

**BOYS & GIRLS CLUB OF THE NORTHERN CHEYENNE NATION (BGCNCN)**  
**PROMISE NEIGHBORHOODS PLANNING GRANT APPLICATION**

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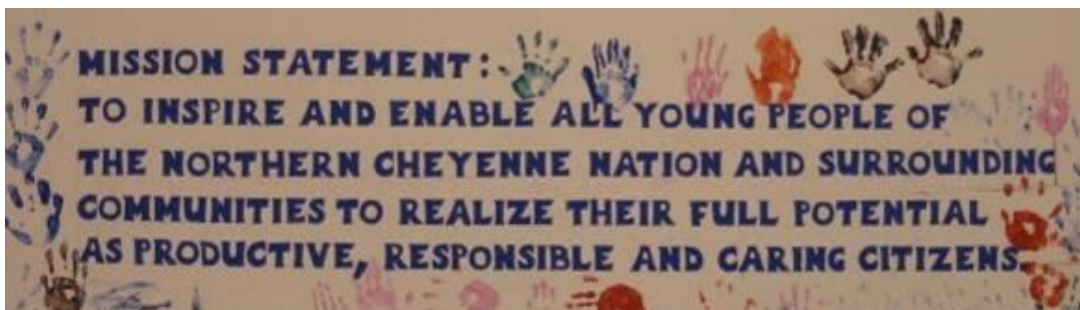
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## I. NEED FOR PROJECT

### A: Description of Neighborhood & Level of Distress

The Boys & Girls Club of the Northern Cheyenne Nation (BGCNCN), like the Harlem Children's Zone, is committed to doing "whatever it takes" to improve the odds of all our children moving successfully from cradle-to-college-through-career. The BGCNCN supports systemic, collaborative, strengths-based and culturally appropriate approaches to helping all young people of our Reservation, and surrounding communities of Colstrip and Ashland, Montana (henceforth referred to as the Neighborhood), realize their full potential (see image 1).



*Image 1: The Club's Mission Statement*

With nearly 50% of the population of the Northern Cheyenne Reservation being aged 19 years or younger, and with similarly large youth populations in the surrounding communities, a collective approach towards youth development is critically important for the present and future conditions of the Neighborhood.<sup>1</sup> As this grant application will demonstrate, the BGCNCN is uniquely placed to work in partnership with the Northern Cheyenne Tribal Government (we are applying for this grant under Priority 3) and lead a coalition of local schools, educational programs, and youth\community development agencies in planning for, and delivering, a continuum of services for our young people that is aimed at improving academic performance.

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<sup>1</sup> Based on U. S. Bureau of the Census, Census 2000 statistics

Forming a Promise Neighborhood will help build capacity both on and off the Reservation to provide, improve, and expand services for the youth in our region. In regards to the academic performance of the Neighborhood youth, it will help break down some of the barriers between service providers, as well as between communities.

The BGCNCN approach will also involve new strategies for improving youth academic performance in our area, including greater emphasis on addressing “out of school” barriers including:

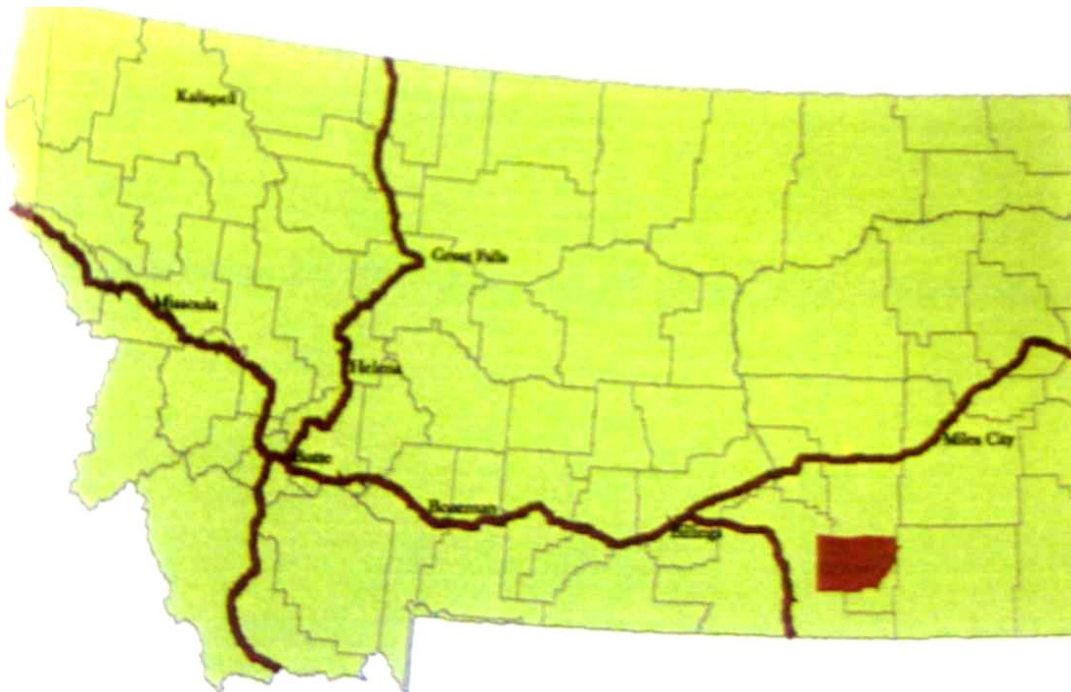
- appropriate housing and homework environments
- access to nutritious diet
- opportunities for physical activity (including walking and cycling to schools and/or out-of-school activities,)
- opportunities for active learning (including service-learning and travel-based learning)
- access to computer and/or handheld technology for learning
- positive adult role models – including recent high school, college and/or post-secondary training graduates
- meaningful local employment during and after completing school.

BGCNCN recognizes the potential to build from an existing consortium of schools in the area, the *Circle of Schools* initiative led by Chief Dull Knife College, to help define the Promise Neighborhood and sustain efforts over a long period of time. The BGCNCN also recognizes the potential of its work to serve as a model for other American Indian communities, as well as the possibility of eventually “scaling up” its efforts. These efforts will include work with communities on the neighboring Crow Reservation, where some of our key partners (eg. St. Labre Indian School and Chief Dull Knife College) have a strong presence or connections. For

now, however, The BGCNCN is defining the Promise Neighborhood as the Northern Cheyenne Reservation and the neighboring communities of Ashland and Colstrip.

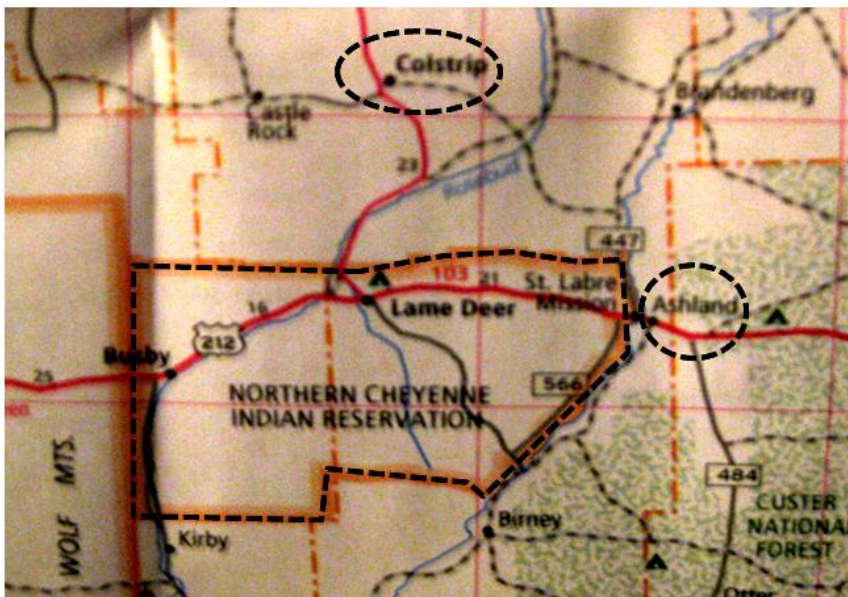
***A. Description of Neighborhood and Level of Distress***

The Northern Cheyenne Tribe occupies a small reservation located in southeastern Montana (see image 2). The eastern portion of the Reservation lies in Rosebud County, and the western portion is in Big Horn County. The much larger Crow Reservation borders the Northern Cheyenne lands to the west, while the Tongue River forms the Northern Cheyenne Reservation’s eastern boundary. In all, the Reservation encompasses approximately 444,775 acres (approximately 699 square miles). Additionally, the Tribe owns tracts of unpopulated land just south of the Reservation in Montana, as well as near the sacred Bear Butte in South Dakota.



*Image 2: Northern Cheyenne Reservation (in red) in Southeastern Montana*

The enrolled membership of the Northern Cheyenne Tribe is approximately 9,718 people, of which nearly half reside on the Reservation.<sup>2</sup> Many of the youth involved with the BGCNCN reside, attend school, and/or are employed off of the Reservation in the neighboring communities of Ashland to the east and Colstrip to the north. These three communities are strongly interconnected and share similar challenges, and so the BGCNCN is defining the Promise Neighborhood as including the geographic areas and populations of the Northern Cheyenne Reservation (Montana part), Ashland Census Designated Place (CDP) and Colstrip city (see image 3).<sup>3</sup>



*Image 3: Our Promise Neighborhood will initially include the Northern Cheyenne Reservation and the neighboring communities of Colstrip and Ashland*

Although there are challenges in defining such a relatively large geographic expanse as the “neighborhood” (it is approximately 23 miles from the main Reservation community of Lame

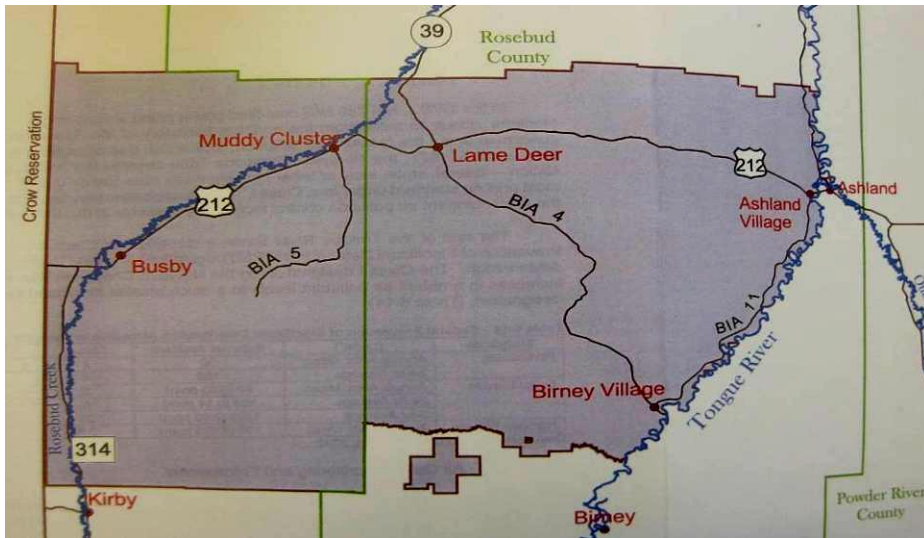
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<sup>2</sup> Based on Tribal enrollment and U.S. Bureau of the Census, Census 2000 statistics

<sup>3</sup> As defined by U. S. Bureau of the Census, Census 2000

Deer to either Ashland or Colstrip), the BGCNCN is confident in its ability to include the approximately 2,166 households and approximately 2,933 young people under the age of 18 currently residing in the Promise Neighborhood in its planning and efforts.<sup>4</sup> The BGCNCN believes that, in order to create positive systemic change for the majority of our young people, this is the minimum area and population that we must target.

The BGCNCN is sure of its capacity to reach this area and population, with the understanding that our coalition includes the main institutions serving children and young people in these communities (see Section IV: PROJECT PERSONNEL), and also the knowledge that the majority of residents in the Promise Neighborhood are based in the Reservation settlements of Lame Deer, Muddy Cluster, Ashland Village, Busby and Birney Village (see image 4).



*Image 4: Main settlements on the Northern Cheyenne Reservation*

Despite the cultural, economic, and racial differences separating our Reservation settlements from the neighboring communities of Ashland and Colstrip, there are similar challenges facing youth and community development across these three area that must be addressed collaboratively.

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<sup>4</sup> Based on U. S. Bureau of the Census, Census 2000 statistics

## **Demographic Profile**

The proposed Promise Neighborhood has a total population of approximately 7,280 residents, comprised of approximately 4,470 living on the Northern Cheyenne Reservation, 464 in Ashland CDP and 2,346 in Colstrip city. Approximately 47% of the population of the Reservation is aged 19 or younger, as compared with 44% of the population of Ashland CDP, and 37% of the population of Colstrip city.<sup>5</sup> The median age of residents of the Northern Cheyenne Reservation is 22.7 years, as compared with 24 years in Ashland CDP, and 35 years in Colstrip city.

In regards to race, approximately 90% of residents of the Reservation identify themselves as American Indian (one race), as compared with 75% of residents of Ashland CDP, and 11% of residents of Colstrip city. The majority of other residents of the Reservation, Ashland CDP, and Colstrip city identify themselves as White (one race). In addition, the majority of households report speaking only English at home; it can be assumed that, particularly on the Reservation and in Ashland, the other main language spoken at home is Cheyenne.<sup>6</sup>

On the Reservation, average household size is 3.75, as compared with 3.07 in Ashland CDP and 2.84 in Colstrip city. In addition, the percent of family households with a female householder and no husband present is approximately 25% on the Reservation, as compared with 22% in Ashland CDP and 12% in Colstrip city.<sup>7</sup> The table below (table 1) provides a compilation of some of the main demographic characteristics of the Promise Neighborhood.

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<sup>5</sup> Based on U. S. Bureau of the Census, Census 2000 statistics

<sup>6</sup> Based on U. S. Bureau of the Census, Census 2000 statistics

<sup>7</sup> Based on U. S. Bureau of the Census, Census 2000 statistics

Table 1: Demographic Profile (based on U. S. Bureau of the Census, Census 2000 statistics)

	<b>Northern Cheyenne Res.</b>	<b>Ashland CDP</b>	<b>Colstrip city</b>	<b>U. S.</b>
Total population	4,470	464	2,346	281,421,906
Median age (years)	22.7	24	35	35.3
% aged 19 years or younger	Approx. 47%	Approx. 44%	Approx. 37%	Approx 29%
% American Indian (one race)	Approx. 90%	Approx. 75%	Approx. 11%	Approx. 1%
% White (one race)	Approx. 8%	Approx. 21%	Approx. 11%	Approx. 75%
English only spoken at home	Approx. 73%	Approx. 84%	Approx. 93%	Approx. 82%
Average household size	3.73	3.07	2.84	2.59
% of family households w/ female householder- no husband present	Approx. 25%	Approx. 22%	Approx. 10%	Approx 12%



In summary, the proposed Promise Neighborhood has a high percentage of residents aged 19 years or younger, a high percentage of American Indian residents, and household sizes above the national average. The Promise Neighborhood also has a high percentage of single parent families – one of many indicators of our Promise Neighborhood’s level of need.

### **Socioeconomic Indicators of Need**

It is no secret that American Indian communities, as well as rural communities, often face extreme socioeconomic hardship. Across the Promise Neighborhood, child poverty is a major concern, with per capita income ranging from approximately \$7,736 for the Reservation to approximately \$9,577 for Ashland CDP and approximately \$20,336 for Colstrip. Research suggests that, on average, families need an income of roughly twice the federal poverty level in order to meet the most basic needs.<sup>8</sup>

According to the U. S. Census Bureau, approximately 10% of the population of the Reservation 16 years and over in the labor force is unemployed, compared with 8% in Ashland CDP and 3% in Colstrip. In addition, other measures indicate an unemployment rate on the Reservation varying from 60% to 75%.<sup>9</sup> Many residents of the Reservation engage in seasonal work only (mainly firefighting in the summers). The other main

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<sup>8</sup> “Montana Demographics of Poor Children,” National Centre for Children in Poverty.

Accessed 5 June 2010 from [www.nccp.org/profiles/MT\\_profile\\_7.html](http://www.nccp.org/profiles/MT_profile_7.html)

<sup>9</sup> “Final Report of the State-Tribal Relations Committee.” State of Montana Legislative Services.

Accessed 6 June 2010 from

[http://leg.mt.gov/content/publications/committees/interim/2003\\_2004/st\\_trib\\_rel/final\\_report.pdf](http://leg.mt.gov/content/publications/committees/interim/2003_2004/st_trib_rel/final_report.pdf)

employers on the Reservation, and in the surrounding area, include federal government, tribal government, St. Labre Indian Catholic School, Western Energy Company, PP&L Montana, and public schools.

In terms of housing, approximately 11% of the population of the Reservation and 5% of Ashland CDP contend with “severely crowded” housing conditions (based on per room occupancy). In addition, approximately 4% of Reservation residents and 6% of residents of Ashland CDP lack complete plumbing facilities and kitchen facilities at home.<sup>10</sup> The table below (table 2) provides a compilation of these, as well as other indicators of socioeconomic distress.

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<sup>10</sup> Based on U. S. Bureau of the Census, Census 2000 statistics

Table 2: Indicators of Socioeconomic Need (based on U. S. Bureau of the Census, Census 2000 statistics)

	<b>Northern Cheyenne Res.</b>	<b>Ashland CDP</b>	<b>Colstrip city</b>	<b>U. S.</b>
Per capita income (1999)	\$7,736	\$9,577	\$20,336	\$21,587
% unemployed (of pop. 16 years+ in labor force)	Approx. 10%	Approx. 8%	Approx. 3%	Approx. 4%
% of families in poverty	Approx. 46%	Approx. 31%	Approx. 7%	Approx. 16%
% of residents with “severely crowded” housing conditions	Approx. 11%	Approx. 5%	Approx. 1%	Approx. 3%
% vacant housing units	Approx. 10%	Approx. 19%	Approx. 12%	Approx. 9%
% households lacking complete plumbing and kitchen facilities	Approx. 3.5%	Approx. 5.8%	N/A	Approx. 0.6%

These statistics indicate a Promise Neighborhood with high levels of unemployment and child poverty (in Montana, 45% of American Indian children live in poor families).<sup>11</sup> They also indicate a Promise Neighborhood with a disproportionate share of substandard housing, particularly on the Reservation and in Ashland.

### **Educational Attainment**

In the Promise Neighborhood, educational attainment is extremely low and is linked to local poverty. The percent of the population of the Reservation aged 25 years and over with less than a high school diploma or equivalent is approximately 25%, compared with 16% in Ashland CDP and 9% in Colstrip city. In addition, the percent of the population of the Reservation aged 25 years and over with less than a bachelor's degree is approximately 86%, compared with 67% in Ashland CDP and 75% in Colstrip city.<sup>12</sup> These statistics indicate a Promise Neighborhood where a “college-going” culture is not present.

### **Performance of Promise Neighborhood Schools / Educational Programs**

Our Promise Neighborhood is currently served by the following schools and educational programs:

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<sup>11</sup> “Montana Demographics of Poor Children,” National Centre for Children in Poverty.

Accessed 5 June 2010 from [www.nccp.org/profiles/MT\\_profile\\_7.html](http://www.nccp.org/profiles/MT_profile_7.html)

<sup>12</sup> Based on U. S. Bureau of the Census, Census 2000 statistics

- Northern Cheyenne Headstar
- Lame Deer Public Schools
- Northern Cheyenne Tribal Schools
- Liberty Christian Academy
- St Labre Indian Catholic School
- Ashland Public Schools
- Colstrip Public Schools
- Chief Dull Knife College.

These institutions currently collaborate via a local *Circle of Schools* initiative led by Chief Dull Knife College and aimed at increasing k-12 academic performance – particularly, in reading and math. Individually, these schools and educational programs will partner with the BGCNCN in establishing a Promise Neighborhood. The table below (table 3) provides more details about their current performance. Please note that the table includes performance indicators that will be important to utilize in the Promise Neighborhood planning and activities, but currently have not yet been measured.

Table 3: Performance of Promise Neighborhood Partner Schools / Educational Programs

	<b>Head start</b>	<b>Lame Deer Public Schools</b>	<b>Northern Cheyenne Tribal School</b>	<b>Liberty Christian Academy</b>	<b>St. Labre Indian Catholic Schools</b>	<b>Ashland Public Schools</b>	<b>Colstrip Public Schools</b>	<b>Chief Dull Knife College</b>
<b>Levels of Instruction</b>	Pre-K	K-12 (including daycare for teen parents)	K-12	1-12	Pre-12	K-8	K-12	Accredited Post-secondary, leading to an Associate Degree. (Dual Enrollment with MSU)

	<b>Head start</b>	<b>Lame Deer Public Schools</b>	<b>Northern Cheyenne Tribal School</b>	<b>Liberty Christian Academy</b>	<b>St. Labre Indian Catholic Schools</b>	<b>Ashland Public Schools</b>	<b>Colstrip Public Schools</b>	<b>Chief Dull Knife College</b>
<b>Approximate enrollment</b>	171	555	180	11	550  (including two campuses on Crow Reservation)	42	610	141
<b>Location</b>	One campus in Lame Deer	Two campuses in Lame Deer	One campus in Busby	One campus in Lame Deer	One campus in Ashland, two on Crow Reservation	One campus in Ashland	Three campuses in Colstrip: K-5, 6-8, and 9-12	One campus in Lame Deer
<b>Graduation Rate for 2010</b>	N/A	92% for 8 <sup>th</sup> grade	80%	100%	100%	N/A	94%	N/A

	<b>Head start</b>	<b>Lame Deer Public Schools</b>	<b>Northern Cheyenne Tribal School</b>	<b>Liberty Christian Academy</b>	<b>St. Labre Indian Catholic Schools</b>	<b>Ashland Public Schools</b>	<b>Colstrip Public Schools</b>	<b>Chief Dull Knife College</b>
<b>(if applicable)</b>		86% for high school						
<b>Teacher / principal turnover rate</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Student absenteeism (esp. in grades 6, 7, 8 and 9).</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Student mobility rates (particularly</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A



	<b>Head start</b>	<b>Lame Deer Public Schools</b>	<b>Northern Cheyenne Tribal School</b>	<b>Liberty Christian Academy</b>	<b>St. Labre Indian Catholic Schools</b>	<b>Ashland Public Schools</b>	<b>Colstrip Public Schools</b>	<b>Chief Dull Knife College</b>
<b>at a high school level) - as well as main reason for mobility</b>								
<b>No Child Left Behind Adequate Yearly Progress (AYP) – 2009</b>	N/A	No (all levels)	N/A	N/A	N/A	No	Yes – high school and middle school  No – elementary school	N/A

	<b>Head start</b>	<b>Lame Deer Public Schools</b>	<b>Northern Cheyenne Tribal School</b>	<b>Liberty Christian Academy</b>	<b>St. Labre Indian Catholic Schools</b>	<b>Ashland Public Schools</b>	<b>Colstrip Public Schools</b>	<b>Chief Dull Knife College</b>
<b>Students qualifying for free or reduced-price lunches</b>	N/A	93%	N/A	N/A	N/A	88%	12%	N/A
<b>Students with special education status</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Percentile reading / percentile</b>	N/A	Grade 10: 18% / 3%  Grade 7:	N/A	N/A	N/A	N/A	Grade 10: 85% / 65%  Grade 7:	N/A

	<b>Head start</b>	<b>Lame Deer Public Schools</b>	<b>Northern Cheyenne Tribal School</b>	<b>Liberty Christian Academy</b>	<b>St. Labre Indian Catholic Schools</b>	<b>Ashland Public Schools</b>	<b>Colstrip Public Schools</b>	<b>Chief Dull Knife College</b>
<b>math (CRT 2009)</b>		43% / 13%  Grade 3:  61% / 37%					94% / 74%  Grade 3:  86% / 67%	
<b>SAT / ACT scores</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Average classroom size</b>	N/A	11 students  for every  full time  teacher	N/A	6 students  for every  full time  teacher	10 students  for every full  time teacher	9 students  for every  full time  teacher	12 students  for every  full time  teacher	N/A
<b>American Indian / White</b>	N/A	99% / 1%	N/A	82% / 18%	94% / 5%	83% / 14%	27% / 69%	N/A

	<b>Head start</b>	<b>Lame Deer Public Schools</b>	<b>Northern Cheyenne Tribal School</b>	<b>Liberty Christian Academy</b>	<b>St. Labre Indian Catholic Schools</b>	<b>Ashland Public Schools</b>	<b>Colstrip Public Schools</b>	<b>Chief Dull Knife College</b>
<b>high school graduates going on to earn a post- secondary degree</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Summary</b>	N/A	Lowest performing	Low performing	N/A	Low performing	Low performing	Low performing	N/A

## **Community Health and Wellness**

Drug and alcohol abuse, including high rates of methamphetamine addiction, is prevalent in the Promise Neighborhood, and it appears to be linked to poor economic factors, as opposed to race.<sup>13</sup> Across Montana, a high percentage of teens engage in binge drinking, as well as driving while under the influence – well above national averages.<sup>14</sup> In addition, in 2008, approximately 15 of every 1000 adults in Rosebud County were in state-supported Alcohol and/or Other Drug (AOD) treatment programs – well above the state average.<sup>15</sup>

In Rosebud County, the mean age of death for American Indians is 57 years, or 19 years less than the mean age of death for Whites. Leading causes of death for all residents of Rosebud County include cancer, heart disease, and accidents. Rosebud County also experiences high rates of suicide.<sup>16</sup> The adolescent suicide rate (ages 10 – 19 years) for Montana is nearly double the national average, as is the overall adolescent death rate and the unintentional injury adolescent

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<sup>13</sup> Sharette, Maxine. 2001. “Links to Poverty.” The Prevention Connection Newsletter, Vol. V, Issue 3 (fall 2001): 1. Helena, Montana: The Montana Prevention Resources Centre and the Montana Department of Health and Human Services

<sup>14</sup> “The State of Adolescent Health Montana 2007.” Montana Department of Health and Human Services. Accessed 6 June 2010 from <http://www.dphhs.mt.gov/PHSD/family-health/adolescent-health/AdolescentHealth.shtml>

<sup>15</sup> Based on “Montana Social Indicators 2008.” Montana Government Prevention Resource Centre. Accessed 6 June 2010 from <http://prevention.state.mt.us/pna/2008.asp>

<sup>16</sup> “Rosebud County Health Profile 2009.” Montana Department of Public Health and Human Services. Accessed 6 June from <http://dphhs.mt.gov/PHSD/>

death rate. In addition, a high percentage of Montana teens indicate carrying a weapon at school.<sup>17</sup>

In regards to diet and health, Montana American Indians' prevalence of obesity is almost twice that of all Montana and US adults. In addition, American Indians in Montana experience higher age-adjusted mortality rates from cardiovascular disease than non-Indians, as well as reporting a diabetes rate three times more frequent than non-Indians.<sup>18</sup> Because poverty and unemployment rates are so high in the Promise Neighborhood, a large percentage of residents receive some type of food support via food stamps and commodities. The high rate of seasonal employment, as well as high food prices on the Reservation, increases levels of food insecurity and nutritional risk in the Promise Neighborhood.<sup>19</sup>

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<sup>17</sup> "The State of Adolescent Health Montana 2007." Montana Department of Health and Human Services. Accessed 6 June 2010 from [www.dphhs.mt.gov/PHSD/family-health/adolescent-health/AdolescentHealth.shtml](http://www.dphhs.mt.gov/PHSD/family-health/adolescent-health/AdolescentHealth.shtml)

<sup>18</sup> "The Burden of Heart Disease and Stroke in the Big Sky State." Montana Department of Health and Human Services. Accessed 6 June 2010 from [http://www.dphhs.mt.gov/PHSD/cardiovascular/pdf/146192LR\\_000.pdf](http://www.dphhs.mt.gov/PHSD/cardiovascular/pdf/146192LR_000.pdf)

<sup>19</sup> "Access to Food Assistance Programs Among Northern Cheyenne Families>." USDA. Accessed 6 June 2010 from [/www.ers.usda.gov/Briefing/FoodNutritionAssistance/Funding/RIDGEprojectSummary.asp?Summary\\_ID=72](http://www.ers.usda.gov/Briefing/FoodNutritionAssistance/Funding/RIDGEprojectSummary.asp?Summary_ID=72)

In terms of health care, Rosebud County is recognized as a primary care, mental health care, and dental care Health Professional Shortage Area (HPSA). Approximately 47% of Rosebud County residents do not receive adequate prenatal care.<sup>20</sup> In addition, youth in our Promise Neighborhood frequently suffer from limited access to preventative care, such as regular check-ups or regular dental care.

Teen pregnancy is an issue in the Promise Neighborhood, with Rosebud County averaging approximately 76 pregnancies per every 1,000 females ages 15-19 per year – significantly higher than the state rate.<sup>21</sup> Approximately 171 of every 1000 children in Rosebud County do not live with their legal or guardians. In addition, approximately 14 of every 1000 children in Rosebud County are in state-supervised, family based foster care.<sup>22</sup> Additional young people are involved in Tribe-supervised foster care, including in situations where one or both parents are incarcerated.

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<sup>20</sup> “Rosebud County Health Profile 2009.” Montana Department of Public Health and Human Services. Accessed 6 June from <http://dphhs.mt.gov/PHSD/>

<sup>21</sup> “Trends in Teen Pregnancies and Their Outcomes in Montana.” Montana Department of Health and Human Services. Accessed 6 June 2010 from [www.dphhs.mt.gov/PHSD/family-health/mchc/phsd-mch-epi-index.shtml](http://www.dphhs.mt.gov/PHSD/family-health/mchc/phsd-mch-epi-index.shtml)

<sup>22</sup> Based on “Montana Social Indicators 2008.” Montana Government Prevention Resource Centre. Accessed 6 June 2010 from <http://prevention.state.mt.us/pna/2008.asp>

## **Crime**

In the Promise Neighborhood, the main juvenile offenses include intoxication, vandalism, theft, curfew violation and possession of drugs and alcohol. Child endangerment (in some cases involving youth as perpetrators) is also prevalent.

The Promise Neighborhood also includes a high number of registered sex offenders.<sup>23</sup> In the recent past, Northern Cheyenne were subject to sexual abuse from various perpetrators, including as attendees at religious-based Indian schools.

While at a county level, it appears that Rosebud County is below state crime rates, it is known that many of our young people are impacted by having family members incarcerated, as well as by their involvement in reported and unreported crime.<sup>24</sup> In preparing this grant, the BGCNCN is aware that more work needs to be done in working with our local police agencies to share crime statistics across communities in order to understand the factors with the greatest impact on our young people's academic performance.

## **Gaps, Weaknesses and Opportunities in Services and Infrastructure**

Based on a preliminary analysis of the Promise Neighborhood, it appears that there is a need for programs that address housing conditions in our Promise Neighborhood. It also appears that programs that address youth employment, specifically providing young people with year-round work opportunities that support career advancement and entrepreneurship, are needed. Such

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<sup>23</sup> As reported by local police agencies, and based on information accessed 6 June 2010 from [www.city-data.com/so/Montana.html](http://www.city-data.com/so/Montana.html)

<sup>24</sup> Based on Montana Government Prevention Resource Centre: Montana Social Indicators 2008. Accessed 6 June 2010 from <http://prevention.state.mt.us/pna/2008.asp>



programs could encourage greater academic achievement and desire for post-secondary training. In addition, there is most likely a need for programming to address issues of childhood malnutrition (from low birth weight and lack of appropriate pre-natal care to obesity in young adulthood), recognizing the links between diet, exercise, and academic performance.<sup>25</sup> There is also appears to be a need for more out-of-school programming to address issues of juvenile delinquency, as well as programming to support appropriate teen parenting.

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<sup>25</sup> “Fact Sheet: Nutrition, Physical Activity and Achievement Action for Healthy Kids.”

Accessed from: [www.sboh.wa.gov/Meetings/2003/10\\_15/documents/pmTab08-Factsheet.pdf](http://www.sboh.wa.gov/Meetings/2003/10_15/documents/pmTab08-Factsheet.pdf)

## **II: PROJECT DESIGN**

### **A: Description of how the BGCNCN Plans to Build the Continuum**

The Boys and Girls Club of the Northern Cheyenne Nation (BGCNCN) plans to build the continuum-of-cradle-through-college-to-career-solutions by conducting a comprehensive needs assessment of children in the neighborhood and segmentation analysis; active partnerships with the Northern Cheyenne Tribal Government, Court, appropriate Programs; Local Education Agencies (LEA's); Chief Dull Knife College (CDKC); other local non-profits and businesses; community members; by leveraging and creating high-quality academic program, family and community supports based on the comprehensive needs assessment and segmentation analysis; and identifying financial resources to sustain the continuum of solutions in the neighborhood.

The BGCNCN will conduct a comprehensive needs assessment and segmentation analysis to identify the needs of children in the neighborhood and gaps in existing resources and programs (including academic, family and community support indicators and programs). In addition, Shelly Valdez of Native Pathways, Inc. and Becky Carroll of Redwing Research, Inc. will provide guidance and consultation to Project staff to ensure that data is collected and analyzed in the most effective way. Ms. Valdez and Ms. Carroll have been in the field of evaluation and data collection for a combined total of thirty years and their demonstrated success will increase effective data collection and analysis with the Project. The BGCNCN will survey human subjects 0-25 years of age who live within the Neighborhood. Part of the target human subject population will be recruited through the childcare center, Headstart or school they attend. Those human subjects who cannot be accessed at either of the sites listed above will be recruited by door-to-door surveying at their home. The comprehensive needs assessment will be conducted through either a paper/electronic survey, individual interviews and/or group setting, as

appropriate, by the Project Director, Planning Coordinator and other trained surveyors from the Neighborhood. The consent procedures to be followed for the human subject population for ages 0-17 years of age will involve release forms that will be considered and signed by the parents/legal guardians of the child. Consent forms will be distributed to parents/legal guardians through the childcare center, Headstart or school their child attends. The Project staff will work closely with each of these institutions to ensure release/consent forms are obtained before each child is surveyed. The language used by the researchers and in the parent/legal guardian consent form will make it clear that consent is purely voluntary and will have no impact on the child's participation in any planning programs or BGCNCN activities. Furthermore, consent forms will also be administered for human subjects ages 18-25 years of age through door-to-door visits by Project staff. The language used by the Project Staff and in the consent form will make clear that consent is purely voluntary and will have no impact on youth or adults' ability to participate in the planning activities. An age- and developmentally-appropriate needs assessment will be utilized with each human subject (or parents/guardians in the case where children are too young to complete a survey).

The BGCNCN will perform a thorough review of the comprehensive needs assessment through the segmentation analysis to determine the children with the highest need and what their needs are. The segmentation analysis will allow Project staff to group and analyze data from the comprehensive needs assessment in a clear, coherent and unidentifiable way. The grouped and generalized data from the segmentation analysis will be made available to Advisory Board and Advisory Group Members in order to generate an inclusive, consistent, appropriate and comprehensive continuum of solutions in partnership with all partners. Ongoing consultation with partners will occur through an "Advisory/Working Board" (AWB), which will meet bi-

weekly throughout the grant year. Each partner will designate a representative to sit on the AWB and participate in all AWB meetings (the AWB is discussed in more detail in Section V: B: Description of Commitment BGCNCN Anticipates Receiving from Partners). The Project Director will also organize and participate in all AWB meetings to facilitate the development of the continuum of solutions in consultation with all partners. In addition, community involvement will be incorporated into the development and implementation of the continuum through “Advisory Groups.” An Advisory Group will be organized for each town within the Neighborhood, which includes, Ashland, Birney, Busby, Colstrip, Muddy Cluster and Lame Deer, Montana. The Advisory Groups are open to all community members. The Project Director will organize monthly Advisory Group meetings in each of these communities to obtain community input on the continuum of solutions. Community members will also be welcomed to visit with the Project Director one-on-one and to sit in on AWB meetings. Through the segmentation analysis, Advisory/Working Board and Advisory Group meetings, an appropriate continuum of solutions will be built from the “ground up” as the BGCNCN process will be driven by community involvement and input. Furthermore, this inclusive process of developing the continuum, will ensure that children in the neighborhood have family, community and institutionalized support for and access to the continuum.

Moving on, the BGCNCN plans to create a continuum of solutions that will shift the philosophy of the community, LEA’s, other organizations and institutions, and individuals towards one that embraces a holistic, interwoven and comprehensive approach to the development and education of children in the Neighborhood. From the start the BGCNCN will encourage and practice individual, family, community, program, and school level engagement with the thinking and meetings around developing a comprehensive continuum or pipeline of

cradle-to-college-through-career services for children in the neighborhood, which incorporates academic and family community support services. In doing so, the BGCNCN will serve as a facilitator, educator, source of inspiration and supporter for any neighborhood community member, family, child, program, and school who desires positive reform to child education and development through a comprehensive continuum of services. By serving as a facilitator and stimulus of “rethinking child education and development” in the Neighborhood, the BGCNCN will build individual, community, program and school level momentum that will appropriately and successfully affect positive change to child development and education at these levels. Consequently, the individual citizen, community, program and school level energy for and exemplary practice of a cradle-to-college-through-career pipeline comprised of academic and family community support services will inevitably manifest in local, tribal and State policies. Thus, not only will project indicators be improved for children through this process, but the way the community, institutions and individuals in the neighborhood and State perceive child development and education will be shifted to effectively support the holistic, long-term continuum of solutions regarding their children’s education and healthy development. Of course, shifts in individual, family, community, program, school, local, tribal and State levels will not occur overnight or even within a few years. Therefore, the BGCNCN commits to the long-term planning and implementation of a model continuum of solutions for the Northern Cheyenne Reservation, Colstrip and Ashland, Montana and the state.

Furthermore, the BGCNCN will propose solutions to the project indicators (as described in Section III: A: Description of Indicators to be Used for the Needs Assessment) that are based on the best available evidence through planning, executing and consulting the comprehensive needs assessment and segmentation analysis of Neighborhood residents ages 0-25 years of age.

Acquiring the most accurate and current needs and data of the Neighborhood (as based on project indicators) through the comprehensive needs assessment and segmentation analysis will provide the best available data for the development of the continuum of solutions. The access that the BGCNCN will formally establish Neighborhood LEA, program and organization longitudinal data systems will also provide the best available evidence for the continuum of solutions.

In addition, through the Proposed Promise Neighborhood, the BGCNCN will significantly support the improvement of Lame Deer Public Schools (LDPS), the persistently lowest-achieving school in the neighborhood, through a School Improvement Grant (SIG) awarded and supervised by Montana's Office of Public Instruction (OPI). Under the School Improvement Grant, LDPS will be implementing the "Transformation Model," which will require and support the following strategies for Lame Deer Public Schools:

- Develop and increase teacher and school leader effectiveness by:
  - Replacing Principal;
  - Implementing a new evaluation system (developed with staff and uses student growth as a significant factor);
  - Identifying and rewarding staff who are increasing student outcomes; support and then remove those who are not; and
  - Implementing strategies to recruit, place and retain staff
- Select and Implement a comprehensive instructional reform strategy by:
  - Selecting and implementing an instructional model based on student needs;
  - Providing job-embedded professional development designed to build capacity and support staff; and

- Ensuring continuous use of data to inform and differentiate instruction
- Increase learning time and create community-oriented schools by:
  - Providing increased learning time for staff and students;
  - Providing an ongoing mechanism for community and family engagement; and
  - Partnering to provide social-emotional and community-oriented services and supports
- Provide operating flexibility and sustained support by
  - Giving the school sufficient operating flexibility (including staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and
  - Ensuring that the school receives ongoing, intensive technical assistant and related support from the LDPS and OPI.

The BGCNCN plans on supporting Lane Deer Public Schools in the above activities to “transform” their schools to acquire better academic and developmental outcomes for children in the LDPS system. The BGCNCN will also include LDPS in the planning and implementation of the continuum of solutions as the SIG activities align suitably with the purpose of Promise Neighborhoods and the continuum that the BGCNCN will propose and implement in the Neighborhood. Lane Deer Public Schools will have guaranteed participation in the Advisory/Working Board (AWB), which will enable LDPS to offer their best practices and lessons learned with the SIG activities for the benefit of creating the most comprehensive continuum of solutions for Neighborhood children.

Additionally, the BGCNCN will significantly improve the following low-performing schools through the Proposed Promise Neighborhood:

- Ashland Public Schools (APS) (K-8)
- Colstrip Public Schools' (CPS) Pine Butte School (PBS) (K-5)
- Northern Cheyenne Tribal Schools (NCTS) (K-12)
- Saint Labre Indian Catholic Schools (SLICS) (Pre-K-12)

During the planning year, the BGCNCN will establish agreements and plans with each of the above low-performing schools to implement the continuum of solutions. The BGCNCN will work with each LEA to identify and implement ambitious, rigorous and comprehensive interventions to assist, augment, or replace their schools. This process may conclude with the implementation of one of the four school intervention models (turn around, restart, school closure or transformation) or another model of sufficient ambition, rigor, and comprehensiveness. Regardless of the model that is pursued by an LEA, each model or approach will significantly improve academic and other outcomes for students, which includes addressing the effectiveness of teachers and leaders and the school's use of time and resources, including increased learning time. The BGCNCN will work with and support each LEA identified above in their efforts to significantly improve their programs for children.

The BGCNCN will also support and sustain two effective schools in the Neighborhood through the Proposed Promise Neighborhood, which include:

- Colstrip Public Schools' Frank Brattin Middle School (6-8)
- Colstrip Public Schools' High School (9-12)

The BGCNCN plans to help support and sustain the above effective schools by providing academic programs that are developed in the continuum of solutions. The continuum's academic programs will be provided in a manner that will significantly enhance and expand current efforts to improve the academic outcomes of children in the Neighborhood. The BGCNCN will



establish a plan for implementation of the continuum's academic programs with each of the above effective schools.

As demonstrated above, the BGCNCN will be working in partnership with almost all LEA's in the Neighborhood, childcare centers and Headstarts. These LEA's and programs enroll the majority of students in the Neighborhood in their schools/programs. The BGCNCN was not able to obtain commitments from Liberty Christian Academy, which currently serves less than ten students, and Birney Day School, which currently serves four students, before submission of this application. However, the BGCNCN will approach these two schools again at the time of the award selection to determine whether or not they would like to participate in the development and implementation of the continuum. Children in the Neighborhood who do not attend the schools or programs that the BGCNCN will be partnering with in the first phase of planning and implementation will be served through the BGCNCN's plan to "scale up" its Promise Neighborhood (as described in Section V: A: Description of how the BGCNCN will Sustain and "Scale Up" Proposed Promise Neighborhood).

Furthermore, the BGCNCN will leverage and integrate existing high-quality programs in the neighborhood into the continuum of solutions through constant consultation with Superintendents, tribal and community-based Program Directors, community members, students, and other education experts from outside the community. The BGCNCN plans to establish a system of open, reciprocal communication with organizations, schools and programs that have demonstrated successful child educational and developmental outcomes through their programs and services. A part of this communication will be facilitated through the Advisory/Working Board (AWB) and individual communication with the Project Director. This open communication will also be established with individual community members in order to include

their experiences they had with neighborhood programs via Advisory Groups and individual communication with the Project Director. This open communication will allow BGCNCN access, while abiding by Federal State and other privacy laws, to each school's/programs' records, reports, curriculum, teachers, and coordinators in order to integrate high-quality programs effectively into the continuum. The BGCNCN also plans on hosting forums in partnership with field experts throughout the planning grant year around the following themes:

- Early Education
- Elementary Education
- Middle School Education
- High School Education
- College Education
- Early Career

At the heart of these forums will be community participation and dialogue around the above themes with facilitation by and consultation with field experts. These forums will allow community members to openly discuss what they want for their children's education in a safe setting that is facilitated by field experts. Together, Advisory/Working Boards, Advisory Groups, and education forums will provide the vehicle for active community participation in the planning of a continuum of solutions for children who live within the Northern Cheyenne Reservation and Colstrip and Ashland, Montana.

Lastly, the BGCNCN plans on identifying local, private and state financial resources to sustain the continuum of solutions in the Neighborhood. As an organization that relies upon private foundation dollars to upkeep the BGCNCN facility, staffing and programs, the BGCNCN possess the capability to identifying private monies to sustain the continuum. Furthermore,

during the planning year, the Project Director, Planning Coordinator and Chief Professional Officer will work together to identify local and state financial resources to sustain the continuum. Denise Juneau, Superintendent of Schools in Montana, has also committed to assisting the BGCNCN in identifying private dollars.

The Boys and Girls Club of the Northern Cheyenne Nation plans to build the continuum-of-cradle-through-college-to-career-solutions by conducting a comprehensive needs assessment of children in the Neighborhood and segmentation analysis; active partnerships with the Northern Cheyenne Tribal Government, Court, appropriate Programs; Local Education Agencies (LEA's); Chief Dull Knife College (CDKC); other local non-profits and businesses; community members; by leveraging and creating high-quality academic program, family and community supports based on the comprehensive needs assessment and segmentation analysis; and identifying financial resources to sustain the continuum of solutions in the neighborhood

## **B: Description of how the BGCNCN will Use Data**

The BGCNCN plans to use data to manage program implementation, inform decision-making, engage stakeholders and measure success. The BGCNCN will plan and implement a longitudinal data system that measures academic and family and community support indicators for all children in the neighborhood, as disaggregated by the following subgroups:

- 0-3 years of age (early learning)
- 4-5 years of age (Headstart/pre-school)
- 6-10 years of age (Elementary, K-4)
- 11-14 years of age (Middle School, 5-8)
- 15-17 years of age (High School)

- 18-25 years of age (college and career)
- Local Education Agencies
- Schools
- Gender
- Racial/Ethnic Group
- English Proficiency
- Migrant Status
- Students with Diagnosed Disabilities as Compared to Non-disabled Students
- Economically Disadvantaged Students as Compared to Students who are not Economically Disadvantaged

In order to achieve a longitudinal data system that is disaggregated by the above subgroups, the BGCNCN plans to purchase and set up a longitudinal data management system that can interface with multiple programs and software so as to maximize access to and downloading from each LEA's, organization, and programs data management system to the central longitudinal data management system, which will be housed and maintained at the BGCNCN, along with an external server for back-up purposes. The BGCNCN will adhere to all Federal, State and other privacy laws in the collection of data from partner organizations. The BGCNCN will also create a confidentiality agreement with each partner organization in order to minimize risk to their surveyed human subjects. In addition, the data that is collected from the comprehensive needs assessment will be uploaded and or entered into the longitudinal data system in a manner that is dependent upon on the method in which responses to the comprehensive needs assessment are collected (e.g. hand-written responses vs. electronic responses.). The BGCNCN plans to hire a full-time Data Management Specialist to collect data

and maintain the longitudinal data system. With oversight and support from the Project Director, the Data Management Specialist will work with each LEA, organization, program and evaluator to ensure all data from their systems are accurately and successfully uploaded to the longitudinal data system. The Data Management Specialist will also create a user account for Project Staff, researcher and evaluator who requires access to the longitudinal data system. All data access will adhere to all Federal, State and other privacy laws. Moreover, the Data Management Specialist will monitor and update the longitudinal data system regularly. Consequently, the BGCNCN will use data to manage program implementation, accurately inform decision-making, and engage stakeholders by ensuring all appropriate Project Staff and partners have access to the most-up-to-date data. In addition, the BGCNCN will accurately inform decision-making, engage stakeholders and measure success through public access to the segmentation analysis, which will group and analyze the data from the comprehensive needs assessment in a format that is written in a generalized and grouped fashion with various audiences in mind. The segmentation analysis will be utilized during all Advisory Board and Advisory Group meetings in order to support proposed solutions with accurate data and evidence.

Moreover, the BGCNCN will use rapid-time data during the planning year by establishing an agreement and protocol with each partner LEA and organization (that offers academic programs to children in the neighborhood) to access and utilize rapid-time data quickly enough to inform their current lessons, instructions and related academic programs. The BGCNCN will also establish an agreement and protocol with each partner that offers family and community support services to children in the neighborhood to access and utilize rapid-time data quickly enough to inform their current lessons, instructions, approaches and related practices. Ideally, each protocol will establish a step-by-step system for accessing the rapid-time data from

the BGCNCN and utilizing it quickly enough (within a month) for the benefit of their current lessons, instructions, approaches and related academic program and/or family and community support activities. The BGCNCN will internally utilize rapid time data for their existing activities by following the same step-by-step protocol established with partners. The step-by-step protocol for utilizing rapid time data quickly enough will, at minimum, involve:

- (1) Assessing performance and outcomes of current lessons, instructions and related academic programs and/or family and community support services.
- (2) Assessing how rapid-time data will benefit performance and outcomes of current lessons, instructions and related academic programs and/or family and community support services.
- (3) Establishing and implementing appropriate action to incorporate rapid-time data into current lessons, instructions and related academic programs and/or family and community support services.

In addition, the BGCNCN will use rapid-time data during implementation of the Proposed Promise Neighborhood for continuous improvement through a similar protocol that was utilized during the planning year.

Lastly, the BGCNCN plans to document the planning, including describing lessons learned and best practices. The BGCNCN will actively document the planning through weekly, typed journaling by all Promise Neighborhoods staff. These journals will be collected and summarized by the Planning Coordinator in a “Lessons Learned/Best Practices” booklet near the conclusion of the planning year that will allow for lessons learned and best practices to be easily read by various audiences. The BGCNCN will also distribute and collect electronic evaluations two times throughout the year (once during January 2011 and August 2011) from all Promise

Neighborhood partners to discover what their experiences were like in working with the BGCNCN on Promise Neighborhoods Planning Grant Activities, including but not limited to evaluating the mediums of communication between partners and the BGCNCN, BGCNCN response to requests, and BGCNCN's ability to organize partners and community members to discuss the education and healthy development of children in the neighborhood and possible solutions. These responses will also be included in the "Lessons Learned/Best Practices" booklet. The Planning Coordinator and Data Management Specialist will actively assist with all documentation of the planning process, with supervision and support from the Project Director.

### **C: Description of BGCNCN's Commitment to Work with a National Evaluator**

The BGCNCN will develop, in consultation with the National Evaluator and Shelly Valdez of Native Pathways, Inc. and Becky Carroll of Redwing Research, Inc., an evaluation strategy, including identifying a credible comparison group to ensure that data collection and program design are consistent with plans to conduct a rigorous evaluation of the Proposed Promise Neighborhood during the implementation phase and of specific solutions and strategies that the BGCNCN will pursue. In addition, the Data Management Specialist will ensure that the National Evaluator and Shelly Valdez and Becky Carroll will have access to relevant program and project data by providing a username and tutorial on how to access to the longitudinal data system for evaluation purposes, while abiding by all Federal, State and other privacy laws. Furthermore, the BGCNCN will develop, in consultation with the National Evaluator and Shelly Valdez and Becky Carroll, a plan to identify and collect reliable and valid baseline data for both program participants and a designed comparison groups of non-participants.

### III: PROJECT SERVICES

#### A: Description of Indicators to be Used for the Needs Assessment

The BGCNCN will use the following academic and family and community support indicators listed in the table below in conducting the needs assessment during the planning year and will also use them as program and project indicators:

<b>Academic Indicator</b>	<b>Result</b>	<b>Family &amp; Community Support Indicators</b>	<b>Result</b>
# and % of children birth to five years old who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health	Children Enter kindergarten ready to learn	# and % of children who participate in at least 60 minutes of moderate to vigorous physical activity daily and consume five or more servings of fruits and vegetables daily	Students are healthy
# and % of three-year-olds and children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning as determined using	Children Enter kindergarten ready to learn	# and % of students who feel safe at schools and traveling to and from school, as measured by a school climate survey	Students feel safe at school and in their community



developmentally-appropriate early learning measures			
# and % of children, from birth to kindergarten entry, participating in center-based or formal home-based early learning settings or programs, which may include Early Headstart, Headstart, child care or publicly funded preschool	Children Enter kindergarten ready to learn	Student mobility rate	Students live in stable communities
# and % of students at or above grade level according to State mathematics and English language arts assessments in at least the grades required by the ESEA (grades 3-5, 6-9, 10-12).	Students are proficient in core academic subjects	# and % of students who say they have a caring adult in their home, school and community or # and % of family members who attend parent-teacher conferences	Families and community members support learning in Promise Neighborhood Schools

Attendance rate of students in 6th, 7th, 8th, and 9th grade	Students Successfully transition from middle grades to high school	# and % of students who have school and home access (and % of the day they have access) to broadband internet and connected to a computing device	Students have access to 21st century learning tools
Graduation Rate	Youth graduate from high school		
# and % of Promise Neighborhood students who graduate with a regular high school diploma and obtain post-secondary degrees, vocational certificates, or other industry-recognized certifications or credentials without the need for remediation	High school graduates obtain a postsecondary degree, certification or credential		

The BGCNCN will use the following additional indicators listed in the table below in conducting the needs assessment during the planning year and will also use them as program and project indicators:

<b>Additional Indicators</b>	<b>Result</b>
# and % of children who participate in high-quality learning activities during out-of-school hours	Children engage in extended learning
# and % of suspensions or discipline referrals during the year	# and % of suspensions or discipline referrals are decreased
# of people per household, # of children per household, # and % of children who have a bed to sleep in	Children are rested and ready to learn during school day
Demand rate for houses in the neighborhood	Children have an adequate house to live in
# and % of homeowners and renters in the neighborhood	Children have an adequate house to live in
# and % of children who are homeless or in foster care and who have an assigned adult advocate	Children have a stable adult presence in their life
# and % of young children who are read to frequently by family members	Learning is reinforced and supported at home
# and % of children who regularly eat dinner and regularly eat a healthy dinner	Children have healthy energy to perform in school
Source of and % food portions as identified through the food pyramid that children consume daily	Children have healthy energy and weight to perform in school & life
# and % of children who have access to family/personal	Children are able to

transportation	participate in out-of-school programs
# and % of children who have a constructive study environments at home that allows them to complete homework assignments and study for school	Children are able to successfully complete homework assignments w/o remediation
# and % of children whose parents/guardians provide appropriate academic support on school assignments	Children are able to successfully complete homework assignments w/o remediation
# and % of children who have family responsibilities after-school at home, including part-time work and cooking, cleaning and watching younger family members that exceeds two hours/day	Children are provided with adequate study time

Moving on, the BGCNCN currently provides the following programs that align with the Proposed Promise Neighborhood for Club kids:

- Native American Mentoring Program
- Power Hour
- T.R.A.I.L.
- Club Tech
- Youth Leaders in Service

The Native American Mentoring Program is funded through the National Congress of American Indians to provide mentorship for children who have a parent who was incarcerated, are in the foster care system, and/or live with their grandparents through American Indian adult mentors. The purpose of the program is to provide children with an adult mentor who can provide support to the child/mentee they the child does not receive elsewhere. Mentors and mentees meet once a week at the BGCNCN and engage in computer lab, arts and crafts, reading, and walking activities, board games, or BGCNCN programs. Mentees are also provided with personal time with their mentor in order to establish a stable adult presence, support and role model in their lives. There are currently thirty-eight matches. The BGCNCN proposes using the Native American Mentoring Program as one solution to ensuring children have at least one caring adult and role model in their community. In addition, “Power Hour” is an after-school tutoring program that provides a constructive study environment and tutoring to students by volunteers and staff. Through Power Hour, students are asked to complete all homework in before they can participate in other Club activities. The program has been in operation for ten years. As an effort to improve the program, the BGCNCN plans to establish formal relationships with schools in the Neighborhood in order to best assist students in their studies. This would include obtaining access to academic information on children who are members of the BGCNCN, while abiding by all Federal, State and other privacy laws, in order for the BGCNCN to be able to best assist children during Power Hour. Therefore, the BGCNCN plans on utilizing Power Hour as one solution to ensuring children have a constructive study environment outside of school that allows them to complete homework assignments and study for school.

Another program the BGCNCN offers to members, is the “Together Raising Awareness for Indian Life” or T.R.A.I.L. program, which is a diabetes prevention program. T.R.A.I.L.

provides education on diabetes, healthy living, nutrition, exercise, and self-esteem building. T.R.A.I.L. is comprised of a twelve week course based on the above topics and “Nike Go” activities that are non-competitive, inclusive are designed to encourage participants to be active and participate in whatever the game is. Nike Go Activities encourage children to participate every day for a minimum of one hour. The twelve-week course is designed for children ages 8-10 year olds and Nike Go is designed for ages 5-18 years of age. The BGCNCN proposes to utilizing T.R.A.I.L. as one solution that will ensure children participate in at least 60 minutes of moderate to vigorous physical activity daily. Additionally, the BGCNCN provides the “Club Tech” program to children, which allows children access to a computer and broadband internet. The BGCNCN proposes to utilize Club Tech as one solution that is designed to offer 21<sup>st</sup> Century learning tools to children. Lastly, Youth Leaders in Service is a youth-led service-learning project. Youth Leaders in Service is a one-year sub-award made possible through a partnership between Hopa Mountain, a Bozeman, Montana non-profit, and the Corporation for National and Community Service’s Learn and Serve America-Community-Based program. Through this opportunity, the BGCNCN is building its capacity to provide quality, youth-led service-learning. The YLS program is comprised of three main youth-led service-learning projects, which include: community beautification, establishing a teen center and establishing a skate park in Lame Deer, Montana. Youth, ages 11-17, brainstormed and are currently implementing these three service-learning projects because they believe these projects will contribute to creating a healthier community in Lame Deer, Montana. Research has shown that service-learning provides youth with an increased sense of self-efficacy, higher academic achievement and interest in furthering their education, enhanced problem-solving skills, ability to work in teams, planning abilities and enhanced civic engagement attitudes, skills and

behaviors<sup>26</sup>. Consequently, the BGCNCN proposes service-learning as a solution to boosting graduation and attendance rates; providing high-quality learning activities during out-of-school hours; and curbing the # and % of suspensions or discipline referrals during the year. The

The above proposed solutions are preliminary and will most likely shift following the implementation of the comprehensive needs assessment and segmentation analysis, as these analyses will most accurately identify the needs of the children in the Neighborhood.

Consequently, the BGCNCN believes that the most appropriate and effective solutions cannot possibly be developed prior to and without the comprehensive needs assessment and segmentation analysis. Furthermore, the BGCNCN will ensure that the services to be provided will lead to improvement in the achievement of students as measured against rigorous academic standards by tracking student progress via the longitudinal data system. The BGCNCN will work with each LEA, while abiding by all Federal, State and other privacy laws, to update the longitudinal data system with student achievements and allow access to the longitudinal data system by designated LEA and Project staff only. The updated and maintained longitudinal data system will provide the best tracking and evidence on student academic achievement across years. Consequently, the longitudinal data system will allow the BGCNCN to ensure that the services that are provided through the continuum will lead to improvements in the achievement of students as measured against rigorous academic standards.

Lastly, the BGCNCN will utilize the comprehensive needs assessment and segmentation analysis to determine that children with the highest needs receive appropriate services to meet academic and developmental outcomes. The BGCNCN will contract with Shelly Valdez of Native

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<sup>26</sup> Roehlkepartain, Eugene C. *Benefits of Community-Based Service-Learning*. Scotts Valley, CA: Learn and Serve America's National Service-Learning Clearinghouse, 2007.

Pathways, Inc. and Becky Carroll of Redwing Research, Inc. to provide guidance and consultation to Project staff to ensure that data is collected and analyzed in the most effective and appropriate way. The comprehensive needs assessment and segmentation analysis will identify the needs of children in the Neighborhood. Consequently, Project Staff will be able to determine the appropriate services that children will need access to, to grow up healthy and prepared for college and career.

#### **IV: PROJECT PERSONNEL**

##### **A: Description of BGCNCN's Capacity to Plan & Implement Promise Neighborhood**

The BGCNCN is recognized as a premier youth development organization assisting young people of the Northern Cheyenne Indian Reservation with the social, cultural, vocational, educational and leadership aspects of their lives. Members of our team have training in youth and human development, youth-adult partnership creation and participatory community and organizational planning, as well as first-hand experience with Tribal Governance. The BGCNCN has been in operation for over 17 years, opening a unit in Lame Deer (a 15,000 square foot building designated by the Northern Cheyenne Tribal Council) in June 1993 through the efforts of volunteers, parents, and youth and community members. In June 1994, the Club was granted non-profit status under Section 501 (c) (3). In November 1997, a second unit was opened in the neighboring community of Ashland. Today, both Club units combined have a total membership of over 600 children, ages 5 through 18 – approximately 20% of the youth population of our Promise Neighborhood.

In addition to its core work with young people, the BGCNCN is a critical community hub, utilizing its facilities and equipment to host community wide events and cultural



celebrations, providing community service and training opportunities for adults and elders, and acting as a broker for various organizational partnerships aimed at improving services for our young people. The BGCNCN considers itself a strong partner to our Tribal Government and the schools in our area, as well as to other local community and youth development agencies.

The BGCNCN currently operates on a budget of approximately \$425,000 per annum. Currently, approximately 70% of the BGCNCN's annual funds are from private foundations, approximately 20% are from federal pass-through funds, and approximately 10% of funding is from state funding. The BGCNCN also receives cash and in-kind donations from individuals. As our MOU and "Section V: B: Description of Commitment BGCNCN Anticipates Receiving from Partners" indicates, we are confident in our ability to secure and integrate funding streams from multiple public and private sources in order to realize the objectives of our Promise Neighborhood.

The table below (table 4) provides additional details about the BGCNCN and the partner organizations that will lead our Promise Neighborhood – specifically:

- Boys & Girls Club of the Northern Cheyenne Nation
- Northern Cheyenne Tribal Government (NCTG), Court (NCTC) and Programs (NCTP) – which include Board of Health (NCBH), Headstart (NCH), Tribal Education (NCTE), and Human Services (NCHS)
- Lame Deer Public Schools (LDPS)
- Northern Cheyenne Tribal Schools
- Ashland Public Schools
- St. Labre Indian Catholic School
- Colstrip Public Schools
- Chief Dull Knife College

- Native Action
- Indian Health Service-Northern Cheyenne Service Unit (IHSNCSU)
- Northern Cheyenne Tribal Housing Authority (NCTHA)

*Table 4: Partner Organizations*

Organization	Boys & Girls Club of the Northern Cheyenne Nation  <a href="http://www.bgcnortherncheyenne.org">www.bgcnortherncheyenne.org</a>
Project role	Lead organization & project oversight
Key staff	<ul style="list-style-type: none"> <li>• Geri Small, Chief Professional Officer (CPO)</li> <li>• Project Director (to be determined)</li> <li>• Executive Assistant (to be determined)</li> <li>• WSD (to be determined)</li> <li>• Accountant (to be determined)</li> </ul>
Summary of community services	Programming for youth members (approx. 600) ages 5-18 related to character, leadership, education, career, health, life skills, arts, and sport. Also provides facilities and support for community events and community development efforts
Experience with similar projects	Partner with Tribal Board of Health for refreshments for special events, as well as funding of the Healthy Habits coordinator (meal preparation) and TRAIL coordinator (athletic director). Past partnerships with Tribal Housing to fund Club improvements including weatherization and energy efficiency works. Past work with area schools related to service-learning and academic support – via “Power Hour” and other academic programming at the Club.

Organization	Northern Cheyenne Tribal Government (NCTG), Court (NCTC) and Programs (NCTP) – which include Board of Health (NCBH), Headstart (NCH), Tribal Education (NCTE), and Human Services (NCHS)  <a href="http://www.cheyennenation.com">www.cheyennenation.com</a>
Project role	Advisory Board Members, Assistance with data collection and project delivery
Key staff	<ul style="list-style-type: none"> <li>• Court: John Robinson</li> <li>• Board of Health: David Roundstone</li> <li>• Headstart: Clyde Wolfblack</li> <li>• Tribal Education: Norma Bixby</li> <li>• Human Services: Claude Rowland</li> </ul>
Summary of community services	<ul style="list-style-type: none"> <li>• Court work involves 24 youth currently (ages 12-17) and includes a Case Management Team of parents, school employees, legal advocates, mentors, and cultural advisors</li> <li>• Community activities include ranching, cultural activities, working with elders, working on houses with Red Feather or Housing Authority , 4H and preparing meals for families</li> </ul>
Experience with similar projects	Partner with the Club for major community events, as well as supporting key positions.

Organization	Lame Deer Public Schools (LDPS)  <a href="http://www.lamedeer.k12.mt.us">www.lamedeer.k12.mt.us</a>
Project role	Advisory Board Members, Assistance with data collection and project

	delivery. Lowest Performing School in our Promise Neighborhood
Key staff	<ul style="list-style-type: none"> <li>• Bryan Kott, Superintendent</li> </ul>
Summary of community services	<ul style="list-style-type: none"> <li>• Averages over 90 percent free and reduced lunch eligibility.</li> <li>• The 2008-09 Lame Deer high school graduation rate was 39 percent.</li> <li>• The Lame Deer school system has consistently failed to meet Annual Yearly Progress; the elementary, middle and high schools are in all in Restructuring Year 6 or 7.</li> </ul>
Experience with similar projects	<p>One of the school districts targeted for major school improvement in the <i>Schools of Promise</i> initiative, a new initiative of the Montana Office of Public Instruction to dramatically improve the state’s persistently lowest achieving schools. The Schools of Promise program provides additional staff resources at the local level (as well as senior staff attention at the state level) to assist with the development of a comprehensive system of supports to ensure that children and their families are best served by available resources and that new collaboration can emerge.</p> <p>In addition, Lame Deer Public Schools is participating in the 2010 – 2013 <i>School Improvement Grant</i> funds</p>

Organization	<p>Northern Cheyenne Tribal School (NCTS)</p> <p><a href="http://www.ncts.bia.edu">www.ncts.bia.edu</a></p>
Project role	<p>Advisory Board Members, Assistance with data collection and project delivery. Low Performing School in our Promise Neighborhood</p>

Key staff	<ul style="list-style-type: none"> <li>• Elberta Monroe</li> </ul>
Summary of community services	<ul style="list-style-type: none"> <li>• A K-12 school focused on academic achievement and the development of the whole person</li> <li>• Offers after school tutoring targeting students who are 1-2 levels below grade level – focused on reading</li> <li>• Offers 21st century grant activities focused on physical activity (intramural basketball, kickball, softball). Majority of participants were 2nd- 5th grade</li> <li>• One-time parent literacy meeting - on how to help kids learn to read. Focused on parents with children k-2<sup>nd</sup> grade</li> <li>• Parent teacher conferences, held quarterly, in coordination with book fairs High school has less than 10% of parents attend</li> </ul>
Experience with similar projects	Use of school facilities for community events, such as self-help housing seminars (strawbale). Past partnership with the Club in launching a technology centre at the Club.

Organization	Ashland Public Schools
Project role	Advisory Board Members, Assistance with data collection and project delivery. Low Performing School in our Promise Neighborhood
Key staff	Matt Kleinsasser, Superintendent
Summary of community services	K-8 Instruction

Experience with similar projects	Collaboration with the Boy and Girls aside from providing children for the program
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Organization	Saint Labre Indian Catholic School <a href="http://www.stlabre.org">www.stlabre.org</a>
Project role	Advisory Board Members, Assistance with data collection and project delivery. Low Performing School in our Promise Neighborhood
Key staff	<ul style="list-style-type: none"> <li>• Curtis Yarlott, Executive Director</li> </ul>
Summary of community services	<ul style="list-style-type: none"> <li>• St. Labre Childcare Center - serving children from birth to age 6. Several trainings throughout the year for childcare providers Collaborate with the State and other programs for training opportunities</li> <li>• Shiloh Youth Group Home - serving Native American children ages 6-18 years. Referrals by social service agencies or private placements. For children needing a safe, stable environment. Can have up to 8 children</li> <li>• Clothes Room Thrift Store - items are donated by various people and organizations. No one is turned away for inability to pay. Assistance to agencies serving elders, children, community. Assistance to emergency shelters &amp; foster home providers. WEX site. Volunteer-Work Incentive Site</li> <li>• Incentive Store - new items for households; diapers, personal hygiene products, etc. Must earn Incentive Points through the Work Incentive Program. Assists people with family budgets/ Collaborate with National Relief Charities &amp; Habitat for Humanity/Volunteer-Work Incentive Site</li> </ul>

- Jesuit Volunteer Corp Program - provide a year's worth of learning opportunities for new college graduates. Cultural, spiritual, rural living. Assist in youth group homes, community, and schools
- Elderly Assistance for enrolled members age 60 & over - Emergency Food Vouchers. Emergency Heating Vouchers (propane, electric, wood). Emergency Gas Vouchers for medical appointments. Emergency Medical Assistance for family of elder in ICU
- Work Incentive Program for community members age 18-59 - Training on Job Skills - Interviewing, job applications, resumes. Group work, public speaking. Review job applications for accuracy/ Have completed resume, job application, and cover letter
- Training on Nutritional Eating & Cooking - Cooking nutritionally on a budget. Collaborate with MSU-B Extension office. 6 week course; earn certificate at end
- Assistance available for low-income community members - Emergency Food Vouchers; Emergency Heating Vouchers (propane, electric, wood); Emergency Gas Vouchers, etc.
- Provide work opportunities for people receiving welfare benefits - Job shadow, learn new skills, etc.; Potential for part-time, sub/temp, to full-time work opportunities
- Community Building - variety of clean-up projects in the community. Encouraging workers to build skill-base. Encouraging workers to socialize; to re-introduce themselves back into their community.

	<p>Encouraging workers to maintain a substance-abuse free lifestyle</p> <ul style="list-style-type: none"> <li>• School Incentive Program - for teachers to use with children to increase or decrease desired behaviors</li> <li>• Volunteer Incentive Program - for anyone who wants to build community; not based on income Community Gardens</li> <li>• VITA Tax site - free tax services for students &amp; families with incomes less than \$49K. Prepare and e-file federal &amp; state taxes with certified preparers.</li> <li>• Community Assistance - Medical assistance for children up to age 18 &amp; in school, funeral assistance for enrolled tribal members, military assistance for enrolled tribal members returning from overseas, treatment assistance for bus tickets to/from treatment centers. Monetary or in-kind assistance for Awareness Activities: Diabetes, Wellness, Child Abuse Awareness, parenting</li> <li>• Support Specialist - social worker providing individual and group counseling to children living in the Shiloh Youth Group Home. Provides trainings on parenting and job skills. Assists with community outreach services. Provides after-care services for children and their families once they leave the youth group home. Provides support for families pre- &amp; post-placement; referral source.</li> </ul>
Experience with similar projects	Long-term partner of the Club. Assists the Club with operational expenses, as well as equipment, supplies, maintenance and repair.



Organization	Colstrip Public Schools  <a href="http://colstrip.schoolwires.net/colstrip/site/default.asp">http://colstrip.schoolwires.net/colstrip/site/default.asp</a>
Project role	Advisory Board Members, Assistance with data collection and project delivery. Low Performing School in our Promise Neighborhood
Key staff	<ul style="list-style-type: none"> <li>• Harry Cheff, superintendent</li> </ul>
Summary of community services	<ul style="list-style-type: none"> <li>• Pre – 12 instruction</li> </ul>
Experience with similar projects	Past work with the Club related to academic programming at the Club – such as “Power Hour”

Organization	Chief Dull Knife College  <a href="http://www.cdkc.edu">www.cdkc.edu</a>
Project role	Advisory Board Members, Assistance with data collection and project delivery.
Key staff	<ul style="list-style-type: none"> <li>• Zane Spang</li> </ul>
Summary of community services	<ul style="list-style-type: none"> <li>• 2-year community college</li> <li>• original purpose was to train students for jobs in the developing mining enterprises in communities near the Reservation</li> <li>• grew from a limited vocational training program to a broader vocational and postsecondary educational institution.</li> <li>• offers an associate degree</li> </ul>
Experience with	Past partnerships with the Club related to cultural and language programming,

similar projects	as well as work with older Club members as volunteers with self-help housing initiatives (strawbale).
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Organization	Native Action <a href="http://www.nativeaction.org">www.nativeaction.org</a>
Project role	Advisory Board Members, Assistance with data collection and project delivery.
Key staff	<ul style="list-style-type: none"> <li>Gail Small</li> </ul>
Summary of services	<ul style="list-style-type: none"> <li>Economic Justice - brought the first successful Federal Community Reinvestment Act case to address bank red-lining and to establish the first local bank on the Northern Cheyenne Reservation, which has since achieved over \$18 million in new lending; the development of a local Chamber of Commerce; the drafting and passage of one of the first Tribal Uniform Commercial Code (UCC).</li> <li>Environmental Justice - enforced federal environmental laws via administrative challenges and litigation to protect the Reservation homeland from environmental harm caused by coal strip-mining, coal railroads, power plants, groundwater loss, and the illegal taking of coal bed methane gas.</li> <li>Cultural Preservation &amp; Protection - successfully challenged Powder River Coal Sale that resulted in the voiding of all coal leases and, mandated that cultural impact analysis be a component of all Federal Environmental Impact Statements (EIS) on or near Indian Reservations.</li> </ul>

	<ul style="list-style-type: none"> <li>• Leadership - developed and implemented an intergenerational leadership project, which provides mentoring to girls in both traditional and contemporary contexts and that now has a 15-year track record of evaluation.</li> <li>• Youth Development - provided the infrastructure to a youth led initiative that included complex litigation and grassroots advocacy efforts to get the first public high school on the Northern Cheyenne Reservation</li> <li>• Protects the unique culture and environment of Indian Tribes from the impacts associated with the current energy boom</li> <li>• Strengthens the ability of Indian people to effectively respond to energy development projects</li> <li>• Builds a pipeline of young people to carry on the social justice work that is so critically needed on Indian Reservations. Native Action's premise is that the leadership pipeline has to start on the Reservations, move into the colleges and technical centers and return to the Reservations.</li> </ul>
Experience with similar projects	Past work with the Club as advisor for different grants and funding opportunities, as well as local “Rock the Vote” activities.

Organization	Indian Health Service-Northern Cheyenne Service Unit (IHSNCSU) <a href="http://www.ihs.gov/FacilitiesServices/AreaOffices/billings/northerncheyenne/index.asp">www.ihs.gov/FacilitiesServices/AreaOffices/billings/northerncheyenne/index.asp</a>
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Project role	Advisory Board Members, Assistance with data collection and project delivery.
Key staff	<ul style="list-style-type: none"> <li>• Debbie Bends</li> </ul>
Summary of services	<ul style="list-style-type: none"> <li>• Modern ambulatory care facility in Southeastern Montana that offers outpatient care as well as 24 hour urgent care</li> <li>• Five family physicians, a pediatrician and two nurse practitioners that staff our ambulatory and urgent care facilities.</li> <li>• Optometry, Dental, Physical Therapy and Behavioral Health with a full service lab and radiology open during clinic hours.</li> <li>• Healing Room for traditional ceremonies</li> <li>• Active use of Electronic Health Record.</li> <li>• Accredited by Accreditation Association for Ambulatory Health Care (AAAHC).</li> </ul>
Experience with similar projects	Past work with the Club in regards to health screenings

Organization	Northern Cheyenne Tribal Housing Authority (NCTHA) <a href="http://nctribalhousing.org/">http://nctribalhousing.org/</a>
Project role	Advisory Board Members, Assistance with data collection and project delivery.
Key staff	<ul style="list-style-type: none"> <li>• Lafe Haugen</li> </ul>
Summary of	<ul style="list-style-type: none"> <li>• Owns and manages 301 low-income rental units and a little over 100-</li> </ul>

services	<p>homeownership units located throughout the 5 districts comprising the reservation.</p> <ul style="list-style-type: none"> <li>• Recipient of Indian Housing Block Grant (IHBG) funds. In recent years, most of the IHBG funds have been allocated to maintaining and rehabilitating existing homes</li> <li>• Recipient of Resident Opportunity and Self Sufficient Grant (ROSS) to help create and start Small Businesses.</li> <li>• Working with the Land Authority to recapture or buy back abandoned properties.</li> <li>• Provide upgrades and additions to the Hestaneo’o Park (The People’ Park. in cooperation with the Tribe’s Parks &amp; Recreation Dept., Tribal Health and several local contractors.</li> <li>• Conveying over 300 Mutual Help Homeownership units to their respective homeowners.</li> <li>• Constructing a Transitional Living Center</li> </ul>
Experience with similar projects	Past work with the Club, including Club member and staff involvement in community “block parties” hosted by Tribal Health

Organization	<p>First Interstate Bank</p> <p><a href="http://www.firstinterstatebank.com">www.firstinterstatebank.com</a></p>
Project role	Advisory Board Members, Assistance with data collection and project delivery.

Key staff	<ul style="list-style-type: none"> <li>• Barbara Braided Hair</li> </ul>
Summary of services	<ul style="list-style-type: none"> <li>• Internet banking</li> <li>• Online Bill Pay</li> <li>• Financial calculators</li> <li>• Checking accounts</li> <li>• Savings accounts</li> <li>• IRAs</li> <li>• CDs</li> <li>• Consumer loans</li> <li>• Home loans</li> <li>• Credit cards</li> </ul>
Experience with similar projects	<p>First Interstate bank has contributed to the Boys &amp; Girls Club of the Northern Cheyenne Nation in both monetary and in - kind donations. Has also supported youth financial education at the Club.</p>

The team assembled for this project represents a broad cross-section of organizations serving the youth and adults of our Promise Neighborhood. Project partners have been actively involved in the preparation of this grant and are anxious to work with the Club on this initiative if a grant were to be awarded (see image 5).



*Image 5: One of several planning and working meetings held with partners in May-June 2010 in preparing this grant. Photographed from left to right – Bryan Kott (Superintendent, Lame Deer Public Schools), Curtis Yarlott (Executive Director, St. Labre American Indian School) Gail Small (Executive Director, Native Action)*

In regards to experience with data collection and use, program and organizational assessment and fiscal accountability are part of the Club's annual reporting procedures. In addition, the Club collects demographic data for all participants in order to develop more effective strategies for providing services. This includes tracking membership enrollment and daily attendance through a system called Vision, which also tracks volunteers. Our partners have similar data collection and reporting requirements and welcome the opportunity to collaborate with the Club in sharing and collecting new data as required by this grant and the Promise Neighborhood program.

## **V: PROJECT MANAGEMENT PLAN**

### **A: Description of how BGCNCN will Sustain & Scale Up Proposed Promise Neighborhood**

The BGCNCN plans to sustain the Proposed Promise Neighborhood through long-term, institutional commitment from each of its LEA and non-LEA partners; each community, family and student in the neighborhood; and the state of Montana. The BGCNCN will sustain the Proposed Promise Neighborhood through qualified, full-time Promise Neighborhood Director, Assistant Director and School-Community Liaisons. Together, this ‘Promise Neighborhood team’ will maintain contact and communication between all partners and community members and families to sustain and expand the continuum; provide program and financial support of the continuum; and will perform on-going evaluation of solutions, their impact and reach for children in the neighborhood.

The BGCNCN’s next step in scaling up the Proposed Promise Neighborhood is to expand the continuum of solutions to Liberty Christian Academy and Birney Day School. The BGCNCN will create, in individual partnerships with Liberty Christian Academy and Birney Day School, a strategic plan of action to incorporate and implement the applicable continuum of solutions into their school. In addition, the BGCNCN plans to scale up its Proposed Promise Neighborhood to the neighboring Crow Reservation. The BGCNCN will work with the Boys and Girls and Club of Crow Reservation and Little Bighorn College to approach the Crow community and the following schools and other education institutions within the Crow Reservation: Lodge Grass Public Schools, Wyola Public Schools, Pryor Public Schools and Hardin Public Schools and Crow Headstart Program. The BGCNCN will create, in partnership with the Boys and Girls Club of the Crow Reservation and Little Bighorn College, a strategic



plan of action with each of the schools on the Crow Reservation listed above to incorporate and implement the applicable continuum of solutions into their school.

Moreover, the BGCNCN plans to further scale up the Proposed Promise Neighborhood across the state by first determining the applicability of the continuum of solutions in reservation communities across the state. The BGCNCN anticipates that the continuum will have considerable relevance and benefits for other reservation communities in Montana. These include the Crow Reservation; Fort Peck Reservation (northeastern Montana); Rocky Boy Reservation (central Montana); Ft. Belknap Reservation (central Montana); Blackfeet Reservation (Northwestern Montana); and the Flathead Reservation (Northwestern Montana). The BGCNCN will work with the local tribal colleges on their respective reservations to approach their respective reservation community, schools and other education institutions. The BGCNCN will create, in partnership with the local tribal college, a strategic plan of action with each of the schools on their respective reservation to incorporate and implement the applicable continuum of solutions into their schools. Over the long-term, the BGCNCN also plans to repeat this process with other communities in Montana and across the broader Rocky Mountain region.

During the planning phase the BGCNCN will estimate the start-up and operating costs per child, including indirect and administrative costs, for each proposed solution. To accomplish this, the Project Director, Planning Coordinator, Data Management Specialist and Accountant/Grants Manager will work collaboratively in accurately measuring and documenting the costs to carry out the planning activities per child that will benefit from the continuum of solutions. For example, the costs associated with planning and implementing the comprehensive needs assessment and segmentation analysis and organizing and convening Advisory/Working Board and Advisory Group meetings. Furthermore, during the implementation year, the

BGCNCN will measure the start-up and operating costs per child, including indirect and administrative costs, for each solution by following the same process as noted above for the measuring start-up and operating costs during the planning year.

Moving on, the BGCNCN will successfully execute the following activities during the planning year:

- Conducting a comprehensive needs assessment of children among the cradle-through-college-to-career continuum that builds on the BGCNC's statement of need and includes data for academic and family and community support indicators for children in the Neighborhood;
- Conducting a segmentation analysis of the needs in the Neighborhood to better target solutions for children in the 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; and
- Participating in a community of practice

Furthermore, the Project Director will be responsible for ensuring that all of the above planning grant activities are successfully fulfilled and for supervising all staff and their progress on their assigned responsibilities. The Project Director will be responsible for reporting progress on the Proposed Promise Neighborhood directly to the Chief Professional Officer and Governing Board. The Planning Coordinator will be responsible for assisting the Project Director in fulfilling all planning grant activities and requirements. The Data Management Specialist will be responsible for collecting data and maintain the longitudinal data system. With oversight and support from the Project Director, the Data Management Specialist will work with each LEA, organization, program and evaluator to ensure all data from their systems are accurately and successfully uploaded to the longitudinal data system. The Data Management Specialist will also create a user account for Project Staff, researcher and evaluator who requires access to the longitudinal data system. The Data Management Specialist will monitor and update the longitudinal data system regularly. The Accountant/Grants Manager will be responsible for

ensuring all project expenses are allowable, tracking expenses and the budget (including Department of Education Funds and match funds), and documenting all expenses in a manner that will easily allow an auditor to perform a clean and successful audit.

The timeline for the BGCNCN's Promise Neighborhoods planning year from September 2010 through September 2011 is outlined below:

#### September

- Grant award made. Project Director, Planning Coordinator, Data Management Specialist and Accountant/Grants Manager identified and hired.

#### October-December

- Needs Assessment will be designed.
- Community Surveyors contracted. Project Director, Planning Coordinator, Data Management Specialist and Community Surveyors are trained on how to conduct an appropriate and comprehensive needs assessment and segmentation analysis by Shelly Valdez and Becky Carroll.
- Needs assessment completed by Project Director, Planning Coordinator and Community Surveyors.
- Data collected on an on-going basis by Data Management Specialist

#### January-February

- Segmentation Analysis conducted and completed by Project Director, Planning Coordinator and Data Management Specialist.
- Develop and update longitudinal data management system for all academic and family and community support indicators for each child in the neighborhood (on-going updates to the longitudinal data system will occur from this point forward).

## March-June

- Continuum of solutions developed in consultation with partners and community members via Advisory/Working Board and Advisory Group meetings, which addresses the challenges and gaps identified through the needs assessment and segmentation analysis, by Project Director, Planning Coordinator and Data Management Specialist.
- Build community support for an 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 through community forums on Early Education, Elementary Education, Middle School Education, High School Education, College Education, Early Career
- Plan to deliver the continuum of solutions that addresses the challenges and gaps identified through the needs assessment and segmentation analysis.
- Identify 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.

## June-September

- Work with public and private agencies, organizations and individuals to gather and leverage resources needed to support the financial sustainability of the plan and identify the sources and amounts of current Federal, State and local funds (including public and private) that can be used for the project.

- Obtain commitments from partners to work long-term to implement the plan, help ensure continued programmatic success of our plan and develop a strategy to hold partners accountable for meeting performance goals and milestones.
- Work with a national evaluator for Promise Neighborhoods to ensure the project design and data collection plan allow for a rigorous evaluation.
- Participate in a community of practice.
- Wrap up all planning grant activities and begin application for implementation grant.

Through the clearly defined responsibilities and timeline that are identified above, the BGCNCN will successfully develop a continuum of solutions that incorporate academic programs and family and community supports for children in the Neighborhood, develop a plan to implement the continuum, obtain commitments from partners to work long-term on implementing and refining the continuum, and obtain financial resources to sustain the continuum.

### **B: Description of Commitment BGCNCN Anticipates Receiving from Partners**

The BGCNCN anticipates receiving programmatic and financial commitments from community partners in the planning and implementation of the Propose Promise Neighborhood. The BGCNCN has received the support and commitment from the Northern Cheyenne Tribal Government, Northern Cheyenne Court, Northern Cheyenne Tribal Health and Education Department, Headstart, Ashland Public Schools, Colstrip Public Schools, Lame Deer Public Schools, Northern Cheyenne Tribal Schools, St. Labre Indian School Educational Association, Circle of Schools, Chief Dull Knife College, Native Action, Indian Health Service-Northern Cheyenne Service Unit, the Northern Cheyenne Tribal Housing Authority. **Given that the BGCNCN is partnering with the Northern Cheyenne Tribal Government, the BGCNCN is**

**applying under Absolute Priority 3.** Each partner agrees to the following programmatic commitments in planning and implementing the Proposed Promise Neighborhood:

- 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 during the planning year (September 2010-September 2011).
- 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 planning year 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.

In addition, the BGCNCN can match \$12,916.49 in in-kind Personnel and Fringe Benefits. The BGCNCN was also able to acquire financial commitments from various partners in the total amount of \$52,640.52. The \$52,640.52 match from partners includes \$42,640.52 in in-kind and \$10,000.00 in cash. In total, the BGCNCN, along with its partners, can match \$65,557.01 to the \$499,678.92 that the BGCNCN is requesting from the Department of Education for the Promise Neighborhoods planning grant. Consequently, the BGCNCN can match at 13.12% to the requested funds. Listed below are each of the partners, and the amounts, that were able to provide match to the Promise Neighborhood planning grant:

- Ashland Public Schools (\$2,000.00)
- Colstrip Public Schools (\$7,762.52)
- Lame Deer Public Schools (\$9,178.00)
- Saint Labre Indian School Educational Association (\$17,000.00)
- Northern Cheyenne Tribal Health (\$1,500.00)

- Native Action (\$5,000.00)
- Northern Cheyenne Tribal Housing Authority (\$5,000.00)
- Bonnie Sachatello-Sawyer (\$5,000.00)

The Northern Cheyenne Tribal Government strives to provide the Northern Cheyenne people with a sovereign government for the perpetuation of Northern Cheyenne beliefs, culture, language and way of life. Northern Cheyenne Tribal Government vision aligns with the proposed promise neighborhood as the future of the Northern Cheyenne people and lifeways largely lies in the effective, sustainable, and successful education and development of their children to succeed in their Northern Cheyenne and the Western world in the 21<sup>st</sup> century. The Northern Cheyenne Court'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. The Northern Cheyenne Court'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 Northern Cheyenne Court. Parents serve as the "Probation Officers" and report any misconduct to the Northern Cheyenne Court. If the minor fulfills his/her responsibilities he/she will no longer be on probation, however, if the minor commits further misconduct the Northern Cheyenne Court will assign the minor to the Youth Services Detention Center. This program aligns with proposed promise neighborhood as it offers family and community support of youth to reassess and practice their strengths as a student and community member. The Northern Cheyenne Tribal Health'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! Northern Cheyenne Tribal Health's 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 Northern Cheyenne Tribal Health's activities include Behavioral Health, Drug and Alcohol counseling and WIC. These activities align with the proposed promise neighborhood as they provide family and community education and services to children in the neighborhood.

The Northern Cheyenne Headstart 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. The Northern Cheyenne Headstart 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. The Northern Cheyenne

Headstart 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 propose promise neighborhood's early-learning portion of the continuum for both academic programs and family and community support services.

The Northern Cheyenne Tribal Education department'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 proposed promise neighborhood as they help build the pipeline of academic program services and supports for children K-college-career.

Ashland Public School's vision is to prepare today's students for tomorrow's challenges. Ashland Public School's 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 proposed promise neighborhood's K-8 portion of the continuum for both academic programs and family and community support services.

Colstrip Public Schools' vision is realizing that children are our greatest natural resource and with the support of the community, Colstrip Public School will foster an environment where teachers can be inspired educators and students can become passionate life-long learners.

Colstrip Public Schools' 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. Colstrip Public Schools' 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. Colstrip Public School's 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 21<sup>st</sup> Century Learning. These activities align with proposed promise neighborhood as they help strengthen the K-college-career section of the pipeline.

Lame Deer Public Schools 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. Lame Deer Public Schools 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. Lame Deer Public Schools' 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 proposed promise neighborhood in creating school-wide and policy-level change for children’s academic achievement in the neighborhood.

Northern Cheyenne Tribal Schools 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 Northern Cheyenne Tribal Schools 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. Northern Cheyenne Tribal Schools’ 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 proposed promise neighborhood in building the highest-quality K-12 pipeline of academic programs for children in the neighborhood and family support of each child’s education.

St. Labre Indian School Educational Association’s vision is: “Educating for life.” St. Labre Indian School Educational Association’s 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. St. Labre Indian School Educational Association's 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. St. Labre Indian School Educational Association's 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. St. Labre Indian School Educational Association has 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. Thus, St. Labre Indian School Educational Association's pre-K-college-career academic programs and family and community supports align with the proposed promise neighborhood.

Circle of Schools' vision is pulling together and seeking common goals to academically prepare our students in the global economy. The mission of Circle of Schools is to successfully transition students from pre-school to high school into higher education or the workforce. Circle of Schools 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. Circle of Schools' 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.

Chief Dull Knife College'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 Chief Dull Knife College to provide Northern Cheyenne culturally influenced education through quality life-long learning opportunities. Chief Dull Knife College'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 proposed promise neighborhood 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.

Native Action's vision is to rebuild Native communities to be healthy and culturally sustainable. Native Action 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. Native Action's theory of change is that people want better lives for their children and will change their lifestyle to achieve this goal. Native Action's theory of change is an integrated action strategy that utilizes cultural organizing, education, networking and policy change. Native Action'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 BGCNC 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. Native Action 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 proposed promise neighborhood in obtaining family and community level supports for the benefit of each child's education and healthy development who live in the neighborhood.

The Indian Health Service (IHS)-Northern Cheyenne Service Unit, 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. HIS-Northern Cheyenne Service Units; 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 proposed promise neighborhood in leveraging and improving the family and community supports in the continuum for each child's healthy development.

Northern Cheyenne Tribal Housing Authority is committed to providing quality, safe, and affordable housing services to eligible Northern Cheyenne tribal families living on tribal lands. The goals of Northern Cheyenne Tribal Housing Authority 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. Northern Cheyenne Tribal Housing Authority's 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 proposed promise neighborhood in leveraging and improving quality and available housing for families (subsequently children) and drug/alcohol abstinence activities for children, on the Northern Cheyenne reservation.

Moving on, the governance structure of the proposed Promise Neighborhood consists of the Board of the BGCNC as the governing board; the Chief Professional Officer; an Advisory/Working Board; the Project Director; and six Advisory Groups. All members of the BGCNC Board are residents of the Neighborhood or geographic area to be served. The governing board will provide guidance, oversight and final decisions on direction of the proposed Promise Neighborhood that would significantly impact or shift the BGCNC on an institutional level. The governing board may also provide advice on the continuum of solutions, as many of the members are the designated representatives of their respective partner organizations. Directly under the governing board is the Chief Professional Officer, who will fulfill BGCNC's institutional supervisory protocol to the Project Director. The Advisory/Working Board 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 partner representatives; one youth leader (age 14-17); one elder (55 and older); and the Project Director. The Advisory/Working Board is charged with providing advice, support, assistance, and active partnership to the Project Director in regards to fulfilling the planning grant activities and attending all Advisory/Working Board meetings. The Advisory/Working Board will provide advice and input on the continuum of solutions directly to the Project Director via



Advisory/Working Board and individual meetings. The Project Director will be responsible for ensuring all planning grant activities and requirements are adequately met and fulfilled. The Project Director will supervise and ensure the successful fulfillment of activities and progress performed by any staff, contractors or consultants working on any planning grant activities and/or related activities. The Project Director will organize the date, time, place and any other logistics related to convening Advisory Group meetings and will attend and facilitate all Advisory Group meetings. Six Advisory Groups will be formed for each district or town within the Neighborhood, which includes Ashland, Birney, Busby, Colstrip, Muddy Cluster and Lame Deer, Montana. Membership to and participation in each Advisory Group is open to all community members within their respective communities. Each Advisory Group is charged with representing their community's interests, opinions and priorities for the proposed Promise Neighborhood. Residents of the neighborhood will have active participation in the BGCNC's proposed promise neighborhood decision-making via attendance and input at Advisory Group meetings in their respective community and at public Advisory/Working Board meetings and in individual meetings with Advisory/Working Board members and/or the Project Director.

The BGCNCN plans to secure commitments from local, tribal, State and Federal government leaders to develop an infrastructure of policies, practices, systems and resources that support the continuum of solutions in the PPN and "scales up" those elements of the continuum that are proven effective. The BGCNCN has already received the support from the Northern Cheyenne Tribal government's President, executive office, Tribal Council and the Northern Cheyenne Court. The BGCNCN has also received the support of Denise Juneau, Superintendent of Public Schools, for the proposed promise neighborhood. Thus, the BGCNCN plans on

extending the commitment of other state and Federal government leaders during the planning year.

## **VI: SIGNIFICANCE**

### **A: Description of how BGCNCN will Track Available Sources & Funding Levels of Federal, State & Local Funds That Could be Utilized in the Project**

The BGCNCN is supported in tracking funding and funding opportunities through its work with Hopa Mountain, as well as their Strengthening the Circle program. Strengthening the Circle is a Native Non-Profit Leadership program that aims to build the capacities of experienced and emerging nonprofit organizations that respond to the needs of American Indian youth and their families. Strengthening the Circle actively seeks out grants for the Club to apply for and supports the Club in its applications – including in applying for this grant.

### **B: Description of how BGCNCN will Identify Federal, State & Local Policies, Regulations, or Other Requirements That Would Impede BGCNCN Project Goals**

The BGCNCN will identify Federal, State and local policies, regulations or other requirements that would impede project goals by consulting the appropriate Federal, state, local, tribal and school agencies and representatives throughout the planning year.

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