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ABOUT THE KEWEENAW BAY INDIAN COMMUNITY

The Keweenaw Bay Indian Community (KBIC) is a federally recognized Indian tribe exercising inherent sovereign authority over its members and territories. The Keweenaw Bay Indian Community is organized pursuant to the provisions of the Indian Reorganization Act of 1934 (48 Stat. 984), 25 U.S.C. §5123 as amended by the Act of June 5, 1935 (48 Stat. 378), with a Constitution and Bylaws duly approved by the Secretary of the United States Department of the Interior on December 17, 1936.

Under Article III of the Tribe’s Constitution and Bylaws, the Keweenaw Bay Indian Community is governed by the Tribal Council, a twelve-member council elected by popular ballot, with six council persons representing the Zeba District and six representing the Assinins

District. Under Article VI of the Constitution and Bylaws, the Tribal Council of the Keweenaw Bay Indian Community is authorized to protect the health, security, and the general welfare of the Keweenaw Bay Indian Community. The Tribal Council has the power to negotiate with the Federal, State, and local governments on behalf of the Community, and to advise and consult with the representatives of local, state, federal and other tribal governments of the United States on all matters affecting the affairs of the Keweenaw Bay Indian Community.

The L'Anse Indian Reservation, was created pursuant to the 1854 Treaty with the Chippewa, 10 Stat. 1109 and is located in the western part of Michigan's Upper Peninsula. The tribe owns lands in Baraga, Ontonagon, Houghton and Marquette Counties; however, the bulk of the Community owned land is situated in the Upper Peninsula of MI in north central Baraga County along the South shores of Lake Superior's Keweenaw Bay. ***The Keweenaw Bay Indian Community and Baraga County Promise Neighborhood's (KBICBCPN) geographic location will be the L'Anse Reservation lands, trust lands, and also the entirety of Baraga County, the county in which the Reservation is located.***

(A) NEED FOR PROJECT

(A1) THE MAGNITUDE OR SEVERITY OF THE PROBLEMS TO BE ADDRESSED BY THE PROPOSED PROJECT AS DESCRIBED BY INDICATORS OF NEED AND OTHER RELEVANT INDICATORS IDENTIFIED IN PART BY THE NEEDS ASSESSMENT AND SEGMENTATION ANALYSIS

As Michigan's oldest and largest Federally-Recognized Tribe, the KBIC administers 59,072 acres of the L'Anse Indian Reservation lands, or 125 square miles, scattered non-contiguously throughout Baraga County, Ontonagon County, and Marquette County. Tribal members total 3,586, of which 1,041 live on the Reservation.

Baraga County contains a population of 8,215 people living sparsely in the 898.43 square mile county. The county is remote and rural with 9.1 people with an average of 6.1 housing units per square mile. (US Census Data 2020)

Before colonization, the shores of Lake Superior were home to a large number of Ojibwe (Anishinaabe) bands. The L'Anse Reservation is located in the remote, rural, northwestern corner of the Upper Peninsula of MI. The L'Anse Reservation members have experienced generational trauma due to broken treaties, forced family separations, intentional efforts to eradicate the Tribe and forced attendance at boarding school. One of the three most known Indian boarding schools in MI was located in Baraga, home to the Keweenaw Bay Indian Community. Currently, the economy is stagnant, often referred to as hardscrabble, with a heavy reliance on tourism and extraction industries. Physical and communication infrastructure are lacking.

The KBICBCPN will comprise of Baraga County and the L'Anse Indian Reservation and eventually, trust lands. Optional attachment #1 is a map of the KBICBCPN boundaries.

72% of Baraga County is white with the next largest population being American Indian at 13.3%. The remainder of the population is comprised of 8% black, 4.5% multi-racial and 1.8% Hispanic/Latino. 2.2% identify as Asian or unknown. (USA Facts, 2020) In the L'Anse Reservation and Trust Lands, there are 1,133 children and youth ages 0-24 years. (US Census Data 2020) In the Baraga County Neighborhood, there are 1,300 children and youth aged 0-24 years. (MI Kids Count Data, 2021)

In tribal housing, 59% of households possess an income of less than \$25,000 annually. (KBIC HUD Demographic Report 2021) On the county level, 16% of the population live in poverty. To flesh out who is in poverty further; 41% of households in Baraga County with children under the

age of 18 live in poverty. The average income of a Baraga County resident is \$11,236.00 LESS than the average income for a resident in the state of Michigan. The overall poverty rate of Baraga County is over 10% higher than the average poverty rate in the U.S. The greatest percentage of residents living in poverty in the county are children at over 24.9%. (US Census Data 2020) The percentage of Native American households living at or below the poverty level in Baraga County is 38%. (US Census Data 2020) 62.5% of all births in Baraga County in 2019 were paid by Medicaid. (Western UP Health Dept, 2019)

The University of Michigan's Poverty Solutions Initiative lists Baraga County as the county with the highest percentage of working poor at 43% of the population. This is an ALICE score which was developed by the United Way: Asset Limited, Income Constrained, and Employed. Poverty Solutions indicates that this 43% of Baraga County residents cannot afford a basic household budget. (Univ. of MI, 2020) MI Kids Count data indicates that these rates are increasing annually.

The bachelor degree attainment rate in Baraga County is less than a quarter of the rate in both the state of Michigan and the U.S. The percentage of residents in Baraga County who possess a bachelor degree is 9.39% compared to 37.9% in the US.

There are two public LEA's in Baraga County, Baraga Area Schools and L'Anse Area Schools. Both LEA's are partners in the KBICBCPN. Baraga Area Schools is located within the boundaries of the L'Anse Reservation. Both schools are Title 1 schools with a population of over 60% economically disadvantaged students and a high minority student enrollment. Baraga Area schools enrolls 53% percent minority students with the majority of those students being Native American.

In addition to low income and educational attainment levels, the remote, rural and rugged location of Baraga County and the Keweenaw Bay Indian Community creates a great disparity on youth development and achievement. The nearest populated urban hubs lie a minimum of a six-hour drive away in the state of Wisconsin. Winters in the western Upper Peninsula of MI are long and harsh with over 200 inches of annual snowfall common. Due to the harsh weather, isolation becomes even greater during the months of October-April. Economic and educational opportunities are limited for county youth and families. Education and careers that provide living wages are sparse. Lack of socio-economic resources and isolation create a vicious cycle of economic and career struggle for youth and families in the KBIC and Baraga County.

MI State University released a report in September 2022 (Arsen, Delpier, Gensterblum, Jacobsen and Stamm, 2022) that highlights the key areas in which MI policies are failing MI rural schools and communities. Among the areas of need identified are the areas of teacher retention, student mental health needs, broadband and internet access and transportation. The research concludes that strong schools are tied to strong communities. The report determines that integrated efforts to “advance educational opportunities in MI rural schools will spur needed development” in rural communities. The design of the KBICBCPN is based upon community-integrated efforts.

Data from a collaboration of LEA staff, community members and partners further define the magnitude and severity of the problems to be addressed by the proposed project. Data collection and segmentation analysis has been conducted over the past six months by launching a community survey and holding a LEA and stakeholder retreat. The problems are described using indicators of need and other relevant indicators identified in part by the needs assessment and

segmentation analysis. The following table (Table 1) outlines need data in the framework of the PN Performance Indicators to document the high magnitude of need in Baraga County.

Table 1

Magnitude and Severity of Need in KBICBCPN

INDICATOR	DATA TO INDICATE THE SEVERITY AND MAGNITUDE OF NEED																				
Children are Kindergarten Ready	<p>Low Income Children Kindergarten Ready Scores in MAPS Testing Fall Below the National Median:</p> <table border="1" data-bbox="461 688 1372 913"> <thead> <tr> <th data-bbox="461 688 732 766">CLASSROOM</th> <th data-bbox="732 688 878 766">MATH</th> <th data-bbox="878 688 1040 766">NWEA MEDIAN</th> <th data-bbox="1040 688 1214 766">READING</th> <th data-bbox="1214 688 1372 766">NWEA MEDIAN</th> </tr> </thead> <tbody> <tr> <td data-bbox="461 766 732 814">HEAD START</td> <td data-bbox="732 766 878 814">128</td> <td data-bbox="878 766 1040 814">140</td> <td data-bbox="1040 766 1214 814">131</td> <td data-bbox="1214 766 1372 814">137</td> </tr> <tr> <td data-bbox="461 814 732 863">KBIC</td> <td data-bbox="732 814 878 863">131</td> <td data-bbox="878 814 1040 863">140</td> <td data-bbox="1040 814 1214 863">133</td> <td data-bbox="1214 814 1372 863">137</td> </tr> <tr> <td data-bbox="461 863 732 913">NO PRESCHOOL</td> <td data-bbox="732 863 878 913">131</td> <td data-bbox="878 863 1040 913">140</td> <td data-bbox="1040 863 1214 913">135</td> <td data-bbox="1214 863 1372 913">137</td> </tr> </tbody> </table> <p>Only 28% of children in Baraga County attended Federal Head Start prior to Kindergarten enrollment (MI School Data, 2021)</p> <p>6% of Tribal youth were in foster care placement in 2020. This is higher than the state of MI average. Unstable home environments for Tribal member children cause obstacles to consistent enrollment in pre-primary programming.</p> <p>Low socio-economic status negatively impacts school readiness. Low income families have lower literacy rates, less access to enrichment activities, lower vocabulary levels, and lower health indicators. (Perry, Braren, Blair, 2018)</p> <p>In tribal housing, 59% of households possess an income of less than \$25,000 annually. (KBIC HUD Demographic Report 2021) 41% of households in Baraga County with children under the age of 18 live in poverty. The average income of a Baraga County resident is \$11,236.00 LESS than the average income for a resident in the state of Michigan. The overall poverty rate of Baraga County is over 10% higher than the average poverty rate in the U.S. The greatest percentage of residents living in poverty in the county are children at over 24.9%. (US Census Data 2020) The percentage of Native American households living at or below the poverty level in Baraga County is 38%. (US Census Data 2020) 62.5% of all births in Baraga County in 2019 were paid by Medicaid. (Western UP Health Dept, 2019)</p>	CLASSROOM	MATH	NWEA MEDIAN	READING	NWEA MEDIAN	HEAD START	128	140	131	137	KBIC	131	140	133	137	NO PRESCHOOL	131	140	135	137
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	<p>LOW M-STEP Proficient Percentage In 2020-2021 Academic Year BARAGA AREA SCHOOLS</p>																				

Students are Proficient in Core Academic Subjects	Grade	3	4	5	6	7	8 PSAT
	ELA(PN)	28%	14%	22%	47.1%	26%	60.8%
	ELA(MI)	42.8%	44%	43.7%	38.6%	40.7%	63.6%
	MATH(PN)	38%	17%	46.3%	33%	13%	8.69%
	MATH(MI)	42.3%	37%	29.6%	28.6%	32%	36%
L'ANSE AREA SCHOOLS							
	Grade	3	4	5	6	7	8 PSAT
	ELA(PN)	38%	39%	23.1%	10%	25%	63.1%
	ELA(MI)	42.8%	44%	43.7%	38.6%	40.7%	63.6%
	MATH(PN)	50%	33%	38%	25.8%	30%	23.9%
	MATH(MI)	42.3%	37%	29.6%	28.6%	32%	36%
Students successfully transition from middle to high school	63% of students in the Baraga Area Schools and 61% of students in the L'Anse area schools are economically disadvantaged. Both LEA's are Title 1 schools. Economically disadvantaged 8 th grade students perform significantly lower on the PSAT, which measures proficiency in core academic subjects. Economically disadvantaged 8 th grade students in LEA's score 11 percentage points lower on the PSAT than non-economically disadvantaged students. Both LEA's enroll a high percentage of economically disadvantaged students who are not entering the 9 th grade academically prepared.						
Youth graduate from high school	The adjusted four-year cohort graduation rate average for Baraga and L'Anse High Schools was 78%, which is lower than the average for the state of MI.						
High School graduates obtain a higher	HIGH SCHOOL GRADUATES WHO ARE COLLEGE READY						

educ. credential	SCHOOL	ALL STUDENTS	LOW INCOME AND UNDERSERVED STUDENTS
	Baraga Area Schools	33%	32%
	L'Anse Area Schools	34%	18%
HIGH SCHOOL GRADUATES WHO ENROLL IN COLLEGE WITHIN 6 MONTHS OF GRADUATION			
	SCHOOL	ALL STUDENTS	AMERICAN INDIAN STUDENTS
	Baraga Area Schools	50%	<10%
	L'Anse Area Schools	50%	<10%
<p>KBICBCPN LEA graduates enter college within 6 mos. of graduation at lower rates than the average for the state of MI. The percentage of persons aged 24 and older in Baraga County who possess a bachelor's degree or higher: 9.39% The college-readiness, college enrollment and bachelor degree attainment rates for Baraga County all indicate that obstacles along the pipeline of services after high school graduation prohibit 18-24 year olds from obtaining a college credential. Kids Count in MI reports that 85.3% of Native American students in MI are not college ready.</p> <p>MI Kids Count data indicates that the percentage of KBICBCPN teens who are not enrolled in school and are not working is 6 percentage points higher than the state average.</p> <p>The graduation rate is only 3% at KBIC's community college, the Keweenaw Bay Ojibwa Community College (KBOCC) The college reports that only 18% of students transfer out or graduate within the 150% timeframe of enrolling. The transfer or graduation rate is 14% for Native American students. 67% of the college is comprised of Native American students.</p>			
Students are healthy	<ul style="list-style-type: none"> Both the KBIC and Baraga County are facing a medical professional shortage. Currently, KBIC does not have a dentist to serve the community. The medical staff of doctors and practitioners is understaffed. The only dental clinic in Baraga County is serving the entire population in the area. Wait times for appointments are close to one year out. 		

	<ul style="list-style-type: none"> • Kids Count in MI data for Baraga County reports worsening rates of less than adequate prenatal care over the past 10 years. The percentage of women with inadequate prenatal care in Baraga County is almost 10 percentage points higher than the state of MI rate. • Kids Count in MI data reports that children ages 0-17 are in food insecurity at rates that are 6 percentage points higher than the average for the state of MI. • For high school seniors, Baraga County RANKS NO. 1 out of all 13 Upper Peninsula counties for marijuana use. 43.8% of high school seniors report using marijuana within the past 30 days. This is 21.6 percentage points above the national average. • For high school seniors, Baraga County ranks in the top 3 counties for reported alcohol use at 49.3 percent of seniors reporting at least one alcoholic drink in the past 30 days. This is 19.1 percentage points above the national average. • Baraga County high school seniors report that they are “sad,” or “depressed” most days at a staggering 60.8%. This exceeds the percentage for every county in the Upper Peninsula. • Baraga County and three neighboring counties have the highest methamphetamine positivity rate in MI at 15.85% of all tests. • Baraga County is one of the two highest counties in MI for Neonatal Abstinence Syndrome among infants. • The rate of obesity in Baraga County is almost 50% of the total population. • 40.1% of county residents surveyed by the Western UP Health Departments indicated childhood obesity is an issue. • The prevalence of diabetes in Baraga County is above the national average. • 15.4% of the population of Baraga County does not have access to a large grocery store. • 79.3% of county residents surveyed by the Western UP Health Departments indicated drug abuse is an issue in Baraga County • 58.9% of county residents surveyed by the Western UP Health Departments indicated access to health insurance is an issue. • 49.8% of county residents surveyed by the Western UP Health Departments indicated alcohol abuse is an issue.
<p>Students feel safe in the community and school</p>	<ul style="list-style-type: none"> • A lack of funding has caused the school resource officer to be removed from Baraga and L’Anse High School. • Tribal Court Criminal cases more than doubled between 2020 and 2021. • Tribal Court controlled substances charges have more than tripled between 2020 and 2021. • Instances of domestic violence are on the increase, resulting in homicide in 2020.

	<ul style="list-style-type: none"> • A rise in heroin, cocaine and methamphetamine has led to multiple multi-agency “stings” and the arrest of nearly 20 community individuals and an increase in overdose response calls with one overdose in 2021 resulting in death.
<p>Students live in stable communities</p>	<ul style="list-style-type: none"> • 6% of Tribal youth were in foster care placement in 2020. This is higher than the state of MI average. • A 2022 KBIC Community Survey revealed that families are the top concern for community members. Concerns included unhealthy behaviors in the home, the availability of holistic wrap-around services for families and the identification of family regardless of blood relation, among other identified family needs. • Baraga County is in the top 10 highest unemployment rates in MI. • A high percentage of county and Tribal members are economically distressed and struggling to keep a basic household budget. • 35.3% of households with children under 18 in Baraga County receive SNAP benefits which is higher than the state percentage. • 67.3% of children ages 0-4 receive WIC benefits in Baraga County compared to 43.5% in MI. • Of the 1041 KBIC Tribal Members, 57.02% live in tribally-owned, HUD subsidized housing.
<p>Families and community members support learning in KBICBCPN Schools</p>	<ul style="list-style-type: none"> • School improvement survey results in the LEA’s indicate that approximately 50% of families approve of and are engaged in their children and youth’s education in grades K-12. The concerning extrapolation of this indicator is that 50% of families in the KBICBCPN are disenfranchised from their children’s and youth’s education. • At the summer 2022 LEA and School Board Members Area Education Retreat, LEA participants expressed that parent involvement in school matters is low. • In the entire school district of over 300 children, only 50 parents responded to the school improvement survey. • A key finding in the parent responses was that more involvement is needed in the PTO. • Only 9.93% of persons aged 24 years and above possess a bachelor’s degree in the KBICBCPN.
<p>Students have access to 21st century learning tools</p>	<ul style="list-style-type: none"> • Over 25% of Baraga County households do not have an internet connection. • 20% of Baraga County homes do not possess a computer in the home.

(A2) THE EXTENT TO WHICH SPECIFIC GAPS OR WEAKNESSES IN SERVICES, INFRASTRUCTURE, OR OPPORTUNITIES HAVE BEEN IDENTIFIED AND WILL BE ADDRESSED BY THE PROPOSED PROJECT, INCLUDING
 (A2I) THE NATURE AND MAGNITUDE OF THOSE GAPS OR WEAKNESSES

Table 2

Nature and Magnitude of Gaps and Weaknesses Identified:

SPECIFIC GAPS AND WEAKNESSES IDENTIFIED	NATURE AND MAGNITUDE OF GAPS AND WEAKNESSES IDENTIFIED																					
Gaps in programs to help children enter kindergarten ready to learn	<p>In the KBICBCPN, over 50% of children who attend pre-primary programming targeted for economically disadvantaged families, such as Head Start and the KBIC pre-primary programs, score below average on the Measures of Academic Progress (MAP) assessments.</p> <table border="1" data-bbox="483 1073 1398 1287"> <thead> <tr> <th>CLASSROOM</th> <th>MATH</th> <th>NWEA MEDIAN</th> <th>READING</th> <th>NWEA MEDIAN</th> </tr> </thead> <tbody> <tr> <td>HEAD START</td> <td>-12</td> <td>140</td> <td>-6</td> <td>137</td> </tr> <tr> <td>KBIC</td> <td>-9</td> <td>140</td> <td>-4</td> <td>137</td> </tr> <tr> <td>NO PRESCHOOL</td> <td>-9</td> <td>140</td> <td>-2</td> <td>137</td> </tr> </tbody> </table>	CLASSROOM	MATH	NWEA MEDIAN	READING	NWEA MEDIAN	HEAD START	-12	140	-6	137	KBIC	-9	140	-4	137	NO PRESCHOOL	-9	140	-2	137	
CLASSROOM	MATH	NWEA MEDIAN	READING	NWEA MEDIAN																		
HEAD START	-12	140	-6	137																		
KBIC	-9	140	-4	137																		
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Gaps in programs to help students become proficient in academic subjects and eliminate achievement gaps	<p>Based on MI assessments, the average KBICBCPN proficiency scores are lower than the average assessment scores for the state of MI. The state of MI proficiency averages range from 1.05 times to 4.15 times of the scores in the KBICBCPN.</p> <p>Ratio of Proficiency Rates: State Average to KBICBCPN</p> <p>BARAGA AREA SCHOOLS SCORES COMPARED TO MI</p> <table border="1" data-bbox="483 1591 1398 1738"> <thead> <tr> <th>Grade</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>-1.6</td> <td>-3.7</td> <td>-2.0</td> <td>+0.82</td> <td>-1.57</td> <td>-1.05</td> </tr> <tr> <td>MATH</td> <td>-1.14</td> <td>-2.2</td> <td>+1.56</td> <td>+1.15</td> <td>-2.46</td> <td>-4.15</td> </tr> </tbody> </table>	Grade	3	4	5	6	7	8	ELA	-1.6	-3.7	-2.0	+0.82	-1.57	-1.05	MATH	-1.14	-2.2	+1.56	+1.15	-2.46	-4.15
Grade	3	4	5	6	7	8																
ELA	-1.6	-3.7	-2.0	+0.82	-1.57	-1.05																
MATH	-1.14	-2.2	+1.56	+1.15	-2.46	-4.15																

	<p align="center">L'ANSE AREA SCHOOLS SCORES COMPARED TO MI</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>-1.12</td> <td>-1.14</td> <td>-1.89</td> <td>-3.86</td> <td>-1.63</td> <td>-1.01</td> </tr> <tr> <td>MATH</td> <td>+1.001</td> <td>-1.13</td> <td>+1.28</td> <td>-1.12</td> <td>-1.07</td> <td>-1.51</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • In L'Anse Area Schools, economically disadvantaged students score 12% lower in math and 27% lower in ELA on the state MSTEP proficiency exam than their affluent peers. • In Baraga Area Schools, economically disadvantaged students' scores in ELA and math fall over 24% lower than their affluent peers. • A clear achievement gap exists between economically disadvantaged students and their more affluent peers. • Native American students make up 32% of the student body in the Baraga Area Schools and 21% of the student body in L'Anse area schools; however, AP courses are comprised of only 17% Native American students in Baraga and only 18% in L'Anse. 	Grade	3	4	5	6	7	8	ELA	-1.12	-1.14	-1.89	-3.86	-1.63	-1.01	MATH	+1.001	-1.13	+1.28	-1.12	-1.07	-1.51
Grade	3	4	5	6	7	8																
ELA	-1.12	-1.14	-1.89	-3.86	-1.63	-1.01																
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<p>Gaps in programs for students to transition from middle school to high school</p>	<p>8th grade students in Baraga and L'Anse Area Schools score below the state average on the PSAT. The scores indicate that students transition to high school with a lower ability to understand and process elements of reading, writing and mathematics.</p> <p>Chronic absenteeism in middle school creates an obstacle to a positive transition from middle school to high school.</p> <table border="1"> <thead> <tr> <th>SCHOOL</th> <th>8TH GRADE CHRONIC ABSENTEEISM RATES</th> </tr> </thead> <tbody> <tr> <td>Baraga</td> <td>41% of students</td> </tr> <tr> <td>L'Anse</td> <td>34% of students</td> </tr> </tbody> </table>	SCHOOL	8TH GRADE CHRONIC ABSENTEEISM RATES	Baraga	41% of students	L'Anse	34% of students															
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L'Anse	34% of students																					
<p>Gaps in programming to help students be healthy</p>	<ul style="list-style-type: none"> • Occurrences of tribal member children and youth being seen by a mental health professional in the health center has risen by 13% from April of 2020 to June of 2022. Over 20 children and youth per month were seen at the Tribal Behavioral Health Department between 4/22 and 6/22. As with the dental and medical staff, the behavioral health department is understaffed. • LEA's cannot provide individual services to children and youth needing mental health services. The counselor to student ratio in Baraga Area Schools is 1/340 and 2/553 in the L'Anse Area Schools. 																					

	<ul style="list-style-type: none"> In 2019 Upper Peninsula Communities That Care delivered a Tri-Ethnic Readiness Survey to all UP counties. All 15 counties, including Baraga, scored in the range of “vague awareness” of the issues facing their county and no plan to collaboratively address the issues.
Gaps in programs to help children feel safe at school and in their community	<ul style="list-style-type: none"> Although violent crime is lower than the state average, low-level crime arrests in Baraga County are 40% higher than the state average. Children, youth and families are likely to experience crime such as theft, simple assault, disorderly conduct, a close relative or friend driving impaired, domestic violence, or MIP tickets. Native American students comprise 32% of students in Baraga Schools and 21% of students in L’Anse Schools, but in 2019 comprise 54% of all out of school suspensions in Baraga Schools and 34% of out of school suspensions in L’Anse Area Schools. The removal of the school resource officers due to budget cuts has heightened the level of children, youth and family insecurity while at school and in neighborhoods.
Gaps in programs to help youth graduate from high school	<p>The high school graduation rate for the KBICBCPN is lower than the state of MI graduation rate. Only two programs serve LEA high school students with the goal of high school graduation. The ED TRIO Upward Bound program only serves a handful of LEA 9-12 grade students. The KBIC education department serves Native American students with tutoring and incentive programs to promote high school graduation. KBICBCPN student subgroups experience chronic absenteeism, suspensions and other achievement gaps at a higher rate than non-economically disadvantaged LEA in MI. Few high school students have access to after school programs. Large gaps in graduation support programs exist in the LEA.</p>
Gaps in programs to help high school graduates obtain postsecondary degrees, certifications, or credentials	<p>Students in the KBICBCPN attend college at lower rates than the state of MI average. This lower college attendance rate is related to lack of college exposure programming in high school, lower levels of college readiness, a rural and isolated location, low economically disadvantaged and minority enrollment in AP courses, lack of exposure to college campuses, a high guidance counselor to student ratio, and a lack of successful college graduate role models.</p>
Gaps in programs to help students live in stable communities	<p>The rate of foster care placement for Tribal youth in 2020 was more than 3x greater than the state average for foster care placement. The University of MI Poverty Center ranked Baraga County as the county in MI with the highest percentage of “working poor.” Families struggle to keep an adequate household budget. 59% of families living in Tribal housing have an annual income of less than \$25,000 per year. The need for supportive services in Baraga County is high, but the rural location and lower population base severely limit the availability of supportive services in the KBICBCPN.</p>

49 Gaps in programs to help families and community members support learning in KBICBCPN schools	Stand alone programs serve a small percentage of students in the LEA's located in the KBICBCPN. Academic support is provided to Native American students by the KBIC Education Department; a select number of KBIC youth can enroll in an after school program; a federal TRIO Upward Bound Program serves less than 10 students in the two LEA's combined; Big Brothers Big Sisters provides High Five Mentoring to one grade level in one LEA for one hour per week and one LEA provides a 21 st Century Learning Center for a small percentage of students in one elementary school. No community wide, collaborative partnership exists to support all children, youth and families with learning in the KBICBCPN.
Gaps in students' access to 21 st century learning tools	<ul style="list-style-type: none"> • 41% of families in Baraga County with children under the age of 18 in the home live in poverty. Inadequate household budgets do not allow for "luxuries" such as internet access and technology hardware. • 25% of Baraga County households do not have broadband access. • Few programs exist to provide children, youth and families with the support and tools needed for access to 21st century learning tools.

(A2II) A PIPELINE OF SOLUTIONS ADDRESSING THE IDENTIFIED GAPS AND WEAKNESSES INCLUDING SOLUTIONS TARGETED TO EARLY CHILDHOOD, K-12, FAMILY AND COMMUNITY SUPPORTS, AND COLLEGE AND CAREER

The pipeline of solutions are identified under the KBICBCPN components of: 1)Preschool, 2)K-8 Education, 3)High School, 4)College and Career Readiness and 5)Families. Following are the needs, data sources, gaps or weaknesses, proposed solutions, solution description, pipeline area addressed and solution partners to describe the KBICBCPN proposed pipeline of services in table 3.

Table 3

PIPELINE OF SOLUTIONS	
NEED	Children are not kindergarten ready
DATA SOURCE	<u>Primary Data Source:</u> LEA School Readiness MAPS Data, KBIC Pre-Primary Programs Annual Report 2021, Copper Country Great Start Director, 2022, LEA Superintendents, LEA School Board Members, Area Education Retreat, 2022

	<p>Secondary Data Source: MI School Data, 2021, MI Kids Count, 2021</p>
<p>GAPS OR WEAKNESSES BASED ON SEGMENTATION ANALYSIS</p>	<p>Approximately 70% of KBICBCPN children are not participating in a preschool experience</p> <p>Children live in foster care at rates higher than the state average</p> <p>54% of families with children between the ages of 0-5 live below 200% of the poverty level</p> <p>Children are scoring below the national average on MAPS assessments</p>
<p>PROPOSED SOLUTIONS</p>	<p>Home Visiting, Library Service Expansion, Kindergarten Bridge Program,</p>
<p>SOLUTION DESCRIPTION</p>	<ul style="list-style-type: none"> -Families with who are expecting or have pre-school age children will receive weekly home visits by a credentialed home visit staff member. In addition to healthy living practices, home visitors will deliver activities and services to instill a culture of literacy in the home. -Pre-primary staff will participate in professional development and credentialing programs to focus on kindergarten preparation with children ages 0-5. Training will include teaching math and reading school readiness, first sound fluency and letter naming. -Developmental assessments will be administered to determine lesson plans designed to allow children to reach developmental milestones. -The community library services and programming will be expanded to increase the family and children literacy and love of learning levels -A one-week kindergarten bridge program will be held. Incoming kindergarten children will meet in their future school building to administer readiness assessments and deliver readiness skills programming prescribed by assessment results. In addition to readiness, children confidence, self-esteem, self-awareness and social skills will be enhanced in the bridge program.
<p>PIPELINE AREA ADDRESSED</p>	<p>Pre-K, Families</p>

SOLUTION PARTNERS	KBIC Education Department, KBIC Pre-Primary; Head Start; Great Start Collaborative; Pre-K programs, Keweenaw Bay Ojibwa Community College, LEA Kindergarten Staff
NEED	Families are not motivated to engage in kindergarten preparation programming with their children ages 0-5
DATA SOURCE	<p><u>Primary Data Source:</u> KBIC Pre-Primary Annual Report, 2021, KBIC Community Survey, 2022, Great Start Collaboration, 2021</p> <p><u>Secondary Data Source:</u> MI School Data, 2021; Kids Count MI Databook, 2021,</p>
GAPS OR WEAKNESSES BASED ON SEGMENTATION ANALYSIS	<p>Only 28% of children in Baraga County attended Federal Head Start prior to Kindergarten enrollment (MI School Data, 2021)</p> <p>6% of Tribal youth were in foster care placement in 2020. This is higher than the state of MI average. Unstable home environments for Tribal member children cause obstacles to consistent enrollment in pre-primary programming.</p> <p>Low socio-economic status negatively impacts school readiness. Low income families have lower literacy rates, less access to enrichment activities, lower vocabulary levels, and lower health indicators. (Perry, Braren, Blair, 2018)</p>
PROPOSED SOLUTIONS	Home Visiting, Library Service Expansion, Kindergarten Bridge Program
SOLUTION DESCRIPTION	<p>-Families with who are expecting or have pre-school age children will receive weekly home visits by a credentialed home visit staff member. Home visitors will teach healthy living practices including nutrition, well-child medical visits, immunizations, sober living, the dangers of second hand smoke, the importance of exercise and mental and emotional wellbeing.</p> <p>-Pre-primary staff will participate in professional development and credentialing programs to focus on kindergarten preparation with children ages 0-5. Training will include training for pre-primary staff to deliver positive parenting programs and to work with families and caregivers to teach them how to support their childrens' social, emotional and educational development.</p>

	<p>-Developmental assessments will be administered to determine lesson plans designed to allow children to reach developmental milestones.</p> <p>-The community library services and programming will be expanded to increase the family and children literacy levels</p> <p>-A one-week kindergarten bridge program will be held. Incoming kindergarten children will meet in their future school building to administer readiness assessments and deliver readiness skills programming prescribed by assessment results. In addition to readiness, children confidence, self-esteem, self-awareness and social skills will be enhanced in the bridge program.</p>
PIPELINE AREA ADDRESSED	Pre-K, Families
SOLUTION PARTNERS	KBIC Pre-Primary; Head Start; Great Start Collaborative; Pre-K programs, Keweenaw Bay Ojibwa Community College, KBIC Social Services Dept., KBIC Youth Department, KBIC Education Department
NEED	Students are not proficient in core academic areas
DATA SOURCE	<p><u>Primary Data Source:</u> LEA Superintendents, LEA School Board Members, 2022</p> <p><u>Secondary Data Source:</u> MI School Data, 2021</p>
GAPS OR WEAKNESSES BASED ON SEGMENTATION ANALYSIS	<p>Student scores on the MI MSTEP proficiency exams in ELA and math score from 1.05 to 4.15 percent lower than the average scores in the state of MI.</p> <p>Native American students comprise 27% of the enrollment in the KBICBCPN LEA's, but comprise on 17% of enrollment in high school AP courses.</p>
PROPOSED SOLUTIONS	Academic Specialists, Tutoring, Summer Programming, Cultural Advocates, Place-Based Education, 9 th Grade Bridge Program, Transportation,
SOLUTION DESCRIPTION	-Trained Academic Specialists will be placed in the LEA's full time during the academic year and as out of school summer program leaders during school breaks and summer programs.

	<p>-Tutoring will happen during the day in the school building, after school in both the school building and during youth program activities, and during summer programming. Students who are not testing at grade level in academic subjects will have the opportunity to engage in supplemental learning with tutoring support.</p> <p>-Cultural Advocates will join the KBIC Ojibwe language instructors in teaching the Ojibwe culture, creating school environments that respect and honor --- Native American students; influencing positive change to allow Native students to excel academically. Cultural Advocates will plan cultural/educational trips to visit other Tribes, cultural events and tribally-owned institutions of higher education.</p> <p>-Project staff will work with the LEA's to develop place-based education that immerses children and youth in local heritage, cultures, natural resources, opportunities and experiences using them as the foundation for the core academic courses.</p> <p>-Additional transportation for K-12 students by adding school bus hours in the LEA's and by adding large passenger vans into the program. Students will be able to participate in sports, enrichment classes; and, stay in school every day until the final bell rings and participate in after school and summer programming.</p>
PIPELINE AREA ADDRESSED	K-8, HS, Families
SOLUTION PARTNERS	KBIC Education Department, KBIC Youth Department, Baraga Area Schools, L'Anse Area Schools, KBOCC
NEED	Students do not successfully transition from middle to high school
DATA SOURCE	Secondary Data Source: MI School Data, 2021
GAPS OR WEAKNESSES BASED ON SEGMENTATION ANALYSIS	Over 60% of students enrolled in KBICBCPN LEA's are economically disadvantaged (ED). Both LEA's are designated as Title 1 schools. ED students score lower on MI Proficiency Exams. 8 th grade PSAT scores for ED students are 11 percentage points lower than non ED students. High percentages of 8 th grade students in LEA's demonstrate chronic absenteeism. Over 60% of LEA students are not prepared for HS level coursework.
PROPOSED SOLUTIONS	Academic Specialists, Tutors, Cultural Advocates, High School Summer Bridge Program,

SOLUTION DESCRIPTION	<p>-Trained Academic Specialists will work in the LEA’s full time during the academic year and as out of school summer program leaders during school breaks and summer programs. Academic Specialists will work proactively with students with multiple school absences.</p> <p>-Tutoring will happen during the day in the school building, after school in both the school building and during youth program activities, and during summer programming. Students who are not testing at grade level in academic subjects will have the opportunity to engage in supplemental learning with tutoring support.</p> <p>-Cultural Advocates will join the KBIC Ojibwe language instructors in teaching the Ojibwe culture, creating school environments that respect and honor ---</p> <p>-Native American students; influencing positive change to allow Native students to excel academically. Cultural Advocates will plan cultural/educational trips to visit other Tribes, cultural events and tribally-owned institutions of higher education.</p> <p>-One-week summer high school bridge program will be held. Incoming high school youth will meet in their future school building. Families will receive the crucial support that they need to learn how they can play a role in their children’s educations, what the rules and expectations of high school are, what routines to expect, and how they can set their new high school student up for success.</p>
PIPELINE AREA ADDRESSED	K-8, High School, Families
SOLUTION PARTNERS	KBIC Education Department, KBIC Youth Department, KBIC Social Services Department, KBIC Living Languages Grant Program, Baraga Area Schools, L’Anse Area Schools
NEED	Students are not healthy
DATA SOURCE	<p><u>Primary Data Source:</u> KBIC Health Department, KBIC Tribal Member Survey</p> <p><u>Secondary Data Source:</u> Upper Peninsula Communities that Care Coalition 2019 Annual Report, MI School Data, 2021</p>

<p>GAPS OR WEAKNESSES BASED ON SEGMENTATION ANALYSIS</p>	<p>Extremely limited availability of medical, dental and behavioral health services in LEA's. In some cases, an almost 12 month wait list for appointments.</p> <p>Ratios of 1/340 and 2/553 guidance counselors.</p> <p>An almost one year wait list to see a local dentist.</p> <p>An increase of 13% of children and youth seeking behavioral health services in the KBIC Behavioral Health Department, Upper Peninsula Communities that Cares rates Baraga County at the level of "vague awareness" of the issues facing youth in the county.</p> <p>Lack of recreational opportunities for children, youth, and families.</p>
<p>PROPOSED SOLUTIONS</p>	<p>Home Visiting, Recreational Facilities, Debweyendon Indigenous Gardens, Increase Health Staff, Community Center Programming</p>
<p>SOLUTION DESCRIPTION</p>	<ul style="list-style-type: none"> - Families with who are expecting or have pre-school age children will receive weekly home visits by a credentialed home visit staff member. Home visitors will teach healthy living practices including nutrition, well-child medical visits, immunizations, sober living, the dangers of second hand smoke, the importance of exercise and mental and emotional wellbeing. -Recreational Facilities and opportunities will be created by the project. Additional playground, game fields and ice rinks will be developed. - Children, youth and families will work with gardeners and teachers from the KBIC Natural Resources Department to learn to grow fruit trees, vegetables and medicinal plants. Garden project participants will be given plots in the community garden each summer to grow their own healthy fruits and vegetables. Participants who work and learn in the Debweyendon Indigenous Gardens, will receive a free garden tool every time they attend a garden event and receive a portion from the Debweyendon Indigenous Gardens, harvest in the fall. -Neighborhood health staff will be increased to allow community members to have sufficient access to medical, dental and behavioral health services. In addition, community health providers will partner with the KBICBCPN to educate and promote healthy living for all ages on the pipeline.

	-Community Center Programming will provide family, children and youth support to teach and encourage healthy lifestyles. In addition, after school and summer food programs will be offered to community families and children.
PIPELINE AREA ADDRESSED	Pre-K, K-8, HS, Families
SOLUTION PARTNERS	Baraga Area Schools, L'Anse Area Schools, KBIC Behavioral Health Department, KBIC Education Department, KBIC Youth Department, KBIC Social Services, KBIC Pre-Primary Programs, Head Start
NEED	Children need to feel safe at home and in the community
DATA SOURCE	<u>Primary Source:</u> KBIC Tribal Court, KBIC Police Department, KBIC Social Services <u>Secondary Source:</u> FBI Crime Data Explorer, 2020, MI School Data, 2021
GAPS OR WEAKNESSES BASED ON SEGMENTATION ANALYSIS	Budget cuts have forced the removal of the local LEA School Resource Officer. Low-level crimes occur regularly in Baraga County at rates over 40% higher than the state average. Native American students comprise a smaller percentage of enrolled students in the county LEA's but make up for a majority of the school suspensions. Upper Peninsula Communities that Care rates Baraga County at the level of "vague awareness" of the issues facing youth in the county.
PROPOSED SOLUTIONS	NICWA Resources, Community Programming, Increased Health Staffing, Academic Specialists, Recreation Areas
SOLUTION DESCRIPTION	-National Indian Child Welfare Association Resources: NICWA works to support the safety, health and spiritual strength of American Indian and Alaskan Native children along the continuum of their lives. The KBICBCPN will use the NICWA curriculum and train the trainers courses to protect children and families. -Academic Specialists will lower the caring adult to student ratio in the LEA. Academic Specialists will interface with all students daily during the academic year. Academic Specialists will serve to promote safety in the LEA's and students will have a trusted adult to confide in when safety issues arise.

	<p>--KBICBCPN health staff will be increased to allow community members to have sufficient access to medical, dental and behavioral health services. In addition, community health providers will partner with the KBICBCPN to educate and promote healthy living for all ages on the pipeline.</p> <p>-Children, Youth and Family Recreation will be provided by the project. Supporting the research connection between physical activity and family strengthening, adult guidance for children and increase academic achievement, the KBICBCPN will support the installation of children, youth and family recreation areas.</p> <p>-Children, youth and family services will be included in community programs. Community programming will be centered in the Akeaa Niiwin Community Center, LEA's, library and in community recreation spaces. Performance indicators will be supported through events, education in inclusive community events. Examples of community programming include infant and preschool fairs, health fairs, youth camps, summer programs, cultural events, recreation, camps, and field trips.</p>
PIPELINE AREA ADDRESSED	Pre-K, K-8, HS, Families
SOLUTION PARTNERS	KBIC Police Department, KBIC Youth Department, KBIC Education Department, KBIC Health Department, Baraga Area Schools, L'Anse Area Schools, Baraga County Sheriff Department, L'Anse Village Police, Baraga Village Police, NICWA
NEED	Students graduate from high school at lower levels than the state average.
DATA SOURCE:	<u>Secondary Source:</u> MI School Data, 2021
GAPS OR WEAKNESSES BASED ON SEGMENTATION ANALYSIS	Lack of county-wide, seamless programming designed to encourage high school graduation. KBICBCPN subgroups experience chronic absenteeism, suspensions and other achievement gaps.
PROPOSED SOLUTIONS	Academic Specialists, Tutoring, Summer Programming, Cultural Advocates, Place-Based Education, 9 th Grade Bridge Program, Transportation

<p>SOLUTION DESCRIPTION</p>	<p>-The above solutions are discussed under the need: <i>“students do not transition successfully from middle school to high school.”</i> (see page 19) All of the solution descriptions from page 19 apply in this need area.</p> <p>-Additional outcomes of the proposed solution includes research by Dynarski, et al. (2008) that indicates students engaging in academic support services such as the services provided by the academic specialist, cultural advocates and postsecondary specialists help students stay in school and graduate. In addition, the model of low student to specialist ratio have been shown by the Search Institute to increase students’ level of engagement and achievement in school.</p> <p>-The KBICBCPN will add additional transportation for K-12 students by adding school bus hours in the LEA’s or by adding large passenger vans into the program. Students will be able to participate in sports, enrichment classes; and, stay in school every day until the final bell rings and participate in after school and summer programming.</p>
<p>PIPELINE AREA ADDRESSED</p>	<p>HS, Families</p>
<p>SOLUTION PARTNERS</p>	<p>Academic Specialists, Cultural Advocates, Postsecondary Education Specialist, KBIC Education Department, KBIC Youth Department, KBIC Living Languages Grant Program, Baraga Area Schools, L’Anse Area Schools</p>
<p>NEED</p>	<p>Low percentages of high school graduates earn postsecondary degrees, certificates or credentials.</p>
<p>DATA SOURCE</p>	<p><u>Primary Source:</u> Local analysis of graduation rosters from LEA’s</p> <p><u>Secondary Source:</u> MI School Data, 2021, National Center for Education Statistics College Navigator, 2021, CollegeSimply, 2021</p>
<p>GAPS OR WEAKNESSES BASED ON SEGMENTATION ANALYSIS</p>	<p>At first glance, postsecondary education rates appear positive, but segmentation analysis at the neighborhood level shows that a high percentage of graduates drop out of postsecondary education. Only 9.93% of the county population possess a bachelor degree. KBIC’s community college, the Keweenaw Bay Ojibwa</p>

	<p>Community College reports that only 18% of students transfer out or graduate within the 150% timeframe of enrolling. If the transfer rate is taken out, the graduation rate is only 3%. The transfer or graduation rate is 14% for Native American students. 67% of the college is comprised of Native American students. Data extrapolation indicates that low numbers of Native American students are graduating from the Tribal College.</p>
<p>PROPOSED SOLUTIONS</p>	<p>Academic Specialists, Postsecondary Specialists, Cultural Advocates, FAFSA Completion, Community Programming, Summer Programs, College and Career Field Trips, CTE, Stipends, incentives and paid internships</p>
<p>SOLUTION DESCRIPTION</p>	<ul style="list-style-type: none"> -In addition to all of the services provided by academic specialists discussed above, academic specialists will complement the work of the postsecondary specialists by promoting postsecondary enrollment with students starting in the early grades. Course selection can be guided from elementary, through middle school and into high school to academically prepare students for success in postsecondary education. -Postsecondary specialists will start discussing postsecondary credentials, certificates and degrees with students early in high school. The college enrollment process will be demystified for the entire family. -Continuous college exploration prior to high school graduation will enable students to see themselves as successful postsecondary students when they graduate from high school. -The Postsecondary Specialist, LEA staff, community programs and KBOCC financial aid staff will partner to provide support to youth, young adults and families who are eligible to enroll in postsecondary education to complete the FAFSA. Education and advising for the entire family is crucial. Two keys to the success of the FAFSA completion initiative will be the one-on-one advising and parent/guardian advising available through the project. -College and Career Field trips will begin in middle school and continue until high school graduation. Students will have multiple opportunities to personally place themselves on college campuses and in career fields enabling them to feel a sense of belonging and familiarity when they enter that arena as a high school graduate.

	<p>-The project will partner with the LEA and KBOCC to expand CTE credentialing for youth and community family members. The project will invest in all areas of CTE programming, including instruction, facilities and resources.</p> <p>- Stipends, incentives and paid internships will recognize educational milestone achievements and allow students to concentrate on educational pursuits instead of part-time work.</p>
PIPELINE AREA ADDRESSED	K-8, HS, College and Career, Community Members, Families
SOLUTION PARTNERS	KBIC Education Department, KBIC Youth Department, Baraga Area Schools, L'Anse Area Schools, Keweenaw Bay Ojibwa Community College, MI Works
NEED	Students don't live in stable communities
DATA SOURCE	<p><u>Primary Source:</u> KBIC Social Services Department, KBIC Tribal Court, KBIC Police Department, KBIC Housing Department</p> <p><u>Secondary Source:</u> University of Michigan Poverty Center, 2021, American Community Survey, 2021</p>
GAPS OR WEAKNESSES BASED ON SEGMENTATION ANALYSIS	Children who are Tribal members are placed in foster care at rates higher than the state of MI. 22% of nine-year-olds were in foster care in 2020. The Poverty Center at the University of MI ranked Baraga County as the #1 county in the state of MI for families who are financially unable to meet essential needs. 59% of individuals living in Tribal housing have an annual household income of less than \$25,000 per year. The low population base, rural location and isolated area severely limits funding for supportive services for county residents.
PROPOSED SOLUTIONS	Home Visiting, LEA and KBIC Parent/Caregiver Resource Centers, Pre-Primary educator professional development, NICWA Resources, Recreation, Health Care, Community Center Programming, Academic Specialists
SOLUTION DESCRIPTION	-The solutions "Increased health care, NICWA Resources, Community Programming and Academic Specialists" are discussed under the need: " <i>children need to feel safe at home and in the community.</i> " (see page 22) All of the solution descriptions for these solutions from page 22 apply in this need area.

	<p>-The home visiting program will support and offer education to new families to strengthen the family unit and increase the childrens' wellbeing. Outcomes will include reaching developmental and educational outcomes, valuing education in the family and reducing foster care placements.</p> <p>-Parent/Caregiver Family Resource Centers will be created in the community center and the LEA's. The centers will encourage families to engage in their children and youth education, provide peer networking, connect families to supportive services and provide activities that connect families at every step along the pipeline of services.</p> <p>-Children, Youth and Family Recreation will be provided by the project. Supporting the research connection between physical activity and family strengthening, adult guidance for children and increase academic achievement, the KBICBCPN will support the installation of children, youth and family recreation areas.</p>
PIPELINE AREA ADDRESSED	Pre-K, K-8, HS, College and Career Readiness, Families
SOLUTION PARTNERS	KBIC Education Department, KBIC Youth Department, KBIC Social Services, KBIC Pre-Primary Programs, Head Start, LEA
NEED	Families and the community do not support learning along the entire pipeline in KBICBCPN schools
DATA SOURCE	<p><u>Primary Source:</u> LEA School Improvement Survey 2021, KBIC Community Survey, KBIC Education Director, KBIC Youth Director, KBOCC, 2022 KBIC, LEA Staff and School Board Education Retreat</p> <p><u>Secondary Source:</u> American Community Survey, 2021</p>
GAPS OR WEAKNESSES BASED ON SEGMENTATION ANALYSIS	Surveys and anecdotal data indicate that at least 50% of LEA families are not involved in school matters or activities. Higher education credentials are extremely low in the KBICBCPN.
PROPOSED SOLUTIONS	Home Visiting, Parent/Caregiver Resource Centers, Community Programming
SOLUTION DESCRIPTION	-The home visiting program will support and offer education to new families. Outcomes will include

	<p>reaching developmental and educational outcomes, and valuing education in the family. A high level of engagement with their children beginning in pregnancy will create a culture of educational engagement.</p> <p>-Parent/Caregiver Family Resource Centers will be created in the community center and the LEA's. The centers will encourage families to engage in their children and youth education, provide peer networking, connect families to supportive services and provide activities that connect families at every step along the pipeline of services.</p> <p>-Family and community services will be included in community programs. Community programming will be centered in the Akeaa Niiwin Community Center, LEA's, library and in community recreation spaces. Activities and events illustrating the value of education, postsecondary credentialing and lifelong career vs short term job will be included in programming.</p>
PIPELINE AREA ADDRESSED	Families and community members
SOLUTION PARTNERS	KED, KBOCC, LEA's, KYD
NEED	Children, youth and families in the KBICBCPN do not have access to 21 st century learning tools
DATA SOURCE	<u>Secondary Sources:</u> Poverty Center, University of Michigan, 2021; American Community Survey, 2021
GAPS OR WEAKNESSES BASED ON SEGMENTATION ANALYSIS	There are large gaps in broadband internet coverage in the county, with a low population base on average of only 6.1 households per square mile. 25% of homes do not have internet connection. The rural and rough terrain make it difficult for the few cell towers that exist to offer a strong signal and wide coverage area. Computer technology and broadband service is often seen as a "luxury" for families struggling to maintain an adequate household expense budget.
PROPOSED SOLUTIONS	Community Computer labs, Application for Bipartisan Infrastructure Law (BIL) Broadband grant programs
SOLUTION DESCRIPTION	-A large and rural geographic area make comprehensive broadband connection difficult. The KBICBCPN community partners will research opportunities in the BIL to access funding to connect county families to broadband.

	-Computer labs with high speed broadband connection will be created in the LEA's, Community Center, Library and community gathering points identified in outlying areas. Families will be encouraged to utilize the computer centers free of charge.
PIPELINE AREA ADDRESSED	Pre-K, K-8, HS, college and career readiness, Families
SOLUTION PARTNERS	KBIC government, KBIC Education Department, KBIC Youth Department, KBIC Tribal Broadband Connectivity Grant

(B) QUALITY OF PROJECT SERVICES

(B1) THE QUALITY AND SUFFICIENCY OF STRATEGIES FOR ENSURING EQUAL ACCESS AND TREATMENT FOR ELIGIBLE PROJECT PARTICIPANTS WHO ARE MEMBERS OF GROUPS THAT HAVE TRADITIONALLY BEEN UNDERREPRESENTED BASED ON RACE, COLOR, NATIONAL ORIGIN, GENDER, AGE, OR DISABILITY

The Keweenaw Bay Indian Community, the lead applicant of the KBICBCPN, is determined that this grant project should ensure that members of traditionally underrepresented groups have equal access to the Promise Neighborhood and its pipeline of services. Project selection and participation will be implemented in accordance with section 427 under GEPA. The grant will be used to serve ALL eligible children, youth and families in Baraga County.

Native American Children, Youth and Families: Collaborative of Tribal, LEA and community partners in the KBICBCPN will seek to improve Native student outcomes by combining the strengths and resources of the KBICBCPN partners including the lead partner, KBIC to build relationships, foster collaborations, share resources and renovate infrastructures to better support Native and Indigenous students at all steps along the educational and career pipeline in their academic and career journey. A segmentation analysis of the MI School Data, 2021 documents that Native American students account for approximately 27% of the enrollment

in the LEA's, but make up only 17% of the enrollment in AP courses. Further, Native American students in the LEA's make up a disproportionate amount of out of school suspensions. With 27% of the enrollment, Native American students account for 46% of out of school suspensions. Native American students often lack role models to inspire them to earn a postsecondary credential and begin a lifelong career.

Inequities illustrated by the MI School Data will be addressed by the KBICBCPN by placing education specialists both in the LEA's during the school day, after-school, weekends and in summer programming. In addition, a key service will be placing an elementary and high school indigenous Education Advocate in each of the two LEA's. The Advocates, along with the KBIC Education Program Director and Tutors, and the Ojibwe Language Program Instructors will develop indigenous cultural competency training modules to build capacity in teachers, administration and direct service providers. This training will work to enhance educational equity for indigenous students by enabling systems level change.

The education specialists and indigenous advocates will also serve at the LEA's frontline to support individual indigenous students in grades K-12. Native American students and their families will be offered training on knowing their rights in education, along with a cadre of additional educational and empowering topics such as leadership, equity, civil engagement, community resources, evidence-based practices for supporting their children in public education, and more.

Foster Children, Youth and Families: The collaborative design of the KBICBCPN is an evidence-based framework proven to support children living in foster care to be successful in school. These students' success depends on the work of foster families, schools and community

social service workers and agencies. The percentage of Tribal Member students in foster care exceeds the state of MI average. These children and youth attend the KBICBCPN LEA's.

Foster children often experience sudden and dramatic changes in their lives. New environments, trauma, possible school relocation all can cause academic, social and emotional turmoil for the child or youth. This disruption and psychological impact make it difficult for foster youth to concentrate in school and keep academically abreast of their peers. Bowlby's Theory of Attachment would suggest that foster youth could have a hard time forming relationships with their classmates and teachers as a result of regular disruption in their home lives.

The KBICBCPN will work with community, tribal and school social workers and social services agencies to support the LEA's teachers and administration, foster families and the foster students themselves. Additional youth social workers will be made available to the promise neighborhood. PN foster social workers will be available in the schools, for one-on-one support and through a home visiting program with an educational success focus. As with the Native American Student Advocates, the foster care social work specialist will offer modules to build foster student success capacity in teachers, administration and direct service providers. This training will work to enhance educational equity for students who are with a foster care family to enable systems level change.

Geographically Isolated Children, Youth and Families: As was documented in the Need Section, over 60% of families in the LEA's are economically disadvantaged. The rural locations, and low population base make for large geographic school districts. The L'Anse Area School District is the 3rd largest geographical sized district in the entire state of MI with 732.43 square

miles. It is common for some students to live over 30 miles away from school and to spend at least 4 hours per day riding the school bus.

Economically disadvantaged families who live at the far borders of the school district cannot attend educational support and academic enrichment activities outside of the school day due to the lack and high cost of transportation outside of the regularly scheduled school bus. To mitigate this disparity, the KBICBCPN budget includes funds to purchase large vans or commuter-style buses to transport children and youth outside of school hours. This transportation will allow students throughout the entire school districts to finally participate in after school co-curricular activities, camps, athletics and tutoring programs. Another positive outcome of increase participation outside of school hours by geographically isolated students is illustrated in a study by the National Center for Education Statistics that shows a positive correlation between participation and absences, GPA, math and reading assessments and earning a bachelor degree.

It is anticipated that as part of the planning in years one and two, the village and county boards will conduct a study to understand the transportation needs of children, youth and families of Baraga County. The budget will accommodate the recommendations that come out of analysis of the study's findings.

In addition to added transportation, the KBICBCPN will activities and services to the outlying areas during school recesses and summer breaks. Resources, home visitors, tutors, student advocates and parent engagement activities will be offered regularly in the areas where the students live.

Low Income and First Generation College Children, Youth and Families: Only 9.93% of adults over the age of 24 in Baraga County possess a bachelor's degree. Over 60% of families in the LEA's are economically disadvantaged. Overwhelming percentages of students in the

KBICBCPN are low income and will be the first generation of their family to attend college. First generation college students need high levels of support to successfully earn a college degree. School guidance counselors are overwhelmed with high student to counselor ratios. Scheduling financial aid nights and handing out college applications is all that the capacity of guidance counselors allow. According to the Pell Institute, first generation college students are four times more likely to leave higher education after their first year than their continuing generation peers. Six years later, 43% of this same cohort will have dropped out of college without earning a credential.

The Pell Institute attributes the factors that lead to low college attainment rates for first generation students to be: lower academic preparation, multiple obligations in addition to college such as working, family obligations such as childcare duties, less likely to engage in academic and social experiences that lead to college success, lack of college-going cultural capital, and lack of financial resources.

To address the under preparedness that students and families in the KBICBCPN possess, college advocates will begin to work with cohorts of students in the 6th grade to prepare them for college enrollment. With time, the work of the KBICBCPN college advocates will create a strong college-going culture in the LEA's. Social, academic and family will be included in the preparation. Some of the services delivered will include tutoring and support to complete challenging coursework, more equal access and enrollment in AP courses, test preparation, course selection with an understanding of college gateway courses, goal setting, mentoring, job shadowing, college and career field trips, and ACT/SAT preparation. Advocates will also work with parents and caregivers to attain test and application fee waivers, demystify the college

(B2) THE LIKELIHOOD THAT THE SERVICES TO BE PROVIDED BY THE PROPOSED PROJECT WILL LEAD TO IMPROVEMENT IN THE ACHIEVEMENT OF STUDENTS AS MEASURED AGAINST RIGOROUS ACADEMIC STANDARDS

experience, articulate the value of a credential or degree after high school, walk through the financial aid process, and assist with college applications.

Family and Parent Engagement: As has been documented, only 9.93% of Baraga county residents possess a bachelor degree. Families can perceive low educational attainment as a barrier to becoming involved in their children’s’ educations. Families feel that they don’t have anything to contribute to the educational arena, or that their children’s teachers aren’t interested in their input. The opposite is true. Lara and Saracostti, 2019, found that parental involvement in school is a key factor in their children’s positive academic outcomes. The level of parental involvement with their children’s educations had a collaborative relationship.

The advocates that will work with Native American and first generation learners will also serve as school navigators for those children’s parents and caregivers. Parent Centers will be established in the LEA’s and in the Youth and Education Community Center of the L’Anse Reservation. Based on the research of Joyce Epstein, John Hopkins University, the parent centers will communicate to families that they are an important part of the structure of the LEA’s. Parent Centers will be safe, affirming, culturally-competent spaces that parents and caregivers can use as a scaffold to increasing involvement in their children’s education. This involvement will result in improved learning for children.

The services provided by the KBICBCPN will lead to improvement in the achievements of students as measured against rigorous academic standards. The performance indicators and

strong design of the pipeline of services, based on evidence-based practices, which will lead to improved student academic achievement are outlined below:

A. Pre-primary services: Designed to support children from birth to age five, and their families, so that children enter kindergarten at grade level. **Indicator of Success:** Children enter kindergarten ready to succeed in school; students are healthy, students live in stable communities and community members support learning in PN schools.

The Center for Disease Control documents early brain development and health in children. The CDC reports that babies' brains develop connections faster during the first five years of life than during any other time. This development period is critical to stimulate a child's through touch, talk, sight and sound in consistent, loving and familiar daily routines and practices. Adversely, children who face adversity during their first five years of life experience stunted development and can set a pattern for lifelong effects from living with toxic stress. According to Lally and Mangione (2017) "early brain development is directly influenced by babies' day-to-day interactions with their caregivers." Greenspan (1990) found that babies' emotional base is the foundation for all other intellectual and language development.

Additionally, Native American children carry the impact of generational trauma as a result of historically traumatic events on their families and communities; attempted eradication, cultural degradation and forced removal and assimilation through boarding schools as examples. These adverse experiences have taken a toll on the healthy functioning of the family structure. Children in the KBIC are placed in foster care at percentages higher than the state average. An interesting finding by Horejsi, et al (1992), found that forced out of home care in indigenous communities signaled that the government and community has historically not considered American Indian families as an appropriate place to raise a child.

The KBICBCPN will support families and children ages 0-5 with the following pipeline of services:

1. New born and pre-school age home visiting: Avellar and Supplee (2013) determined that home visiting effectively improves child and family wellbeing. Families with pre-school age children in the KBICBCPN can receive weekly home visits by a credentialed home visit staff member. Services will support both the parents and children. Early support will strengthen families and reduce foster placements.

Developmental assessments will be administered to determine lesson plans designed to allow children to reach developmental milestones. Home visitors will involve the entire family, especially the childrens' parents or primary caregivers, using commonly found items, to stimulate learning experiences, caring connections and brain development. Families can easily replicate the activities on their own.

Home visiting will occur even during pregnancy. Home visitors will teach healthy living practices including nutrition, well-child medical visits, immunizations, sober living, the dangers of second hand smoke, the importance of exercise and mental and emotional wellbeing.

2. Pre-primary staff and educator professional development: In addition to safe, healthy childcare, pre-primary staff will participate in professional development and credentialing programs to focus on kindergarten preparation with children ages 0-5. Training will include training for pre-primary staff to deliver positive parenting programs and to work with families and caregivers to teach them how to support their childrens' social, emotional and educational development.

3. KBIC Community Library Service Expansion: The community library services and programming will be expanded to increase the family and children literacy levels in the

KBICBCPN. Programming and resources will be added to engage entire families to instill an excitement for reading and preparedness for kindergarten. Ojibwe culture and language collections will be expanded and promoted to all families in the Neighborhood. Free educational sessions will offered regularly during the school year and weekly during the summer. Mobile library locations will be expanded throughout the entire county to make books and materials available within five miles of all families' homes.

4. Community Programming: Children, youth and family services will be included in community programs. Community programming will be centered in the Niiwin Akeaa Community Center, LEA's, library and in community recreation spaces. Performance indicators will be supported thru events, education in inclusive community events. Examples of community programming include infant and preschool fairs, health fairs, youth camps, summer programs, cultural events, recreation, camps, and field trips.

5. Four and five-year-old kindergarten bridge program: Children 0-5 and their families will be connected to the kindergarten programs in the LEA's as early in the pre-primary pipeline as possible. Those enrolled in the home visiting program, childcare, pre-primary; and even library programming will be introduced to LEA kindergarten teachers and staff as early as possible. Services will include kindergarten teachers and staff as presenters, and regularly scheduled field trips to the kindergarten classrooms will be offered to children and families. Before the school year ends each spring, an event will be held to bring together families of matriculating kindergarten students and incoming kindergarten families. Success tips will be shared with incoming kindergarten families by "graduating" kindergarten families. Support networks will be formed. In addition, during the summer, a 1-week kindergarten bridge program will be held. Incoming kindergarten children will meet in their future school building to administer readiness

assessments and deliver readiness skills programming prescribed by assessment results. In addition to readiness, children confidence, self-esteem, self-awareness and social skills will be enhanced in the bridge program. Families will receive the crucial support that they need to learn how they can play a role in their childrens' educations, what the rules and expectations of kindergarten are, what routines to expect, and how they can set their young learner up for success.

B. Kindergarten through Grade 8 Services: Designed to support children, youth and families from kindergarten to eighth grade and their families, so that students are proficient in core academic subjects. **Indicator of Success:** Students are proficient in core academic subjects. Students successfully transition from middle school grades to high school.

1. School-based academic specialists: There is a teacher shortage in Baraga County as there is across the U.S., class sizes are growing. Guidance counselors and social service professionals have caseloads that disallow sustained student attention. Trained Academic Specialist will be placed in the LEA's full time during the academic year and as out of school summer program academic leaders during school breaks and summer programs.

Laursen and Birmingham, et al (2003) document that caring adult relationships are key to the development of resiliency in children. Neal (2017) found that the presence of a caring adult in a foster youth's life increased their achievement and persistence in school. School based academic specialists will be assigned to in both LEA's. Specialists will work with teachers to stay abreast of course content and learning goals to give students targeted and relevant support in coursework. Specialists will have real-time information on students' achievement levels and direct students to additional pipeline services when needed, such as one-on-one tutoring, or behavioral health support.

In addition to academic support, academic specialists will follow up with students who exhibit excessive absenteeism before their pattern of missing school becomes chronic. Using trusted academic specialists to assess absence reasons and offer family wrap around support services will mitigate possible adversarial relationships between the family and the school and maintain a welcoming environment at the school in spite of absences.

2. Tutors: Academic Specialists will oversee a high-dosage tutoring program offered in both LEA's. Tutors will be a combination of paid, part-time professionals and trained upper class cross-age peer tutors. CPP 3 documents the evidence supporting improved academic outcomes with a high-dosage tutoring program.

Tutors will offer support in core academic subjects. The KBICBCPN will partner with the Keweenaw Bay Ojibwa Community College to offer tutor training and credentialing. Classroom teachers will also receive professional development on best practices in tutor use to support classroom learning goals. Tutoring will happen during the day in the school building, after school in both the school building and during KBIC youth program activities, and during summer programming. Students who are not testing at grade level in academic subjects will have the opportunity to engage in supplemental learning with tutoring support in an engaging, fun summer program environment.

3. Cultural Advocates: According to the National Indian Education Study (2019), 4th grade Native American students in the US were asked how much they knew about their Tribe. 17% of students reported knowing “nothing.” A conclusion is that schools are not doing enough to infuse indigenous culture into teaching and learning. Local school data shows that Native American students receive the highest percentage of out of school suspensions and enroll in AP classes at very low numbers. The KBICBCPN LEA's have high percentages of Native American students.

Cajete (1994) states that “education is for life’s sake.” This is congruent with the goal of the Promise Neighborhood. Native students need their culture and language taught and maintained to reach their full academic potential. Cultural Advocates will join the KBIC Ojibwe language instructors in teaching the Ojibwe culture, creating school environments that respect and honor Native American students; influencing positive change to allow Native students to excel academically and sharing the history of the Ojibwe people on the very lands that the LEA’s sit on. Place-based learning can fulfill MI curriculum requirements in history, reading, and social studies. Students will learn how they are connected to each other and the land.

In addition to place-based learning, Cultural Advocates will plan cultural/educational trips to visit other Tribes, cultural events and tribally-owned institutions of higher education. Students will learn through personal experience that they are part of something much larger than themselves.

4. Place-Based Education: KBICBCPN project staff will work with the LEA’s to develop place-based education that immerses children and youth in local heritage, cultures, natural resources, opportunities and experiences using them as the foundation for the core academic courses. Summer programming will continue a place-based curriculum. Tying core academic courses in topics that are place-based, therefore familiar and relatable to the students, will engage students at a high level in core academic subjects. This engagement will support the performance indicator of core academic subject proficiency.

5. High School Bridge Program: Rising 8th grade students and their families will be connected to the high school programs in the LEA’s as early in the middle school pipeline as possible. Those participating in the tutoring, enrichment and summer programming; and even library programming will be introduced to high school teachers and staff as early as possible. Services

will include high school teachers and staff as presenters, and regularly scheduled field trips to the high school classrooms for both students and families. Before the school year ends each spring, an event will be held to bring together families of current high school families and matriculating 8th grade students and families. Success tips will be shared with incoming families. Support networks will be formed. In addition, during the summer, a 1-week high school bridge program will be held. Incoming high school youth will meet in their future school building. Families will receive the crucial support that they need to learn how they can play a role in their childrens' educations, what the rules and expectations of high school are, what routines to expect, and how they can set their new high school student up for success.

6. Community Center Programming: Children, youth and family services will be included in community programs. Community programming will be centered in the Akeaa Niiwin Community Center, LEA's, library and in community recreation spaces. Performance indicators will be supported thru events, education in inclusive community events. Examples of community programming include infant and preschool fairs, health fairs, youth camps, leadership training, environmental education, networking with neighboring tribes, work based learning, summer programs, cultural events, recreation, camps, and field trips. Community programming will create a culture of valuing education in the neighborhood. An anticipated outcome of this culture will be enabling county youth to envision a career in the classroom.

7. Adequate Transportation: The L'Anse Area School District is the 3rd largest school district in the State of MI. Travel distances and times are long for students to get to school. Before and after school programming is not possible for students who live on rural bus routes. In addition, transportation shortages have caused Tribal students to be dismissed from school in the Baraga Area Schools 40 minutes earlier than the rest of the students. Native American students, who are

documented to be performing academically behind their more affluent peers, are being bussed home early; missing critical teaching and learning time. At risk students, living in Tribal housing, are missing an astounding 13 hours of class time per month due to a shortage of bussing.

The KBICBCPN will add additional transportation for K-12 students by adding school bus hours in the LEA's or by adding large passenger vans into the program. Students will be able to participate in sports, enrichment classes; and, stay in school every day until the final bell rings and participate in after school and summer programming.

C. High School Services: Designed to support youth and families in grades 9-12 and their families. **Indicator of Success:** Students are proficient in core academic subjects, graduate from high school, and obtain a postsecondary degree, certification or credential.

1. The pipeline of services from the K-8 program that will also be offered in grades 9-12 include transportation, tutoring, academic specialists and cultural advocates.

2. Postsecondary Specialist: An outcome of the K-8 pipeline of services will be that students will enter the 9th grade proficient in core academic courses. The first service that postsecondary specialists will deliver is postsecondary course advising for 9th grade students during the high school summer bridge program. Students will be encouraged and supported in enrolling in appropriate and challenging courses, including AP courses that will prepare them for a variety of postsecondary options, from career and technical programming to preprofessional degrees.

The postsecondary Specialists will design and implement a program postsecondary exploration. College major exploration activities will be scheduled monthly and include, career presenters, job shadowing, career and major interest inventories, paid internship experiences, postsecondary field trips, career field trips, family postsecondary information workshops,

financial aid planning workshops, FAFSA completion, one-on-one assistance and academic monitoring in conjunction with the Academic Specialists.

3. College Placement Test Prep: Consistent academic support through grades K-8 will create a high level of academic achievement in core academic subjects for students. SAT and ACT test preparation courses in the 10th and 11th grade will prepare students to earn scores that reflect their academic competence. College placement test preparation will be covered in academic year sessions and during the summer program between 10th and 11th grades. In addition to college exam prep, college-going topics such as college choice, majors, readiness, financial aid and application support will be offered.

4. Career and Technical Education (CTE): While skilled labor shortages increase, opportunities to gain training in career and technical fields in Baraga County are decreasing. The Michigan Department of Labor and Economic Opportunity predicts that, by 2028, there will be 530,000 skill CTE jobs in MI and 47,000 new openings annually.

Currently, the Keweenaw Bay Ojibwa Community College (KBOCC), the KBIC Tribally owned college, offers limited CTE associate degrees and certificates in C NA, culinary and business. Baraga Area Schools has “paused” all of its CTE programming due to a lack of funding and teaching staff. L’Anse Area Schools offers limited CTE courses in the building. Six CTE offerings in L’Anse are held in the middle of the school day in Houghton County, 35 miles away; causing students to arrange for their own transportation back and forth on a daily basis. The same distance and transportation issues exist for Baraga Area School students.

CTE benefits both students who desire a technical career and those students pursuing a bachelor degree or higher. Technical training gives students real world skills and training to allow them to be gainfully employed to assist with college expenses while furthering their

postsecondary education, gives them hands on experience that will enable them to refine their career aspirations and required education, and teaches lifelong work ethic.

The KBIC is currently working to attain energy sovereignty through building sustainable and clean energy systems. Broadband expansion is also a priority of the Tribe. Concurrently, KBIC possesses a national wildfire response team. The KBICBCPN will research the credentialed staffing needs for these career and technical areas and work to offer CTE programs in areas such as solar power, natural gas installation, and wildfire fire crew professionals. Continued planning and grant funds will support the development of classrooms and certified instructors in these high need, priority areas. County adults will have the opportunity to further their educational credentials by enrolling in these CTE credential courses.

5. Education Incentives: An educational attainment stipend system will be developed to encourage and enable students to focus more time on their educations and not be pressured to concurrently work many hours a week to support themselves and their families. The incentive program will be developed during the year one continued planning phase of the project. In addition to stipends, paid job shadowing and internships will be offered. Transportation will be addressed by offering gas cards to attend project service events and education progression and grade achievement incentives will be offered.

D. Supportive Services for Parents and Families Parents, caregivers, families and children are supported to enable children, youth and families to thrive. Parents, caregivers and families will support their children's' educational and career attainment. **Indicators of Success:** Students are healthy; students feel safe at school and in their community, students live in stable communities, families and community members support learning in PN schools, students have access to 21st century learning tools.

1. Home Visiting: Healthy children will be developed beginning in pregnancy. Parents and caregivers will be encouraged to enroll in a home visiting program that begins during pregnancy. Part of the services delivered will be encouragement and access to health screenings, immunizations, healthy home environments including nutrition, exercise, second hand smoke dangers education, social and emotional health, and information on the effects of generational trauma.

2. Expanded Access to Pre-Primary Childcare: The KBICBC will expand access to pre-primary childcare. Parents and caregivers will be encouraged to be active in parent/caregiver groups and assume roles of leadership in the development of the pre-primary goals and objectives. Parents and caregivers will learn about the pipeline of services available to their children and family, and the critical outcomes as a result of choosing to engage in the cradle to career pipeline of services.

3. LEA and KBIC Parent/Caregiver Centers: As discussed in a previous section, parent/caregiver centers will be developed in the LEA's. The centers will be located in the LEA school buildings and the Niiwin Akeaa KBIC Community Center. The centers will be staffed by the KBICBCPN Academic Specialists and/or Cultural Advocates. The Niiwin Akeaa Parent Center will be staffed by the KBIC Youth Department staff. The parent/caregiver centers will be developed and implemented at the Niiwin Akeaa Center and replicated in the LEA's.

In addition to engaging in their children and youth's educational attainment and success, the centers will serve to connect families to health, housing, employment, food, behavioral health, broadband and technology programs, and other services that families need to be healthy and thrive. The centers will coordinate informational and educational presentations to engage families at every step of the pipeline of services. The importance of postsecondary education and

preparation steps that include both the student and family will be readily accessible in the centers.

4. National Indian Child Welfare Association Resources (NICWA): NICWA works to support the safety, health and spiritual strength of American Indian and Alaskan Native children along the continuum of their lives. The KBICBCPN will use the NICWA curriculum and train the trainers courses to protect children and families and affect positive change in families.

NICWA trainings will be offered to KBIC and Baraga County families. When offered, KBICBCPN staff will be trained to deliver NICWA programming. Topics will include Positive Indian Parenting, Working with Substance Abusing Families, Delivering In-Home Services, Trauma-Informed Child Welfare Practices and Developing Child Protective Teams.

5. Children, Youth and Family Recreation: Children, youth and family recreation will be supported and provided by the project. In 2021, the CDC reported on a piece of research connects physical activity and family strengthening, adult guidance for children and increase academic achievement, the KBICBCPN will support the installation of children, youth and family recreation areas.

6. Debweyendon Indigenous Gardens and Community Center Gardens: Children, youth and families will work with gardeners and teachers from the KBIC Natural Resources Department to learn to grow fruit trees, vegetables and medicinal plants. Garden project participants will be given plots in the community garden each summer to grow their own healthy fruits and vegetables. Participants who work and learn in the Debweyendon Indigenous Gardens, will receive a free garden tool every time they attend a garden event and receive a portion of the harvest from the Debweyendon Indigenous Gardens in the fall.

7. Health: Stark shortages in health care providers in the KBICBCPN will be addressed with this grant project. Placing additional providers and filling vacant health care provider positions at KBIC will reduce the burden of providers in the community. The minimum wait time to be seen by a dental provider in Baraga County currently sits at seven months. KBIC has no dental professional available to them. County health care agencies and the KBIC Health Center will partner with the KBICBCPN to execute community health outreach. Outreach will serve all ages on the pipeline. Examples of outreach activities will include immunization education and clinics, breastfeeding education, positive food choice and preparation classes, coming of age classes, babysitting certification, first aid, CPR, mental health first aid, suicide prevention, expressing emotion through art, bullying prevention curriculum, support for latch key kids and more.

8. Community Programming: Children, youth and family services will be included in community programs. Community programming will be centered in the Akeaa Niiwin Community Center, LEA's, library and in community recreation spaces. Performance indicators will be supported thru events, education in inclusive community events. Examples of community programming include infant and preschool fairs, health fairs, youth camps, leadership training, environmental education, networking with neighboring tribes, work-based learning, summer programs, cultural events, recreation, camps, and field trips. College student only community programming will be offered on Fridays. Community programming will create a culture of valuing education in the neighborhood. An anticipated outcome of this culture will be enabling county students to envision a career in the classroom.

(B3) THE EXTENT TO WHICH THE SERVICE TO BE PROVIDED BY THE PROPOSED PROJECT INVOLVE THE COLLABORATION OF APPROPRIATE PARTNERS FOR MAXIMIZING THE EFFECTIVENESS OF PROJECT SERVICES

The services proposed to be provided by the KBICBCPN are possible due to a collaboration of stakeholders and partners in Baraga County. For the first time, stand-alone, uncoordinated services will be pulled together into one coordinated pipeline. A KBICBCPN Coordinating Board will be formed and meet monthly to collect data, assess, plan, and discuss project services. Current partners include the Keweenaw Bay Indian Community (lead entity), Baraga Area Schools, L'Anse Area Schools, Keweenaw Bay Indian Community, Copper Country Great Start Coalition, KBIC Pre-Primary Programs, KBIC Head Start, KBIC Youth Department, KBIC Natural Resources Department, KBIC Tribal Police Department, KBIC Social Services Department, Pettibone Equipment Manufacturing Company, Keweenaw Economic Development Association, and MI Works.

(C) QUALITY OF PROJECT DESIGN

(C1) THE EXTENT TO WHICH THE APPLICANT DESCRIBES A PLAN TO CREATE A COMPLETE PIPELINE OF SERVICES, WITHOUT TIME AND RESOURCE GAPS, THAT IS DESIGNED TO PREPARE ALL CHILDREN IN THE NEIGHBORHOOD TO ATTAIN A HIGH-QUALITY EDUCATION AND SUCCESSFULLY TRANSITION TO COLLEGE AND A CAREER

The KBICBCPN intends to build a pipeline of solutions to create a complete pipeline of services, without time and resource gaps, designed to prepare all children in Baraga County to attain a high-quality education and successfully transition to college and a career. With strong schools at its core, the plan delivers services to groups defined as: Ages 0-5; K-8, High School, College, Career and Families. The pipeline of services is described in table 4.

Table 4

Keweenaw Bay Indian Community/Baraga County Promise Neighborhood

BIRTH TO 5 YEARS	KINDERGARTEN TO 8 TH GRADE	HIGH SCHOOL	COLLEGE AND CAREER
<ul style="list-style-type: none"> Home Visiting Increased Access to Childcare Increased Access to Pre-Primary Developmental Screenings Increased Health Services Staffing Community Programming NICWA Resources Trained Pre-Primary Professionals Health Education Social Services Support Kindergarten Bridge Family Resource Centers Recreation Areas Literacy Education and Activities Library Events 	<ul style="list-style-type: none"> Academic Specialists Cultural Advocates High-Dosage Tutoring Cross-Age Peer Tutoring Parent/Caregiver Resource Centers NICWA Resources Increased Health Services Staffing Community Programming Recreation Resources Health Education Mental Health Support High School Bridge Transportation Youth Programs Summer Camp Place Based Learning Community Indigenous Gardens 	<ul style="list-style-type: none"> Postsecondary Education Specialists Academic Specialists Cultural Advocates High-Dosage Tutoring ACT/SAT Test Preparation Parent/Caregiver Resource Centers College Exploration FAFSA Assistance Health Education Mental Health Support Community Programming Summer Programs Career and Technical Education Internships Academic Achievement Incentives 	<ul style="list-style-type: none"> FAFSA Completion Assistance College Exploration Career and Technical Education Community Programming Academic Achievement Incentives Internships Increased Health Services Staffing Parent/Caregiver Resource Centers

AGES 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 24

FAMILY SERVICES	
<ul style="list-style-type: none"> Home Visiting Increased Health Staffing Broadband Internet Community Programming Health Education Community Indigenous Gardens 	<ul style="list-style-type: none"> Literacy Education/Events Library Expansion Career and Technical Education NICWA Resources Recreation Mental Health Support

(C2) THE EXTENT TO WHICH THE PROJECT WILL SIGNIFICANTLY INCREASE THE PROPORTION OF STUDENTS IN THE NEIGHBORHOOD THAT ARE SERVED BY THE COMPLETE CONTINUUM OF HIGH-QUALITY SERVICES

The KBICBCPN intends to benefit every child, youth and their families in Baraga County.

Services will begin at pregnancy and continue to postsecondary graduation and career placement.

In year one of the project, services will target Tribal youth living on the L'Anse Reservation, and their families, along with grades K-8 in the LEA's. In year two, children ages 0-5 and grades 9-12, and their families will be added to the project. The CTE portion of the pipeline services will begin in year two also. During year 3, young adults who are not employed in a career job or currently enrolled in postsecondary education will be served. Long term, the project will expand to KBIC trust and ceded lands in neighboring Ontonagon and Marquette Counties.

With the close partnership with the LEA's and KBIC departments, the project anticipates high percentages of children and youth participation. The project anticipates a longer period of relationship building to draw increasingly larger numbers of parents/caregivers into project services.

Immediate work will be to build project staff and capacity to serve participants and produce positive performance measures. Partners will continue to meet, plan and implement the project. For example, job descriptions will be finalized with partner HR staff assisting in approving staff recruitment, interviewing and hiring processes prior to selecting and placing staff. Facilities will be assessed and needed renovation to house project services such as CTE classes and Parent Centers will be conducted. As staff and facilities are brought online, the capacity to increase students served in the neighborhood will increase.

(D) QUALITY OF THE MANAGEMENT PLAN

D1) THE ADEQUACY OF THE MANAGEMENT PLAN TO ACHIEVE THE OBJECTIVES OF THE PROPOSED PROJECT ON TIME AND WITHIN BUDGET, INCLUDING CLEARLY DEFINED RESPONSIBILITIES, TIMELINES, AND MILESTONES FOR ACCOMPLISHING PROJECT TASKS

The Keweenaw Bay Indian Community is the largest federally recognized tribe in the state of Michigan. The implementation and management of the KBICBCPN is overseen by the KBIC Department of Education. The Director of the Department of Education, Liz Julio, reports directly to the Chief Executive Officer. Ms Julio is a member of the KBIC and fluent Ojibwe speaker. Ms Julio was raised on the L'Anse Reservation, an elected official on the Tribal Council, and came to the Education Department from a career at the Keweenaw Bay Community College executive administration. Ms Julio will be responsible for overall project management. She will lead the Collaboration Board, ensure continued collaboration, growth and sustainability of the project; and, finally, report weekly to the Tribal Council on project activities and performance measures.

KBIC, as a governmental unit, has a long and expansive history of administering grants and large-scale projects. The CEO's Office and the Tribal Council have successfully planned, funded and implemented multi-million dollar construction projects with the two tribally-owned casino facilities and the Niiwin Akeaa Community Center.

KBIC has an extensive Accounting Department with multiple grant and project accountants assigned to administer specific grant projects. KBIC is also in the process of implementing Amplifund grants management software system that will track expenses and expenditures for the

KBICBCPN grant. The CEO's Office and the Tribal Council supports the KBICBCPN at the highest level.

The Ojibwe Culture is what much of Baraga County is built upon. KBIC plays a formative role in the make up of the community, economically, educationally, culturally and environmentally. KBIC is proud to lead a cradle to career whole student program that will serve ALL children and families in Baraga County.

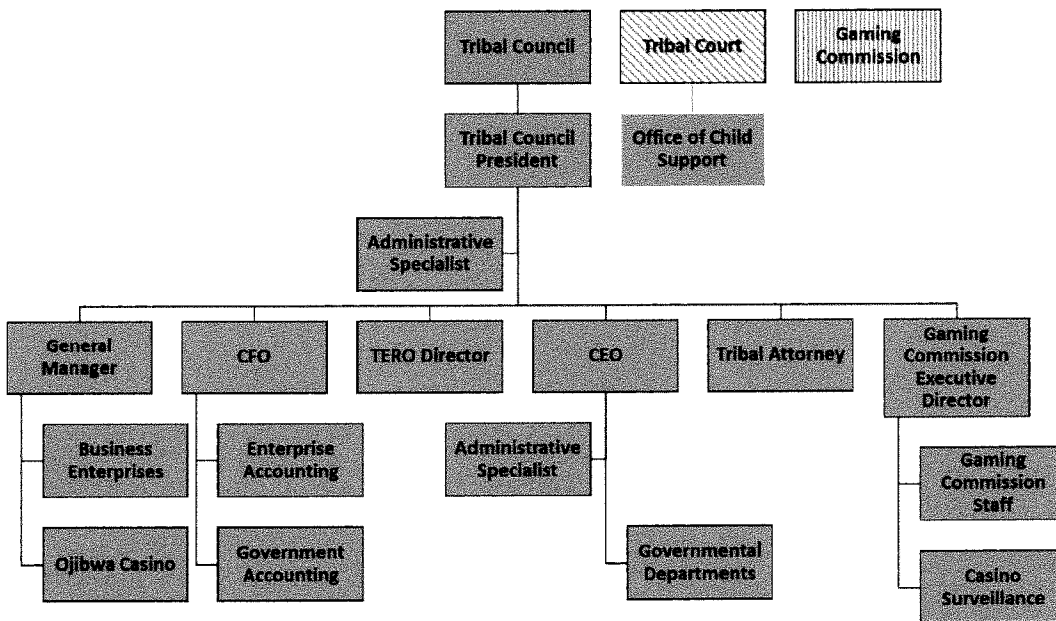
The Education Department is currently a department of two full time staff members and part-time tutors. KBIC places one tutor in each of the two LEA elementary schools and offers after school tutoring to students enrolled in the youth program. However, due to transportation obstacles, the after-school youth program can only accommodate 20 youth who are Tribal members or descendants. The on-going work of the departments of education and youth has formulated a foundational model to build and expand on in implementing the KBICBCPN.

The Community Library is managed by the Education Department. Programming available to the entire community through the library include: book collections, digital collections, six remote libraries, story trails, literacy kits for schools, summer reading programs and activities, collection of oral stories in a Ojibwe history project, language learning corner in the library and cultural programming.

The Education Department has a strong foundation and productive relationship with the LEA's in guiding the implementation of Title 6 Indian Education funding and education of KBIC youth in the schools. The partnership between KBIC and the Baraga and L'Anse Area Schools will offer strong management to achieve the objectives of the KBICBCPN. Ojibwe language courses have been part of the elementary curriculum for more than ten years. The instructors and curriculum have been supported by KBIC and implemented in the schools.

KBIC, with more than 500 employees, and a \$23 million dollar annual budget operates numerous programs that will be brought together into a continuum for the first time, eliminating stand alone services with gaps. Programs that will offer expertise to the KBICBCPN from the grantee agency include a Pre-primary childcare, a Head Start program, a youth program, a community library, an Ojibwe language and culture program, a Natural Resources Department community education program, Social Services, Police and Courts, Community Assistance and Health Center.

The organizational chart for the KBICBCPN is as follows:



Keweenaw Bay Indian Community
 Keweenaw Bay Indian Community/Baraga County Promise Neighborhood

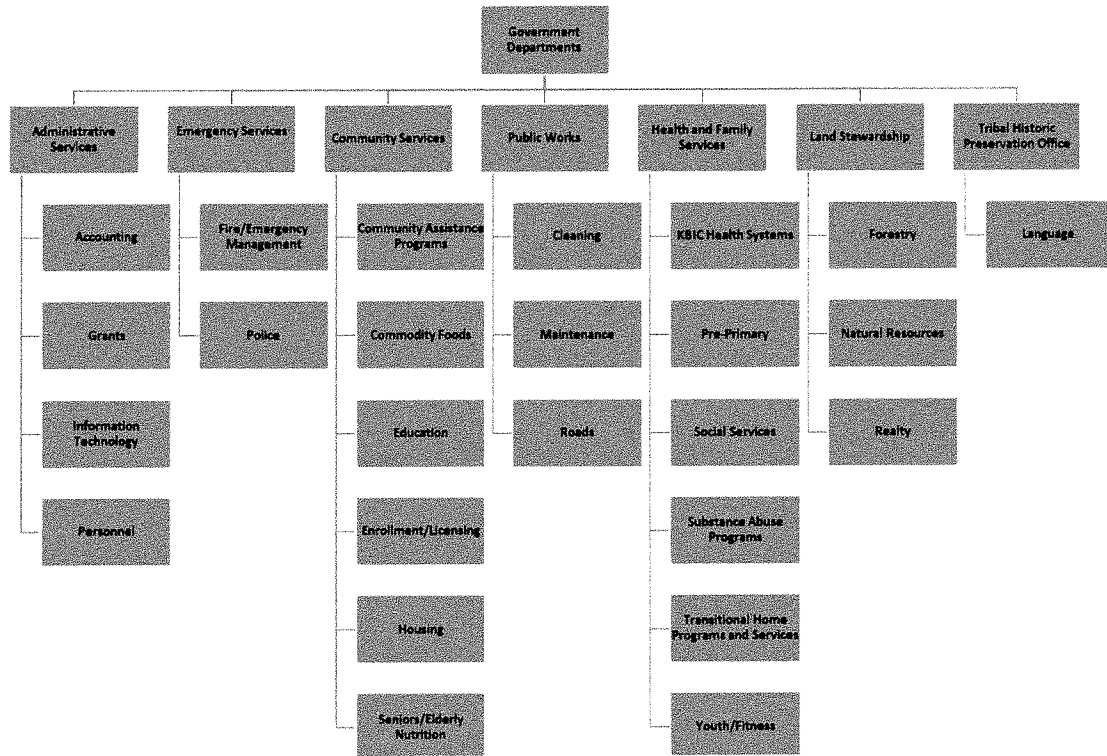


Table 5

Project Timeline:

Keweenaw Bay Indian Community/Baraga County Promise Neighborhood Timeline			
Project Tasks	Timeline	Milestones	Responsible Partner
Planning	Year 1: First 6 months December 1, 2022 to June 1, 2023	-Finalize MOU's -Hire Project Staff -Train Project Staff -Assess Organizational Readiness and Capacity -Project Advertising -Rehabilitate Sites -Conduct transportation study -Procure additional transportation equipment	-KBICBCPN Collaboration Board -KBICBCPN Project Staff -KBIC Education Director -KBIC CEO -Baraga Area Schools Superintendent -L'Anse Area Schools Superintendent -Copper Country Great Start Director -KBIC Pre-Primary and Head Start Directors -KBIC Youth Director -KBIC Personnel Director

		<ul style="list-style-type: none"> -Create schedule of services June 1, 2023 to December 31, 2023 -Curriculum Development -Design Bridge Programs -Design Summer Programs -Establish participatory financial guidelines -Programming for KBIC Community -Assessment/Improve 	
Summer Program	Years 1-5 6 week program June and July	<ul style="list-style-type: none"> -Hold weekly community library literacy events -Hold weekly ages 0-5 and families enrichment events -Hold M-F day long youth camps grades K-5 with education and enrichment activities -Hold weekly education and enrichment events grades 6-8 	<ul style="list-style-type: none"> -Education Director -Youth Director -Summer Staff -Community Library Staff
Cultural and Educational Field Trips	Year 1 Months 8-12 Years 2-5	<ul style="list-style-type: none"> -Trips to other Tribes Youth and Education Groups -College field trips -Career Field Trips -Cultural and Enrichment Field Trips 	<ul style="list-style-type: none"> -Education Director -Youth Director -Project Staff -Ojibwe Language Instructors -Tribal Historic Preservation Director
LEA Academic Year Services	Year 1 Months 8-12 Years 2-5	<ul style="list-style-type: none"> -Academic Specialists monitor and work one-on-with students -One-on-one and small group tutoring -Cultural Education and Activities 	<ul style="list-style-type: none"> -Education Director -Youth Director -Project Staff -Ojibwe Language Instructors -Tribal Historic Preservation Director -LEA Instructional Staff -LEA Administration

		<ul style="list-style-type: none"> -Postsecondary Education Services and Events -Parent Center Activities -School Resource Officers 	
Home Visiting	Years 2-5	<ul style="list-style-type: none"> -Health, education, nutrition, developmental in home visits pregnancy to age 5 	<ul style="list-style-type: none"> -Home Visitors -Social Workers -KBIC Health Center
Bridge Programs	Years 2-5 during the month of June	<ul style="list-style-type: none"> -Rising Kindergarteners' Bridge Program -Rising 9th graders' Bridge Program 	<ul style="list-style-type: none"> -KBIC Education Director -Baraga Area Schools Superintendent -L'Anse Area Schools Superintendent -LEA Kindergarten and 9th grade instructional staff -Project Staff
College Placement Test Prep Workshops	Years 2-5	<ul style="list-style-type: none"> -Use of test prep product such as Kaplan or Khan Academy led by Academic Specialists and PSE Specialist -Workshops designed to remediate areas of weakness identified by test prep curriculum -10th and 11th grade students will be targeted 	<ul style="list-style-type: none"> -KBIC Education Director -KBIC Youth Director -Academic Specialists -Postsecondary Education Specialist -Tutors
Free Application for Federal Student Aid and College Funding Assistance	Years 1-5	<ul style="list-style-type: none"> -Financial Aid and Scholarship Resource Website -One on one assistance for students and families -Financial Aid Nights in LEA's, KBIC 	<ul style="list-style-type: none"> -Education Director -Youth Director -Postsecondary Education Specialist -KBOCC Financial Aid Staff

		Community Center, KBOCC -Financial Aid 101 Workshops for 9-12 th grade students -Financial Literacy workshops for 6-12 th grade students	
Career and Technical Education	Years 1-5	Year 1: -Assess Organizational Readiness and Capacity -Rehabilitate Sites -Assess need for classes and certifications Year 2-5: -Offer CTE courses at the Baraga Area Schools, KBOCC, L'Anse Area Schools and KBIC for hs credit, college credit and certification	-KBICBCPN Collaboration Board -KBIC Education Director -KBIC CEO -Baraga Area Schools Superintendent -L'Anse Area Schools Superintendent -KBIC Youth Director -KEDA representative -KBOCC Administration -LEA and KBOCC CTE instructors -Project Staff

(D2) THE EXPERIENCE, LESSONS LEARNED, AND PROPOSAL TO BUILD CAPACITY OF THE APPLICANT'S MANAGEMENT TEAM AND PROJECT DIRECTOR IN COLLECTING, ANALYZING, AND USING DATA FOR DECISION MAKING, LEARNING, CONTINUOUS IMPROVEMENT, AND ACCOUNTABILITY, INCLUDING WHETHER THE APPLICANT HAS A PLAN TO BUILD, ADAPT OR EXPAND A LONGITUDINAL DATA SYSTEM THAT INTEGRATES STUDENT-LEVEL DATA FROM MULTIPLE SOURCES IN ORDER TO MEASURE PROGRESS WHILE ABIDING BY PRIVACY LAWS AND REQUIREMENTS

The KBICBCPN management team, LEA's and community partners are committed to exacting positive change for children, youth and their families in their educational and career attainment through collection and analysis of data. Achievement of performance indicators and continuous improvement will be informed through collaborative data collection and analysis.

This immediate analysis will enable project staff and partners to document the experience, make improvement based on lessons learned and build capacity to use data and studies to build capacity of the project director, project management team, and partners in using data to make decisions. All data processes and analyzes will be designed around the pillars of the project performance indicators.

A component of the evaluation process planned for the grant project includes documenting, collecting data and analyzing the KBICBCPN planning phase and implementation process.

The proposal for data collection, analysis, continuous improvement and a longitudinal study has also come out of past experiences from the partnership between the KBIC Education Department and the LEA's in delivering the Indian Education Program. The community planning process in analyzing need and designing a pipeline of services revealed a lack of a common data set in Baraga County. Entities collect data on the populations that they serve, but no common data set exists. MOU's formulated for the KBICBCPN include common reporting of data with comprehensive analysis and a continuous improvement lens.

Partners are committed to measuring program success and driving achievement forward, but data collection and reporting lives in silos. To bring partner data together and create a data driven culture, the KBICBCPN will utilize Power BI service to connect the myriad of data sources, and allow the key project management team to work with the Collaboration Board to make decisions based on real-time and aggregate data. KBIC also subscribes to Amplifund grant management system. All key partners will possess Amplifund accounts to have the ability to regularly review grant performance indicator achievement.

The KBICBCPN well-crafted data collection and analysis process will drive service delivery, impact and continuous program improvement. Data analysis will be both formative

and summative. The following key data collection areas will be used: 1) LEA class level, district and state data sets, 2) annual family surveys to measure change in community and family needs and attitudes, 3) project implementation data, or formative evaluation data.

Comprehensive and aggregated data will allow the KBICBCPN key personnel to employ a longitudinal study for the cohorts of children, youth and families served. The longitudinal data analysis of all data managed by Power BI will allow repeated observations of the same variables for the same cohorts over the grant period. Baseline data will be collected in project year one, and as new cohorts are added to the project. The pipeline of services that each child, youth or family receives will be recorded, and the performance indicators will be measured at the close of each project year.

As stated above, an outcome of the planning process was the revealing of how performance indicator data sets are siloed. The Collaboration Board identified Power BI service as an effective inter-agency data system that integrates student and family data from a variety of formats. Power BI collects large data sets and allows analysis in any desired cross-section and the creation of a performance dashboard. Students, parents/caregivers, families, community members, project partners and project researchers will have access to the dashboard reports tracking services and performance indicators.

The KBICBCPN is following federal, state and partner agency privacy laws regarding data collection including:

- 1) Government Performance and Results Act (GEPR)
- 2) Data and IT Security Policies

- 3) Written consent from project participants and/or parents/caregivers to disclose client-level information. FERPA and HIPAA regulations are followed
- 4) Data sharing agreements for each participating project partner

(E) ADEQUACY OF RESOURCES

(E1) THE EXTENT TO WHICH THE COSTS ARE REASONABLE IN RELATION TO THE NUMBER OF PERSONS TO BE SERVED AND TO THE ANTICIPATED RESULTS AND BENEFITS

The KBICBCPN has worked diligently with all project partners to keep project costs reasonable in relation to the number of children, youth and families served and the successful fulfillment of performance indicators. The Keweenaw Bay Indian Community Tribal Council and Offices of the CEO and CFO, the KBICBCPN Collaboration Board, the project director and management team will be efficient stewards of project funds and ensure a high level of accountability for all expenditures.

In year one, 50% of the grant funds will be used to continue planning activities (this includes additional community-driven planning activities, hiring and on-boarding staff with extensive training, a transportation study, a review and assessment of facilities to determine required renovations or upgrades, the completion of all required finalized MOU's and contracts, and additional recruitment to and more frequent meeting of the Collaboration Board.) It is the intention of the project to implement programming on June 1, 2023 and kick off programming in the LEA's at the start of the 23/24 academic year. In addition, 25% of grant funds will be used for planning activities in year two of the project. It is anticipated that year one costs may be higher than years two through five due to infrastructure and capacity expenditures.

The project intends to serve the entire children, youth and families of the KBIC and the whole of Baraga County. This encompasses all students in the LEA's grades K-12 which is 891 students; all children ages 0-5 which is 395; and all families with children which is 1390. Of these numbers, Tribal members account for 1,133 eligible participants ages 0-24 years of age. The county total of targeted project participants is 1286 individuals between the ages of 0-24 and 1390 families. The annual request from the Promise Neighborhoods grant program is approximately \$3.6 million/2676 project service recipients. The estimated cost per child/youth/family is \$1346 per year. This number counts each of the 1390 families as one project participant. Of course, families assumes multiple persons in one family who will avail themselves of project services.

KBICBCPN partners are committed to long-term investment in the neighborhood. This includes tribal, local and private funding institutions. One of the tasks of the Collaboration Board will be the continued research of future funding sources. KBIC has committed long-term investment of community 2% funds into the project. A portion of enterprise profits will also be budgeted to sustain the project.

The project costs are reasonable given the number of persons to be served and the annual project goals for children, youth and families in the KBIC and Baraga County.

(E2) THE EXTENT TO WHICH THE APPLICANT DEMONSTRATES THAT IT HAS THE RESOURCES TO OPERATE THE PROJECT BEYOND THE LENGTH OF THE GRANT, INCLUDING A MULTIYEAR FINANCIAL AND OPERATING MODEL AND ACCOMPANYING PLAN; THE DEMONSTRATED COMMITMENT OF ANY PARTNERS, EVIDENCE OF BROAD SUPPORT FROM STAKEHOLDERS (E.G., STATE EDUCATIONAL AGENCIES, TEACHERS' UNIONS) CRITICAL TO THE PROJECT'S LONG-TERM SUCCESS; OR MORE THAN ONE OF THESE TYPES OF EVIDENCE

The KBICBCPN has broad support from the applicant entity, Keweenaw Bay Indian Community, its governing Tribal Council and its community partners that support the grant project at a high level assuring long-term success. KBIC will work with project partners to integrate student success initiatives into the LEA's systems, develop policies and procedures for the project that will define ongoing roles, responsibilities, tasks, timelines, resource commitments, and ongoing evaluation of each of the performance indicators, develop renewable MOU's to continue the work and support that each partner provides to the project, formally establish the Collaboration Team as a board to oversee the continuation of the project, and, finally, to continue the longitudinal study established by the project. Results of the ongoing longitudinal study will identify which services to develop and continue over time. The demonstrated commitment of project partners is documented in the MOU's and letters of support uploaded as an attachment to this application.

Key to sustainability of the project beyond the five-year funding period is the demonstrated commitment of partners. Partners serving project recipients from pregnancy to career have committed infrastructure, programming and personnel to assure project sustainability.

Importantly, the KBIC is committed to sustaining the KBICBCPN past the five year grant period. Partners have agreed to enable KBIC to direct 2% funds allocated to the LEA's and government organizations to the sustainability of the project. In addition, as the longitudinal study identifies high-impact services, KBIC departments, LEA's, and partner agencies will build those services into their annual budgets. Vested partners have agreed to a building and support a

(E3) THE EXTENT TO WHICH THE APPLICANT IDENTIFIES EXISTING NEIGHBORHOOD ASSETS AND PROGRAMS SUPPORTED BY FEDERAL, STATE, LOCAL AND PRIVATE FUNDS THAT WILL BE USED TO IMPLEMENT A CONTINUUM OF SOLUTIONS

continuum of cradle to career services to benefit the residents and social, economic and individual foundation at the KBIC and in Baraga County.

The strong level of commitment from the grantee, the KBIC, and the partnerships built in the neighborhood make the KBICBCPN grant application a strong proposal. The project leverages tribal, local, state and federal funding and programming to build a seamless pipeline of services. The additional resource of the Promise Neighborhood Grant funding will allow the partners to meet the full continuum of needs of the children, youth and families at KBIC and in the county. The grant funding will allow continued, focused planning among all partners, identifying and meeting gaps in services through ongoing needs assessments and segmentation analysis, strengthening capacity and infrastructure to deliver services, connect all of the partners into one, seamless pipeline with no gaps, and ongoing, rigorous data collection and study.

Existing neighborhood assets and programs are outlined in table 6.

Table 6

Program or Activity	Funding Source	Service Population	Partner Organization
Elementary Tutoring	KBIC Government (KG)	K-5	KBIC Education Department (KED)
FAFSA Completion Workshops	KG, KBOCC, Federal Grants	HS, College and Career (CC), Family	KED and Keweenaw Bay Ojibwa Community College (KBOCC), Finlandia University TRIO Upward Bound (UB), Finlandia University TRIO Talent Search (TS)
Achievement Incentives	KG	6 th grade – 24 years	KED
College Scholarships	KG	11 th grade – 24 years	KED
Community Literacy Events	KG	All ages + families	KED

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Youth Curriculum Development	KG	K-12	KED
College Internships	KG	CC	KED
After School Programming	KG, Federal Grants	K-5	KBIC Youth Department (KYD), Baraga Houghton Keweenaw County Child Development Board (BHK), UB
Summer Residential Academic Program	Federal Grant	9-12	UB
Summer Youth Camp	KG	K-5	KYD
Summer Food Program	USDA	K-12	KYD
Provide School Supplies	KG	K-12	KYD
Culture Camp	BIA Grant KG	K-5	KYD; KBIC Historic Preservation Department (THPO)
Enrichment Field Trips	KG	K-5	KYD
Pre-primary programming	KG, KBOCC	0-5 + Families	KBIC Pre-Primary Department (KPPD);
Little Eagles	KBOCC	3-4 + families	KBOCC Little Eagles Pre-Primary (KBOCCLEPP)
Head Start	Federal	3-4 + families	Head Start
Educational Workshops	KG	Community	KBIC Natural Resources Department (KNRD)
Debweyendon Indigenous Gardens	KBIC/MI Health Endowment Fund	Community	KNRD
LEA	Public	K-12 + families	Baraga Area Schools
LEA	Public	Pre K-12 + families	L'Anse Area Schools
Food Distribution	USDA	KBIC families	KBIC Commodity Foods (KCF)
Child Welfare	KG	0-17 + Families	KBIC Social Services Department (KSS)
Foster Care	KG	0-17+ Families	KSS

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Peacekeeping Talking Circle	KG	Community	KBIC Tribal Court (KTC)
Employment Application Drive	State of MI	Community	MI Works
Pre-Primary Support and Education	Federal Grant	0-5 + Families	Great Start Collaboration
Summer Youth Employment	KG	KBIC Youth 14-19	KBIC Community Assistance Program (KCAP)
Community Service Block Grant for Employment/Careers	Federal Funding	KBIC Community	KCAP
College Internships	KG, Federal Funding	KBIC CC	KCAP, KED, KNRD, KG
Community Education Programs	KG	Community	KBIC Forestry (KF), KNRD, KED, KYP, KBIC Health Center (KHC)
MI Indian Tuition Waiver	MI, Federal	CC	KBIC Enrollment, KED
College Scholarships	KG, KBIC Enterprise (KE)	CC	KF, KED
Positive Relationships Curriculum	OVW Federal Grant, KG	6-12	KBIC Niimigimiwang Transitional Home (KNTH), Project Director Northern MI University "Walking Path Together" Project
Community Outreach ie: substance abuse prevention, bullying, Narcan	KG	K-12 +community	KBIC Tribal Police (KTP)
Active Shooter Response Training	KG	LEA's + community	KTP
Employment Readiness Education	KG	Youth, 18+	KYD, KBIC Tribal Employment Rights Office (KTERO)
College Visits	Federal Grants	6-12	UB, TS
Career Fairs	KG, KE, State of MI	Youth, Community	KYD, KTERO, KBIC Personnel Office (KP), MI Works
Employer Job Bank	KG	Community	KTERO

Ojibwe Language and Culture Education	KG, BIA Grant	Families, K-12	KTHPO
Annual Pow Wow	KG	Community	KTHPO
After School and Summer Programs	KG	K-5, Families	KYD
Financial support for student activities and school clothing/supplies	KG	K-12	KYD
Field Trips	KG	K-5	KYD
Camp Nesbit	KG	K-5	KYD
Hunter, Water, Boater, Canoe, Snowmobile, Gun, ATV Safety Courses	Great Lakes Indian Fish Wildlife Commission	K-12	Great Lakes Indian Fish Wildlife Commission

ABSOLUTE AND COMPETITIVE PRIORITIES ADDRESSED

ABSOLUTE PRIORITY 2-RURAL APPLICANTS

(a) The applicant proposes to serve a local educational agency (LEA) that is eligible under the Small Rural School Achievement (SRSA) program or the rural and Low-Income School (RLIS) program authorized under Title V, Part B of the ESEA.

The two partner LEA’s in the KBICBCPN are SRSA eligible schools and appear on the FY 22 SRSA award roster.

(b) The applicant proposes to serve a community that is served by one or more LEA’s with a locale code of 32, 33, 41, 42, or 43.

(c) The two partner LEA’s in the KBICBCPN have locale codes of 43. The applicant proposes a project in which a majority of the schools served have a locale code of 32, 33, 41, 42, or 43.

The two partner LEA’s in the KBICBCPN are SRSA eligible schools and appear on the FY 22 SRSA award roster.

ABSOLUTE PRIORITY 3-TRIBAL COMMUNITIES

To meet this priority, an applicant must propose to implement a PN strategy that serves one or more Indian Tribes. As defined in the Promise Neighborhood funding notice, and Indian Tribe

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means an Indian Tribe or Tribal organization as defined in section 4 of the Indian Self-determination Act (25 U.S.C. 5304(e))

Keweenaw Bay Indian Community, the grant applicant, is a federally-recognized tribe and appears in the Federal Register/Vol. 86, No. 18/Friday, January 29,2021/Notices as one of the 574 Indian entities recognized by and eligible to receive services from the United States Bureau of Indian Affairs.

Competitive Preference Priorities 1, 2 and 3 and the Invitational Priority are included in the grant attachments

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