERNATIVE ED.

LouAnn Schmidt, Director
1441 S. Wise Road
Mt. Pleasant, MI 48858
Phone (989) 773-9473
Fax (989) 779-0429

May 25, 2016

Chief Frank J. Cloutier
7070 East Broadway
Mt. Pleasant, Michigan 48858

Re: Fiscal Year 2016 Department of Education (DOE) - Indian Education Demonstration Grants Program -
Native Youth Community Projects (NYCP)

Dear Chief Cloutier:

As the Superintendent of the Shepherd Public School District, I would like to express my support of the Niijkewehn Mentoring Program. This program has been in place in our elementary schools for the last three years. Expanding the Niijkewehn Mentoring Program will greatly benefit Native American students attending Shepherd Public Schools.

The goal of the program is to increase graduation rates and ensure students are college and career ready when they graduate. It is without hesitation that I strongly recommend the awarding of the Native Youth Community Projects grant to the Saginaw Chippewa Indian Tribe. If I may be of additional assistance, please do not hesitate to contact me.

Sincerely,



Claire Bunker, Superintendent
Shepherd Public Schools

JOHN R. MOOLENAAR
4TH DISTRICT, MICHIGAN

COMMITTEE ON AGRICULTURE

COMMITTEE ON THE BUDGET

COMMITTEE ON
SCIENCE, SPACE, AND TECHNOLOGY

Congress of the United States
House of Representatives
Washington, DC 20515-2204

May 27, 2016

117 CANNON HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-3561
FAX: (202) 225-9679

DISTRICT OFFICE:

200 EAST MAIN STREET, SUITE 230
MIDLAND, MICHIGAN 48640
(989) 631-2652
FAX: (989) 631-6271

201 NORTH MITCHELL STREET, SUITE 301
CADILLAC, MICHIGAN 49601
(231) 942-5070
FAX: (231) 876-9505

Mr. John Cheek
U.S. Department of Education, OESE
Office of Indian Education
400 Maryland Avenue, SW, Room 3W207, LBJ Bldg.
Washington, DC 20202-6335

Dear Mr. Cheek,

I would like to offer my support for the Saginaw Chippewa Indian Tribe's application to the Department of Education's Indian Education Demonstration Grants Program.

If awarded, the grant would be used to promote the Nijikewehn Mentoring Program, which is a partnership between the Saginaw Chippewa Indian Tribe and Central Michigan University. This mentoring program teaches and inspires Native American students to become cultural and professional leaders. This unique program aims to increase graduation rates and improve college readiness. The program not only benefits the students themselves, but also the tribal community, state and nation as a whole.

Again, I would like to offer my support to this grant request and ask for your full consideration. If you have any questions, please do not hesitate to contact my office.

Sincerely,


JOHN MOOLENAAR
Member of Congress

JM/ak

For up-to-date information on issues, events and other topics of interest, please sign up for my e-newsletter at www.moolenaar.house.gov.



May 24, 2016

Chief Frank J. Cloutier
Saginaw Chippewa Indian Tribe
7070 East Broadway
Mt. Pleasant, Michigan 48858

Chief Frank J. Cloutier,

I am writing to communicate my support for the "Fiscal Year 2016 - Native Youth Community Projects (NYCP)" Department of Education (DOE), Indian Education Demonstration Grants Program request for funding proposed by the Saginaw Chippewa Indian Tribe.

The Office of Native American Programs at Central Michigan University will assist in disseminating recruitment materials to students through various means of communication in order to recruit highly motivated student mentors into the proposed program.

This project has potential to embrace diversity through leadership training, mentoring, and cultural activities, which is all of what our underrepresented students need to support them throughout their undergraduate programs.

As a result, we will have the opportunity to see these mentors positively impact their communities and mentor young people as the youth progress through their own educational experience.

Sincerely,

(b)(6)

Colleen Green, M.A.
Director, Native American Programs &
Student Transition Enrichment Program



Office of the President

May 26, 2016

Chief Frank J. Cloutier
Saginaw Chippewa Indian Tribe
7070 East Broadway
Mount Pleasant, MI 48858

Chief Frank Cloutier,

Please accept this letter of support from Central Michigan University (CMU) to endorse the 2016 Native Youth Community Projects - Department of Education - Indian Education Demonstration Grants Program request for funding proposed by the Saginaw Chippewa Indian Tribe in Mount Pleasant, Michigan. It is with great pleasure that CMU is in support of this important initiative for the Mount Pleasant community.

Central Michigan University feels the Niijkewehn mentoring program will create opportunity for our students to share knowledge and creativity with tribal youth within our community. The belief is that programs such as these will foster personal and intellectual growth to prepare our students to be responsible citizens in our global society.

Thank you for your support of the university and its historic relationship with the Saginaw Chippewa Indian Tribe. We are proud to continue our work together to offer the opportunity to experience indigenous cultures through educational programs, cultural events, speakers, Native American Heritage Month and sharing stories of our cultures.

(b)(6)

George E. Ross
President

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

BUDGET CATEGORIES	NYCP GRANT - Year 1	SCIT In-Kind- Yr 1	NYCP GRANT - Year 2	SCIT In- Year 2	NYCP GRANT - Year 3	SCIT - Year 3	NYCP GRANT - Year 4	SCIT - Year 4	TOTALS
Personnel									
1 - Program Administrator (only 5% allowed of total grant award) \$36.06 x 80 x 26 x 5%	\$0.00	(b)(4)	\$0.00	(b)(5)	\$0.00	(b)(5)	\$0.00	(b)(5)	
Program Administrator to assure the grant program is running in the stated direction as per grant agreement. Five-percent per year of time (\$36.06 per hour x 80 hours x 26 pays) = \$3,750.24 per year. This position is critical to the direction and oversight of the grant program.									
1 - Program Coordinator \$24.91 x 80 x 26 x 10%	\$5,181.28	(b)(5)	\$5,181.28	(b)(5)	\$5,181.28	(b)(5)	\$5,181.28	(b)(5)	
Program Coordinator to assure the grant program is running in the stated direction a per grant agreement and that supervision is available for employees of the program. Ten-percent per year or time (\$24.91 per hour x 80 hours x 26 pays) = \$5,181.28 per year. This position is critical to the direction and oversight of the grant program and also supervision of the program employees.									
3 - FTE Mentoring Program Specialists \$16.71 x 80 x 26 = \$34,756.80	\$69,513.60	(b)(5)	\$69,513.60	(b)(5)	\$104,270.40	(b)(5)	\$104,270.40	(b)(5)	
2016 - 2, 2017 - 2, 2018 - 3, 2019 - 3									
Mentoring Program Specialists are responsible for holistic support of the Nijjkewehn program, including planning and oversight of the program. Responsibilities include but are not limited to recruiting college student volunteers from various schools including Central Michigan University, Mid Michigan Community College, Saginaw Chippewa Tribal College; provide guidance to mentors and mentees to ensure that both have an enriching mentoring experience; coordinating programs with the additional Nijjkewehn staff. One-hundred percent of time per year (\$16.71 per hour x 80 hours x 26 pays) = \$34,756.80 per year x two Program Specialists in year one, two in year two, three in year three and three in year four.									
Total Personnel	\$74,694.88	(b)(5)	\$74,694.88	(b)(5)	\$109,451.68	(b)(5)	\$109,451.68	(b)(5)	
Fringe									
1 - Program Administrator (25%)	\$0.00	(b)(5)	\$0.00	(b)(5)	\$0.00	(b)(5)	\$0.00	\$937.56	
Twenty-five percent fringe rate for all employees. Program Administrator wage of \$3,750.24 per year x 25% = \$937.56 per year.									
1 - Program Coordinator (25%)	\$1,295.32	(b)(5)	\$1,295.32	(b)(5)	\$1,295.32	(b)(5)	\$1,295.32	\$0.00	
Twenty-five percent fringe rate for all employees. Program Coordinator wage of \$5,181.28 per year x 25% = \$1,295.32 per year.									
3 - FTE Mentoring Program Specialists (25%)	\$17,378.40	(b)(5)	\$17,378.40	(b)(5)	\$26,067.60	(b)(5)	\$26,067.60	\$0.00	
2016 - 2, 2017 - 2, 2018 - 3, 2019 - 3									
Twenty-five percent fringe rate for all employees. Mentoring Program Specialist wage of \$34,756.80 per year x 25% = \$17,378.40 per year. (Two employees in years one and two, three employees in years three and four.)									
Total Fringe	\$18,673.72	(b)(4)	\$18,673.72	(b)(5)	\$27,362.92	(b)(5)	\$27,362.92	(b)(5)	
Travel									

Representative from partnering entities to accompany project director in attending Project Director's Meeting in the first three years of the grant.	\$3,345.00	(b)(5)	\$3,345.00	(b)(5)	\$3,345.00	(b)(5)	\$3,345.00	(b)(5)	(b)(5)
Travel for two to attend the two day Project Directors meeting in Washington, DC (Estimated at \$222 per day per person for three days = \$2,424.00). Travel for airfare: \$270.00 per person, per diem: \$69 per person per day for three days = \$921.00).			\$3,345.00		\$3,345.00		\$3,345.00		
Total Travel	\$3,345.00		\$3,345.00		\$3,345.00		\$3,345.00		(b)(5)
Equipment									
Total Equipment	\$0.00		\$0.00		\$0.00		\$0.00		
Supplies									
Computers (\$1,000 each)	\$4,000.00		\$0.00		\$2,000.00		\$0.00		
Telephones (\$36/month)	\$1,728.00		\$1,728.00		\$2,592.00		\$2,592.00		
Printers (1 @ \$300 each)	\$300.00		\$0.00		\$0.00		\$0.00		
Office Supplies (\$100/month)	\$1,200.00		\$1,200.00		\$1,200.00		\$1,200.00		
Supplies of six computers at \$1,000 each (four in year one and two in year two), printer at \$300 each in year one, general office supplies (paper, pens, mail) at \$100 per month each for three years.			\$2,928.00		\$5,792.00		\$3,792.00		
Total Supplies	\$7,228.00		\$2,928.00		\$5,792.00		\$3,792.00		
Contractual									
Program Evaluation	\$8,000.00		\$8,000.00		\$8,000.00		\$8,000.00		
For ongoing research, evaluation, data gathering and analysis to be presented at the annual meeting that can be used for the development, implementation and evaluation of mentoring programs in underserved American communities.			\$8,000.00		\$8,000.00		\$8,000.00		
Total Contractual	\$8,000.00		\$8,000.00		\$8,000.00		\$8,000.00		
Construction									
Total Construction	\$0.00		\$0.00		\$0.00		\$0.00		
Other									

Summer/Special Programming/Presenters - Up All Night Program, Camping Trip, Recreational Activities (professional sport outing., theme park, zoo, Hands-on Experiential Learning Programs, College/Vocational Tours)	\$6,500.00	(b)(5)	\$6,500.00	(b)(5)	\$6,500.00	(b)(5)	\$6,500.00	(b)(5)
School Year Programming - Program Supplies and Snacks for 56 days of programming at \$112.00.	\$6,272.00		\$6,272.00		\$6,272.00		\$6,272.00	
Family Activities - Monthly family activity nights (food/supplies/venue)	\$9,000.00		\$9,000.00		\$9,000.00		\$9,000.00	
Mentor Stipends (\$10/day x 60 mentors x 20 days)	\$12,000.00		\$12,000.00		\$12,000.00		\$12,000.00	
Specialists (3) and Coordinator Training	\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00	
Mentor Training (venue, materials, food) - CMU contribution for venue	\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00	
Promotional Materials/Promotion Items to Give Away	\$4,000.00		\$4,000.00		\$4,000.00		\$4,000.00	
Media Campaign (posters, billboards, bus advertising and radio and newspaper advertising)	\$2,000.00		\$2,000.00		\$2,000.00		\$2,000.00	
Space Costs (733 sq ft. x \$7.18 @ Behavioral Health)	\$5,262.94		\$5,262.94		\$5,262.94		\$5,262.94	
Fuel Costs	\$2,600.00		\$2,600.00		\$2,600.00		\$2,600.00	
Total Other	\$49,634.94		\$49,634.94		\$49,634.94		\$49,634.94	
Total Direct Charges	\$161,576.54		\$157,276.54		\$203,586.54		\$201,586.54	
Indirect Charges - 17.78%	\$28,728.31		\$27,963.77		\$36,197.69		\$35,842.09	
Total Costs	\$190,304.85		\$185,240.31		\$239,784.23		\$237,428.63	

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 08/31/2017

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Mr.	David		Garcia	

Address:

Street1:	7070 East Broadway
Street2:	
City:	Mount Pleasant
County:	Isabella County
State:	MI: Michigan
Zip Code:	48858-8970
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
989-775-4821	

Email Address:

dgarcia@sagchip.org

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Nonexemptresearch.pdf	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

Saginaw Chippewa Indian Tribe of Michigan

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	74,694.88	74,694.88	109,451.68	109,451.68	0.00	368,293.12
2. Fringe Benefits	18,673.72	18,673.72	27,362.92	27,362.92	0.00	92,073.28
3. Travel	3,345.00	3,345.00	3,345.00	3,345.00	0.00	13,380.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	7,228.00	2,928.00	5,792.00	3,792.00	0.00	19,740.00
6. Contractual	8,000.00	8,000.00	8,000.00	8,000.00	0.00	32,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	49,634.94	49,634.94	49,634.94	49,634.94	0.00	198,539.76
9. Total Direct Costs (lines 1-8)	161,576.54	157,276.54	203,586.54	201,586.54	0.00	724,026.16
10. Indirect Costs*	28,728.31	27,963.77	36,197.69	35,842.09	0.00	128,731.86
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	190,304.85	185,240.31	239,784.23	237,428.63	0.00	852,758.02

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 10/01/2014 To: 09/30/2015 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): U. S. Department of the Interior

The Indirect Cost Rate is 17.78%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
PR/Award # S299A160095

Name of Institution/Organization Saginaw Chippewa Indian Tribe of Michigan	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	(b)(5)					
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

EVALUATION DESIGN – FINAL VERSION - David Kinney

In general, the evaluation of the program at multiple points in time will provide rich and detailed information regarding the successful strategies of the mentoring program that will directly inform the development, implementation and evaluation of similar mentoring programs in other Native American communities. In addition, our longitudinal evaluation of the mentoring program will provide data regarding the mentoring activities that are effective and those that do not work as well; therefore, this data will inform our decisions on what aspects of the program to expand, maintain, modify, or eliminate so that we use our resources in the most strategic fashion possible.

(1) Specifically, the types of data to be collected include the following: survey questionnaires with closed-ended and open-ended questions to be answered by mentees and mentors. These surveys will contain questions for the mentees and mentors to answer on such topics as: future aspirations and future expectations, academic motivation, academic behaviors, academically-supportive peers, negative peer pressure towards unhealthy behavior, participation in cultural traditions, cultural pride, cultural identity, cultural awareness and Anishinaabe language use. In addition to the quantitative surveys, we will also conduct qualitative interviews with the mentees and mentors to collect their perceptions and interpretations of their experiences in the programs. Moreover, we will administer surveys to the parents and guardians of the mentees, as well as conduct focus group interviews with these adults.

We will also conduct observations of mentoring activities to document such things as the nature and extent of rapport between mentees and mentors, their engagement in mentoring activities and discussions of their respective successes and frustrations in school. Detailed field notes will be written by the observers within 24 hours of their observations. We will collect attendance data at weekly mentoring activities by both the mentees and mentors. In addition, after each mentoring activity we will administer a relatively brief survey to the mentors to collect their evaluations of that day's mentoring activity, evidence of rapport, and any successes and frustrations they experienced with their mentees. We will also collect indicators of the mentees' academic achievement (e.g., GPA, standardized test scores) over the course of the academic year as well as their daily school attendance records and any available information regarding awards for outstanding behaviors (e.g., "student of the month") and/or discipline problems (e.g., truancy). Moreover, we will collect the college student mentors' academic achievement (e.g., GPA) over the course of the academic year. In terms of the college student mentors who are seniors, we will calculate their graduation rates and/or number of credit hours earned per semester. For the college students who are freshmen, sophomores and juniors, we will collect the numbers of credit hours earned per semester and information regarding whether they are on track to graduate on time or not.

(2) We will collect these various types of data before the mentoring activities start during the fall semester (e.g., last week of August, first week of September) and, then again, after the mentoring

activities end in the spring when the college spring semester ends (e.g., late April, early May). These pre-tests and post-tests and longitudinal data are critical to our understanding of the role of the mentoring activities in the lives of the mentees and mentors.

(3) We will use multiple research methods to evaluate and enhance our program over time. Specifically, we will use both longitudinal quantitative survey methods and qualitative in-depth interviews and observation methods. We will also collect data for all mentees and mentors regarding their GPA, academic credits earned, and attendance information. Finally, we will collect quantitative and qualitative data from the parents/guardians of all mentees.

(4) Regarding the instruments, we will develop separate quantitative survey questionnaires with both closed-ended and open-ended items for the mentees, mentors and parents. We will develop these instruments this summer, by first refining and modifying existing pre- and post-program surveys. We will then further refine these instruments this summer by consulting existing surveys and scales of behaviors and attitudes such as participation in cultural traditions, cultural pride, cultural knowledge, college readiness, career readiness and identity. We are particularly concerned with keeping the surveys for the mentees to a reasonable length in order to maintain their attention and interest with answering all the questions. We must balance this concern with including enough questions to collect relevant and complete information on the topics of interest. Once these instruments are systematically refined, we will begin to administer them to the mentees, mentors and parents at the beginning of the mentoring program this fall. The qualitative in-depth interview questions for the mentees, their parents and the mentors will be developed this summer in reference to the Principal Investigator's previous research with diverse youth in various settings and in consultation with the pertinent research literature. The instrument for defining what aspects of the mentoring social setting to be observed and documenting those observations by using field notes will be developed this summer based on the Principal Investigator's frameworks developed when he worked in public schools in Chicago, Philadelphia, Baltimore and Camden, New Jersey. This instrument will be further refined this summer with reference to the qualitative research methods developed by well-known sociologists such as Becker, Glaser & Strauss, and Lofland.

(5) The quantitative data from the pre-test and post-test surveys from the mentees, mentors and parents/guardians will be analyzed by using IBM SPSS software to perform dependent samples (i.e., paired samples) t-tests to indicate if there is a statistically significant change in the measures before and after the mentoring program (repeated measures). We are employing this statistical procedure because we are testing our samples (i.e., the same mentees, mentors, parents at two points in time) *before* and *after* the "intervention" (the mentoring program). We will use the 95% confidence interval of the different scores to distinguish statistically significant findings from insignificant ones. It is important to note that we will be able to compare our mentees' and mentors' possible changes in GPA from before to after their participation in the mentoring program to similar data from Native Americans attending the middle schools and colleges in the local area who are *not* in the program. In addition, we will be able to compare our mentees'

school attendance records and our mentors' credit hour progress and graduation rates to Native American students *not* in the program. In sum, we will use the dependent sample t-tests to determine if there are significant differences between youth and college students in the program compared to those who are *not* in the program on academic variables such as GPA, school attendance, college credits earned and graduation rates from data we will have access to from the local school districts and university. In terms of the qualitative data, the in-depth interviews with all participants and field note data from observations of mentoring activities will be analyzed using qualitative data analysis software packages (e.g., NVivo, Atlas.ti) to delineate recurrent themes that illustrate common types of changes (or stability) in critical behaviors and attitudes. Overall, our analyses of our quantitative and qualitative data will produce rich and detailed information that will allow us to assess the nature and extent to which participation in the mentoring program makes a significant and positive difference in the lives of the Native American children and college students. Moreover, it is important to note that by using multiple methods with the various participants will allow us to triangulate the data to check for validity and consistency regarding whether or not the children and college students actually change over the course of the mentoring program. For example, with our data, we can compare the quantitative findings from the mentees' responses to the questions measuring cultural pride at the start of the year to the end of the year to the mentors' quantitative weekly assessments regarding the success of the cultural mentoring activities, compared to the qualitative field note data from the program evaluators' observations of those activities, compared to the parents' reports of changes in their children's cultural identity. So, essentially we will be able to use *four sources of data* to provide rich descriptions and assessments of the program. In sum, by using multiple methods to collect multiple types of data from multiple participants (i.e., children, college students and parents); we will be able to systematically explicate the meaning and impact of the program on all constituents.

(6) The reports of the findings and outcomes will be available in January and September each of the four years of funding. The report in January will be an initial document of the funding year and focus primarily on the demographics of the participants, their baseline cultural and academic measures from the pre-program tests and an initial discussion of mentors' reports regarding the efficacy of the mentoring activities and field note data from the observations of those activities from September to December. The report to be issued in September will consist of the full findings from the quantitative and qualitative collected and analyzed (see #1 & #5 above) to provide a detailed discussion of the nature and extent of the program's successes and frustrations over the course of the academic year and summer activities. This annual report will include sections on strengths, weaknesses, opportunities and threats (SWOT) to the program based on our rich data and systematic analysis of these data from multiple sources. Moreover, given the breadth and depth of these data the Principal Investigator will require a colleague to assist in the data analysis and write-up of the findings. In addition, we propose to hire an external, independent evaluator to examine all data collected and then to analyze and interpret the data to compare with the findings presented by the Principal Investigator. The findings from the outside

evaluator will be discussed with the Advisory Board and presented in the annual report. Both reports will include statistical summaries and excerpts from the qualitative data to illustrate the key findings to interested parties from varied backgrounds. We will share these reports with stakeholders, educators, and leaders at local meetings and state, regional and national professional conferences.

(7) The January report, with the baseline data and preliminary findings regarding the efficacy of the mentoring activities, will be read and discussed by the entire staff and members of the Oversight Board prior to the beginning of the program in late January/early February. These discussions of the September – December program provide the specific information needed to modify and enhance upcoming/similar mentoring activities that are less likely to succeed during the January-May program. The September annual report will include findings from the January report and provide detailed information relevant to whether or not we need to expand, maintain, modify, or eliminate particular mentoring activities to maximize the positive impact of the program on all participants. The September report will be read and discussed by all staff and the Oversight Board to systematically evaluate the success of our program locally at our initial site and provide accountability information to our funders. Furthermore, we will share annual reports and highlight our “best practices” through presentations at professional conferences each year of the funding and in future publications in newsletters and academic journals. We will also write and publish a guidebook detailing our mentor training procedures. In addition, we will write and publish a handbook of effective mentoring activities. Consistent with the Principal Investigator’s original vision for the Nijjkewehn program, we will share these publications (e.g., annual reports, guidebook, handbook) with other Tribes and colleges so that they may effectively replicate and test our program’s mentoring strategies in their local settings.
