

PRELIMINARY MEMORANDUM OF UNDERSTANDING

between the

BOYS AND GIRLS CLUB OF THE NORTHERN CHEYENNE NATION

and

**NORTHERN CHEYENNE TRIBAL GOVERNMENT, COURT & PROGRAMS;
ASHLAND PUBLIC SCHOOLS; COLSTRIP PUBLIC SCHOOLS; LAME DEER
PUBLIC SCHOOLS; NORTHERN CHEYENNE TRIBAL SCHOOLS; SAINT LABRE
INDIAN SCHOOL EDUCATIONAL ASSOCIATION; CIRCLE OF SCHOOLS; CHIEF
DULL KNIFE COLLEGE; NATIVE ACTION; INDIAN HEALTH SERVICE-
NORTHERN CHEYENNE SERVICE UNIT; AND NORTHERN CHEYENNE TRIBAL
HOUSING AUTHORITY**

I: INTRODUCTION

The Boys and Girls Club of the Northern Cheyenne Nation (BGCNCN) seeks the partnership and support of the Northern Cheyenne Tribal Government (NCTG), Court (NCC) and Programs (NCTP), which include Tribal Health (NCTH), Headstart (NCH), and Tribal Education (NCTE); Ashland Public Schools (APS); Colstrip Public Schools (CPS); Lame Deer Public Schools (LDPS); Northern Cheyenne Tribal Schools (NCTS); Saint Labre Indian School Educational Association (SLISEA); Circle of Schools (CoS); Chief Dull Knife College (CDKC); Native Action (NA); Indian Health Service-Northern Cheyenne Service Unit (IHSNCSU); and Northern Cheyenne Tribal Housing Authority (NCTHA) for a one-year Promise Neighborhood Planning Grant (PNPG), which is intended to create a plan for a proposed Promise Neighborhood (PPN) (as defined in this MOU) within the Northern Cheyenne reservation and Colstrip, Montana and Ashland, Montana. The purpose of ‘Promise Neighborhoods’ is to

significantly improve the educational and developmental outcomes of children in distressed communities and to transform those communities by taking a comprehensive approach to child development and education that is designed to ensure children have access to a continuum of cradle-through-college-to-career solutions, with strong schools at the center, that will support academic achievement, healthy development and college and career success. The one-year PNPG will offer the BGCNCN, with support from all its partners (as identified above and defined in this MOU), the opportunity to strategically design a continuum of cradle-through-college-to-career solutions, which are linked and integrated seamlessly, academic programs and family and community supports for the wellbeing and benefit of children within the Geographic Area to be Served (GATBS), which is defined as the territorial boundaries of the Northern Cheyenne Reservation and town limits of Colstrip and Ashland, Montana.

II: PURPOSE

The purpose of this MOU is to establish each partner's Programmatic and Financial Commitments to planning and implementing the PPN; describe how each partner's vision, theory of change, theory of action and relevant existing activities align with the PPN; and outline the governing structure of the PPN.

III: PROGRAMMATIC COMMITMENTS

Each partner agrees to the following programmatic commitments in planning and implementing the PPN:

- Designate one representative within each partner's respective organization to attend all Advisory Board meetings and effectively help with and support the Planning Grant Activities (PGA) (as defined in this MOU) during the Planning Grant Year (PGY) (as defined in this MOU).

- Designate one or more staff persons to lend expertise and consultation on development of the continuum of solutions for at least 60 hours over the PGY on academic program and/or family and community support solutions. This includes sharing best practices and lessons learned with each partner's respective academic programs and/or family and community support services.

IV: FINANCIAL COMMITMENTS

NCTG, NCC, NCTE, NCH, NCTS, CDKC, and IHSNCSU cannot provide any financial match towards the PNPG as they are all Federally-funded entities or programs.

NCTH can provide in-kind staff time of \$1,500.00 for 60 hours at \$25.00/hour; in-kind meeting space in the amount of \$100.00 for five meetings at \$20.00/meeting; and in-kind office supplies and printing at \$100.00.

APS can provide in-kind staff time of \$2,000.00 for 60 hours at \$33.33/hour.

CPS can provide in-kind staff time for two staff (and more if needed) of \$3,000.00 for 60 hours each at \$25.00/hour; in-kind use of office space and equipment of \$2,400.00 at \$200.00/hour for 12 hours; in-kind mileage of \$528.00 for 1,056 miles at \$0.50/mile (and more if needed); in-kind meeting space in the amount of \$250.00 for five meetings at \$50.00/meeting; and in-kind paper and printing at \$1,584.52 (cost of paper is \$2.71 per ream, print charge per ream is \$3.00, which equals \$5.71 per ream for the paper and printing, take $\$5.71 \times 3 \text{ reams} = \17.13 x \$18.50 (which is the rate for labor for outside district interests per hour) = $\$316.91 \times 5$ for additional printing = \$1584.52).

LDPS can provide in-kind staff time for four staff of \$6,000.00 for 60 hours each at \$25.00/hour; in-kind use of office space and equipment of \$2,400.00 at \$200.00/hour for 12

hours; in-kind mileage of \$528.00 for 1,056 miles at \$0.50/mile (and more if needed); and in-kind meeting space in the amount of \$250.00 for five meetings at \$50.00/meeting.

SLISEA can provide \$10,000.00 in cash (depending approval of the board); \$5,000.00 in-kind staff time; in-kind mileage of \$1,000.00 for 2,000 miles at \$0.50/mile; in-kind meeting/events space in the amount of \$500.00; and in-kind office supplies and printing at \$500.00.

NA can provide in-kind staff time of \$5,000.00.

NCTHA can provide in-kind staff time of \$5,000.00.

V: PARTNERS' VISION, THEORY OF CHANGE, THEORY OF ACTION & EXISTING ACTIVITIES

NCTG vision is...

NCC's mission is to provide a fair, impartial, and culturally relevant forum for dispute resolution, and to administer justice through a uniform application and enforcement of the written laws approved by the Northern Cheyenne Tribal council, the applicable laws of the United State of America, and the unwritten customary laws of the combined Northern and Southern Cheyenne Nations. NCC's strength-based, reward-consequence approach to juvenile alcohol and/or drug violations that are deemed non-delinquent requires the juvenile violator to abstain from alcohol and drugs, attend school and abide by family rules for a time determined by the NCC. Parents serve as the "Probation Officers" and report any misconduct to the NCC. If the minor fulfills his/her responsibilities he/she will no longer be on probation, however, if the minor commits further misconduct the NCC will assign the minor to the Youth Services Detention Center. This program aligns with PPN as it offers family and community support of youth to reassess and practice their strengths as a student and community member.

NCTH's vision is to ensure quality in community based health and wellness services for the Northern Cheyenne people, and to encourage, support and empower the community in the development and maintenance of healthcare related programs and services that best represent the Northern Cheyenne way of life. Today, Tomorrow and Forever! NCTH activities include providing education awareness on the following family and community programs: Obesity, Nutrition, Healthy Relationships, Self-Esteem Building, Teen Pregnancy Prevention, Sexually Transmitted Diseases, Hepatitis C/HIV, Puberty/Hygiene, Heart Health, Physical Activity, Fetal Alcohol Syndrome, Sudden Infant Death Syndrome, Suicide Prevention, Injury Prevention, Methamphetamine Awareness, Inhalant Abuse, Abstinence from Drug/Alcohol/Tobacco Usage, Stress Management, Violence/Bullying Prevention, Developing Healthy Communication Skills, and Identifying Support Systems for children in the neighborhood. Additional NCTH activities include Behavioral Health, Drug and Alcohol counseling and WIC. These activities align with the PPN as they provide family and community education and services to children in the neighborhood.

NCH serves, as a child focused, family centered, community supported, culturally reference comprehensive child development program serving all children in the least restrictive environment that assures positive individual benefit, to increase the educational readiness and social competence of 3-5 year old children and their families. NCH will assist with the identification and incorporation of high-quality early-learning for young children, which is specifically intended to align standards, practices, strategies, and/or activities across the range of 3-5 years of age, so as to ensure that children in the neighborhood enter and successfully transition to kindergarten and early elementary grades demonstrating age-appropriate functioning across multiple domains. NCH can also assist with incorporating the following family and

community support programs into the continuum: early childhood nutrition, parent workshops; fatherhood activities; home-to-school activities; home visits; individual education plans for special needs children (as provided by the local public school); and involvement of parents in children's early education as classroom volunteers and substitutes. These activities align with the PPN early-learning portion of the continuum for both academic programs and family and community support services.

NCTE's vision is to assure that the citizens of the Northern Cheyenne reservation have access to acquiring a quality education and to assure student graduation from the school systems and post-secondary institutions they attend. The vision of the Higher Education Scholarship Program and the Job Training Program is to provide scholarships to Northern Cheyenne members to attend post-secondary or training programs to enhance their success in the world of work, to improve their livelihood and to become a contributing member of the Northern Cheyenne Tribe. The Johnson O'Malley program will provide supplemental education services to American Indians in the public school systems to assist students with funding that will keep them in school; improve attendance, reading and math scores; provide for parent involvement, cultural programs, student training and leadership in the schools; and assure students have educational materials for their classes. These activities align with the PPN as they help build the pipeline of academic program services and supports for children K-college-career.

APS' vision is to prepare today's students for tomorrow's challenges. APS activities include K-8 education, including special needs education, and outreach efforts to parents/guardians for involvement in their students' education. These activities align with the PPN K-8 portion of the continuum for both academic programs and family and community support services.

CPS's vision is realizing that children are our greatest natural resource and with the support of the community, CPS will foster an environment where teachers can be inspired educators and students can become passionate life-long learners. CPS' theory of change relates to the process or result of making AYP, thus the District has selected Response to Instructional/Intervention (RtI) as the process to affect change in the manner that student academic and behavioral needs are addressed. CPS' theory of action is to continue to improve reading and math scores by utilizing scientifically and evidence-based core programs and best practices to increase proficiency in K-12 levels. CPS' existing activities include K-12 academic programs; policies and personnel that ensure high-quality teaching; dual enrollment offerings with CDKC; partnerships with local businesses for internships; partnership with Colstrip Park and Recreation District so students have free access to fitness facilities; Annual Positive Choice Conference for middle schools students; a mini-bank to encourage all students to put away a savings; and a computer lab for 21st Century Learning. These activities align with PPN as they help strengthen the K-college-career section of the pipeline.

LDPS believes that our children are our most important resource and must be educated to compete in a global society combining the advance resources of high technology and the traditional Northern Cheyenne values of cooperation and respect. LDPS will strive for student empowerment through all aspects of our educational programs. The ultimate goal of the District is to provide every student the opportunity to achieve academic excellence. LDPS activities will include developing and increasing teacher and school leader effectiveness; rigorous, transparent, and equitable evaluation systems for teachers and principals; a reward system for schools leaders, teacher and other staff have increased student achievement and graduation rates; and ongoing high-quality job-embedded professional development through the "Transformation

Model” according to the School Improvement Grant (SIG) awarded through Montana’s State Education Agency, Office of Public Instruction. These activities align with the PPN in creating school-wide and policy-level change for children’s academic achievement in the neighborhood.

NCTS envisions a worldwide community that is free from prejudice and one in which each individual and culture is valued for its unique abilities, traditions and strengths while students fulfill their responsibility as a member of society. The mission of NCTS is to provide students with opportunities to excel academically, physically, spiritually and socially by expanding curriculum and activities, increasing community involvement and integrating culture in the school environment. NCTS activities include K-12 education, including special needs education and alternative paths to a high school diploma and outreach efforts for parent/family involvement in their students’ education. These activities align with the PPN in building the highest-quality K-12 pipeline of academic programs for children in the neighborhood and family support of each child’s education.

SLISEA’ vision is: “Educating for life.” SLISEA’ mission is to proclaim the Gospel of Jesus Christ according to Catholic tradition by providing quality education, which celebrates our Catholic faith and embraces Native American cultures, primarily the Northern Cheyenne and Crow Tribes, so that Native American individuals and communities of southeastern Montana are empowered to attain self-sufficiency. SLISEA’ theory of change is that it will take a long-term commitment to effect the changes needed in our reservation communities - as long as two generations before these changes become a part of the culture of the communities that we serve. SLISEA’ theory of action is to first implement our goals and strategies in-house to demonstrate that it can be done and then to attempt to expand what has worked for us beyond our organization. SLISEA been engaged in many of the same types of programs and activities as the

Harlem Children's Zone for many years, including Pre-K-College-Career academic programs through the school, a high school internship program with local businesses, a college mentorship and scholarship program; and family and community supports through the Youth and Family Services department.

CoS' vision is pulling together and seeking common goals to academically prepare our students in the global economy. The mission of CoS is to successfully transition students from pre-school to high school into higher education or the workforce. Cos main activity includes organizing the LEA's in the neighborhood to meet regularly in order to establish common K-12 curriculum (including, Ready to Learn, Math, English/Communication Arts and Science), attendance, discipline/behavior, culture, and assessment policies and procedures for children in the neighborhood. CoS' activity aligns with the PPN in developing high-quality and common policies and procedures for the benefit each child's education who live in the neighborhood.

CDKC's vision is a prediction from a nineteenth century Northern Cheyenne leader, Chief Dull Knife, which states "We can no longer live the way we used to. We cannot move around no more the way we were brought up. We have to learn a new way of life. Let us ask for schools to be built in our country so that our children can go to these schools and learn this new way of life." It is the mission of CDKC to provide Northern Cheyenne culturally influenced education through quality life-long learning opportunities. CDKC's activities include building a "college-going culture" within each school in the neighborhood and dual enrollment opportunities through Montana State University (Bozeman and Billings) and University of Montana. These activities align with the PPN in developing and supporting a college-going culture; opportunities for children in the neighborhood to pursue a higher education; and preparation of children for a career.

NA's vision is to rebuild Native communities to be healthy and culturally sustainable. NA aims to bridge racial, socioeconomic and environmental barriers by empowering, challenging and educating people in order to protect the environment and the quality of life for future generations. NA's theory of change is that people want better lives for their children and will change their lifestyle to achieve this goal. NA's theory of change is an integrated action strategy that utilizes cultural organizing, education, networking and policy change. NA's activities include: (1) Annual Indian Sisterhood Gathering, where women develop priorities and change strategies, which has included successful work to enact the following unique Northern Cheyenne Tribal Laws on the Northern Cheyenne reservation: Domestic Violence Law, Sexual Assault Law, Traditional Burial Law and Uniform Commercial Code and will now be working on teenage suicide prevention (all the Sisterhood Gatherings are conducted with a diverse steering committee and held at the BGCNCN facility); (2) Youth Track is similar to the Sisterhood Gathering where students from all the local schools participate; (3) Intergenerational Mentorship Program; (4) Circle Lending Program; and (5) Conducting workshops where guest speakers talk in local schools and Tribal colleges, including Crow and Northern Cheyenne. NA has also played a key role in establishing the first public high school, which is the high school of LDPS, and bank, which the First Interstate Bank, on the Northern Cheyenne reservation. These activities align with the PPN in obtaining family and community level supports for the benefit of each child's education and healthy development who live in the neighborhood.

IHSNCSU, in partnership with the Northern Cheyenne Community, strives to raise their physical, mental, social and spiritual health to the highest level using the principles of the "patient comes first" with a focus on health care and health promotion, in a culturally sensitive manner while empowering the individual. IHSNCSU activities include family and community

support programs, such as primary, pediatric, physical therapy, eye, and dental care for children and families in the neighborhood. These activities align with the PPN in leveraging and improving the family and community supports in the continuum for each child's healthy development.

NCTHA is committed to providing quality, safe, and affordable housing services to eligible Northern Cheyenne tribal families living on tribal lands. The goals of NCTHA are to maintain the current assisted housing stock; develop the infrastructure along with more affordable homes for Northern Cheyenne tribal members; provide housing management services to residents; and to provide the residents with a safe and decent living environment. NCTHA activities include family and community support programs, such as home-buyer education classes, low-rent housing and drug and alcohol abstinence activities for youth. These activities align with the PPN in leveraging and improving quality and available housing for families (subsequently children) and drug/alcohol abstinence activities for children, on the Northern Cheyenne reservation.

VI: GOVERNANCE STRUCTURE OF PROPOSED PROMISE NEIGHBORHOOD

The governance structure of the PPN consists of the Board of the BGCNCN as the governing Board (GB); the Chief Professional Officer (CPO); an Advisory/Working Board (AWB); the Project Director (PD), and six (6) Advisory Groups (AGs). All members of the BGCNCN Board are residents of the GATBS. The GB of the PPN will provide guidance, oversight and final decisions on direction of the PNPG that would significantly impact or shift the BGCNCN on an institutional level. The GB may also provide advice on the continuum of solutions, as many of the members are the designated representatives of their respective partner organizations on the PNPG. Directly under the GB is the CPO, who will fulfill BGCNCN's

institutional supervisory protocol to the Project Director. The AWB will be comprised of one representative from each of the partner organizations, with each LEA guaranteed one space on the Board, but is not to exceed eleven (11) partner representatives; one youth leader (age 14-17); one elder (55 and older); and the PD. The AWB is charged with providing advice, support, assistance, and active partnership to the PD in regards to fulfilling the Planning Grant Activities (PGAs) (as defined in this MOU) and attending all AWB meetings. The AWB will provide advice and input on the continuum of solutions directly to the PD via AWB and individual meetings. The PD will be responsible for ensuring all PGAs and requirements are adequately met and fulfilled. The PD will supervise and ensure the successful fulfillment of activities and progress performed by any staff, contractors or consultants working on any PGA's and/or related activities. The PD will organize the date, time, place and any other logistics related to convening AG meetings and will attend all AG meetings. Six AGs will be formed for each district or town within the GATBS, which includes Ashland, Birney, Busby, Colstrip, Muddy Cluster and Lane Deer, Montana. Membership to and participation in each AG is open to all community members within their respective communities. Each AG is charged with representing their community's interests, opinions and priorities for the PPN. Residents of the GATBS will have active participation in the BGCNCN's PPN decision-making via attendance and input at AG meetings in their respective community and at public AWB meetings and in individual meetings with AWB members and/or the PD.

VI: DEFINITIONS

Community of Practice: is a group of grantees that agrees to interact regularly to solve a persistent problem or improve practice in an area that is important to them and the success of their project.

Geographic Area to Be Served: is defined as the territorial boundaries of the Northern Cheyenne Reservation and town limits of Colstrip and Ashland, Montana.

Partners: are community-based organizations, tribal government-based entities or programs or local education agencies (LEA) that are located within the GATBS and partner with the BGCNCN on planning and implementing the PPN.

Planning Grant Activities: are the necessary activities that will take place over the Planning Grant Year that will fulfill the Promise Neighborhoods grant agreement. These activities include, but are not limited to:

- Conducting a comprehensive needs assessment of children among the cradle-through-college-to-career continuum that builds on the BGCNCN's statement of need and includes data for academic and family and community support indicators for children in the Promise Neighborhood.
- Conducting a segmentation analysis of the needs in the Promise Neighborhood to better target solutions for children in the Promise Neighborhood.
- Developing a plan to deliver the continuum of solutions that addresses the challenges and gaps identified through the needs assessment and segmentation analysis.
- Working with public and private agencies, organizations and individuals to gather and leverage resources needed to support the financial sustainability of the plan and will identify the sources and amounts of current Federal, State and local funds (including public and private) that can be used for the project.
- Identifying strategies for building upon and leveraging high-quality academic programs and family and community supports; existing and anticipated Federal resources; and existing

and anticipated investments in neighborhoods revitalization effort and similar place-based initiatives funded by other Federal agencies.

- Building community support for involvement in the development of the plan, which includes establishing outcomes for children in the Promise neighborhood that are communicated and analyzed on an on-going basis by leaders and members of the Promise Neighborhood.
- Obtaining commitments from partners to work long-term to implement the plan, help ensure continued programmatic success of the plan and develop a strategy to hold partners accountable for meeting performance goals and milestones.
- Developing and establishing a longitudinal data management system for all academic and family and community support indicators.
- Working with a national evaluator for Promise Neighborhoods to ensure the project design and data collection plan allow for a rigorous evaluation.
- Participating in a community of practice (as defined in this MOU).

Planning Grant Year: is defined as September 2010 through September 2011.

Proposed Promise Neighborhood: is a comprehensive strategy, that the BGCNCN will develop in partnership LEA's, schools, community organizations and members (youth, adults, and elders) and families, to child development and education that will be designed during the PGY to ensure children, who live within the GATBS, have access to a continuum of cradle-through-college-to-career solutions that are linked and integrated seamlessly, with strong schools at the center, and will support their academic achievement, healthy development and college and career success.

VIII: BGCNCN CONTACT

Geri Small

Chief Professional Officer

Boys & Girls Club of the Northern Cheyenne Nation

P.O. Box 309

Lame Deer, MT 59043

(406) 477-6654

Email: gerismall@yahoo.com

IX: EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of the BGCNCN and each partner’s authorized officials. At this time, these authorized officials will also be the point of contact for the Proposed Promise Neighborhood, or they shall designate a point of contact in their place and notify the BGCNCN of the new point of contact. It shall be in force from September 1, 2010 to September 30, 2011 contingent upon award selection. The BGCNCN and partners indicate agreement with this Preliminary MOU by their signatures.

_____		_____	
Signature	Date	Signature	Date
<i>Geri Small</i>		<i>Leroy Spang</i>	
Chief Professional Officer		President	
Boys & Girls Club-Northern Cheyenne Nation		Northern Cheyenne Tribal Government	

Signature	Date
<i>John Robinson</i>	
Chief Judge	
Northern Cheyenne Court	

Signature	Date
<i>David Roundstone</i>	
Executive Health Manager	
Northern Cheyenne Tribal Health	

Signature	Date
<i>Clyde Wolf Black</i>	
Director	
Northern Cheyenne Headstart	

Signature	Date
<i>Norma Bixby</i>	
Director	
Northern Cheyenne Tribal Education	

Signature	Date
<i>Matt Kleinsasser</i>	
Superintendent	
Ashland Public Schools	

Signature	Date
<i>Dan Schmidt</i>	
Superintendent	
Colstrip Public Schools	

Signature	Date
<i>Bryan Kott</i>	
Superintendent	
Lame Deer Public Schools	

Signature	Date
<i>Elberta Monroe</i>	
Superintendent	
Northern Cheyenne Tribal Schools	

Signature	Date
<i>Curtis Yarlott</i>	
Executive Director & President	
St. Labre Indian School Educational Assoc.	

Signature	Date
<i>Dr. Richard Littlebear</i>	
President/Chairman	
Chief Dull Knife College/Circle of Schools	

Signature	Date
<i>Gail Small</i>	
Executive Director	
Native Action	

Signature	Date
<i>Pam Meyer</i>	
Acting CEO	
IHS- Northern Cheyenne Service Unit	

Signature	Date
<i>Lafe Haugen</i>	
Executive Director	
Northern Cheyenne Tribal Housing Authority	