

## CHAPTER SIX

### *Minnesota Chippewa Tribe Programs and Services*





## PROGRAMS AND SERVICES OF THE MINNESOTA CHIPPEWA TRIBE



After the end of the Federal government's policy of terminating Indian tribes from federal services during the early 1950's, new policies were formulated by the federal government which allowed tribes to re-establish themselves as the primary agent of economic development on their respective reservations. New programs were initiated by the federal government aimed at the economic, housing, health, and educational needs of the reservation. The Federal government was convinced, after many Indian requests, that Indian tribal governments should run these new programs. In the past, many federal programs failed under the administration of non-Indians. As the tribes assumed their new role as the prime community developer, it was only natural that they resume their efforts in community development.

During the 85th Congress, 1956, hearings were held on S 809 "A bill to provide economic assistance to American Indians." Through this bill Indians were asking for technical assistance for Indian communities similar to that being provided for foreign developing nations, and that funds should be made available directly to reservation communities.

This legislation was not enacted immediately; however, in 1961 Dr. Philleo Nash became President Kennedy's choice as commissioner of Indian Affairs. He worked closely with governmental agencies to secure cooperation in the development of the kinds of programs sought by Indian leaders. His most important contribution was the achievement in securing legislative approval to have Indian reservations written into legislation primarily intended to benefit other local communities and depressed areas throughout the United States. In other words, Indian reservations were now eligible to receive federal funds because they were included as part of the legislation heretofore established for specific communities and depressed areas within the United States.

A few examples of the way Indian reservations were specifically included as part of the law and eligible to receive benefits are as follows: The **Area Redevelopment Act** of 1961 (Public Law 87-27) Indian reservations were specifically included in the law. The BIA organized a Division of Economic Development in 1962 in order for Indian tribes to qualify for loans, grants, and other services available under the ARA. This division was formally established to: 1) improve the concentration and development of natural resources; 2) encourage business and industrial development; 3) give technical assistance to tribes and assist with land management practices; and 4) develop a home building and public works construction program.

**THE OFFICE OF ECONOMIC OPPORTUNITY (OEO)** established in 1964, established Community Action Programs (CAP) on reservations to begin development of human resources. These original CAP programs still exist on the MCT reservations and serve their respective reservations similar to that service provided by the MCT, only that these original CAP programs are autonomous to their reservation. The Indian Desk at OEO, later became **The Office of Native American Programs, (ONAP)** operated by the Department of Health, Education, and Welfare, whose primary goal was to prepare the community and the tribal leadership in managerial and administrative experience needed to deal with private industry.

**THE ECONOMIC DEVELOPMENT ADMINISTRATION (EDA)**, of the Department of Commerce, was started in 1965 to help deal with the material problems of unemployment and low family income. Certainly, both problems are found in abundance on Indian reservations. EDA supplies loans, grants, and technical assistance to tribes seeking to establish industrial parks and resorts.

**THE OFFICE OF MINORITY BUSINESS ENTERPRISE (OMBE)**, began working with individual businessmen in 1969. OMBE has established a series of Business Development Organizations (BDO's) who help Indian businessmen secure the money necessary to go into business.

**THE BUREAU OF INDIAN AFFAIRS** always subject to the changing winds of the new policy, took a new role in trying to attract outside industry to the reservations. **THE INDIAN FINANCING ACT OF 1974** offered the Bureau its first opportunity to provide money, rather than just technical assistance.

Other federal agencies such as **HOUSING AND URBAN DEVELOPMENT (HUD)** and the **DEPARTMENT OF LABOR (DOL)** helped in housing and manpower training.

During the late 1960's, "Indian Desks" were established in both the Economic Development Administration and Manpower Administration of the Department of Labor. These positions were to be filled by persons of American Indian ancestry with the responsibility of coordinating their relationship with other federal programs. The OEO, BIA, HUD, and SBA have all worked closely with the Economic Development Administration in developing economic and industrial programs on reservations. EDA, with the cooperation of the above agencies, began action plans for several selected reservations to be continued over a period of several years.

EDA felt that the implementation of programs for these selected reservations will provide the necessary momentum to spur the economic growth of all Indian reservations. (see EDA in this unit)

During the early 1960's the policy of the U.S. government was to assist Indian tribes in improving the many impoverished conditions that existed among many Indian tribes. As a result, the Federal government has spent, and is still spending, millions of dollars for reservation programs. In addition, S. Lyman Tyler, in **A HISTORY OF INDIAN POLICY**, points out the government's policy is to eventually make tribal governments self-sustaining through federal funding. As has been shown in the past, all federal programs soon came to an end. The programs in operation today are no exception. What will remain when the programs cease operation? Will the MCT become solely self-supportive? Will problems in unemployment and under employment be solved? Many Indians feel that problems as old as reservation poverty cannot and will not be solved quickly, regardless of the amount spent.

A variety of programs and services which provide employment, health care, legal services and educational assistance are offered and sponsored by the Minnesota Chippewa Tribe. These programs serve a population of approximately 34,000 individuals within the six reservations of the Minnesota Chippewa Tribe, as well as several urban areas. (Students should be aware and should not confuse local Reservation Business Committee programs and services that are autonomous from the MCT)

As stated above, most federal programs eventually terminate. Because of this, the listing of programs and services that follows are subject to constant change due to funding cuts. The listing of programs and services that follows is current as of this writing. Students wishing to research any particular program of the MCT should do so by requesting additional information from the administrative offices.



**MINNESOTA CHIPPEWA TRIBE CONSTRUCTION COMPANY**

Minnesota Chippewa Tribes Construction Company was formed as a state chartered profit making corporation in November of 1972. The origin of this program came about as a result of a need for a skills training program in the construction trades.

The need for this type of training program was realized as a result of the Tribes Indian Action Team design. Indian Action Team was contracted from the Bureau of Indian Affairs in 1972. Its purpose is to train Indian men and women in the construction trades. Training is provided in the areas of heavy equipment operation and maintenance, masonry, rough and finish carpentry, electrical and mechanical installations. The objectives of the Indian Action Team Program is two-fold. During training, the enrollees are engaged in performing worthwhile construction on the reservations. However, the ultimate objective is to develop the enrollee's skill level to a point where he or she is qualified for employment in the construction trade.

Because of the need to assure immediate and future employment opportunities for Indian Action Team trained personnel and the potential construction projects surfacing both within and outside the boundaries of the Minnesota Chippewa Tribe, it was ultimately decided to form the Minnesota Chippewa Tribe Construction Company.

During the Construction Company's initial stages, it was supported, in part, by the Indian Action Team Training Program. An operating loan of \$60,000 was made available from the tribe and management was provided by the tribal administration staff.

The Construction Company gained its 8-A contractors status in 1973 and actively began negotiations and performing governmental construction contracts in July of 1973.

During the first year of operation, from July 1973 to June 1974, the Construction Company negotiated and performed work on the following six construction contracts:

<b>PROJECT</b>	<b>WORK</b>	<b>CONTRACTING AGENCY</b>
Ball Club (curb and gutter)	Excavation storm sewer curb and gutter, black top, landscaping.	BIA
Cass Lake (curb and gutter)	Excavation storm sewer curb and gutter, black top, landscaping.	BIA
Mud Lake (forestry road)	six miles of road construction	USDA Forestry Service
Pay-She-Cumming (forestry road)	four and a quarter miles of road construction	USDA Forestry Service
Cass Lake Hospital (modernization)	replace interior doors and general carpentry	U.S. Public Health Service
Cass Lake Pumping (station site)	fencing and landscaping	U.S. Public Health Service

The total contract monies on these six projects totaled \$370,220 and were completed within the required time with the normal allowances made for weather and the availability of materials.

The first year of operation of the Construction Company provided many new opportunities to gain knowledge and experience for the administration and staff in areas such as bidding, bonding and general business management.

The second year of the Construction Company's operation, from July 1974 to June 1975, saw the completion of the six contracts started in the previous year with the addition of three new contracts:

<b>PROJECT</b>	<b>WORK</b>	<b>CONTRACTING AGENCY</b>
Lecch Lake (sanitation)	installation of 42 septic systems	U.S. Public Health Service
Cass Lake Hospital (water main)	installation of new water main	U.S. Public Health Service
Fond du Lac (sanitation)	installation of 3 septic systems	U.S. Public Health Service

The new contracts generated \$66,912.00 for the Construction Company. At the same time, the Construction Company was also in the process of negotiating and bidding on contracts with the Bureau of Indian Affairs, the Department of Defense, as well as other governmental related projects.

During the third year of operation, from July 1975 to June 1976, the company was engaged in the following contracts:

<b>PROJECT</b>	<b>WORK</b>	<b>CONTRACTING AGENCY</b>
Ponsford Village (streets)	storm sewers, grading surfacing, curb and gutter	BIA
White Earth (village streets)	storm sewers, grading surfacing, curb and gutter	BIA
Finland Air Force (base)	curb and gutter	Department of Defense
Grand Portage (road paving)	road construction	BIA
White Earth (water system)	fencing and landscaping	Tribe
Naytahwaush (lagoon improvement)	sealing and draining the field	Tribe



From July of 1976 through Septmeber 1977, the Construction Company gained the following additional contracts:

PROJECT	WORK	CONTRACTING AGENCY
Nett Lake (road)	road building, grading, culverts, gravel, excavation	BIA
Leech Lake (sanitation)	Installation of 29 water systems and 27 septic systems	U.S. Public Health Service
Fond du Lac (sanitation)	installation of 20 water systems and septic systems	U.S. Public Health Service
Mille Lacs (sanitation)	installation of 10 water systems and septic systems	U.S. Public Health Service
Leech Lake (housing project)	construction of 100 housing units, low rent and mutual help	HUD

The additional contracts brought \$5,399,009.00 additional to Construction Company.

The Construction Company prepared bids for the installation of 55 new sewer and water systems on the White Earth Reservation, two road jobs for the U.S. Forest Service, and a new contract with HUD for the construction of 82 housing units on the Leech Lake Reservation.

As part of the Tribe's long range development plans, the Construction Company is in the process of expanding. The company has expanded in home building construction and is also in the process of obtaining a dealership for prefabricated homes.

The Company has completed the building of a new shop to expand storage and the mechanical aspect of the program. The electrical department of the Company has added additional personnel to meet the growing needs of the business.

The future of the Company holds many new ventures. One of the possiblities of expansion of the program include the likelihood of obtaining a drilling rig for the water and sewer department of the Company. At present, the drilling is sub-contracted out. An agreement has been made with a well driller to train some Indian people on drilling wells.

As stated before, the Minnesota Chippewa Tribe's Construction Company, serves a dual purpose: it is both a profit making enterprise, and a human service program. It provides needed employment opportunities for Indian people who have skills and training in construction and related trades, and it also offers entry and training opportunities to Minnesota Chippewa Indian people who show an interest in learning and practicing construction trades.



In the Human Service aspect of the Construction Company, the following goals are sought:

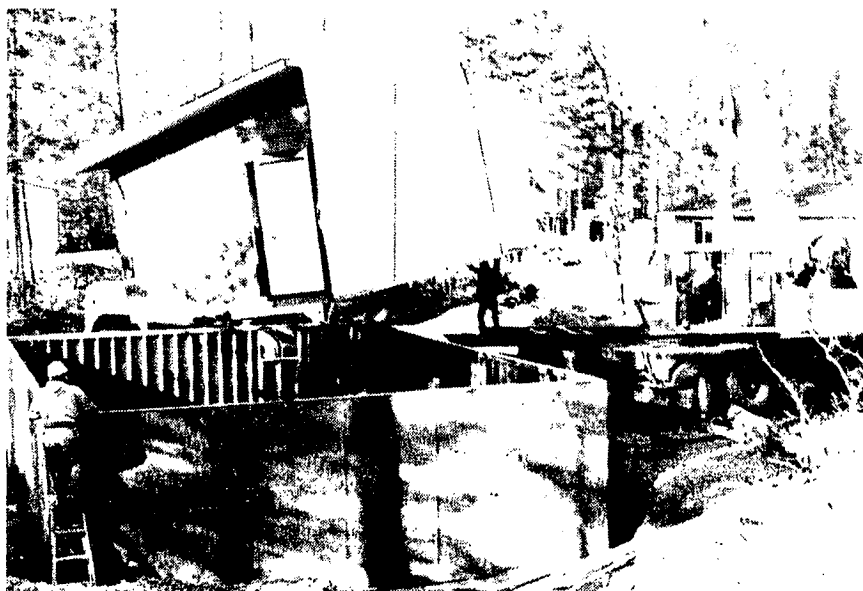
1. Providing the opportunity for Minnesota Chippewa Indian people to gain employment in the construction trades;
2. Providing the opportunity for Minnesota Chippewa Indian people to learn marketable skills of the construction industry;
3. Providing the construction of quality housing for Indian people;
4. Providing the construction of quality housing for Indian people;
4. Providing the construction of quality community water and sanitation facilities on Minnesota Chippewa reservations;
5. Providing the construction of needed improvements on Minnesota Chippewa reservations; and
6. Providing the use of profits from company operations for betterment of Minnesota Chippewa Indian people.

In the Profit-Making aspect of the Construction Company, the following objectives are sought:

1. To conduct an efficient business that will show a profit;
2. To secure contracts for construction projects;
3. To provide quality construction service at a competitive price;
4. To expand construction company business.

The experience gained in contracting has made the Construction Company aware of the problems and benefits associated with federal construction contracts. Actual job experience, with better than average results, has established a track record that guarantees the company's capabilities. The Company is experienced in contracting, sub-contracting, and joint venturing. It has met the requirements of bonding maintenance, of 8-A contracting status and has access to interm financing, technical assistance and management support.

The basic strength of the Minnesota Chippewa Tribe Construction Company, is that it is a tribal venture fully supported by the six member reservations. With this support, the company has come a long way in its few short years of existence and, with the continuing support of the tribe, it can continue to work for the benefit and betterment of its supporters.



Minnesota Chippewa Tribe Construction Program workers at work on a Housing and Urban Development Project at Leech Lake. 100 new homes were built by the Tribal Construction Company beginning 1976 and contracts have been awarded that allow the Tribal Construction Company to build many new homes on The Minnesota Chippewa Tribe reservations.



## ECONOMIC DEVELOPMENT DIVISION



The Minnesota Chippewa Tribe receives a grant from the Economic Development Administration of the U.S. Department of Commerce, to initiate and implement an Economic Development Division of the tribe. The Economic Development Administration (EDA) funds the Tribe on a yearly basis.

The Tribe consists of six prime sponsors, which make up The Minnesota Chippewa Tribe. They are: the Leech Lake Reservation Business Committee or RBC, the White Earth RBC, the Bois Forte or Nett Lake RBC, the Grand Portage RBC, the Mille Lacs RBC, and the Fond du Lac RBC.

The Economic Development Division of the Tribe is funded to provide an overall administrative staff at The Minnesota Chippewa Tribe. This consists of a Director, a Land Use Planner, a Coordinator, and a Secretary.

The Director of the Economic Development Division is responsible for fulfilling the contractual obligations to EDA and to insure continuation of funding in subsequent years. The Director is also responsible to provide each Reservation Planner, Tribal Leaders, and Reservation people with current data on every changing federal law which affects the success of the program, and to prepare and submit financial and progress reports to the Minnesota Chippewa Tribe's tribal leaders and to the EDA.

The Economic Development Division is also funded to provide to each Reservation, or prime sponsor, a Reservation Planner. Salaries for all positions of the Economic Development Division Staff and Reservation Planners are paid from the grant monies, as well as travel allowances, office supplies, telephone expenses, occupancy costs, and other miscellaneous costs.

The Reservation Planner is responsible to the RBC at each location, and is charged with the responsibility of implementing goals as prescribed in the Overall Economic Development Plan (OEDP). This includes grant application writing for specific programs, developing budgets, needs assessments, etc. The Reservation Planners, on each of the Reservations, work closely with the Economic Development Administration, the RBC's, Indian Leaders, their people, federal, state, and local governments for the purpose of identifying priorities and developing the OEDP to meet the needs identified.

The intent and purpose of the program is to expand job opportunities while attempting to develop a stable local economy that will alleviate hardships existent among the residents that are caused by unemployment and underemployment. To accomplish these objectives, resources of each Reservation must be kept in mind, also taking into account that the human resource is the single most wasted resource that we have.

Keeping the purpose of the program in mind, many of the projects taken into consideration for funding and support by The Minnesota Chippewa Tribe and the prime sponsors, must be directed toward community development as it relates to facilities for educational purposes, facilities for human services, and job producing activities. Considering this as the primary goal of each member reservation, the planning department of each reservation must develop channels of communication between the reservation leaders, their people, federal, state, and local governments, for the exchange of ideas which will accomplish these goals.

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Initially, long-range development plans must be developed by each reservation, with the assistance of the Reservation Planners and the Economic Development Division. The plans conceived, must be structured in such a way as to allow for Community Development, industry, recreational facilities, environment protection, and housing.

Some of the projects funded by the Economic Development Administration of the U.S. Department of Commerce are as follows:

**ON THE LEECH LAKE RESERVATION:** 1) Che-wa-ke-e-gon (Long House), this consists of a gas station, garage, mini-market, cafe, and home heating fuel supplier. 2) Chippewa Lanes is owned and operated by the Leech Lake Reservation Business Committee, initially funded by EDA. This is a bowling alley and lounge, and also consists of a laundromat and game room. 3) The Leech Lake Neighborhood Facility Center, this facility houses the major portion of The Minnesota Chippewa Tribal offices, and has facilities for community events. This project is currently undergoing expansion to meet the needs of the Reservation and of the Tribe.

**THE MILLE LACS RESERVATION** was awarded a grant from the Local Public Works Program for construction of a **medical facility**. The construction of this facility provided new jobs for the community. Aside from the much needed medical and dental services now available, there will be 12 full time positions: one doctor, one dentist, four nurses, and six support personnel. Initially the Indian Health Service provided \$250,000.00 for equipment purchase and staffing with a commitment to furnish \$150,000 each continuous year for operating costs. The Mille Lacs **Marina/Tourism complex**, consist of a bar, cafe/resteraunt, office space, 12 individual cabins, and channel and boat harbor with individual berths capable of docking 24 boats. The Marina provides employment for 21 reservation personnel. Since becoming operational, the Marina is considered a success.

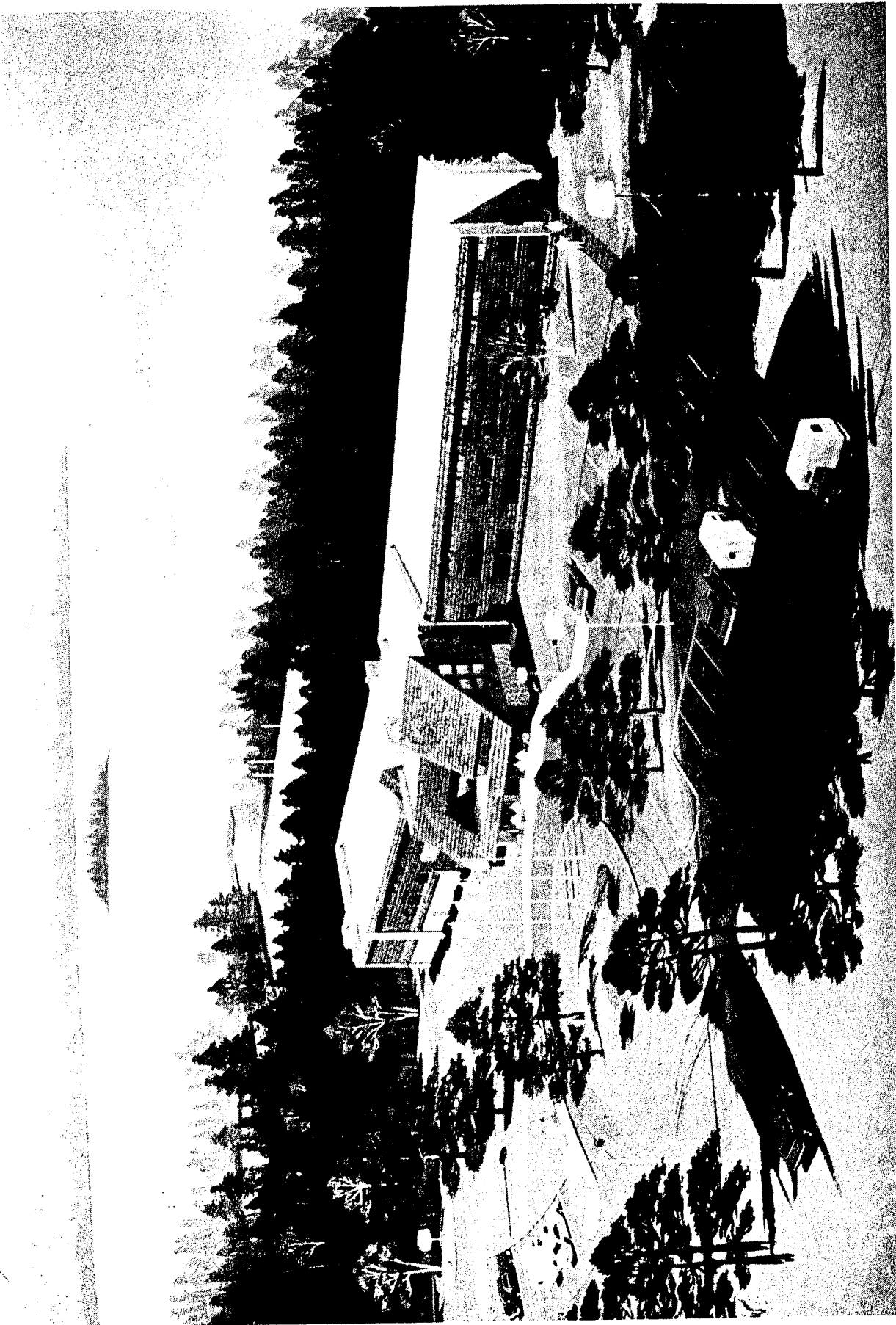
Other types of EDA activities include the construction of a **maintenance garage and Electronic Component Factory** which employs 29 people and is also considered a success.

**On the Grand Portage Reservation:** 1) Raddison Inn - Grand Portage, the hotel was completed in 1973 and has 100 units and many other extras that comprise a hotel. 2) A Tourism Information Center. 3) Under Title X, a project was undertaken to beautify the Grand Portage Area, by way of adding ski trails and other work. This project employed fifteen (15) Indian people to complete the project. 4) In July of 1978, a hotel addition will begin that will include housing units for the residents. 5) In 1977, Grand Portage was awarded \$1,666,000.00 from HUD to build 25 new homes.

**On the White Earth Reservation:** 1) the Pine Point School and Community Center.

The Nett Lake Reservation received grants and loans from EDA and the BIA for completion of a saw mill; recently phase II of the project was initiated which provided equipment for finishing lumber, as well as a chipper and debarker to enable the mill to use otherwise wasted materials. **The Nett Lake School Addition**, funded at \$913,000.00 from Local Public Works Program, provides needed space for a growing all Indian school district.

The Bois Forte HUD Project provides for a 50-unit mutual-help low rent housing project. Included in the project are 46 family dwellings, and a fire hall with fire fighting equipment. The Bois Forte **Tribal Government and Community Center Building** funded by the Local Public Works Program will provide office space and much needed Tribal headquarters space by July 1978.



The Grand Portage Radisson Inn complex shown here, in a natural setting, is located along the shores of beautiful Lake Superior. This complex is owned and operated by the Grand Portage Indian Reservation with funding secured from the Economic Development Administration.

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The **Fond du Lac Reservation**: 1) Has completed construction of a wild rice processing plant. 2) The Fond du Lac Furnace Factory was completed during 1977. Since it became operational jobs were provided to 26 full time employees. 3) Funding was secured under the Emergency Drought Assistance Project which was designed primarily to provide fire fighting equipment to the reservation. 4) Additional funding was secured through the Local Public Works Program (LPW) to complete the Furnace Factory with landscaping, a parking lot, and to expand the capacity of the well and septic system.



Pictured here are dignitaries of both the state and tribal levels, with governor Rudy Perpich taking part in a traditional drum ceremony. This ceremony was a tribute to ground breaking for a new facility center on the Leech Lake Reservation which would house the Bureau of Indian Affairs agency office, now located in Bemidji, and provide extra room for MCT administrative offices. Funding of close to \$1,000,000 was received by the Leech Lake RBC from the Local Public Works Program [LPW].





### THE CHIPPEWA RANCH COMPLEX



In 1973, actions were initiated by The Minnesota Chippewa Tribe, to establish a tribally owned and operated agricultural enterprise on tribally owned lands within the boundaries of the White Earth Reservation.

For thirty years previous to this action, this agricultural land resource had been leased primarily to non-Indian farmers and cattlemen which resulted in extreme minimum income realized by the Tribe from the lease/rental agreements. Additionally, under the lease/rental condition, virtually no employment was provided to enrolled tribal members.

On September 8, 1973, the Minnesota Chippewa Tribe moved to discontinue long-term leasing of range and farm lands and prepared plans for the eventual establishment of a tribally owned ranching enterprise as the leases expired.

Soil surveys were performed initially, through the assistance of the Soil Conservation Service of the U.S. Department of Agriculture, to determine and explore agricultural capabilities. Development planning was initiated with additional assistance of the University of Minnesota and the County Extension Services.

Satisfied with the results of the soil survey, the Tribe's preliminary development plan was prepared based around a cow/calf operation, utilizing existing range lands, and divided into three range development units.

The plan called for the initial development of Range Unit Number 1, approximately 3,400 acres. This range unit was to be used as the Training and Demonstration Unit, with a herd capacity of five hundred cow units. A minimum of five years has been established as the period of time that will be required for the Unit Number 1 development phase and also the break-even point for total ranch development.

In April of 1975, The Minnesota Chippewa Tribe regained Trust—Ownership and control of over 10,200 acres of Land (range and farm) known as the Chippewa Ranch complex, previously under lease to non—Indians.



Chippewa Ranch cowboys cutting out a calf for branding, one of the many chores involved in maintaining the complex.

On October 19, 1975, The Minnesota Chippewa Tribe was restored Trust-Ownership of 28,554.8 acres of land by the U.S. Congress. Previously known as the submarginal lands, these lands were under land use control of the Tribe, but were owned by the U.S. Congress, and the uncertainty of ownership hindered tribal efforts toward proper land use planning.

8,000 acres of the 28,554.8 acres of land, previously known as the submarginal lands, fell neatly into the Ranch Planning Program.

On September 1, 1976, 1,200 acres of land, which was already developed as range and farmland, were restored from lease and once again fell neatly into the Ranch Complex. This land was previously known as the Lee Farm Complex.

Thus, approximately 10,400 acres are included in the Long Range Development Plans of the Minnesota Chippewa Tribal Ranch. The Long Range Plans for the Tribal Ranch include 10-year projections. These projections are done in two segments, cash crops and cattle. In 10-years, it is projected that the Ranch Complex will have approximately 2,000 acres producing cash crops. It is also projected that in 10-years, the Ranch will be running 1,000 head of cattle. Additionally, 800 to 900 acres of land will be hay-producing for the cattle of the ranch. As additional leases expire or are canceled, more land will be available for crops or for land clearing.

With the added acreage, a total of six (6) Range Units now exist where there were previously three (3), this allows for gradual year-to-year development. With this situation, an added incentive has been provided to involve the Tribe more fully in the ranch development by naming each range unit after a particular reservation, this being decided by where the unit is located. For example, Range Unit I, is the north eastern range unit, it has been named the "Grand Portage Range", Range Unit Number II, the Mid-Northern range unit, is the "Bois Forte Range", etc.

Range units II and III have been utilized for hay and grain production during the first year development phase, and will also serve as summer grazing range for Tribal cattle. Range Units IV, V, and VI, will be used for limited contract grazing to provide additional enterprise income.

A Grant was submitted and subsequently funded by the Economic Development Administration of the Department of Commerce, to cover the costs of range land development, fencing, cattle handling facilities, and a full line of farm and ranch equipment. Other Economic Development Administration involvement included equipment, construction costs and some limited technical assistance.

When the Chippewa Ranch Complex began in 1973, it was without funding, but, supporters were optimistic about the potential of such an enterprise. After the initial steps were taken to have the lands available for this undertaking, funds were received from the B.I.A. for operating expenses. Some Indian Action Team funds were used in the past to supplement salaries and for training for the ranch-hands.

More recently, a loan was secured through MMCDC, the Mid-west Minnesota Community Development Corporation. These funds provided for operating capital and salaries for the staff.

The administration is looking for new funding sources to maintain the ranch and to expand its operation. However, it can be safely assumed that the Chippewa Ranch Complex will be a part of The Minnesota Chippewa Tribe, for many years to come.



## COMPREHENSIVE EMPLOYMENT AND TRAINING ACT [C.E.T.A.]



The Comprehensive Employment and Training Act of 1973 (C.E.T.A.), of the Minnesota Chippewa Tribe, is funded by two sources; the Governor's Manpower Office (GMO); and the Department of Labor (DOL)

The purpose of funding is to provide Technical Assistance to the eight (8) prime sponsors which are: 1) the Leech Lake Reservation Business Committee; 2) the White Earth Reservation Business Committee; 3) the Fond du Lac Reservation Business Committee; 4) the Bois Forte (Nett Lake) Reservation Business Committee; and 5) the Mille Lacs Reservation Business Committee. All of the above are members of The Minnesota Chippewa Tribe. Additionally, the three other prime sponsors are: 6) the Red Lake Band of Chippewa Indians; 7) the Minneapolis Regional Native American Indian Center; and 8) the American Indian Fellowship Association of Duluth.

The Minneapolis Regional Native American Indian Center serves the urban Indian population and also the four Sioux communities: Upper Sioux, Lower Sioux, Prior Lake, and Prairie Island.

Bois Forte (Nett Lake) does not have the population required by the Department of Labor to operate and contract for C.E.T.A. Programs, however, an exception was made in this particular case due to the remoteness of the reservation. C.E.T.A. or employment services are not easily accessible to the residents.

The Grand Portage Reservation also does not meet the population criteria, however, Grand Portage is served by the American Indian Fellowship Association (AIFA) of Duluth which is a prime sponsor.

A prime sponsor is an agency (in this case, an Indian organization or reservation) operating programs under contract with the Department of Labor. The eligibility criteria of each reservation or organization required by the Department of Labor to allow contracting services are:

1. To have at least a population of 1,000 persons;
2. To have an organized governing body;
3. To have experience in running Manpower Programs; and
4. To have a knowledge of financial management systems.

The Technical Assistance provided by The Minnesota Chippewa Tribe C.E.T.A. Program involved writing contracts, preparing budgets, writing job descriptions, interpreting regulations, training new staff (primarily C.E.T.A. administration), reporting to the Reservation Business Committees new requirements required by the Department of Labor and the Governor's Manpower Office, and general administration.

The prime sponsors are eligible for funds under six major titles of the Comprehensive Employment and Training Act. They are as follows and contain certain specific guidelines for participant eligibility:

**TITLE I** of C.E.T.A. established a program of financial assistance to state and local government for comprehensive employment and training programs or services. Some of the comprehensive manpower services available under Title I include recruitment, orientation, counseling, testing, placement, classroom instruction, institutional and on-the-job training in the private sector, allowances for persons in training, supportive services, and transitional public employment jobs. The design and mix of services is up to the prime sponsors.

They may decide to continue the former categorical programs in existence in the area, and they may develop new programs which more effectively meet the needs in the local area. The greater part of the Title I funds (80 percent) is distributed among prime sponsors according to a formula based on each area's manpower allotment in the previous fiscal year, on the number of unemployed persons, and the number of adults from low-income families in the area.

**Title II** is also locally administered and provides for transitional public employment programs in areas with an unemployment rate of 6.5 percent or higher for three consecutive months. The Secretary of Labor determines which three consecutive months. The Secretary of Labor determines which three months are to serve as the basis for this eligibility. Title II funds may be used to create jobs in state, county or city governmental agencies, or with other non-profit organizations. The jobs must be in addition to those budgeted by the employing agency. The maximum salary reimbursable through Title II is \$10,000 annually, plus fringe benefits. In addition to Title I prime sponsors, Indian reservations are eligible to receive public service employment funds.

**TITLE III** of C.E.T.A. is federally supervised and provides manpower programs for special target groups such as migrants, Native Americans, youth, offenders, older workers, persons with limited English speaking ability, and others with particular employment problems. All Title III funds are allocated directly by the Secretary of Labor, generally not prime sponsors, to deliver the Title III services, although Title III funds are the primary source of summer youth employment programming in the prime sponsor areas. In addition to the target group uses of the Title III, the funds may also be used for research and demonstration projects.

**TITLE IV** of the act provides for continuation of the Job Corps, incorporated from the Economic Opportunity Act. Job Corps remains a nationally funded and administered program, with recruitment and placement services provided by the employment service in each state. There are currently no Job Corps programs operating in Minnesota.

**TITLE V** of C.E.T.A. provides for the establishment of a National Commission for Manpower Policy.

**TITLE VI** is an amendment to the Act passed in December 1974 for Emergency Jobs and Unemployment Assistance. Similar to Title II, it is locally administered and provides for emergency public employment programs in the areas of high unemployment. Fifty percent of Title VI funds are allocated to all areas of the state on the basis of the number of unemployed in any specific area as it compares to the number of unemployed statewide. Twenty-five percent of the funds are allocated to those areas which have an unemployment rate in excess of 4.5 percent and the remaining 25 percent is allocated to areas with greater than 6.5 percent unemployment. The significant difference between Title II and Title VI is the temporary nature of the appropriation, the manner in which it was allocated, and it does not require an employing agency to provide permanent unsubsidized employment.

The C.E.T.A. Program has available different program components. The terminology of the components and definition of each are as follows:

**CLASSROOM TRAINING** is any training conducted in an institutional setting designed to provide individuals with the technical skills and information required to perform a specific job or group of jobs.

**ON-THE-JOB-TRAINING** is training conducted in a work environment in the private sector, designed to enable individuals to learn a bonafide skill and/or qualify for a particular occupation through demonstration and practice.

**PUBLIC SERVICE EMPLOYMENT** is subsidized employment with public employers and non-profit employers who provide public services.

**WORK EXPERIENCE** is a short-term work assignment with a public employer or private non-profit employer to enhance the future employability of youth or to increase the potential of adults in obtaining a planned occupational goal.

**Other Activities** are activities not described in the above categories designed to expand job opportunities and enhance the participation of individuals who are eligible to participate in programs funded under the act.

**Service to Participants** is designed to provide supportive health care, medical, child care, residential support assistance in securing bonds, family planning, and manpower intake and assessment, orientation, counseling, job development, job placement, transportation, outreach, services which are needed to enable an individual to obtain or retain employment.

**Median Hourly Wages** compare the "before" C.E.T.A. participation and the "after" C.E.T.A. participation earning power of those persons who terminated into employment.

When a participant leaves the service of a C.E.T.A. programs, it is defined as a termination. The termination of a C.E.T.A. participant must fall into one of the following categories.

**Direct Placement** are those people placed in unsubsidized employment after receiving only assessment and job referral services.

**Indirect Placement** are those people placed in unsubsidized employment after participating in C.E.T.A. funded training, employment, or supportive services.

**Self-Placement** are those people placed in unsubsidized employment after receiving only assessment and job referral services.

**Other Positive Terminations** are participants who left C.E.T.A. funded activities to enroll in full-time academic or vocational schools, enter a branch of the Armed Forces, or to enroll in other manpower programs.

**Non-Positive Terminations** are participants who left C.E.T.A. funded activities for any reason other than those specified in the above categories.

Eligibility for participation in C.E.T.A. programs are numerous; following is a brief summary of eligibility criteria on a few of the major programs:

Title II, any person that is unemployed or underemployed for 30 days. The underemployed are those working full-time but making less than poverty income.

Title III, economically disadvantaged, unemployed, or underemployed.

Title VI, the economically disadvantaged, and unemployed for fifteen (15) weeks or a family receiving AFDC assistance.

All of the C.E.T.A. programs, described previously, are not available at all of the prime sponsors areas. Following are the C.E.T.A. Programs contracted to each prime sponsor:



1. **Leech Lake Reservation Business Committee:** Title I-Sub-contract from the Concentrated Employment Program (CEP), Title II, Title III, Title VI, Title III Summer Youth, Youth Community Conservation Improvement Program (YCCIP), Youth Employment Training Program (YETP), plus a separate contract with the Department of Labor for a waste disposal Program, and the Firewood Production Plant.
  
2. **White Earth Reservation Business Committee:** Title I sub-contracted from the Concentrated Employment Programs (CEP), Title II, Title III, Title VI, Title III Summer Youth, Youth Community Conservation Improvement Program (YCCIP), Youth Employment Training Program (YETP), plus a separate contract with the Department of Labor
  
3. **Fond du Lac Reservation Business Committee:** Title I slots out of Region III Consortium, Title II, Title III, Title VI, Title III Summer Youth, Youth Community Conservation Improvement Program (YCCIP), Youth Employment Training Program (YETP), plus a Nurses Training Program.
  
4. **Bois Forte [Nett Lake] Reservation Business Committee:** Title I slots out of Region III Consortium, Title II, Title III, Title VI, Title III Summer Youth, Youth Community Conservation Improvement Program (YCCIP), and Youth Employment Training Program (YETP).
  
5. **Mille Lacs Reservaton Business Committee:** Title I, Title II, Title III, Title VI, Title III Summer Youth, Youth Community Conservation Improvement Program (YCCIP), Youth Employment Training Program (YETP); additionally they have a contract for a Waste Disposal Program.
  
6. **The Red Lake Band of Chippewa Indians:** Title I slots from Rural Minnesota Concentrated Employment Program (CEP), Title II, Title III, Title IV, Title III Summer Youth, Youth Community Conservation Improvement Program (YCCIP), Youth Employment Training Program (YETP)
  
7. **THE MINNEAPOLIS REGIONAL NATIVE AMERICAN INDIAN CENTER:** Title II, Title III, Title VI, Youth Community Conservation Improvement Program (YCCIP), Youth Employment Training Program (YETP), also some funds from the City of Minneapolis. Please note, Title II and Title VI are specifically to serve the four Sioux Communities, Title III is shared between the Urban and Sioux communities, the other programs are to serve the entire service area.
  
8. **American Indian Fellowship Association of Duluth:** Title II, Title III, Title VI, Title III Summer Youth, Youth Community Conservation Improvement Program (YCCIP), Youth Employment Training Program (YETP). Some slots are obtained from the City of Duluth, which is a separate prime sponsor. Grand Portage, which falls under the service area of the American Indian Fellowship Association of Duluth receives some Title I monies from the Region III Consortium. All Title II and Title VI monies received by the American Indian Fellowship Association of Duluth has to be spent on Grand Portage. Title III is divided with Duluth taking the larger portion and Grand Portage receiving what it can use. Grand Portage has a CETA program, however, with AIFA being the prime sponsor, all monies and checks for the program comes from them.

The CETA program of The Minnesota Chippewa Tribe offers many types of assistance to the Prime Sponsors. In addition, the CETA program works closely with each prime sponsor by way of staying in contact with Manpower Directors on each of the reservations of The Minnesota Chippewa Tribe, and also the Manpower Directors of the Red Lake Band, Minneapolis Regional Native American Center, and the American Indian Fellowship Association of Duluth. Between the CETA program, the Manpower Directors and the Reservation Planners, needs in the area of employment and training for the recipients of CETA services are identified, and solutions sought.



## LOCAL BUSINESS DEVELOPMENT ORGANIZATION



The Local Business Development Organization (L.B.D.O.) was initially funded in 1974 by the Office of Minority Business Enterprises (OMBE), a division of the U.S. Department of Commerce.

Local Business Development is based at the site of the main offices of The Minnesota Chippewa Tribe in Cass Lake, Minnesota, and it operates branch offices in Minneapolis and Duluth.

The purpose of the Program is to assist minority persons, in the State of Minnesota, in establishing businesses, and also, to assist minority persons in maintaining existing businesses.

Any Indian person, who is enrolled with a State, or federally reorganized American Indian Tribe is eligible for services. Since the Local Business Enterprises, services are also available to other minority group members, as well as to the handicapped, Viet Nam Era Veterans, and the economically disadvantaged.

Local Business Development concentrates its resources and energies in the area of developing Indian owned and operated business on the six member Reservation of The Minnesota Chippewa Tribe, the four Sioux communities, and in general the entire State of Minnesota.

The objectives of the Local Business Development Organization is to:

- 1) Increase the number of minority business enterprise starts;
- 2) Strengthen existing minority business enterprises;
- 3) Improve opportunities for socially or economically disadvantaged persons to own successful businesses as regarding executive order No. 11.625;
- 4) Structure an out—reach effort to make the program services known to as many qualified and qualifiable business candidates as possible;
- 5) Identify potential business candidates and provide these candidates with a priliminary evaluation of their business opportunities;
- 6) Establish a capability for collection and dissemination of business information;
- 7) Establish a capability to offer direct or indirect management services and technical assistance to business candidates;
- 8) Establish an office facility accessible to minority groups served;
- 9) Establish working relationships with other Office of Minority Business Enterprises;
- 10) Maintain written guides, annuals, policies and procedures regarding program operation and services, and
- 11) Establish a time—phased plan for setting realistic goals and accomplishment of scope of work.

Local Business Development assists business candidates in many ways. Some of the assistance given is in developing and implementing comprehensive business plans for creating new businesses, or improving existing businesses. This assistance is given by helping clients with their resumes, financial statements, and statements of business objectives.



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Upon request, the Program will arrange for sufficient temporary, or continuing, management and technical assistance, in order to encourage eventual profit and self-sufficiency for the business.

Management Services and Technical Assistance include:

1) steps to assure that the business has an adequate accounting and control system, as well as, the capability to maintain and use the system, as well as, the capability to maintain and use the system effectively. This is especially important for timely and accurate information to other businesses, financiers, Governmental related agencies, suppliers, and customers.

2) steps to assure that the business has capabilities in the areas of marketing, personnel management, production processes, legal affairs, purchasing, distribution and financing. And that the business can obtain helpful assistance as needed in these and other technical areas.

The Local Business Development Organization also assists the client in the preparations and submission of the completed business application package to the appropriate financial institutions.

Following is the process involved, after a decision is made to go into business:

- 1) The description of a Plan of Operation, what the business is going to be and what it is proposed to do, and
  - A. What facilities will be required to start the business?
  - B. How will cost estimates on equipment, inventory, etc. be obtained?
  - C. Will the business be sole proprietorship, partnership, or corporation.
  - D. What type of financing is going to be considered.
  - E. How much of the clients know money is available to invest into the business.

The following are some of the loans available and a brief summary of what is entailed in obtaining these forms:

#### I. SMALL BUSINESS ADMINISTRATION [S.B.A.]

##### A. Direct Loan

- 1) Loan is applied for directly from the Small Business Administration.
- 2) Applicant should have at least 15 percent of the total amount requested (in cash or substantial collateral or a combination of both).
- 3) The current interest rate on these loans is at 7 percent.
- 4) Payments are to be made to S.B.A. directly.
- 5) Direct loans are made available to both Indian and non-Indians.
- 6) In order for the applicant to qualify, he must have been denied assistance from at least two banks.



**B. Participation Loan**

1. The Small Business Administration will guarantee up to 90 percent of a loan with a participating bank taking the remaining percentage of liability.
2. The applicant should have at least 15 percent of the total amount requested in cash or substantial collateral, or a combination of both to the satisfaction of both the S.B.A. and the participating bank.
3. The interest rate is subject to bank rates, but, not over S.B.A. recognized limits.
4. Payments are made to the participating bank, who also disperse the money lent.
5. This loan is available to both Indians and non-Indians.

**II. BUREAU OF INDIAN AFFAIRS [B.I.A.]**

**A. Guaranteed Loan**

1. The Bureau of Indian Affairs will guarantee up to 90 percent of a loan with a participating lending institution, approved by the B.I.A., taking the remaining percentage of liability.
2. The applicant must secure a commitment from a participating lender and also, satisfy B.I.A. guidelines as to loan use.
3. The interest rate is subject to lenders rate, but not in excess of the Commissioners opinions as to a reasonable amount.
4. The payments are made to the participating bank, who will also disperse the money lent.
5. The applicant must be enrolled on a recognized Indian Reservation.
6. The applicant may be "on" or "off" the reservation, but preferably "on."

**III. BUREAU OF INDIAN AFFAIRS [B.I.A.]**

**Grant**

1. The B.I.A. will grant up to 40 percent of the total amount proposed for the project. The other 60 percent must be loaned through an approved lender.
2. The applicants must be enrolled on a recognized Indian Reservation.
3. The applicant may be "on" or "off" the reservation, but preferably "on."
4. The Bureau's Grant Program will not be funded during 1978 or until otherwise determined by the Bureau of Indian Affairs.

**IV. FARMERS HOME ADMINISTRATION**

**Guaranteed Loan Program**

1. The Farmers Home Administration will guarantee 90 percent of a loan with a participating lending institution.
2. The applicant must secure a commitment from a participating lender and also satisfy Farmers Home Administration guidelines as to loan use.
3. The interest rate is subject to lenders rate.
4. Payments are made to the participating bank, who will also disperse the money lent.
5. The applicant must be enrolled as an Indian.
6. The applicant may be "on" or "off" a reservation.

## V. STATE AGENCIES

### Severed Mineral Rights Act

1. \$500,000 from the State Department of Economic Development.
2. The applicant must be enrolled on a recognized Indian reservation.
3. The applicants on reservations may take their applications to the State Department of Economic Development.
4. These funds have not been passed yet by the Minnesota State Legislature.



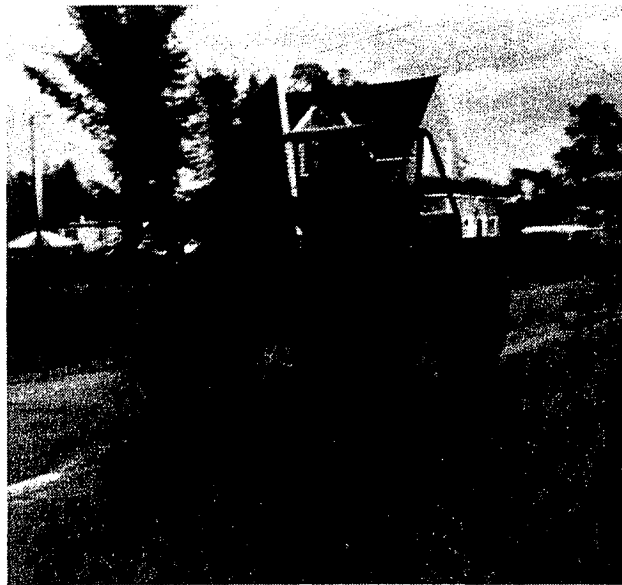
### Peggy's Ceramics

**Peggy had been doing ceramics on her own for approximately six years before obtaining her own studio. She makes and sells Indian oriented ceramic pieces to several local gift shops. Now, with her own studio, she is able to make and sell more ceramics and also has initiated teaching ceramics classes a couple times a week. Along with selling greenware, she also has all necessary supplies to work with ceramics.**

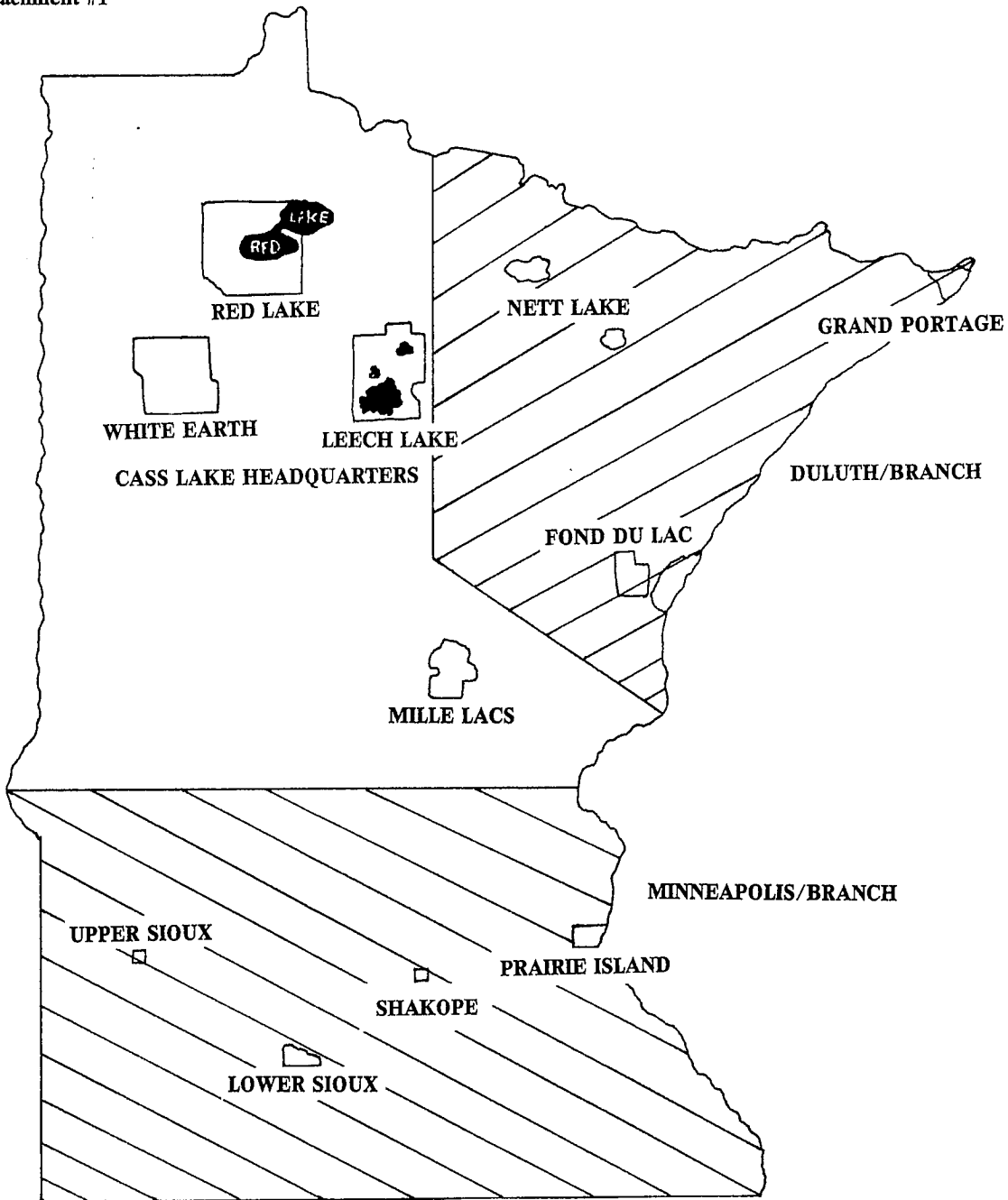




**The LBDO Program assists individuals to start their own businesses. Here, John Wind is at work in his logging business. Wind cuts, skids, and hauls logs from stumpage located on the Red Lake Reservation. He employs several Indian men during the busy season.**



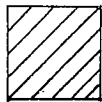
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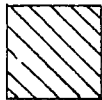
**OFFICE AND AREA OF RESPONSIBILITY**



Cass Lake - Area



Duluth - Area  
[268 mi. round trip to Cass Lake]



Minneapolis - Area  
[412 mi. round trip to Cass Lake]

Total: Indian Pop. on Reservation: 14,48

Total: State Indian Pop. 44,56





### HIGHER EDUCATION SCHOLARSHIP GRANTS PROGRAM



The Minnesota Chippewa Tribe has had the contract with the Bureau of Indian Affairs since July of 1973, to provide annual scholarship grants to Minnesota Chippewa students. Minnesota Chippewa Tribes Higher Education Scholarship Grants Program works in cooperation with the Minnesota State Indian Scholarship Program and the various financial aid offices in colleges and universities throughout Minnesota and other states. The grants are presently providing assistance to over 600 Indian college students in approximately 50 different higher education institutions.

The Minnesota Indian Scholarship Program has been in existence since 1955 when three Indian students were given financial assistance to attend college. Since 1955 the program has grown tremendously, in dollars, in number of students, in versatility and in prestige among the Indian groups. The Minnesota Chippewa Tribe Higher Education Scholarship Grants Program has the benefit of working closely with an Indian Scholarship Officer of the Minnesota State Indian Scholarship Program.

With the availability of state funds, BIA funds, BEOG Grants, SEOG Grants, etc., there are now package grants for more than 1,000 students per year for approximately \$2,000 to \$3,000 each. Loans, part-time work, veteran's benefits, social security benefits, etc., also assist many Indian students. Counseling and guidance, as well as information and financial assistance are made available for all American Indian persons of The Minnesota Chippewa Tribe.



**Bob Villwock, Presbyterian Minister, presents a check to Larry Aitken, right, MCT Higher Education Program Director. The funds are to cover contingency needs of Indian students on a loan basis. The Higher Education Program also provides grants to enrolled members of the tribe to attend college.**

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The staff of the Higher Education Scholarship Grants Program are considered professionals in the area of assisting Indian Students find the appropriate resources to meet their needs. The staff sees its role primarily as the following:

1. to provide encouragement and opportunities to deserving and capable Indian students to continue their education;
2. to provide guidance and counseling services to students preparing for higher education;
3. to assist students in applying for financial aid; and
4. to meet with high school and college counselors and financial aid officers to keep them informed of the program and provide applications and other related materials.

The following eligibility criteria has been established, and must be met by all Indian students applying for scholarship funds of the Higher Education Grants Program:

- I. the applicant must be at least one-quarter blood quantum, (this can be any combination, as long as it adds up to one-quarter Indian Blood);
- II. the applicant must be an enrolled member of Minnesota Chippewa Tribe or eligible to be enrolled, (applicant must be enrolled **before** being eligible for services);
- III. the applicant must have applied and be accepted to an accredited higher education institution before applying for scholarship funds. The applicant does not need to be working toward any specific degree;
- IV. the applicant must have a financial need. The amount of need will be determined by the financial aid office of the school that the student is attending. A student will be funded for up to four and one-half years (4½), after that time, the eligibility for funding will expire.



The conditions for accepting aid and continuing aid eligibility are as follows:

- I. The student must be enrolled as a **full-time** student (unless the student's budget and financial aid was otherwise approved by a financial aid counselor as an eligible part-time student).
- II. To be eligible for students financial aid funds in any academic period, the student must meet the minimum academic standards of the institution attended.

The following process is required when a candidate applies for financial aid at the institution of higher education. (In most cases, applications and forms for applying will be distributed by the financial aid officer of the institution attended);

- I. Apply for admission at the school. (At this time it is advised that the students inquire about postponement of admission fees for Indian students);
- II. Apply for financial aid. (Three financial aid applications are to be completed at this time):
  1. The Basic Educational Opportunity Grant Application (BEOG)
  2. The Minnesota State Scholarship and Grant-in-Aid Program Application
  3. The schools' financial aid application. (There are generally two parts to this application, plus, a number of supplemental forms). The programs covered by this application include:
    - a. Supplemental Educational Opportunity Grant (SEOG)\*
    - b. National Direct Student Loan\*
    - c. Work-Study Program\*
    - d. Institutional Scholarships\*(\* All programs may not be available at every school)
  4. Minnesota State Indian Scholarship Program application. New applicants should write for data forms to 410 Minnesota Avenue, Bemidji, Minnesota 56601, or call (218) 755-2926). Indian Talent Search Program Counselors are available on each Reservation in Minnesota, as well as in Duluth and in the Twin Cities to assist students. Contact The Minnesota Chippewa Tribe in Cass Lake (218) 335-2255 for the name of the Talent Search Counselor, or call (612) 827-3587 in the Twin Cities.
  5. Tribal Scholarship Applications. Contact should be made with the Tribe or Reservation in which the student is enrolled to obtain the appropriate forms. There are three Minnesota Tribal Scholarship Programs.
    - a. Minnesota Chippewa Tribe, Education Division
    - b. Red Lake Band of Chippewas
    - c. Sioux students should contact the Minneapolis Area Office of the Bureau of Indian Affairs

Much emphasis is placed on education by The Minnesota Chippewa Tribe, as evidenced by the eleven educational programs that they sponsor. The Tribe is aware that not only does higher education create in the individual a sense of self-satisfaction, and open doors for greater career opportunities, but, it is an opportunity to benefit the Tribe as a whole. A large number of Indian People have brought their learning and skills which they achieved through higher education, back to the Tribe, to the benefit of the Tribe, the people of the Tribe, and to themselves.

The following pages will give the prospective student some idea as to the type of applications that must be filled out when they apply for various grants in aid. Other forms that assist the Higher Education staff is processing forms both efficiently and expeditiously are attached for review.



## THE JOHNSON O'MALLEY PROGRAM



The Indian Self-Determination and Education Assistance Act, Public Law 93-638 amends the Act of April 16, 1934, the Johnson O'Malley Act. Public Law 93-638 is "an act to promote maximum Indian participation in the government and education of the Indian people; to provide for the full participation of Indian tribes in programs and services conducted by the Federal Government for the Indian people; to establish a program of assistance to upgrade Indian education; to support the right of Indian citizens to control their own educational activities; to train professionals in Indian education; to establish an Indian youth intern program; and for other purposes."

The purpose of the Johnson O'Malley Program is to provide financial and technical assistance to eligible school districts and Local Indian Education Committees (LIEC) for the specialized and unique educational needs of eligible Indian students in public schools, and tribally or Indian controlled schools including programs supplemental to the regular school program and school operational support (basic support) to eligible school districts. Basic Support Grants are provided to school districts to maintain the highest established state educational standards.

The Johnson O'Malley (JOM) operates special education programs in 31 school districts serving approximately 3,500 eligible Indian students. The programs are directed by a democratically elected local Indian education committee ranging from 6 to 10 members serving terms of 1 to 3 years with representatives of the student body serving as full members of the LIEC.

The "special program" funds under JOM provide for home-school coordinators, tutors, drug counselors, and culture and language instructors. The JOM program assists parents with parental costs, supplies and equipment for which they are unable to provide. The program also provides special transportation for extra-curricular activities and non-school related recreation.

The objectives of the Johnson O'Malley Program may be summarized as follows:

- Reducing drop-out rates of students.
- Increasing attendance rate of students.
- Improving grade level of students.
- Providing guidance and counseling to students.
- Easing the transition from elementary to secondary school.
- Improving human relations with school and community.
- Improving communication between school and community.
- Improving extra-curricular participation.
- Developing Indian studies curriculum.
- Increasing parental interest and involvement in all educational activities.

The Johnson O'Malley Program is administered by the Minnesota Chippewa Tribe and operates under the philosophy of self-determination; that is, the LIEC's have the freedom to plan, implement and evaluate programs on the local level which fit their individual needs.



### **PURPOSE AND FUNCTION OF AN LIEC**

Each LIEC has full veto power over all supplemental and basic support programs. In administering the JOM programs, the LIEC's are charged with the following responsibilities and each such committee shall be vested with the authority to: participate fully in the planning, development, implementation, and evaluation of all programs, including both supplemental and operational support, conducted under a contract or contracts pursuant to this subsection. Such participation shall include further authority to:

- A. Recommend curricula, including texts, materials, and teaching methods to be used in the contracted program or programs.
- B. Approve budget preparation and execution.
- C. Recommend criteria for employment in the program.
- D. Nominate a reasonable number of qualified prospective educational staff members from which the contractor would be required to select.
- E. Evaluate staff performance and program results and recommend appropriate action to the contract.

### **THE APPLICATION PROCESS OF CONTRACT**

School districts, tribal organizations or Indian corporation, including tribally or Indian controlled schools are eligible to apply for a contract from the Minnesota Chippewa Tribe for supplemental or operational support programs, provided that such school districts, tribal organization, Indian corporations or Indian controlled schools serve eligible Indian students who are members of the Minnesota Chippewa Tribe and comprise a majority of the total eligible Indian students on or near the Nett Lake, Grand Portage, Fond du Lac, Leech Lake, White Earth, or the Mille Lacs Reservations.

The eligible contractor must have duly authorized and elected Indian education committee which will participate fully in the planning, development, implementation, and evaluation of all programs, including both supplemental and operational support programs. The contractor must also formulate and submit an educational plan to the Minnesota Chippewa Tribe. The plan must be approved by the local Indian Education Committee (LIEC) and contain educational goals and objectives which adequately address the educational needs of Indian students served.

The eligible students who may participate in the JOM programs are those students who have one-fourth ( $\frac{1}{4}$ ) or more Indian blood quantum, from age 3 to grade 12 enrolled in a public or Indian controlled school.





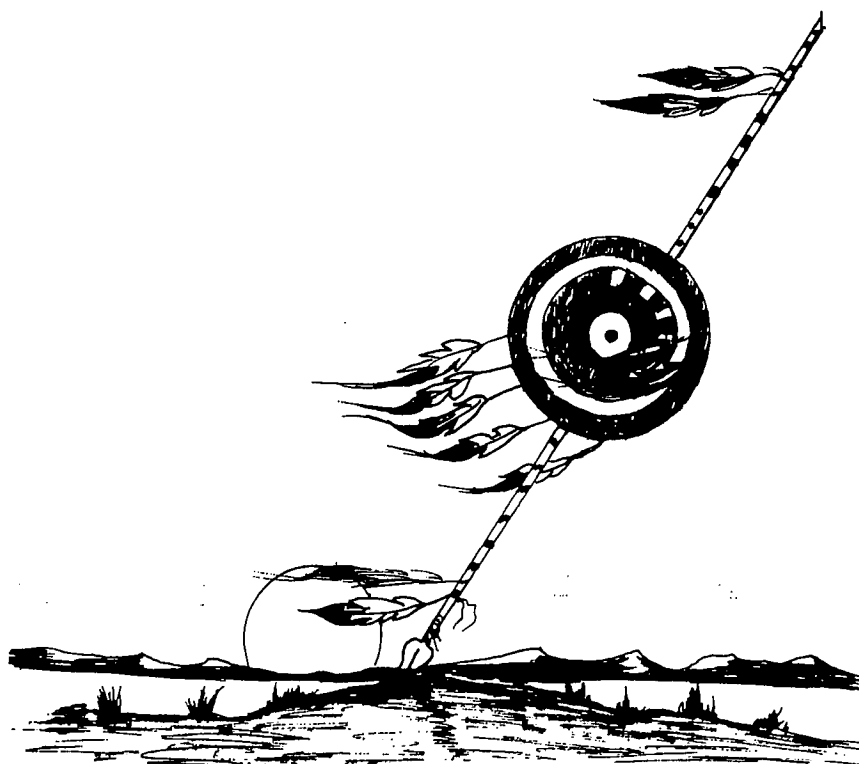
## BOARDING SCHOOL APPLICATION PROCESSING



The purpose of the Boarding School Application Processing Program is to process applications for eligible students to attend federal elementary and secondary boarding schools and to provide travel and emergency assistance to parents of such students as needed. This component is administered by the Johnson O'Malley staff. The specific duties are:

- A. Process applications for those tribal members who wish to attend federal boarding schools. Applications are received from eligible students, parents, Johnson O'Malley home-school coordinators, and school counselors.
- B. Provide counseling when necessary regarding the compatibility of the school program with the applicants needs. Efforts are made to match school and students services according to program, academic level, and support services offered and needed by students. With advice from home-school coordinators and school counselors, recommendations are made to the parents and students as to what school will be more beneficial to the students.
- C. Provide financial assistance to the eligible students and families by purchasing transportation, emergency clothing and other parental cost items. The staff consults with parents, home-school coordinators, and school counselors as to the need for parental cost items.

The students who are eligible have to possess one-fourth ( $\frac{1}{4}$ ) blood quantum and enrollment under the Minnesota Chippewa Tribe or those who are eligible for enrollment as defined in the tribal constitution under enrollment (see unit IV)





**PARENT COMMITTEE TRAINING PROJECT**



The Parent Committee Training Project, administered by The Minnesota Chippewa Tribe, is funded by Title IV, Part B of the Indian Education Act of 1972. This project is the only program designed to provide technical assistance and training to Local Indian Education Committees, Indian Education Programs, and to the many Title IV and Johnson O'Malley Projects in the state.

The primary function of the project is to assist Local Indian Education Committees, the Indian communities, and others interested in the education of Indian students, in developing their capabilities to plan and develop, monitor, evaluate, and have an effective voice in education programs affecting Indian students.

Both the regulations and the intent of Title IV, The Indian Education Act, and The Indian Self-Determination and Education Assistance Act, specify that parents are to be involved in the entire development and implementation of programs. Responsibility for being familiar with needs assessments, setting priorities, program development, writing objectives, planning activities, monitoring projects, evaluating projects and preparing reports, is placed upon Indian Parent Committees. Parent Committees have expressed concern that they want to learn the skills necessary to effectively operate programs and continually request information and assistance from the Project and its staff. Often time, Indian parents feel that they don't have the knowledge or the skills necessary to provide adequate input for education programs. However, once they participate in conducting a needs assessment, or a similar activity in their community, it gives them confidence and also encourages continued participation in education programs. The training sessions that are conducted by the staff members are provided at state-wide, regional, and local workshops. After training sessions with the staff, the following results of benefits are expected:

1. Parents of Indian students will have increased their knowledge and understanding of Federal and State laws affecting the education of their children.
2. There will be an increase in the attendance and active involvement of parent committees in school board meetings and other school functions.
3. There will be an increase in the involvement of community people in parent committee meetings and Title IV and Johnson O'Malley Program activities.
4. More parent committees and community people will be aware of, and utilize, the services provided by the State Department of Education, and also by The Minnesota Chippewa Tribe.
5. Parent committees will have acquired and developed basic skills in administering and evaluating special educational programs for Indian students.
6. Parents of Indian children will have increased their knowledge and understanding of the total educational program provided for their children.
7. A cooperative effort between the parent committee and the local educational agency to increase educational opportunities for Indian students will be developed and strengthened.
8. Communication between urban and reservation areas will increase through joint training sessions and combined delivery of services to the parent committees.

The project staff, on a continuing basis, has been involved in developing materials to present to parent committees, Local Education Agencies or school districts representatives, and others involved with the education of Indian students. The materials that have been developed, and which workshops have been conducted on, are of the following topics:

1. Title IV - The Indian Education Act of 1972
2. Application Requirements
3. Grants Management
4. Budget Planning and Development
5. Conducting a Needs Assessment
6. Proposal Writing
7. Basic Evaluation Standards
8. Powers and Duties of Indian Education Committees
9. Power and Authority of School Boards

All materials developed by project staff are introduced at workshops or community training sessions, and are fully explained. Parent Committees and Local Education Agencies are notified by mail when new materials become available, and are encouraged to request that workshops be presented in their areas. Copies of all materials are provided, free of charge, to any person making requests for information and, also, to all Parent Committees and Local Education Agencies. The materials are also available to any other technical assistance or training personnel wishing to make use of the information. Other relevant material required by the Parent Committees and/or the Local Education Agencies will be developed as requests are received.



**Title IV parent committee members participate in workshops that are sponsored by The Minnesota Chippewa Tribe Parent Committee Training Project as shown in the above photo. Regional and local workshops are conducted on a regular basis and are designed to provide technical assistance to Minnesota, Iowa and Wisconsin Title IV grantees.**



## HEADSTART TRAINING AND TECHNICAL ASSISTANCE PROGRAM



Title 11-A of the Economic Opportunity Act of 1964, as amended, provided for the establishment of Project Head Start. Presently (1978) Project Head Start is in the Department of Administration for Children, Youth and Families, Office of Human Development, in the United States Department of Health, Education and Welfare. The Indian and Migrant Division under the National Head Start office is the funding agency and region established to fund all Indian Head Start programs in the United States.

Head Start is a program for pre-school children from 3 to 5 years of age from low-income families. It is based on the philosophy that (1) a child can benefit most from a comprehensive interdisciplinary approach to foster development as expressed in a broad range of services, and that (2) the child's entire family, as well as the community, must be involved. The program should maximize the strengths and unique experiences of each child. The family, which is perceived as the principal influence on the child's development, must be a direct participant in the program.

The primary goal of the program is designed to bring about a greater degree of social competence in children in order that the child may effectively deal with both present environment and later responsibilities in school and life. Social competence takes into account the interrelatedness of cognitive and intellectual development, physical and mental health, nutritional needs, and other factors that enable a developmental approach to helping children achieve social competence.

The Minnesota Chippewa Tribe administers the Training and Technical Assistance Program for the Head Start grantees on the Indian reservations in Minnesota.

The Minnesota Chippewa Tribe Head Start office provides training and technical assistance to the local Head Start grantees in achieving compliance with the performance standards of the following mandated components found in each Head Start program:

### EDUCATION

1. Provide children with a learning environment and the varied experiences which will help them develop socially, intellectually, physically, and emotionally in a manner appropriate to their age and stage of development toward the overall goal of social competence.
2. Intergrate the educational aspects of the various Head Start components in the daily program of activities.
3. Involve parents in educational activities of the programs to enhance their role as the principal influence on the child's education and development.
4. Assist parents to increase knowledge, understanding, skills, and experience in child growth and development.
5. Identify and reinforce experiences which occur in the home that parents can utilize as educational activities for their children.



## HEALTH

1. Provide a comprehensive health services program which includes a broad range of medical, dental, mental health and nutrition services to preschool children, including handicapped children, to assist the child's physical, emotional, cognitive and social development toward the overall goal of social competence.
2. Promote preventive health services and early intervention.
3. Provide the child's family with the necessary skills and insight and otherwise attempt to link the family to an ongoing health care system to ensure that the child continues to receive comprehensive health care even after leaving the Head Start program.

## MENTAL HEALTH

1. Provide staff and parents with an understanding of child growth and development, an appreciation of individual differences, and the need for a supportive environment.
2. Develop a positive attitude toward mental health service and a recognition of the contribution of psychology, medicine, social services, education and other disciplines to the mental health program.
3. Provide for prevention, early identification and early intervention in problems that interfere with a child's development.
4. Mobilize community resources to serve children with problems that prevent them from coping with their environment.

## NUTRITION

1. To provide every child in the program with one-half to two-thirds of his daily nutritional needs.
2. Provide an environment for nutritional services which will support and promote the use of the feeding situation as an opportunity for learning.
3. Help staff, child and family to understand the relationship of nutrition to health, factors which influence food practices, variety of ways to provide for nutritional needs and to apply this knowledge in the development of sound food habits even after leaving the Head Start program.
4. Demonstrate the interrelationships of nutrition to other activities of the Head Start program and its contribution to the overall child development goals.
5. Involve all staff, parents and other community agencies as appropriate in meeting the child's nutritional needs so that nutritional care provided by Head Start complements and supplements that of the home and community.



### **SOCIAL SERVICES**

1. Establish and maintain outreach and recruitment process which systematically insures enrollment of eligible children.
2. Provide enrollment of eligible children regardless of race, sex, creed, color, national origin, or handicapping condition.
3. Achieve parent participation in the center and home program and related activities.
4. Assist the family in its own efforts to improve the conditions and quality of family life.
5. Make parents aware of community services and resources and facilitate their use.

### **PARENT INVOLVEMENT**

1. Provide a planned program of experiences and activities which support and enhance the parental role as the principal influence in their child's education and development.
2. Provide a program that recognizes the parent as:
  - a) Responsible guardians of their children's well being.
  - b) Prime educators of their children.
  - c) Contributors to the Head Start program and to their communities.
3. Provide the following kinds of opportunities for parent participation.
  - a) Direct involvement in decision making in the program planning and operations.
  - b) Participation in classroom and other program activities as paid employees, volunteers or observers.
  - c) Activities for parents which they have helped to develop.
  - d) Working with their own children in cooperation with Head Start staff.

### **ADMINISTRATION**

Each Head Start program must have a management system which includes an updated Community Needs Assessment, Procedure for Program Planning, Internal Communication System and an Annual Self-Assessment. Other components of Head Start Administration are Personnel Management, Personnel Policies and Procedure Requirements, Files and Records System and Financial Management.



An important aspect of Head Start is the Handicapped Component. Head Start is mandated to make available 10 percent of their total enrollment to handicapped children, and to include these children in all components of the total Head Start program.

In implementing the Handicapped Mandate, programs must make a special effort to recruit handicapped children in the community. In addition, all children must be screened in the areas of vision, hearing, health, speech and language, and overall development. Children who are identified through the screening process as possibly having problems in these areas are referred to the appropriate professionals for diagnosis.

In addition to screening and diagnosis, Head Start is also responsible for acquiring necessary treatment or special education services for children who are found to be handicapped. These services are provided in the Head Start classroom whenever possible. Teacher, aides, and others working with the children receive training in how to deal with handicapped children and how best to meet their needs.

In order to assist programs in implementation of the Handicapped Mandate, a new position, Handicapped Service Specialist, was created at the Training and Technical Assistance level. The Handicapped Service Specialist assists the Minnesota Indian Head Start programs in all aspects of the Handicapped Mandate. This includes screening, diagnosis, provision of special services, and staff training.

#### **CHILD ABUSE MANDATE**

The Head Start Child Abuse Mandate requires that all cases of known or suspected child abuse or neglect be reported to the proper medical or social service agencies. All Head Start staff receives training in the identification and reporting of child abuse and neglect. In addition, staff and parents should be provided with orientation for the need to prevent child abuse and neglect and provide protection for abused and neglected children. Such orientation ought to foster a helpful rather than a punitive attitude toward abusing or neglecting parents and other caretakers.

In addition, the Minnesota Chippewa Tribe Head Start program provides assistance and services to local Head Start programs in the following areas:

- A. Annual training needs assessment.
- B. Yearly training plans to meet the needs of all staff and parents.
- C. Coordination of training clusters when all programs are involved.
- D. Direct training services.
- E. Assistance in implementation of the training plan.
- F. Identification and coordination of resources for the reservations to meet training needs.

G. Assistance in meeting the performance standards (education, health, nutrition, social services, and parent involvement) handicapped and child abuse mandates.

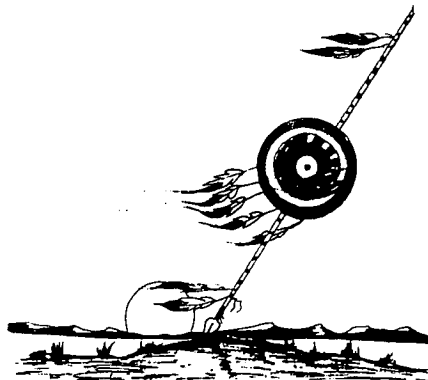
H. Liasion person with Indian Migrant Programs Division (IMPD).

### CURRICULUM UNITS DEVELOPED

Ten units on Culture Based Curriculum for 3 to 5 year olds and a cookbook have been developed by the staff of the Indian Head Start Program and were funded through the Department of Health, Education and Welfare. The units are specifically oriented to the Chippewa or Ojibwe culture and were produced to fill the needs for such materials in working with Indian children.



June Frees, right, Head Start Program Director, observes activities taking place at one of the tribal Head Start Centers. June's program provides technical assistance to all tribal Head Start programs.





## CURRICULUM DEVELOPMENT PROJECT



The Curriculum Development Project administered by the Minnesota Chippewa Tribe is funded by the Title IV, Part B of the Indian Education Act, 1972.

The Development of authenticated, community relevant curriculum was identified as a major need by the many Indian parent committees and the Minnesota Chippewa Tribe Education Committee. Because many school districts within the proximity of the Minnesota Chippewa Tribe expressed interest in implementing curriculum materials which were authentic and met with local Indian community approval, the Minnesota Chippewa Tribe proceeded to design a program aimed at developing and implementing curriculum materials as part of regular public school curriculum.

One of the overall goals of the project is to make existing education programs more responsive to and reflective of the Chippewa student's culture and heritage through the development of community based curriculum units. Target areas were established where development was to take place and communities decided types of courses, grade levels and constantly reviewed and approved of developed material. This is what community based curriculum development means.

The courses developed are modular courses designed to supplement existing courses, are transportable and can be modified to fit any grade level. A measurement of success is to be conducted at the end of the project to determine if students had better attendances higher achievement, increased interest, and more participation in extra curricular activities.

Modular courses were developed for the Nett Lake Reservation, Fond du Lac Reservation, and the Leech Lake Reservation. A cultural legend course and two elementary Ojibwe Language courses were developed. Each course has separate teachers guides with student activities, teacher directions, games, geographic description's and a bibliography. The two languages courses also have accompanying flash cards with pictures and language tapes of traditional Chippewa speakers, both of which are designed for classroom use. The student booklet on the legend of Nett Lake has pictographs and was also designed for the elementary level.

In addition to the development of curriculum materials, this project was responsible for the following:

1. Organizing and forming curriculum committees in five target areas and meeting with these committees on a regular basis for purpose of prioritizing and developing curriculum.
2. Provide curriculum development training to the five curriculum committees in the processes of curriculum development.
3. Visit each target community school to determine where units developed may be implemented to supplement existing curriculum.
4. Organizing pilot testing of units with the various schools.
5. Providing training to schools planning to implement modular units and to provide follow-up to assure that units are being utilized.

Under another component of this project is the development of a secondary grade level course on Tribal Government of The Minnesota Chippewa Tribal Government, from which this course on tribal government of the Minnesota Chippewa Tribe has been developed.

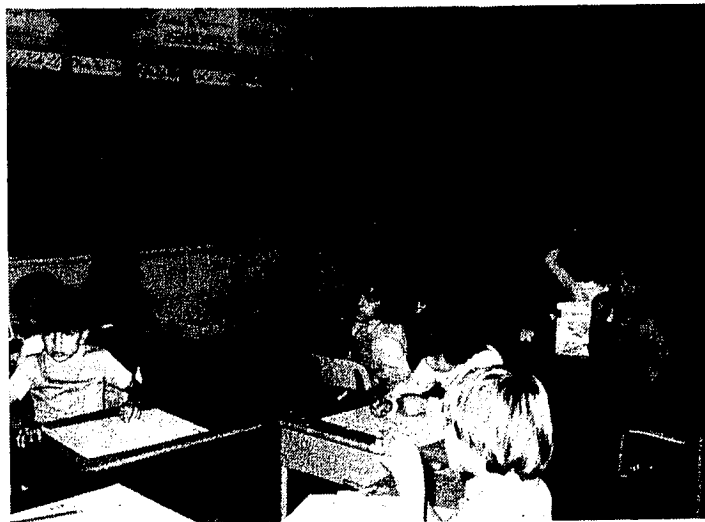
Like the above component, this component was established for two years with the first year designed for development and the second year for implementation of the curriculum material.

The Minnesota Chippewa Tribe experienced numerous requests on information dealing with past and present legislation, tribal structure, inherent and negotiated rights and other like subjects. Because of this basic need the Minnesota Chippewa Tribe proceeded to develop a plan to alleviate the problem. It was found, often times that teachers and employees of Indian education programs had to develop their own presentations of Indian study topics for classroom use. Additionally, there was considerable conflict between Indian and non-Indian students as a direct result of misunderstanding or lack of understanding of the legal status of the Indian people.

It can be discerned that the purpose of this course is a positive attempt to dispel many of the myths of the federal and legal status of Indian people by educating both Indian and non-Indian of the rights Indian people have as a direct result of negotiations of their ancestor's years ago.

Like many federal programs for Indians this one will soon come to an end. Although there is a real need for Indian curriculum materials at all grade levels, there often times are no funds available either at the State or Federal level to alleviate this need.

In addition, a need for Chippewa cultural curriculum exists especially in school districts where there are large numbers of Indian students. Students should understand that school curriculum is supposed to reflect the characteristics of communities they represent. In some cases many school districts on or near reservations in Minnesota, have an Indian population of over 50 percent, yet, the regular school curriculum does not reflect any culturally relevant curriculum on the Chippewa people of that community. As part of classroom discussion students should study the problems listed above. What can be done to provide funds for curriculum material development? What are the best approaches in attempting to implement Indian cultural curriculum as part of regular school curriculum?



The Curriculum Development Project provides relevant cultural curriculum materials for both the elementary and secondary grade levels. Here at the Grand Portage log-house school both Indian and non-Indian children benefit from Chippewa cultural curriculum offered by the school.



## INDIAN EDUCATION TALENT SEARCH PROGRAM



The Educational Talent Search Programs were authorized by the Higher Education Act of 1965, (P.L. 89 - 329) with funds coming from the Department of Health, Education, and Welfare. During its' first few years the Talent Search Programs were funded on a national level of two (2) million dollars a year. The growth of Talent Search Programs nationally is evidenced by the 1978 national funding level of 21 million dollars.

Locally, the Talent Search Program is existence today as part of the Minnesota Chippewa Tribe, Education Division, was initially established in 1973 at Bemidji State College. The program remained in Bemidj until June 30, 1975. That year the administration of the program was transferred to the MCT. Essentialy, the move of the program from Bemidji State College to the MCT was to improve the quality of the Talent Search Program. It was felt that more American Indian students, public schools, and communities could be contacted with the program under the administraiton of the MCT.

The Talent Search Program is primarily a program to serve American Indian students, and is advertised as such, however, if any other minority or low-income students request counseling and information, they will receive all the services provided by the Talent Search program and staff.

The basic services which are provided by the program are career and academic counseling and guidance. Specifically, the objectives of the program are:

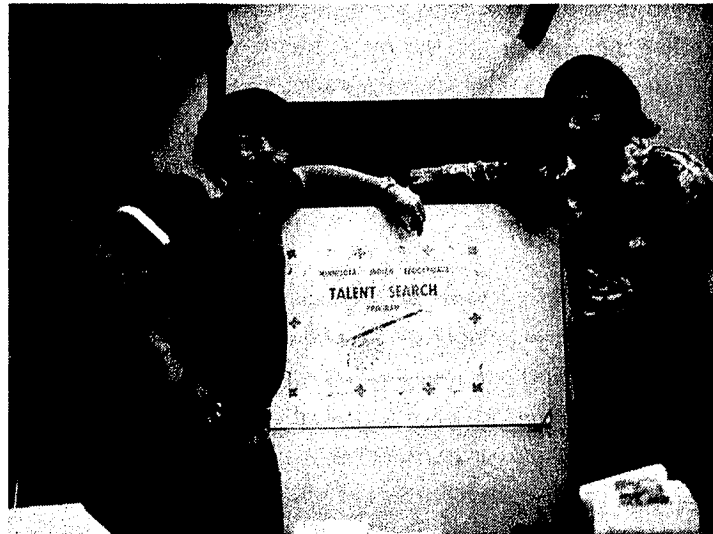
1. To identify American Indians in the school system;
2. To encourage American Indians to complete high school;
3. To encourage American Indians to pursue a field of special interest in post secondary education;
4. To provide information about professional or technical opportunities;
5. To provide assistance with colleges or vocational school admission procedures;
6. To provide assistance in the application process of obtaining financial aid;
7. To assist drop-outs and encourage them to complete their secondary education requirements and to pursue a post-secondary education, and;
8. To maintain a working relationship with school personnel.

The Talent Search staff act as advocates of the Indian students and their interests and serves as a liason between the students and the school administration. It is the policy of the Talent Search program and staff to avail themselves to the local school counselors and personnel, Local Indian Education Committees, tribal groups and Indian youth programs in order that they may keep channels of communication open and assist in any way that their services may be utilized.

Special interest taken in the individual student, by the Talent Search Counselors, has resulted in the students responding positively to efforts made by the counselors to reveal the students career goals and to identify the talents possessed by the students. An increase of student applications to the Higher Education Scholarship Grants Program is a result of Talent Search efforts. Talent Search does not only promote the Higher Education Scholarship Grants Program, but calls upon all other funding sources available, in order to provide a more comprehensive financial aid package to more students.

The staff of the Talent Search Program includes the director and six (6) Indian counselors that serve the six member reservations of The Minnesota Chippewa Tribe, the Red Lake Reservation, the Sioux communities, Minneapolis, St. Paul, and Duluth. Through coordinated efforts of the staff, local school counselors and personnel, Local Indian Education Committees, tribal groups and Indian youth programs, an effective effort is made to recruit and offer the services of the Talent Search Program to Indian youth.

A list of students who meet the guidelines of the Talent Search Program can be obtained from the high school that the Indian student attends, with the consent of school officials. This list usually consists of students who meet the criteria of the Johnson O'Malley and Title IV Programs definition of "Indian." This definition requires that the student be at least one-quarter enrolled Indian, or have a grandparent of American Indian descent.



**The Talent Search Program provides career and academic counseling and guidance throughout the state of Minnesota. Pictured here are Richard Robinson, Director, and Jerry Rawley, Counselor from the White Earth Reservation area.**







## INDIAN ACTION TEAM



The Indian Action Team Program, previously under the aegis of the Bureau of Indian Affairs, was contracted to The Minnesota Chippewa Tribe on April 1, 1973. This program, under the administration of The Minnesota Chippewa Tribe, has grown to be the largest Indian Action Team Program in the United States.

Indian Action Team is a skills training program designed to train Indian people for the construction trades by use of on-the-job training, as well as classroom instruction. Training is provided in the areas of heavy equipment operation and maintenance, plumbing, rough and finish carpentry, electrical and mechanical installation. The Secretarial Training Program is the newest facet, recently added to Indian Action Team Programs, that has been well received.

The Minnesota Chippewa Tribe Construction Company is a valuable resource that is utilized by Indian Action Team for on-the-job training in the construction field. The program has also built up a fleet of heavy equipment machinery which is utilized to maximize the learning experiences of the student by teaching the operation and maintenance of a variety of heavy equipment. The machinery available is an impressive collection which includes a D-6 Caterpillar Dozer, two (2) D-7 Caterpillar Dozers, a TD-18 International Dozer, two (2) 450 John Deere Dozers, two (2) Tandem Lowboy Trailers, a Kenworth Truck/Tractor tandem, two (2) single axle 5-ton truck/tractors, a Michigan Loader 2 1/2 yard bucket, a 430 Case Front-End Loader, and a Tri-Axle Traileasy Trailer.

Trainees of the program receive regular classroom instruction along with on-the-job training, that coincides with the Bureau of Indian Affairs criteria. Training curriculum falls within the suggested guidelines imposed by the Bureau of Indian Affairs. The Indian Action Team Training Programs have also met up to their standards that have proved helpful and valuable to the trainees of the programs. By request of the Veterans Administration, The Minnesota Chippewa Tribe Indian Action Team Programs have been certified by the State Department of Vocational Instructors, by the State Department of Education. Also, in May of 1977, the Indian Action Team Program was evaluated and approved by the State Accreditation Committee, to be certified as a post-secondary school.

Accurate records are established and maintained for each trainee enrolled in the program. These records reflect the type of material used and the instruction that he or she has received. Each trainee, upon completion of the program, receives a certificate as a graduate of Staples Vocational Technical Institute.

Of the fourteen Indian Action Team staff positions, one administrator, and three instructors of the program, began as Indian Action Team trainees. Three other former staff members were also originally trainees of the program, and went on to find positions with other programs.

The biggest problem, which is not unique, is the lack of equipment to service all the projects and the project sites. Some of the projects are: new home construction, home repair, road construction and repair, equipment maintenance, construction of campsites, community centers, sanitation projects, water and sewer projects, a clinic, and a marina.

To be eligible for the training program, applicants must be an enrolled member of The Minnesota Chippewa Tribe, unemployed, and 18 to 35 years of age. Applicants are taken at each of the Reservation Business Committee offices, or at the Tribal office in Cass Lake, Minnesota.



## DIRECT EMPLOYMENT ASSISTANCE AND ADULT VOCATIONAL TRAINING



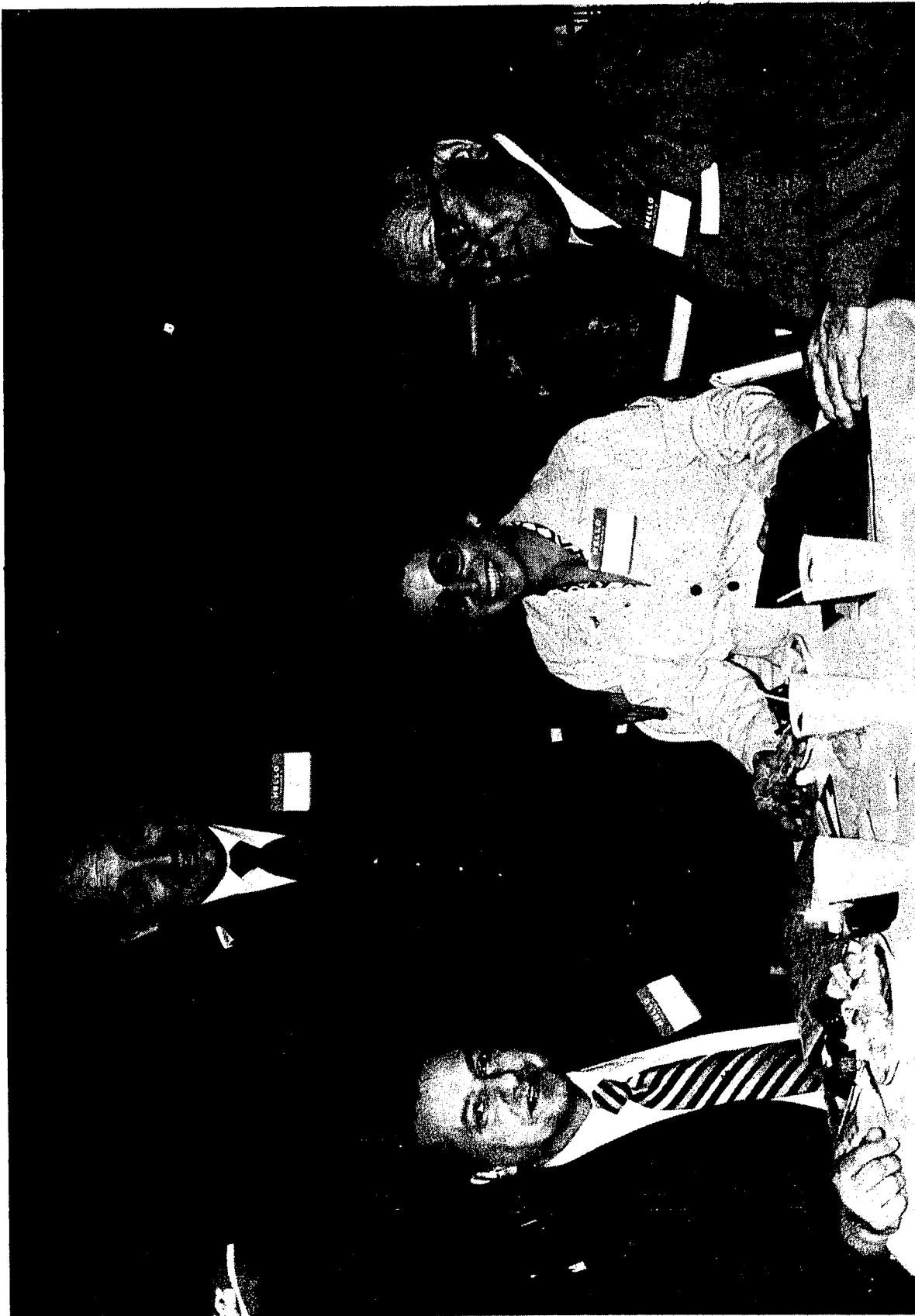
Employment Assistance Programs, previously under the auspices of the Bureau of Indian Affairs, have been contracted to The Minnesota Chippewa Tribe under Public Law 93-638, the Indian Self-Determination and Education Assistance Act of 1975, and in accordance with the Snyder Act of November 2, 1921, and also under the rules and regulations of The Minnesota Chippewa Tribe. The two programs under this contract are: 1) the **ADULT VOCATIONAL TRAINING PROGRAM**; and 2) the **DIRECT EMPLOYMENT ASSISTANCE PROGRAM**. The Adult Vocational Training Program commenced operation under the administration of The Minnesota Chippewa Tribe on July 1, 1974, and the Direct Employment Assistance Program followed exactly one year later. These two programs make up the Employment Assistance Programs of The Minnesota Chippewa Tribe and their overall objectives are as follows:

1. To provide counseling and guidance to students attending vocational schools;
2. To establish a system of job development and placement services for Indian clients that are attending vocational schools;
3. To establish an active employer resource file;
4. To establish a system of employment follow-up of Indian vocational school graduates, or, in other words, a "placement control" service;
5. To establish a file of available reservation manpower, and make the information available to prospective employers, and, at the same time, inform prospective employees of jobs that are available in their particular field; and
6. To establish and maintain effective working relationships with related public and private agencies on a continuing basis.

The **ADULT VOCATIONAL TRAINING PROGRAM (AVT)** provides financial assistance to Indian students who are attending vocational schools. Funding from this program is based on the need of the individual student. Students receiving tribal funds must apply for financial aid through the institution which they attend. These funds are considered as a supplement and secondary to other sources of funding. The following services are provided by the Adult Vocational Training Program and its staff:

1. Financial aid counseling and assistance is given to students to determine financial need and budgeting.
2. Counseling services are given to Indian students who are attending, or who will be enrolled, in an institute of higher education. In the counseling services provided, emphasis will be placed on directing and motivating the students to identify and achieve their individual goals.
3. Assistance is provided that addresses special problems, such as: student enrollment, attendance, and achievements.
4. Advocacy for the interest of the Indian student is provided, within various institutions attended.
5. Assistance is given to provide entry, destination, and follow-up counseling services to students who are seeking career development training.
6. Assistance is given in job placement and job resources upon graduation or completion of vocational programs.





Visitors at the Fourth Annual MCT Job Fair included left to right: Dan Tremontozzi [Department of Labor - Washington, D.C.], Pat Hanes [consultant], Beverly Sande [MCT Job Development Officer], and Louis Bruce [former Commissioner of Indian Affairs].

To be eligible for services of the Adult Vocational Training Program, the applicant must meet the following criteria:

1. Must be an enrolled member of The Minnesota Chippewa Tribe.
2. Must reside on or near a member reservation of The Minnesota Chippewa Tribe.
3. Preferences will be given those applicants that have had no previous services from the program or the Bureau of Indian Affairs.
4. Applicant must have permanent full-time employment (verification will be required.)

Additionally, all fixed income (AFDC, Social Security, pensions, Unemployment Compensation) will be deducted from funds allowable by the AVT program. The amount allowable is based on a table of income which was developed for this purpose by the government. The amounts allowable are based entirely on need, and cannot be more than the maximum amount allowable according to the table of income. Applicants are not recruited, services are provided only a a voluntary basis.

The **DIRECT EMPLOYMENT ASSISTANCE PROGRAM, or JOB DEVELOPMENT PROGRAM**, provides services to Indian Adults who require assistance to secure permanent full-time employment.

Eligibility for services include: being an enrolled member of The Minnesota Chippewa Tribe; being a resident on, or near, one of the member reservation; must have secured permanent, full-time employment; and have a financial need that is not met by other sources of income.

The Direct Employment Assistance Program maintains a close working relationship with a variety of employers, state employment offices, labor unions, apprenticeship councils, and other organizations that serve as resources. The program has also established a continuing relationship with social service agencies and representatives, private, local, state, and federal programs, in an effort to promote and develop jobs and services for the client.

The Direct Employment Assistance Program sees itself with three basic responsibilities, they are:

1. Determining existing reservation manpower, and making available to the manpower, information about prospective jobs.
2. Maintaining an active employer resource file, and encouraging employers to employ American Indians.
3. Providing financial assistance to Indian persons who have acquired full-time, permanent employment, and have a financial need.





## HEALTH PLANNING PROGRAM



Prior to 1849, the only Federal Health Care available to Indians was provided by Military physicians. Almost all health care provided, was to fulfill treaty agreements. These services were provided to prevent the spread of smallpox and other diseases, which were unknown to the Indians before the coming of the whiteman. In 1849, the responsibility of Indian Health Care changed from under Military administration to civilian. This change came about when the Bureau of Indian Affairs left the administration of the War Department to go to the Department of the Interior. Although some progress was made in providing health services to Indian tribes under this new arrangement, in 1875, there were only half as many doctors serving Indians as there were Indian Agencies. By 1900, there were only 83 doctors serving all the Indian people of this country. In 1921, congress passed a bill known as the Snyder Act. This bill allowed Congress to provide funds for Federal Health Care to Indians and for the Secretary of the Interior to spend money to meet the health care needs of Indians.

During 1930 through 1949, two studies on Indian Health Care were done. As a result of these studies, congress passed the Transfer Act of 1954. This act resulted in the Bureau of Indian Affairs transferring Indian Health Care to the newly created Division of Indian Health Service (IHS), under the Department of Health, Education, and Welfare. Since 1955, IHS has grown rapidly from a budget of 24.5 million dollars and a staff of 3,574 to an annual budget of 226 million dollars and a staff of about 8,108. There have been major congressional bills or acts that have had a major impact on the total health care of Indian people. The first act was P.L. 93-638, or better known as the Indian Self-Determination and Education Assistance Act, 1975. This act allows for the Indian tribes to contract with Federal agencies to administer and provide services to Indian people of that tribe. The second act is P.L. 94-437, or the Indian Health Care Improvement Act. This is a seven year act which allows congress to appropriate money to improved the health care of Indian people and to upgrade health care services to a level considered equal to that of the other citizens of this nation.

Indian Health Services has a central office in Rockville, Maryland which supervises the twelve area offices across the nation. The Bemidji Indian Health Service Program Area Office is responsible for providing Indian Health Services in a three state area; Minnesota, Wisconsin and Michigan.

The Minnesota Chippewa Tribe has sub-contracted from the Bemidji Indian Health Service Office to provide Indian health care services to the six member reservations since June 15, 1974. On June 13, 1974, the Tribal Executive Committee of The Minnesota Chippewa Tribe passed a resolution to bring the administration and operation of health care services to the tribe, this resolution is Tribal Executive Committee resolution number 203-74.

The Minnesota Chippewa Tribes Health Planning Office has two contracts with Indian Health Service. One of the contracts is to provide technical assistance services and training to the six reservation. The second contract is to monitor a three-state staff consisting of a Community Health Representative, an Assistant Coordinator and a Secretary.

The Minnesota Chippewa Tribe Health Planning Office provides technical assistance, training and consultation to the six member reservations in the areas of resource utilization, long term and short term health planning, evaluation and needs assessment planning.

Technical Assistance is provided to the six member reservations in:

1. The development of a Comprehensive Tribal Reservation Health Plan in a coordinated effort with the Reservation Health Planner;
2. The orientation of the Reservation Business Committees on P.L. 93-638, P.L. 94-437, Federal and State regulations and policies as related to health care;
3. Assistance to reservations on contracting Health Services through the Federal Governments Indian Health Service;
4. Disseminating relevant health information to the six reservations; and
5. Assisting tribes in searching out and utilizing health resources from other Federal, State, County and local Governments.

Training is provided to the six member reservations in:

1. Providing training to Health Planners in health planning process;
2. Developing training workshops and seminars for Tribal Health Planners, Minnesota Chippewa Tribe Health Planners Committee, and the Reservation Health Committees;
3. Developing training contracts and training resources for the Health Planners of the reservations;
4. Developing training materials to assist the Reservation Health Planners in preparing a Comprehensive Reservation Health Plan; and
5. Assisting in coordinating workshops and training seminars sponsored by Federal, State, or other agencies.

Consultation is provided to the six member reservations in:

1. Consulting with Reservation Health Planners and the Reservation laws, bills, and acts that affect the health status of tribal members; and
2. Providing consultation on contracting procedures, reporting methods, contract compliance, and other contract related requirements.

As a result of the services provided in Technical Assistance, Training, and Consultation, the following benefits are anticipated:

1. The increased knowledge and skills of health planning;
2. The increased awareness of health programs on the reservations;
3. The increased utilization of health services by members of the reservations;
4. The increased community involvement in reservation health programs;
5. The community will become more knowledgeable to Federal, State and County laws, bills, acts, policies, and regulations that affect the health status of members of the reservations; and
6. The increased participation of Tribal Government in the management and operation of reservation health programs.



Overall, the objectives of The Minnesota Chippewa Tribes Health Planning Program is to develop and increase the capability of the Tribe to plan, implement, and manage Health Programs, which directly affect Indian Health Care delivery. It is also the tribes responsibility to expand health services through the establishment of programs and projects and to develop sources of funding through tribal resources, private foundations, and government agencies. It is also the obligation for The Minnesota Chippewa Tribe to assure adequate health service for all members of The Minnesota Chippewa Tribe through short and long term planning activities, and also, to assist in the training of current and future health care for members of The Minnesota Chippewa Tribe.

Enrolled members of federally recognized tribes residing on or in counties or adjacent to counties that cover all or part of a reservation are eligible for health care services. In the past, the Indian Health Service policy was that non-Indian women married to Indian men, were entitled to Indian Health Services. Non-Indian men married to Indian women were not entitled to Indian Health Services. With the enactment of P.L. 88-352, the Civil Rights Act of 1964, the Indian Health Services may contract Health Care. Policy regulations were recently rewritten to include services to non-Indian males married to Indian women. This action was a result of the Equal Rights Ammendments in P.L. 88-352, covering non-discrimination based on the sex status of individuals. The Indian Health Service has always provided services to non-Indians on an emergency basis at Indian Hospitals and Clinics.



One objective of the MCT Health Planning Program is to develop plans for an Emergency Medical Services Program for each of the six-member reservations. Shown here presenting keys to Mr. Jim Hendrickson, Chairman, Grand Portage, for a brand new ambulance is Bernard Webber, Chief Emergency Medical Services, Minnesota Department of Health, through which the ambulance was obtained.





## ELDERLY NUTRITION PROGRAM



Title VII of the Older Americans Act of 1965 as amended, established the Nutrition Program for the Elderly. The beginning of this National Nutrition Program, funded largely by the Federal Government, can be traced to 1968 when the Congress earmarked funds appropriated under Title IV of the Older Americans Act for a research and demonstration program to improve nutritional services for the elderly. The program was developed to aid elderly people in meeting their nutritional needs while at the same time providing socialization. It was recognized that many elderly people may not eat properly because of reduced income, and limited mobility which hinders their ability to shop and cook for themselves. Many elderly also eat alone and lack the incentive necessary to prepare a well-balanced meal. The changes that occur with aging often results in a pattern of living which contributes to malnutrition and further physical and social problems.

The Minnesota Chippewa Tribe has been administering the Elderly Nutrition Program since 1974. Presently, all six reservations are served. Leech Lake has five nutrition sites, Mille Lac's one, Nett Lake two, Fond du Lac two, Grand Portage one and White Earth five. Each project site provides the noon meal in a congregate setting. The majority of sites feed five days per week. Most of the meals are prepared in community centers. In some cases, the meals are catered from local restaurants.

People eligible for the program are those 60 years and older or spouse regardless of age. Of the 380 meals presently served per day, approximately 70 percent are served to Indian people and 30 percent to non-Indian. Home delivered meals are provided when absolutely necessary although the Elderly Nutrition Program can serve no more than ten percent of its total meals to the homebound.

Each meal served must contain at least one-third of the current daily recommended dietary allowances as established by the Food and Nutrition Board of the National Academy of Science-National Research Council. A cycle menu is planned to meet these requirements. Special emphasis is given to those nutrients that are often lacking in elderly diets, i.e. Vitamin A, Thiamine, Riboflavin, Vitamin C, Iron and Calcium. Some provision must also be made for those on special diets. Indian people have a very high incidence of diabetes and all menus have been modified to provide alternative selections to those diabetics who so desire them.

Each recipient of a Title VII grant must also provide for the provision of comprehensive and on-going outreach activities from each congregate meal site to assure that the maximum number of the hard-to-reach individuals participate in the nutrition project. The following supportive social services must be provided to the extent that such services are needed and are not already available and accessible to the individuals participating in the nutrition project:

- A. Transportation of individuals and personal escort services to and from the congregate meal sites. Some reservations also have access to vans.
- B. Health and welfare counseling services.
- C. Nutrition education.
- D. Shopping assistance.
- E. Recreation activities.





Recreational activities incidental to the project vary from site to site depending on the income raised by the respective site council. Various methods are employed to raise money: bake sales, rummage sales, raffels and bingo. This money then, is free to be used in whatever manner each site council determines. Types of recreational activities include: arts and crafts, bingo, parties, special dinners and trips.

The Elderly Nutrition Program has given elderly people many opportunities for employment in both full time and part time positions. Various funding agencies provide for salaries of workers who take part in the program, e.g. Green Thumb, SCSEP (Senior Community Service Employment Program), CETA (Comprehensive Employment Training Act), and Minicep (Minnesota Concentrated Employment Program). Some of the positions available in the Nutrition Program are: Site managers, coordinators, cooks, kitchen aids, waitresses, hostesses, elderly visitors, and van drivers.



Shown here are participants of the Elderly Nutrition Program noon meal held every week day at the Leech Lake Facility Center. Sometimes movies are shown to provide entertainment as is shown here.



Jerry Fagerstrom, left, Cass Lake Hospital Director, receives a donation of \$300 towards the construction of a T.V. and radio tower for the hospital. Wilford Graves, right, Elderly Nutrition Program Director, presents the check from monies raised by his program through raffles, bake sales, etc. Monies raised from these activities are usually donated to assist elderly people in the community.



## HOUSING: PLANNING AND DEVELOPMENT PROGRAM; HUD 701



Indians living on reservations have had to rely heavily on federal programs to meet their housing needs because of their generally low incomes, isolated locations, and land ownership problems. Considerable amounts of federal funds have been made available to the public as a result of the **HOUSING ACT of 1949**. This act established, as a national goal, that each American family have a decent, safe, and sanitary home, and established various federally funded housing programs to meet their goals.

One of these programs was the **HOUSING AND URBAN DEVELOPMENT DEPARTMENT [HUD]**. HUD programs have been the major source of new housing for Indians in Minnesota as well as nation wide. In 1961 public housing programs administered by HUD were made available to Indians living on reservations through tribal housing authorities which were formed to develop and operate low-rent public housing projects. The two most popular programs utilized under HUD have been the Rental and Mutual Help Opportunity Programs. Under the rental program, the occupants are tenants of housing authorities. Under the mutual help program, the homebuyer agrees to: 1) contribute a minimum of \$1,500 in cash labor, materials, land, and/or equipment; 2) make monthly payments; and 3) maintain the home. In return the tenant eventually gains ownership of the home.

The Minnesota Chippewa Tribe applied for and received housing aid shortly after the establishment of the Housing and Urban Development Department. There are currently ten regional HUD offices across the United States. The Minnesota Chippewa Tribe is located in HUD region 5, with the main office located in Chicago, Illinois.

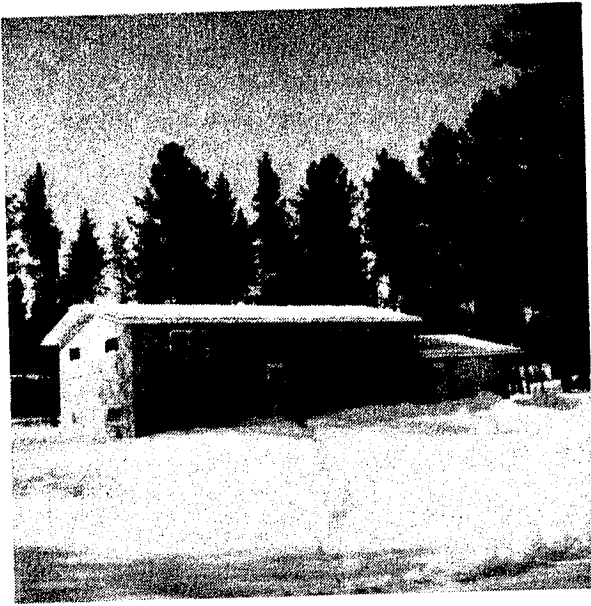
Since 1964, HUD has assisted four of these six reservations of the Minnesota Chippewa Tribe with the provision of 317 housing units. An additional 200 units are presently under development. Beginning 1978, the Minnesota Chippewa Tribe will receive 200 units of housing divided between the six reservations. Although these housing figures may seem extremely high, they are very inadequate in meeting the housing needs of The Minnesota Chippewa Tribe. The following chart shows the estimated housing need of The Minnesota Chippewa Tribe compiled during 1975.

### MINNESOTA CHIPPEWA TRIBE <sup>1</sup>

#### Housing Needs Including Projections for 1980

Reservation	Surveyed Sub-Standard	Projected Population Growth	over-Crowded Condition	Return to Reservation	TOTAL
Leech Lake	331	159	85	55	630
White Earth	294	142	88	55	579
Nett Lake	65	39	20	25	149
Grand Portage	45	14	10	30	99
Fond du Lac	65	40	25	32	162
Mille Lacs	87	44	22	53	206
<b>TOTAL</b>	<b>887</b>	<b>438</b>	<b>250</b>	<b>250</b>	<b>1825</b>

<sup>1</sup>The Minnesota Chippewa Tribe Block Grant, 1977



**4 BEDROOM - SPLIT LEVEL**



**3 BEDROOM - RANCH**

The homes shown here are examples of split level, Ranch, Rambler, and elderly units that have been built under the HUD program.



**2 BEDROOM - RAMBLER**



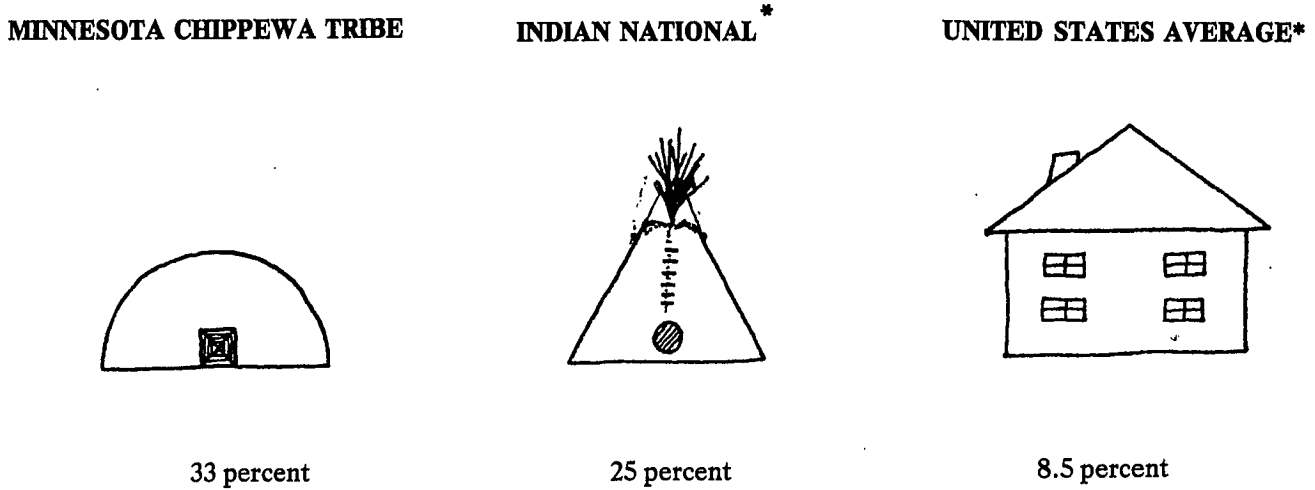
**2 BEDROOM - ELDERLY - DUPLEX**



## HUD HOUSING



The Minnesota Chippewa Tribe has proved that it does have severely overcrowded housing conditions. Sixteen percent of the tribes housing has one and a half or more persons per room which is usually considered a severely overcrowded situation.<sup>2</sup> Such overcrowding indicates a need for housing which can accommodate larger families and a possible need for additional units. The following graph gives an example of overcrowded conditions with the Minnesota Chippewa Tribe as compared to Indians nationally and with the United States average.



\*1970 CENSUS

The role of the 701 planning Office of Minnesota Chippewa Tribe is to provide management and technical assistance to the individual reservation housing authorities as requested. Grand Portage, White Earth, Nett Lake, and Leech Lake Reservations have HUD projects underway. The Mille Lacs and Fond du Lacs Reservations do not yet have Housing Authorities established at this time. The programs primary goal is to assist the reservations so that they may develop adequate housing and reservation community facilities.

Aside from the HUD Program of The Minnesota Chippewa Tribe there are other housing sources available to tribal members. Students may research such programs for further information on such programs as the B.I.A. Home Improvement Program (HIP) which provides grants for Indian families living in sub-standard or inadequate housing to 1) repair existing housing that will remain substandard-limited to \$2,500; 2) repair housing to bring it up to standard conditions-limited to \$13,000; 3) make down payments up to \$5,000 which enables the applicant to receive a housing loan from tribal, federal, or other sources of credit; and 4) finance construction of a new house for up to \$30,000.



<sup>2</sup>The Minnesota Chippewa Tribe housing needs and programs, 1976



## HOUSING: HOME LOAN PROGRAM



The Minnesota Chippewa Tribal Housing Corporation was established by The Minnesota Chippewa Tribe to develop a low-interest, revolving home loan program for low and moderate income Indians of Minnesota, to improve their living environment through the construction, purchase and renovation of housing.

Eligible applicants must be enrolled in a federally recognized tribe, and plan to reside in the home being purchased. The applicant must have an annual adjusted income of not more than \$16,000, and must be a reasonable credit risk with the financial ability to repay the mortgage loan.

All home loans shall be made only for the purchase, construction or renovation of single family dwellings. There will be no loans for land only, purchase or renovation of mobile homes, purchase of farmsteads, purchases of furniture or to pay off existing mortgages. Land cost cannot exceed 10 percent of the total loan. Homes can be built or purchased any where within the State of Minnesota. Loans can be made up to \$38,500, if the home to be purchased or built is in an urban area. If the home is to be in a rural area, loans up to \$36,500 can be obtained.

Home loans bear an interest rate of 4 percent per annum. Purchase and new construction loans are made for a period of 30 years or less. Renovation loans are made for a period of 15 years or less. Loan payments are computed on a principal, interest, and escrow basis. Payments are made on a monthly basis and include escrow payments for hazard insurance and taxes if applicable. Escrow payments are 1/12 of the estimated yearly expense.

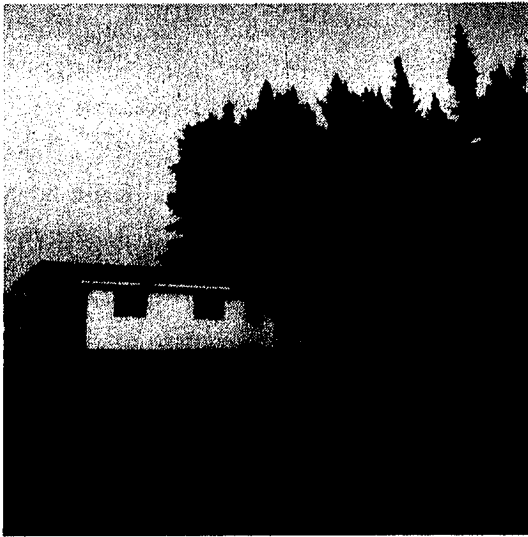
The first appropriations for Indian housing from the State of Minnesota was for \$5 million dollars. Of the \$5 million, The Minnesota Chippewa Tribe received \$3.2 million dollars, the Sioux communities received \$300,000 and the Red Lake Band received \$1.5 million dollars. Of the \$3.2 million that the Tribe received, 20 percent went to those Indians living in the urban area. Funds received were totally dispersed by the end of 1977. Those funds accounted for the purchase, construction and rehabilitation of 119 homes.

In January of 1978, the Home Loan Program of The Minnesota Chippewa Tribe, began an intensified effort to acquire additional appropriations for the continuation of the program. It can be safely assumed, that on March 17, 1978, Tribal efforts will be rewarded by the passage of a bill that provides for an additional \$1.5 million for the urban sector and \$1.5 million for The Minnesota Chippewa Tribe reservation sector. The additional appropriation will allow for an additional 110 homes for Minnesota Chippewa Indians.

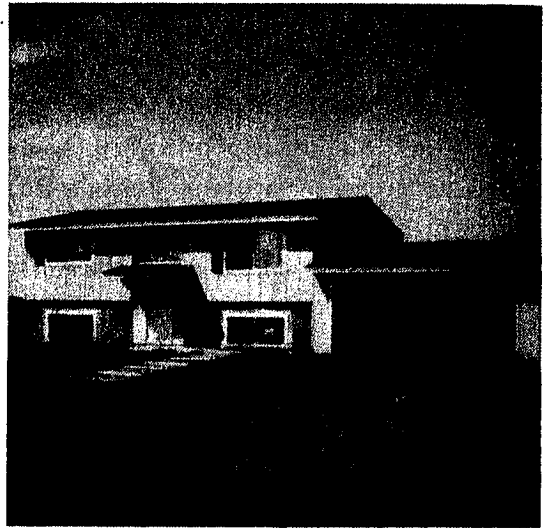
The future of the Home Loan Program of The Minnesota Chippewa Tribe seems to be very promising. An excellent rapport with the State of Minnesota and the Minnesota Housing Finance Agency has been established. Should the program maintain its excellent track record, there is no reason that it cannot continue indefinitely.

Monies which have been allocated to The Minnesota Chippewa Tribe Home Loan Program will begin to accumulate, and in the near future, the Home Loan Program will become an independent lending institution.





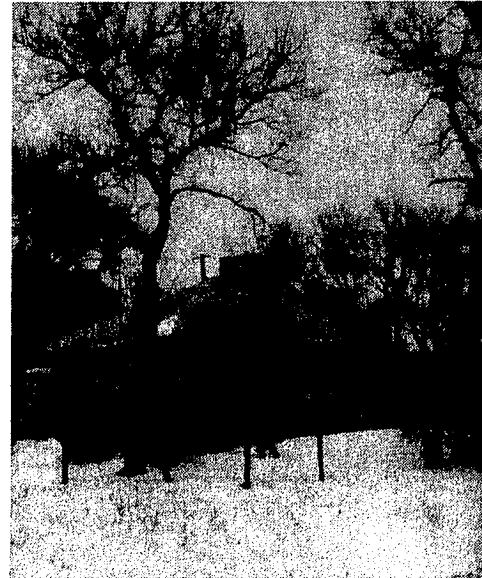
**3 BEDROOM - RAMBLER  
NEW STRUCTURE**



**3 BEDROOM - SPLIT LEVEL  
NEW STRUCTURE**



**5 BEDROOM - EXISTING**



**3 BEDROOM - EXISTING**

The homes shown here are examples of existing homes purchased and the type of new dwellings being constructed by individuals who qualify for The Minnesota Chippewa Tribe Home Loan Program.



## **HOME LOAN PROGRAM**



## SOCIAL SERVICES

## COMPONENT I - AMERICAN INDIAN FOSTER CARE PROJECT



The American Indian Foster Care Project, was initiated in August of 1976 when the Minnesota Department of Public Welfare was awarded a grant from the Department of Health, Education and Welfare (HEW). The National Center for Child Advocacy authorized a demonstration project to initiate a more effective and culturally considerate system for the delivery of foster care services to American Indian Reservations. Cass County and the Leech Lake Reservation were requested to develop a proposal because of their recent history of working together in the area of foster care services. A contract, whereby, the Cass County Welfare Board purchased the services of an Indian foster care worker on the reservation from the Leech Lake Reservation Business Committee was already in place. The administrative offices of the Minnesota Chippewa tribe are also located on this reservaiton, enhancing communication between these three elected governments: the County Welfare Board, the Reservation Business Committee, and the Minnesota Chippewa Tribe. The proposal was developed by county and tribal staff, with Cass County being designated as fiscal agent and the Leech Lake Reservation Business Committee and the Minnesota Chippewa Tribe providing supervision and administration for the project.

The Cass County Welfare Department is responsible for the delivery of social services to all county residents, including approximately 2,280 American Indians living on the Leech Lake Reservation. Although a conscientious effort to effectively deliver services to Leech Lake has been maintained by the Cass County Department of Social Services for several years, the results are disturbing, especially in the area of child welfare services.

An American Indian child in Cass County is 10 times more likely to be removed from his family than a non-Indian child. Not only are too many children being removed from their families, but most of them are also being separated from their cultural heritage. 80 percent of these American Indian children are placed in non-Indian foster care homes. Upsetting as these figures are, the situation is worse in many places. A survey completed in July of 1976 for the American Indian Policy Review Commission estimated that in Maine, Indian children are placed in foster care at a per capita rate 19 times greater than that for non-Indian children. In New York, 97 percent of Indian foster care placement are with non-Indian families. These are shocking figures that delineate a national disaster which demands reform at all levels of government.

Prior to application for project funds, a study of foster care practices in the State of Minnesota was conducted by Minnesota Chippewa Tribes Division of Social Services. This study revealed that American Indian children are placed in foster care programs at a rate of 500 percent greater than that of white children in Minnesota. Although they constitute less than 1 percent of the states population, American Indian children account for 20 percent of the foster home placements. It was further learned the Cass County Department of Social Services, which is responsible for foster care services on the Leech Lake Reservation, had 72 children in foster homes, 42 (58 percent) of whom were American Indian children. The Indian population of the county is approximately 12 percent. This indicates a rate of placement approximately 10 times greater than that of white children in the county.

Not only are too many American Indian children apparently being removed from their homes, but, they are also frequently being removed from their heritage and culture. Of the 44 foster homes licensed in Cass County, only 11 of these were American Indian homes. Of these 11, 7 were currently in use, caring for eight of the 42 Indian children currently in placement.

A third problem which the project wished to address was the lack of American Indian child welfare workers. Although Cass County was delivering all of the child welfare services to the Leech Lake Reservation, it had no American Indian workers. It was anticipated that cultural differences, communication difficulties, and traditional mutual suspicious differences, have directly contributed to the appallingly high placement rate for American Indian children.

The American Indian Foster Care Project, on the Leech lake Reservation, is an attempt at the local level to attack this tragedy and to alleviate the injustice done to Indian children and their families.

Working under the supposition that American Indian staff, operating under the supervision of Tribal government and within the context of child welfare standards as adopted by the State of Minnesota, can more effectively deliver child welfare services to American Indians, the following objectives were sought:

1. To develop better child welfare services;
  - a. To reduce the number of children separated from their families;
  - b. To place American Indian children with American Indian foster homes if removal is necessary;
  - c. To return children to their families as soon as possible;
  - d. To develop a permanent plan for those children who cannot be returned to their families;
2. To recruit an adequate number of American Indian foster homes;
3. To develop American Indian staff capacity for child welfare services delivery and increase county welfare staff awareness of them as the principal resource in working with American Indian families; and
4. To develop child welfare resources within the community.

The Leech Lake Reservation, like all reservations represented by The Minnesota Chippewa Tribe, is an "open" reservation and the responsibility for social services on these reservations are vested in the counties by the State of Minnesota. Without statutory change, the willingness of county governments to share authority with Tribal governments to the extent permitted under law is essential to this project, and is working in this case. However, it is already becoming obvious that before any long term cooperative social service delivery systems can be effectively developed, there are matters of State and tribal and county and tribal jurisdiction and authority that must be resolved.

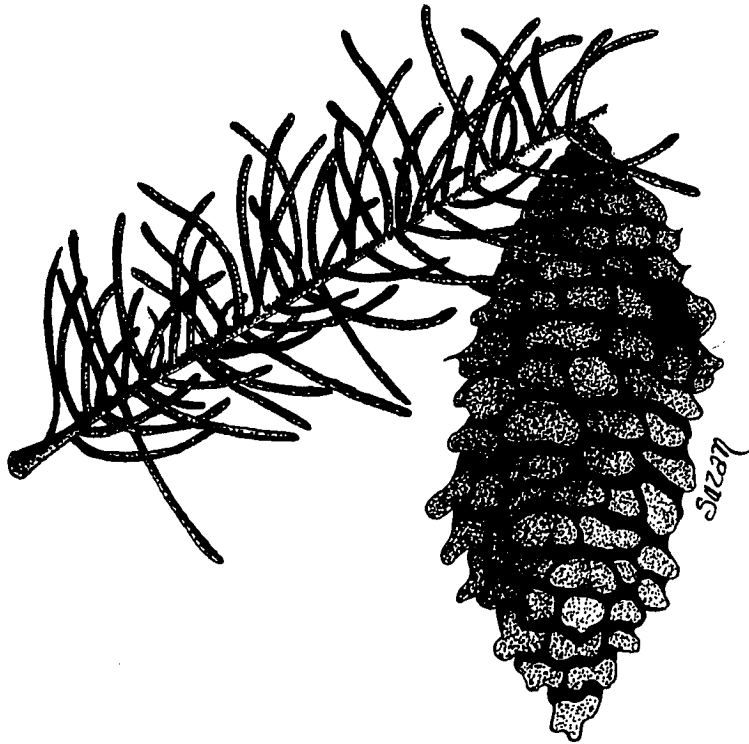
It is generally agreed that the future will grant more self-determination to Tribal government, but presently, Minnesota statutes grant sole responsibility and funding for all social services to Indians on reservations to the county of residence.

The success of the project was based upon mutual sharing and cooperation among the county and Tribal governments and the courts. Under current Minnesota Law, the county welfare board cannot delegate its responsibility to another agency; therefore, county workers and project staff out of necessity share project cases. No precise formula regarding who does what in each case has been developed. Rather, the approach has been to treat each case individually through joint staffing; responsibilities are then assigned depending upon previous relationships, working skills of the staff involved and so forth. By the end of the projects first year, 1977, most responsibilities were being handled by project staff and county staff were acting more as consultants as needed. However, a number of staffing and political problems due to the overlap of services, caused several delays in the project, so that much of the direct child welfare work was done in the projects last four months. Unfortunately, these problems served to drain resources from the service part of the project, and slowed the projects schedule considerably.



The project had demonstrated the capabilities of American Indian staff to successfully provide services to American Indian families and children. The project showed the results of cooperation between county and staff. Applicability of projects results extends to many areas. The project also demonstrates that in the absence of sufficient direct federal funding to Indian tribes; and without legal mechanisms, a workable relationship between Indian and County governing bodies is indeed possible. This precedent might well be followed by others throughout the state and nation and on other reservations.

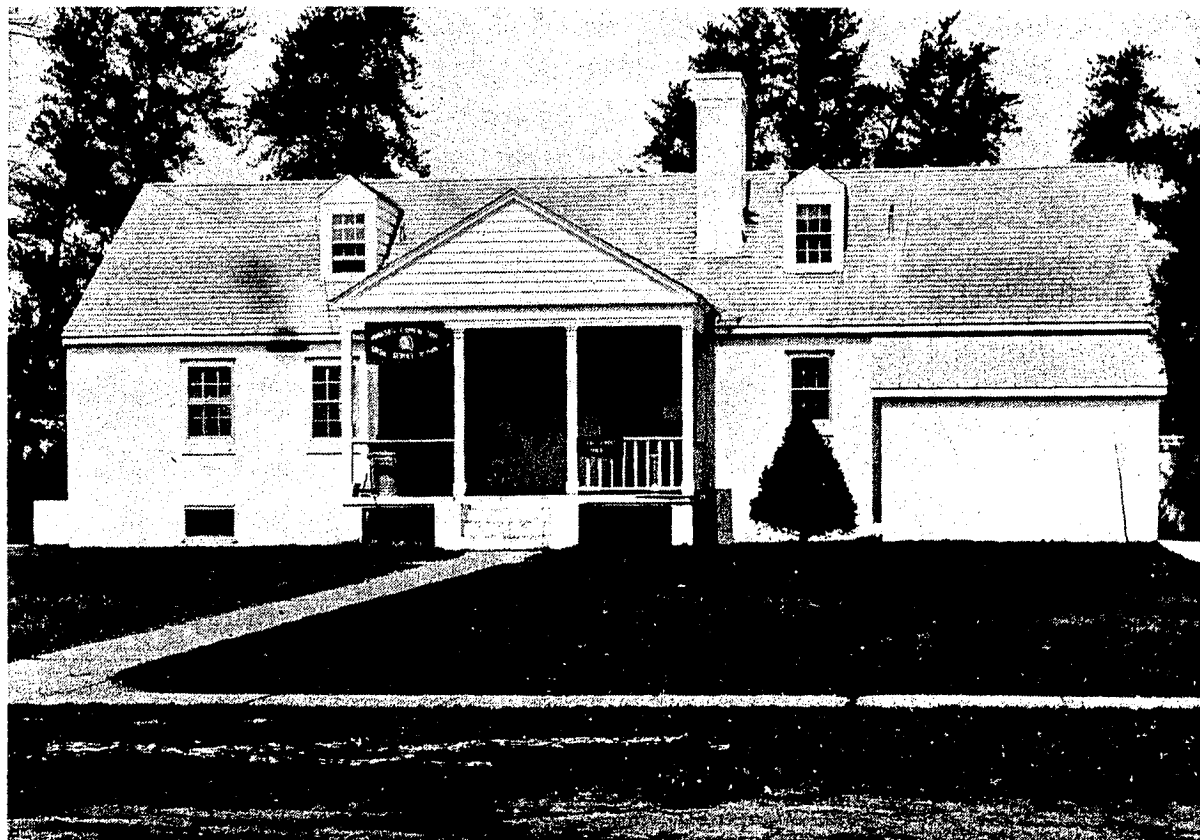
A most significant result of this project, is that it aptly demonstrates that the concept of self-determination for Indian People can indeed become a reality. This reality is necessary if Indians are to assume full and rightful control of their daily existence and cultural destiny.



The goals of the Program are as follows:

1. To provide culturally individualized service for the American Indian in the areas of Big Brother/Big Sister, Volunteers in Probation, and National Youth Projects Using Mini-bikes;
2. To provide Indian youth with volunteers of American Indian descent with whom the youth can relate;
3. To gain the Indian communities participation in the community corrections approach, as well as developing an interest in assisting Indian youth;
4. To reduce alienation between American Indians and the criminal justice and welfare systems;
5. To facilitate working relationships between the Indian communities and Supportive Services; and
6. To accomplish self-determination for the American Indian.

The Mini-Bike Program is not an immediate priority. Due to the climate of Minnesota, it would not be feasible to begin the Mini-Bike Program in the winter. The Mini-Bike Program commenced in the spring of 1978. The Program and what it offers the Indian youth and community of the Northeastern part of Minnesota are greatly needed. During the first year of funding, much progress has already been made in the areas of program operation and is well on its way of meeting the goals set as its standards. Administration is optimistic, and participants are hopeful, that the operation and funding are continuous so that the progress made, will continue to build for the benefit of the Indian youth, the Indian community, and for the betterment of all communities involved.





## SOCIAL SERVICES



### COMPONENT II - SUPPORTIVE SERVICES FOR AMERICAN INDIAN YOUTH

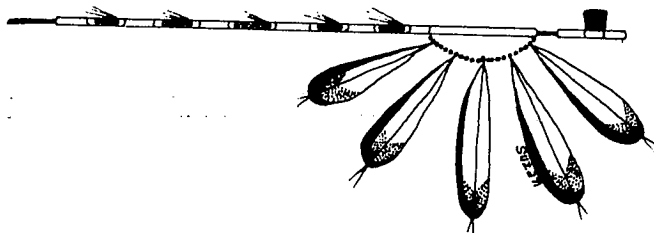
Supportive Services for American Indian Youth is funded by Federal Agency Action, the Law Enforcement Assistance Administration (LEAA), and the State Crime Commission. The program is in its first year of funding with the fiscal year being from August 1, 1977 to July 30, 1978. Supportive Services for American Indian Youth is a combination of programs that serves Northeastern Minnesota. Supportive Services is sponsored by The Minnesota Chippewa Tribe, with the Duluth Indian Council acting as the implementing agency.

The goal of the program is to reduce juvenile delinquency and the recidivism rate among Indian youth through programs designed to meet the needs of Indian youth in areas such as Volunteers in Probation, Big Brother Programs, Big Sister Programs, and the National Youth Projects Using Mini-Bikes. (NYPUM).

To direct and supervise the projects of the Program, a staff, including a full-time Project Manager, is located in Duluth. In addition, four coordinators are located in the areas outside of Duluth that will be serviced by the program, these areas are: Grand Rapids, International Falls, Fond du Lac Reservation and the Mille Lacs Reservation.

During the first year of program activities, the coordinators will work closely, in each area, with the Big Brother, Big Sister, and Volunteers in Probation Programs. The coordinators are responsible for the actual implementation of all programs in their own areas. These responsibilities include: publicity, holding and organizing orientation and in-service training for the volunteers, acting as a liason between courts and the community, writing and distributing a newsletter to those persons involved in the program, identifying and serving the youth in need of program services, follow-up for volunteer/youth matches, making referrals when necessary, insuring that the volunteers are meeting their responsibilities to their clients and establishing and directing a mini-bike program for the Big Brother/Big Sister Programs. Coordinators are directly responsible to the Project Manager.

The Project Manager of the Program is located in Duluth, and is responsible for holding monthly meetings alternately at each project site with the coordinators and staff. This provides the Project Manager with the opportunity for on-site visiting and contact with the local communities. In addition, the Project Manager, set policies, writes training pamphlets, approves funding sources, and maintains liason with The Minnesota Chippewa Tribe, Duluth Indian Action Council (DIAC) and the North American Indian Friendship Center (NAIFC). This is accomplished through monthly written reports and personal contacts.



**SOCIAL SERVICES**



**COMPONENT III BUREAU OF INDIAN AFFAIRS CONTRACT**

The Social Services Program, sometimes referred to as the Social Service B.I.A. Contract Program, is one of three programs at present, which strive to meet the Social Service needs of members of The Minnesota Chippewa Tribe.

The Minnesota Chippewa Tribe was awarded the contract to provide social services, beginning in the fiscal year, October 1, 1974. At that time, the contract provided funds for one Social Worker to furnish social assistance to all six member reservations and their residents. The present B.I.A. contract funds two Social Workers, a half-time secretary, and the Director of The Minnesota Chippewa Tribe Social Service Programs full time. The term "Social Services" is a very broad term, that covers many activities and services. The Social Services staff see themselves in many roles, but primarily as liasons between their clients: the Indian person, and the system; public or private social services agencies, so that the client may receive the best possible services available. Another responsibility which the program and its staff is charged with, is that of advocate: to advocate on behalf of Indian interests in regard to social services provided outside of Indian controlled and operated programs, which are innumerable. Other responsibilities that are undertaken as a part of the services provided are: to work closely with county welfare departments and their staffs, compiling a resource directory in each service area to better meet needs that arise: crisis worker, court liason, welfare liason, and many, many more services that are required by the clients. Another obligation that must be undertaken along with direct services to clients, is that of mentor to the individuals, organizations, and agencies which services to the Indian people of the reservations, so that they may become more enlightened to the cultural differences between the Indian and the non-Indian, and in doing so, learn to respect those differences.

The objectives of the Social Services Program are as follows, but by no means, is the staff of the Program limited to these objectives:

- 1) To assist Indian people in obtaining maximum services from public and private social service agencies in Minnesota;
- 2) To advise public and private social service agencies of cultural values and special needs of Indian families;
- 3) To establish a counseling and advocacy program;
- 4) To insure that social services for Indian people are adequate;
- 5) To consult with the Reservation Business Committees and other Indian groups in developing programs intended to improve social conditions among Indian people; and
- 6) To serve as an advocate for reservation Indian people at meetings dealing with social services among existing private and public service agencies.

The program and its staff serve the residents of the reservations as a rule, however, if a client moves out of the service area, assistance is still provided if requested by the client. The staff usually becomes involved in cases when called upon, by the client himself, a relative, the courts, the welfare department, or even by a friend. Services are offered; it is the client's decision whether services are provided.





## CHAPTER VI



STUDENT WORKSHEET QUESTIONS  
CULTURAL STUDIES ON TRIBAL GOVERNMENT

1. The Minnesota Chippewa Tribe's programs and services are broke down in six major sub-division areas. What are they?
2. The Minnesota Chippewa Tribe has received a grant from the United States Department of Commerce, Economic Development Administration, and has placed planners on all of the reservations. What is the purpose of this program?
3. The Minnesota Chippewa Tribe has initiated a cattle operation, called the Chippewa Ranch Complex. On what reservation is it located?
4. What is the name of the program that contracts with the Bureau of Indian Affairs to train Indian people for the construction trades on the six reservations?
5. The Minnesota Chippewa Tribe's Construction Company is a profit, or non-profit company? Which one?
6. What is the largest division of The Minnesota Chippewa Tribe in terms of amount of staff and programs offered?
7. Name four (4) programs offered by The Minnesota Chippewa Tribe in the education division?
8. The Minnesota Chippewa Tribe Head Start Training and Technical Assistance program is targeted towards children at what age level?
9. When did The Minnesota Chippewa Tribe begin to contract with the Bureau of Indian Affairs for higher education scholarships for Indian students?
10. What is the Johnson O'Malley Act?
11. At a local community level, who is in charge of financially administering the Johnson O'Malley program?
12. The Minnesota Chippewa Tribe Talent Search program assists students at what level?
13. The Minnesota Chippewa Tribe Parent Committee Training Project provides technical assistance and training to parent committees of what program?
14. The Minnesota Chippewa Tribe Curriculum Project is designed primarily to do what?
15. What is The Minnesota Chippewa Tribe Elderly Nutrition Program, and name three sites that the program serves?
16. Who is eligible for Indian Health Services?
17. Through what public law are Indians able to contract for direct health services?
18. Name two services provided by the Leech Lake Indian Foster Care Project.
19. Supportive Services for American Indian Youth is administered by The Minnesota Chippewa Tribe, and serves what geographical areas?
20. What two categories make up the scope of The Minnesota Chippewa Tribe Employment Assistance Program?
21. What reservations are prime sponsors of the Comprehensive Employment and Training Act of 1973, (CETA)?
22. Other than The Minnesota Chippewa Tribe administration, what committee is in overall charge and supervision of all Minnesota Chippewa Tribe programs?





MINNESOTA CHIPPEWA TRIBES

MAH-WI-NO  
JUNE 18 1934