

**APPENDIX VIII: Cover Page BIE 21st CCLC
COVER PAGE
EED FORM # 05-07-039**



<u>Theodore Jamerson Elementary School</u> Organization	
<u>F. Sam Azure</u> Name of Contact Person	<u>(701) 255-3285, ext 1305</u> Telephone
<u>sazure@u+c.edu</u> E-mail Address	<u>(701) 530-0601</u> Fax Number
<u>F. Sam Azure</u> Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures	<u>01/14/2013</u> Date
<p>■ <i>Note: The general certifications and assurances that are signed and submitted by the district each spring (or provided by the applicant to EED) will apply to this federally funded program.</i></p>	
<u>F. Sam Azure</u> Signature of Organizational Representative	<u>01/14/2013</u> Date
<u>Principal</u> Title	

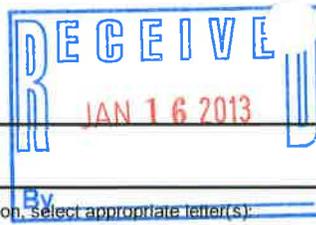
<u>\$ 92,566.00</u> Total Funding Requested Per Year
<u>\$ 277,700.00</u> Total Funding Requested for Three Years

BIE Use Only Project Number: _____ Date Received: _____
Project Approval: _____ Amount Awarded: \$ _____

APPENDIX IX: Documentation Requirements

✓

W1200



Application for Federal Assistance SF-424

* 1. Type of Submission:		* 2. Type of Application:		* If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> Application	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Continuation	<input type="text"/>	
<input type="checkbox"/> Changed/Corrected Application		<input type="checkbox"/> Revision	* Other (Specify):		<input type="text"/>

* 3. Date Received: <input type="text"/> Completed by Grants.gov upon submission.	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	* 5b. Federal Award Identifier: <input type="text"/>
---	--

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
--	--

8. APPLICANT INFORMATION:

* a. Legal Name: United Tribes Technical College/ Theodore Jamerson Elementary School	
* b. Employer/Taxpayer Identification Number (EIN/TIN): 45-03-14-233	* c. Organizational DUNS: 076517473

d. Address:

* Street1:	3315 Universitv Drive
Street2:	<input type="text"/>
* City:	Bismarck
County/Parish:	<input type="text"/>
* State:	North Dakota
Province:	<input type="text"/>
* Country:	USA: UNITED STATES
* Zip / Postal Code:	58504

e. Organizational Unit: Theodore Jamerson Elementary School

Department Name: <input type="text"/>	Division Name: <input type="text"/>
---	---

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

Prefix: Mr.	* First Name: <input type="text"/>
Middle Name: <input type="text"/>	
* Last Name: Azure	
Suffix: <input type="text"/>	

Title: Principal

Organizational Affiliation: <input type="text"/>
--

* Telephone Number: 701-255-3285 ext. 1305	Fax Number: 701-530-0601
---	---------------------------------

* Email: Sazure@uttc.edu

Application for Federal Assistance SF-424

9. Type of Applicant 1: Select Applicant Type:

Indian/Native American Tribally Designated Organization

Type of Applicant 2: Select Applicant Type:

Nonprofit

Type of Applicant 3: Select Applicant Type:

Tribally Controlled College

* Other (specify):

* 10. Name of Federal Agency:

11. Catalog of Federal Domestic Assistance Number:

CFDA Title:

* 12. Funding Opportunity Number:

* Title:

13. Competition Identification Number:

Title:

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

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Theodore Jamerson Elementary School 21st Century Enrichment Programs

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

N.Dak

* b. Program/Project

N.Dak

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

Jan 3, 2013

* b. End Date:

July 3, 2017

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

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

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

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

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

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

Yes

No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix:

Mr.

* First Name:

F. Sam

Middle Name:

* Last Name:

Azure

Suffix:

* Title:

Principal

* Telephone Number:

701-255-3285 ext. 1305

Fax Number:

701-530-0601

* Email:

sazure@uttc.edu

* Signature of Authorized Representative:

Completed by Grants.gov upon submission.

* Date Signed:

Completed by Grants.gov upon submission.

**21st CENTURY COMMUNITY LEARNING CENTERS PROGRAM
THEODORE JAMERSON ELEMENTARY SCHOOL APPLICATION
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PROGRAM SUMMARY AND ABSTRACT

Theodore Jamerson Elementary School (TJES) is a K-8 Bureau of Indian Education (BIE) grant school located on the campus of United Tribes Technical College (UTTC) in Bismarck, North Dakota. The majority of students are drawn from reservations in North and South Dakota, Montana and Minnesota. This year TJES enrolled students from 24 different reservations. Three factors that substantively differentiate TJES from other BIE-funded schools are:

- Very high student transience rates caused by school's location on the college campus:
 - Average daily enrollment of 166, but 225 unique students served in 2011-12.
 - As measured by a November 1st reporting date, an average of 25% of 3-8th grade students had been enrolled at TJES for a full year. Only 10.4% of 3-8th grade students had remained enrolled for two full years. Over a two year time frame, the average return rate for all students combined is around 39.5% due to parents completing their college degrees, transferring from the college or leaving the college for other reasons.
- Most TJES students and their families have left their reservations, extended families, employment, and support systems for the first time to attend UTTC.
- 100% of TJES students qualify for a free lunch due to their parents being under-employed and enrolled in school full-time.

Prior to 2010, TJES had not made Adequate Yearly Progress (AYP) for two years and had been placed in School Improvement status. TJES student proficiency rate was 45% in both reading and math. TJES' 21st Century program funded through the previous grant cycle focused the majority of the allocated resources toward raising students' proficiency levels in reading and math. By providing Tier II and III instruction via academic enrichment activities after school, program funds greatly assisted TJES' efforts to meet the increasingly difficult achievement goals set by the No Child Left Behind Act.

As a direct impact of 21st Century Program funds from the previous grant cycle, TJES achieved AYP in 2011-12 as measured by North Dakota State Assessment (NDSA). TJES students' demonstrated 73.45% proficiency in reading and 76.26% proficiency in math in 2011-12. This significant increase in student demonstrated proficiency (28.5% increase in reading and 31.26% in math composite scores) serves as evidence of the importance in providing experiences that enhance classroom learning and provide individualized opportunities for students at risk.

Continuation of the 21st Century Program at TJES is vital to continued student success because nearly 60% of students who enter TJES in the Fall are new students who are experiencing an overwhelming change in their life by leaving their reservations, families and support systems for the first time, entering a new

academic system and through changes within their home as their parents/caregivers learn to meet the additional demands as a college student. These combined stressors dramatically increase the potential for placing students at risk. After school and summer programming provide the needed structure to ensure academic achievement, positive social interaction, behavior skill development and a sense of community. The 21st Century Program at TJES will continue to focus on creating that environment where students experience academic success through enhancement activities, have opportunity to engage in cultural-based activities and can engage in healthy behaviors thus reducing the potential for truancy/drop out, alcohol/drug use and other unsafe or unhealthy behaviors that may impact their entire future.

PROGRAM NARRATIVE

NEED FOR PROJECT

1A. Explain the annual growth of your student population and how you will address the catch up growth of your student population.

TJES has demonstrated AYP for the past academic year as indicated in North Dakota State Assessment (NDSA) documents. Although students continue to demonstrate higher scores on standardized tests (NDSA, MAP/NWEA), nearly 25% of students are not proficient in math and 27.5% are not proficient in reading. TJES has extended the school day by 15 minutes and has eliminated one 15 minute recess to provide more structured learning to students during the day school session. Additionally, the afterschool programming includes supplementary programming for reading and math, monthly family educational activities, and monthly community enrichment experiences. All of these additional program elements are designed to enhance each student's academic and behavioral performance.

Please refer to a summary of "Participants Served" found on page 33.

1B. Describe how your program will identify, target and recruit the sub-population of students and/or families that are MOST in need of these services and the extent to which the proposed project is appropriate to, and will successfully address the needs of the target population. Describe the measurements that you will be using to determine high need.

Given TJES transiency rates, TJES staff often has a small window of time to make a difference. The capacity to act quickly, cooperatively, and concisely is essential to the success of the program. Students not scoring proficient on any standardized assessment (NDSA, MAP, NWEA, DIBELS) will be referred to the program through the following channels:

- Quarterly review of MAP Math and Reading data by team consisting of 21st Century staff, grade-level classroom teacher and Special Education.
- Ongoing referrals from Student Assistant Team (SAT), teachers, parents.
- Automatic referral for a student not scoring proficient on the NDSA (list distributed by data person each February). Recognized as being in danger of retention, or receiving 3+ office referrals during the academic year.
- Each grade-level coordinator to participate in one Reading First team meeting per month for each of his/her grade level's where data from the scientifically research-based assessment tool DIBELS is utilized. Students will be identified for 21st program services at meetings.
- Each grade-level Coordinator participates in one Math team meeting per month for each of his/her grade level where progress-monitoring data is utilized. Students will be identified for program services at meetings.

1C. Describe how the proposed project will address the risk factors linked to academic failure for each target population.

TJES has developed a successful after school and summer program through previous Century 21 grant opportunity. Gathering data to identify needs of students and potential risk factors that may influence success occurred throughout 2011-12. Data was gathered by analyzing results of formal assessments including NDSA, NWEA/MAP, NASIS, DIBELS for areas of academic achievement and behavioral issues. Informal data gathering occurred through faculty/staff anecdotal reports and dialogue during various meetings. A needs assessment was conducted with students' parents and TJES faculty/staff in Spring 2012 consisting of 25 questions ranging from academic related topics to resources and support provided to students and families. Results of this needs assessment indicated overwhelmingly (86%) that parents are confident that TJES is providing quality education, support and opportunities for students to succeed. Qualitative data obtained via open ended question indicated a need to continue the focus of keeping students actively engaged academically, recreationally and culturally.

TJES utilizes a Response to Intervention model (RTI), and the 21st Century program will provide Tier II and III academic enrichment services after school in reading and math as well as enrichment activities designed to enhance social, physical, emotional and spiritual behaviors. However, instructional delivery methods vary from those used during the day school. TJES's Spring 2011 program monitoring report recognized the need to vary instructional delivery to include more hands-on activities. The following research-based strategies and methods will be implemented:

- Utilize reality-based authentic learning strategies
- Utilize project based learning
- Utilize skill-building instructional strategies
- Clearly communicate goals, purposes, and expectations for activity
- Give specific individual feedback
- Conduct small group instruction whenever possible
- Foster positive relationships and environment (calm, respect, openness, honesty)

1D. For 2011-12 school year grantees, documentation of progress and achievements made by 21st CCLC students on state assessment, Native Star, and NWEA tests must be provided, and the data must demonstrate academic growth as well as behavioral improvements.

Results from testing conducted during the most recent reporting cycle are:

- North Dakota State Assessment: TJES students achieved 76.92% composite proficiency in Math skills. The target achievement goal set by the state was 91.02%. TJES students achieved 73.45% composite proficiency in Reading skills. While these scores fall below the state established benchmarks, these scores indicate a 9.27% increase in math proficiency from the previous yearly

reporting period. Reading proficiency decreased by 5.7% from the previous yearling reporting period. These increases exceeded expected growth rates of 3-5%.

- NWEA: Students in grades 2 – 8 completed MAP testing during Fall 2012. Results indicate students mean growth for Math and Reading exceeded the Mean growth projection rates.

Subject Area	Mean RIT Growth	Mean RIT Projected Growth	Mean RIT Gain
Reading	12.9*	12.6*	0.3*
Math	15.13*	13.35*	1.78*

*Grades 6,7,8 contained less than the minimum requirement of 10 students. Therefore, results from these grades are not used because they are not statistically reliable.

- NATIVE STAR: During the past reporting year, Native Star key indicators that were assessed and met included: classroom observations to evaluate teaching methodology, teacher self-assessment regarding effective teaching and classroom management to develop consistent use of best practices, teachers developed individualized professional development plan based on area of expertise, student needs and personal interests. The TJES principal worked to increase daily involvement with classroom faculty and staff. A directed effort to evaluate classroom methods, collaborate with and communicate with teachers and grade-level coordinators lead to overall improved instruction. These tasks correlated with overall emphasis of day school, after school and summer programming in that all assessment, development and instructional methods evolve through a coordinated effort.
- NASIS NUMBER OF BEHAVIORAL REFERRALS: Throughout the 2011-2012 year there were 121 behavior events with 59 students. Behaviors occurred within 10 different event types: Bully, Insubordination, Alcohol, Disorderly Conduct, Fighting, Threat/Intimidation, Suspicion of use of Tobacco, Obscene Gestures, Obscene Language, Profanity, Other. During the most recent Fall 2012 semester, there have been only 25 behavior events involving 16 students in 5 different event types: Insubordination, Bully, Threat/Intimidation, Physical altercation-minor, and Other-pushing. These most recent behaviors (2012-13) indicate a reduction of approximately 40% during the same time period of the previous year (2011-12)

1E. Provide information on how your goals of supporting academic achievement for youth are directly related to the most recent data provided through the state assessments or other available data.

TJES implements a continuous data driven needs assessment to monitor student achievement and identify those students who may be at risk. Goals are developed from the results of this data. TJES utilizes the NWEA/MAP assessment three time per year. The data from NWEA gives a projected proficiency level for the NDSA. Data is used from NWEA, Aimsweb, theme tests, unit tests and teacher anecdotal notes to coordinate intervention and develop curriculum to be used during the regular school

day. This information is also used to develop supplemental programming for use in the afterschool programs to enhance student skills in reading and math. A full time counselor, social worker and parent liaison are on staff at TJES. These individuals provide input to other team members regarding behavioral elements for students. One additional informal, yet very important way of gathering supplemental data, is through a meeting held with parents in the spring of each year to evaluate programs at TJES to gather input for improving services for the upcoming school year.

An extensive screening program is conducted and a Student Assistance Team is utilized for academic and behavior referrals. An annual data retreat is held at TJES each spring at the end of the academic year. Math and Reading data retreats are held three times per year as well. Data is discussed weekly at grade level planning meetings along with bi-monthly PLC (Professional Learning Committee) Data includes student assessments such as MAPS/NWES (3 times per year), NDSA (North Dakota State Assessment in the fall, DIBELS (weekly), AIMSweb (weekly), CBA (curriculum based assessment as schedules on the overall TJES pacing maps, informal assessments as needed, and NASIS for demographic, attendance and behavior. One informal, yet very important way of gathering supplemental data, is through a meeting held with parents in the spring of each year to evaluate programs at TJES to gather input for improving services for the upcoming school year.

1F. Cite any additional factors that place students at risk of educational failure or how your program aligns to other areas of consideration, such as dropout prevention etc.

TJES students are enrolled for brief time periods, typically 1-3 years, because the grade school is located on the United Tribes Technical College campus and mainly serves children of students attending the college. TJES students are at risk for issues such as potential dropout, social isolation or emotional isolation due and to this transient nature of the college environment. Infusing additional educational enrichment experiences, recreational activities and opportunities to develop social and behavioral skills, affords each student a chance to belong to a community and engage in cultural events.

QUALITY OF PROJECT DESIGN

2A. Describe goals, performance measures and activities that address the needs of the identified and targeted population. The goals, objectives, and outcomes to be achieved by the proposed project should be SMART: specific, measurable, attainable, realistic, and timely. SMART goals need to be aligned with Native Star SMART goals. Funded programs from 2011-2012 must demonstrate a strong academic base for their programming.

TJES 21st Century programming has addressed academic advancement through interactive and innovative learning sessions. Program staff build upon skills of reading, math and behavior through a coordinated plan devised with classroom faculty and grade-level specific personnel. New goals proposed for 21st Century continued funding to support student success are aligned with overall TJES strategic goals that are educationally and behaviorally relevant and are guided by local, state, and federal parameters. The proposed goals for this grant application are:

Goal 1

Provide students with a safe, healthy learning program, in a well supervised, learning environment, staffed by caring, competent and supportive adults that will extend, enrich and remediate their identified academic, social, physical, emotional and cultural needs, and fill existing gaps in services to children attending TJES.

Objectives

- A. By, June 2017, as the result of attending the educational skills based activities offered during the after school and summer Programs at TJES, student achievement will increase on average by 5% per year on standardized tests as measured by the North Dakota State Assessment (NDSA) (total) reading, and (total) math.
- B. By, June 2017, an average of 80 students will be served on a daily basis in the after school and summer programs at TJES, and each will have attended a minimum of 8 programs offered in the areas of (1) Educational Literacy; (2) Integrated Health/Nutrition/Social Skill Development; (3) Recreational/ Cultural Awareness; and (4) Technology exploration, as measured by official logs.
- C. By, June 2017 students in the after school and summer program will demonstrate significant improvement in the foundations for achievement and emotional well-being (peer relations, self-management and academic behavior) as measured by a pre-post survey such as the "School Social Behaviors Scale (SSBS-2)", and observational data and anecdotal teacher records.

Goal 2

Provide students and families with an afternoon/evening, Saturday and Summer Program that will address their identified "needs/risk factors", and fill existing programs/services gaps.

Objectives

- A. By May of each year in the grant cycle, a menu of program/services will be in place listing scheduled evenings, Saturdays, and summer offerings for students

and families during the upcoming year as measured by published calendars of activities.

- B. By September 2014, 75% of TJES parents will report positive increases in their parent role, and greater involvement in their children's education, and involvement in "school" community as the result of participation in "family oriented" school programs/services, as measured by pre-post evaluation surveys, and attendance records.
- C. For each year of the grant cycle, a minimum of 70 parents will have participated in, and completed, a minimum of 1 program/service in the areas of family physical/mental health, healthy recreational pursuits, cultural involvement, or computer/technology as measured by official attendance logs.

Goal 3

Cultivate effective partnerships between the TJES and local community organizations, agencies, and private business/industry that will help address the identified student/family risk factors, needs, and gaps in existing programs/services.

Objectives

- A. By May 2013, TJES leadership, and representatives of project collaborative partners, will have met, as necessary, to develop, and put into place, linkages between the Collaborative partner's program/services and the after school and/or summer activities for students and parents as measured by written "minutes" of these meetings.
- B. For each year of the grant cycle, a minimum of four community agencies/groups will have provided a minimum of 1 program/service for students and/or families as measured by distributed calendar of events and official attendance logs.
- C. For each year of the grant cycle, TJES project leadership will conduct a minimum of 2 meetings to evaluate on-going project feedback and adjust programs/services as necessary to ensure student and family success outlined in the Project goals and objectives as measured by written "minutes" of these meetings.

2B. Provide a detailed description of all evidenced based or scientifically based research that supports your choice of programming and teaching strategies, as well as describing how the strategies link to measurable objectives and the needs identified in the Needs Section 1A through 1F.

21st Century staff conduct summative and formative assessments to develop, monitor and modify individual student's experiences. TJES currently uses NWEA MAPS data, North Dakota State assessment and varies progress monitoring assessments in the areas of math and reading. (DIBELS, AIMSweb, and curriculum measures, as well as informal assessments).

TJES teachers have all been trained in direct instruction techniques and various scientifically research based instructional routines for teaching math skills, vocabulary, word decoding, writing, and comprehension. Two curriculum selected for use at TJES are READ LIVE and Vmath.

- READ LIVE is a comprehensive set of research-based programs that assesses reading and engages students with a curriculum that supports fluency, vocabulary, comprehension, and phonics. The program is designed so that program staff can easily assess a student's abilities and move into instructional activities without disruption.
- Vedic Mathematics is a system of reasoning and mathematical working based on a unique technique of calculations based on simple rules and principles.

All day school, after school and summer faculty rely on evidence to make informed decisions and use best practices. A few of the selected readings faculty/staff use as a foundation for decision making are:

- Birkowitz, S. J. (1986). Effects of instruction in text organization on sixth-grade students' memory for expository reading. *Reading Research Quarterly*, 21(2), p. 161-178
- Evertson, C. M., Anderson, C. W., Anderson, L. M., Brophy, J. E. (1980) Relationships between classroom behaviors and student outcomes. *American Educational Research Journal*, 17(1), 43-60.
- Kirschner, P. A., Sweller, J., & Clark, R. E. (2006). Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, problem-based, experiential and inquiry-based teaching. *Educational Psychologist*, 41(2), 81-96.
- Rosensine, B. (2012). Principles of instruction: research strategies that all teachers should know. *American Educator*, 36(1), 12-39,

TJES day school faculty meet weekly with each grade-level team for reading or math. The 21st Century staff is also part of these meetings and since day school faculty also teach/work within the grant program, communication is accurate, timely and comprehensive. Team members discuss individual needs of students and techniques to use to teach a particular skill. The curriculum is paced out for the year and progress monitoring data is used to make decisions about instruction for intervention, which includes students that attend after-school and summer school. All of the after-school and summer school programs involve teachers that know our curriculum and are certified by the state in their specific discipline.

2C. Describe how your program will monitor students' academic progress to meet the annual growth required and specifically the catch up growth needed to be on grade level.

21st Century program linkage to day school themes, curriculum, Special Education and LEP student needs, and behavior expectations is essential and will be ensured by the following grade-level and subject team meetings. Meeting date and type is followed by data source used to drive instruction.

RF = Reading First grade level meeting	PM = DIBELS Progress Monitoring
MAP = Measures of Academic Progress	Bench = DIBELS Benchmark
NDSA = North Dakota State Assessment	
NASIS = Native American Student Information System	

	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	SUMMR
Reading		4 th RF Bench	1 st RF PM	5 th RF PM	3 th RF Bench	7 th RF PM	4 th RF PM	3 th RF PM	7 th RF PM	5 th RF PM	May 17 th RF PM
Math	1 meet w/each gr. level										
Reading & Math		MAP				MAP			MAP		
Reading, Math & Science							NDSA			NDSA annual data retreat	
Behavior	Students w/3+ office referrals NASIS										

During each meeting, 21st Century staff will collaborate with classroom teachers in triangulating state standards and benchmarks with data sources and lesson plans to recognize skill gaps. Clear communication between day school and 21st Century staff will allow for assignment of particular skill instruction to program instructors and avoidance of unnecessary duplication, or intentional duplication when deemed appropriate. All students requiring modifications for SPED, LEP, 504 and/or behavior will have the corresponding staff member responsible for serving these needs present at the meeting.

2D. Describe how you will use NASIS behavior for the collection of student data for reporting purposes; include description of access to NASIS and staff who are familiar with its capabilities.

Faculty and staff utilize NASIS on a daily basis to track student demographics, attendance, grades, achievement on special projects, results from state assessments (NDSA) and behavior reports. Grade Level staff, reading and math specialists, and designated other team members review this data on an ongoing basis to analyze students' academic and behavioral progress and/or make adjustments to learning activities based on this data. These individuals communicate during weekly and monthly meetings in order to provide a comprehensive approach to student learning during the day school and after school program.

Designated TJES staff compile results into a formal yearly report that is disseminated to school leadership and other designated parties for review. Parents are provided with login information so they have access to their child's/children's grades, assignments and additional notes entered by school staff. Parents receive an educational session at the beginning of the school year so they are familiar with the processes to log into this system.

2E. Include information on all planned data collection methods including PPICS, NASIS behavior rates, local student risk surveys.

A brief description of several data collection methods was previously included in section 2C. All of the required data elements will be uploaded into the PPICS system to provide a detailed, comprehensive report of all assessment data relevant to goals

outlined in this proposed project. In doing so, TJES will assist the Department of Education in determining overall 21st Century program effectiveness and future funding efforts.

2F. Describe how your program will expand opportunities and/or increase student motivation in an after school program that may not be addressed in the regular day.

Students participating in the after school program will receive increased individualized attention to answer individual questions, provide more detailed feedback on various concepts, and utilize an approach that is much more application based than day school strategies. Combining increased active learning opportunities and behavior skill development through individual and group activities with rewards such as “Saturday Shake-ups”, encourages students to participate in the afterschool and summer programs.

2G. Complete a “Schedule of Operations” for each proposed site.

See “Schedule of Operations” found on page 40.

2H. Identify the key community partners for your project. Describe the specific roles to be played by each of the partners.

Several community partners engage with students on regular basis providing mentoring activities, direct instruction or recreational activities, access to sports facilities or meets, and/or parent education to TJES students and families. (Recreational facilities offer reduced prices for use of the facilities but it is on a per student/per event basis so there are no additional memorandums of understanding necessary for effective program implementation.)

- United Tribes Technical College: TJES is located on the UTTC campus. Specific, direct involvement includes use of the UTTC Wellness Center for recreational activities, some cultural activities and other activities requiring larger spaces. A Wellness Specialist from UTTC will deliver a majority of the wellness activities. The UTTC Community Garden serves as a foundational thread to the entire after school and summer program. UTTC Land Grant staff will interact with TJES students and families regarding nutritional planning/consumption, food sovereignty, traditional use of herbs, and respect for Mother Earth. Land Grant staff will also mentor TJES students in entrepreneurial efforts to raise and sell items at a local farmers market and throughout the UTTC community as well as donate to local food banks and other area groups meeting the needs of those less fortunate.
- Boy & Girl Scouts of America: Both of these national organizations designed to teach youth skills in a variety of areas will host meetings at TJES each month. “Scout leaders” will determine the specific task/skill to be addressed each month and will communicate this plan with program staff to allow time to gather supplies or make other accommodations as needed.
- Mandan Community Center and Bismarck Parks & Rec: These agencies provide assistance with recreational activities and provide access to sports facilities or equipment.

- Bismarck Theo Arts Program: Specific programs designed to engage students and families in fine arts are offered through this agency.
- Kiwanis Club: Members of this organization spend time reading to younger children and assisting/informal tutoring with reading activities.
- UND (through the North Dakota Mentoring Project): UND medical students model positive behaviors and assist with academic skill development through a variety of interactive time spent mentoring TJES students.

2I. Describe how the program will link to the school day for homework, tutoring, intervention and enrichment programs.

Many of the day school faculty and staff are also part of the 21st Century project so there is continuity for students regarding academic related items. Weekly meetings occur among team members to address student progress, subject matter progress within reading and math, attendance, recent scores on exams or normed tests, behaviors, or even expressed interests of students. Additional individuals/groups, such as the Land Grant Specialist, who are not part of the regular TJES staff or 21st Century staff will be provided with current data regarding student achievement, topics currently being covered during regular school day and other relevant information prior to their scheduled session(s) to ensure consistency.

2J. Describe how your program proposes to attract youth and/or their families.

Cultural activities ranked at the top of students' desired activities on surveys over the past several years. TJES families have left their support system, relatives, and their reservations for the first time to attend college at UTTC. TJES students need to feel that they belong at their school and are missed when absent. For many ATJES students, these needs are met through participation in cultural activities. These cultural activities have been proven to be effective in strengthening protective factors and lessening risk-filled behaviors. Most after school and summer activities will have a cultural component. Specific recreational or behavioral activities will frequently be cultural-based and involve visiting members of the community. Emphasizing these opportunities to engage in cultural-based activities will be key to attracting students and their families to participate. For those students who demonstrate academic or behavioral need, the Program Coordinator and TJES day school faculty will personally invite the student and family to participate in after school and summer programming. Results of assessment scored will be shared and explained to make sure family members understand the benefit of allowing their child(ren) to participate and will provide a full explanation of the purpose, benefits, and strategies that will be used through the 21st Century project.

2K. Describe why students will want to attend your programs/services. Also, explain how you will maintain student enrollment over time. If you have made agreements with the day school regarding participation for sports eligibility requirements or for students performing below a certain standard, describe these agreements.

The after school and summer programs center on active learning that includes projects applying concepts from day school programming. The recruitment methods listed in question 2J will be implanted along with:

- Hiring energetic staff who understand the essential importance of establishing and maintaining positive relationships with students and their families
- Provide service learning opportunities linked with nutritional, academic, recreational and cultural interests
- Offering program variety through partnerships with community resources including job training (TJES Transition Program), traditional arts (UTTC Culture Committee & invited community members), wellness (UTTC Wellness Specialists), nutrition & entrepreneurial experiences (UTTC Land Grant), social (North Dakota Mentoring Project), recreational (Mandan Community Center, Bismarck Parks & Rec), Girl Scouts, Boy Scouts, etc.

All activities are designed to increase student engagement in the program. One method is to ensure a variety of subjects, activities and learning style approaches. Specific time will be dedicated to Reading, Math and Behavior during the Fall and Spring academic year. Staff with expertise in each area will circulate to reach all students across all grade levels. Other days of the week during the after school program include recreational or cultural activities.

Research conducted by Dr. Charlotte Goodluck (Casey Foundation, 2004) found that many Native American students learn best when working in groups. Group project-based learning will be utilized whenever possible. Student levels of engagement will also be increased by breaking students into age appropriate groups (gr K-3, 4-6, 7-8) and further differentiating instruction into skill-based small groups of 7 students or less. Students may also be grouped at times according to learning styles. Generally, student groupings will be fluid and will change based on formal and informal assessment data. Each instructional activity will be skill building in nature and the goal will be explained clearly. According to research published by www.thirteen.org/edonline/, this approach is central to facilitating academic achievement.

Student engagement will also increase through making instructional content relevant to students' lives. The following authentic learning experiences outlined by Bucks Institute for Education (www.bie.org) will be utilized:

- Real world relevance: Activities match as nearly as possible to the real world tasks of professionals in practice rather than de-contextualized or classroom-based activities.
- Value-laden: Provide the opportunity to reflect and involve students' beliefs and values
- Authentically assessed: Assessment is seamless and is integrated with learning in a manner that reflects how quality is judged in the real world
- Authentic products: Authentic activities create polished products valuable in their own right, rather than as preparation for something else.

The monthly "Saturday Shake-up" is a four hour recreational event designed as a "reward" for those students who have demonstrated consistent attendance and effort in all areas of programming. Students must have attended several sessions just prior to the "Saturday Shake-up" event in order to participate. Using this event as an incentive provides further motive for students and families to remain engaged in the 21st Century programming.

Each of the methods mentioned here will be woven into lesson plans that will be generated and modified by each grade-level group's coordinator. To the greatest extent possible, program lesson plans will expand on day school curriculum, be tied to school, state and federal assessment standards and will be modified as warranted by assessment data.

No specific arrangements have been made with the day school regarding sports participation. A very limited number of sports are offered as extracurricular events and those events that are offered are limited to 7-8 grades which dramatically limits the number of students who participate and therefore does not impact the after school programming.

Students are given every opportunity to participate in after school programming. If, however, a student is unable to demonstrate positive behaviors, a meeting will occur with the student, family and representatives of TJES staff. Discussion will occur to set achievable goals for the student and a follow up time frame is created. Unless the student is a direct harm to him/herself or others, they will not be removed from afterschool or summer programs but will rather participate in a modified format until the team determines the student is ready to re-engage with others.

2L. Describe how your program will coordinate with other providers of after school activities (including school sponsored extracurricular sports activities and other extracurricular activities offered by the school and/or community, if applicable).

Lesson plans and activities will incorporate the schedules for after school activities so that students who choose to participate in sports or other extracurricular activities can do so without jeopardizing continued academic or behavioral success. If an unexpected opportunity arises, day school faculty and program staff will communicate to modify lesson plans/activities to again accommodate so students can participate.

2M. Describe how elders (senior citizens) will be used as volunteers to support activities (if applicable).

Elders from the community and surrounding Tribes will be part of various cultural events. The UTTC Cultural Committee plans and coordinates these events with elders and other community members. The Cultural Committee communicates with program staff in advance who, in turn, communicate with students and parents. Elders are often part of the cultural experiences that include beading, dance, drum,

and storytelling. Elders may also be involved in the “UTTC Community Garden” service learning project regarding aspects of sovereignty and education of traditional use of food items.

2N. Describe how you will evaluate your program’s effectiveness and need for improvement. Explain your data driven decision and how that translates into the after school program.

Frequent and meaningful program evaluation is essential to drive changes in instruction and program implementation. Below is the internal and external program-monitoring schedule:

Type	Wen	Assessment Tool	Person(s) Responsible
Informal	Daily, weekly	Walkthroughs Levels of student engagement Verbal student & parent feedback	TJES Principal Grade Level Coordinators All TJES Staff
Grade level group meetings with day school	Monthly	Progress monitoring tools, including unit tests & DIBELS	Grade Level Coordinators
Lesson Plans	Monthly	Lesson plan completion rates	Principal
Student Files	Monthly	Updated Files	Grade Level Coordinators
Attendance	Monthly	%	Grade Level Coordinators
Quarterly 21 st Century program team meetings	3x/yr at end of each semester	Enrollment & attendance % Performance Measure tracking tool Student achievement monitoring Coordinator schedules Student & parent surveys Budget reconciliation	TJES Principal All TJES Staff
APR date in PPICS system	Annually	Data entered electronically	Program Coordinator
Data entered on the PPICS website	Spring of each year	Web page template	Program Coordinator
Monitoring	Spring	Tool identified by external evaluator	External Evaluator

During each evaluation meetings, staff will voice program strengths and weaknesses involving levels of engagement, curriculum, deliver, attendance, scheduling, communication with community, linkage to day school, and any other facet deemed significant. Possible interventions will be brainstormed, and when necessary, researched. An action plan will be generated for instituting changes in after school programming, including person(s) responsible and proposed completion dates

2O. Describe a sustainability plan designed to sustain key elements of the program after the end of federal funding. For 2011-12 school year grantees, you must provide documentation of what has been sustained since last year and carried forward for this application plus you must describe the process of developing a three year sustainability plan for your program.

Program sustainability will be ensured by:

- Maintaining current and building new mutually beneficial community partnerships
- Continuing leverage of additional grant and day school funds, including Reading First, Special Education, Title I & II, LOS (Levels of Service formally known as Gifted and Talented Program)

- Pursuing additional public, federal and private foundation grant funds including grants through Health & Human Services, Justice Department, and SAMSA.
- Continuing relationship with 503(c) parent organization, UTTC, and utilizing in-kind services, staff and space exchanges
- Operate a well-run program and communicate success to community
- Conduct student-run fundraisers

The budget for this project is significantly less than previous 21st Century grant allotments, being reduced by 25%. In spite of the overall funding change, TJES programming has continued uninterrupted. Increased in-kind UTTC participation through the Land Grant specialist as well as pre-planning for some carry over funds, has allowed the TJES to continue offering high quality after school and summer programming. Please refer to the Budget Summary for specific carryover information found on page 42.

2P. Describe how your program will coordinate services with the school and any other programs that are addressing the needs of your target population.

As mentioned previously, frequent and effective communication occurs among day school, program staff and community partners to ensure students' experiences help them meet their academic, behavioral, recreational and cultural needs. Monthly calendars are prepared in advance and are disseminated via hard copy and available in electronic format for students, parents and all team members. If any changes will be made to this published schedule, notices are provided to all students and electronic notification is provided to parents and other team members via email to ensure rapid delivery/notification.

2Q. Describe your school's restructuring plan and the role the after school program has in raising academic achievement.

TJES School Leadership Team, along with the TJES School Board and parent representatives, selected an alternative governance option. The School Leadership Team now plays a major role in academic decisions for the school. The decision is reflected in the Native Star indicators and improvements have been exemplary since this change has occurred. TJES has made progress by having strong standards, a common core curriculum, differentiated instruction, protected instructional time, common data system (NDSA, NWEA/MAPS, AIMSweb, etc.) with data analysis on a weekly basis.

The 21st Century Program targeted after school instruction three times per week, monthly Saturday Shakeups providing academic and community enrichment experiences, monthly family nights which include reading and math activities are all a natural progression of each of these activities. Program staff also serving within the day school program allow for greater understanding of individual student needs.

TJES has implemented READ LIVE to enhance reading skills and Vmath to enhance math skills. 21st Century project goals for TJES center on raising student scores on standardized assessments by 3-5% per year. The active story-based curriculums align with cultural interests and methods as well.

Using an integrated assessment system among both the day school and 21st Century Program increases efficiency to determine individualized student needs and identify changes in math skills, reading skills or behaviors. All of these blended elements demonstrate a planned approach to after school programming and ensure continued skill development during summer session without undue burden on any staff to successfully carry out 21st Century Program objectives. Evidence that these initiatives are successful are evidenced that for the past two years, TJES has achieved AYP.

ADEQUACY OF RESOURCES

3A. Describe the staffing capacity for proposed programs and services, including the student-to-staff ratios. It is recommended that the academic portion of the program has the support of certified teachers and ratios should be no more than 1:10.

Enrichment/Recreational Program ratios should be no more than 1:15.

To facilitate differentiated instruction and to encourage older student participation in programming, services will be provided to students by grouping them as: K-3, 4-6, 7-8. A maximum of 80 students will be involved during after school programming and a maximum of 60 students will be involved in summer programming. Groups containing more than 7 students will include additional staffing through stipend to allow for the small group ratios desired. Assisting instructors will include licensed day school teachers, cultural instructors (certified and non-certified), certified paraprofessionals and parents. They will be supervised and mentored by group coordinators and will be paid for each session.

3B. Include job descriptions and schedules---what would be included for schedules and why of key staff in your proposal.

TJES after school and summer programming consists of several part time equivalent positions. Please refer to the Schedule of Operations, located on page 40, for specific examples of what each individual will be responsible for throughout the after school and summer programming. The following positions are necessary for effective implementation of activities to ensure student success:

- TJES Principal: The Principal is responsible for supervising, encouraging, and supporting all 21st program activities. This will include program design, selection of curriculums, program implementation, progress monitoring, instructional adjustments and supervision of all faculty and program staff. While the principal is critical to the viability and success of programming, salary is not included in 21st Century budget allocations. Specific responsibilities of the principal are:
 - Communicate high expectations for achievement for all program students
 - Be involved in monthly and quarterly 21st Century program meetings

- Communicate regularly with Program Coordinators and grade-level coordinators regarding 21st Century program results
- Develop a positive after school culture, including acknowledgment, support, and empowerment of program staff
- Maximize and protect academic enrichment instruction time
- Ensure that SPEC, LEP and other concurrent instructions are coordinated with after school educational activities
- Maintain procedures currently in place to monitor program budget
- Disseminate data from after school programming with parents, teachers, students and other stakeholders
- Manage resources for academic enrichment, recreational, and cultural activities
- Assure that data are used to improve instruction
- Visit each 21st Century grade-level group classroom at least 1x/week for a minimum of 20 minutes to determine effectiveness of service delivery and for implementation of best practice strategies and methods (discussed earlier in this grant application)
- 21st Century Program Coordinator (Subsumed by TJES Principal)
 - Large-scale program coordination including communication between day school and grade-level coordinators, chairing program planning sessions, program assessment and reporting, community communication, scheduling, attendance, student recruitment & retention, monitoring via BIE contractors of family activities, Saturday Shakeups and activities with UTTC
 - Coordinate mentoring activities with North Dakota Mentoring Project and UTTC Nursing students
 - Coordinate service learning projects, especially the Community Garden project
 - Coordinate assisting teachers and cultural teachers sign-up, follow-through and payroll
 - Arrange professional development and conference activities
- Grade-level Coordinators: (.5 FTE combined among groups K-3, 4-6, 7-8, after school programming only)
 - Generate lesson plans for all assigned grades' activities and post on TJES intranet
 - Coordinate and conduct all instruction during assigned grade-level activities and utilize assisting instructors accordingly
 - Responsible for supervising any assisting instructors
 - Attending and participating in day school grade-level data meetings
 - Ensure progress monitoring is conducted during program
 - Take attendance at all after school activities
 - Monitor student retention and apply strategies to keep students engaged
- Stipend-Paid Instructors (may include community members brought in for cultural activities, student teachers, parents):
 - Sign up in advance for sessions in TJES main office

- Look to Grade-level Coordinators for initial directions and carry out assigned tasks
- Find replacement to cover assigned activities
- Contribute to a positive educational environment
- Wellness Specialist: (Hourly, Summer session only)
 - Coordinate recreational activities including planning, scheduling and contacting community partner/agency (if necessary) to make necessary arrangements
 - Teach students skills needed to participate in specific recreational or physical activities
 - Role model positive adult interaction and behavior
 - Monitor student interaction and behavior and follow up with program team if any issues arise

3C. Describe how you will ensure that students will travel safely to and from your program and get home from school-based and/or off-site programs. Cite all student safety policies, procedures and requirements that ensure a safe and secure learning environment.

TJES is located on the UTTC campus which has strict admission and behavior criteria for students. As per UTTC policy, students who have been convicted of a crime involving a child are not allowed on campus, no alcohol is allowed on campus and posted speed limits are 5 mph around TJES school property with 15 mph limits elsewhere. Each of these serve as evidence of the commitment UTTC has in providing a safe environment for students of all ages.

A second/late bus cycle is available to take students home that live off campus. All students who live on the UTTC campus walk home utilizing sidewalks and crosswalks. Parents also come to pick their children up after completion of programming. Students who will be absent from the day school are required to notify TJES and these absences are communicated with after school program staff. During the summer, families continue to contact the TJES main office and messages are relayed to 21st Century summer staff.

3D. Describe how you will leverage existing school resources like computer labs, libraries, and classrooms to carry out your activities.

TJES contributes the following resources to support student and program success: 1 program office/classroom space; 2 additional classroom spaces 4x/week; RMC (Title I) computer lab 2x/week; Reading First Reading curriculum and DIBELS data collection; Facilities management; Utilities (including internet); Main office equipment usage; Administrative oversight; Use of school bus with fuel & maintenance; Funds for education, nutrition, and organized recreational activities; TJES staff: social worker, parent liaison, guidance counselor, LEP & SPED staff, office secretary and grant writer.

3E. Describe the resources that partners are contributing, such as the use of community recreational areas, staff, supplies, in-kind matches etc.

Leveraging of community partners' resources are as follows:

- UTTC: Fiscal oversight; phone service; Wellness Center gymnasium space, staff and equipment; Land Grant classroom, staff and materials for "Community Garden" service learning project and nutritional education; Student support services staff for parent contact assistance; Students to mentor children; Partial funding to support mentoring program
- North Dakota Mentoring Project: Funding to support all but \$3000 worth of costs for mentoring program including movie tickets, field trips, meals, shopping, art projects, honorings, press events, etc.
- Local recreational venues & agencies: Discounted rates or free admission for skiing, waterslides, zoos, swimming, etc.

3F. Describe and document how school administrators and tribal authorities were consulted during the development of the proposal and how communication with these authorities will occur during the grant period.

TJES leadership, Reading and Math Specialists, Program Staff and other grade-level faculty met several times to discuss program success and develop goals proposed for this grant application. TJES Principal provided overview of this proposed project and in doing so, sought and received approval from the UTTC President. TJES and UTTC Board of Directors was informed of the proposed grant and afforded opportunity to offer insight. The UTTC Board of Directors consists of Tribal Chairs and an additional delegate from each of the 5 Tribes in North Dakota. The TJES Principal will provide periodic updates to UTTC Administration, UTTC President and Board of Directors via written progress updates on a monthly basis or as directed by the UTTC President. TJES Board members will receive verbal updates during scheduled meetings and a written summary that will be available for future reference in hard copy from the written "meeting minutes".

Additionally, UTTC News is a monthly publication distributed to approximately 10,000 addresses. Posting flyers on the UTTC campus with notification of upcoming events and meeting with parents during the bi-annual parent meetings further ensures communication among all constituents.

Quality of the Management Plan

Charts and timetables are required in describing the structure of your project and the procedures for managing it successfully.

4A. Include clearly defined 21st CCLC SMART goals tables, responsibilities, and milestones for accomplishing project tasks aligned with Native Star SMART goals.

Please refer to Performance Measures for TJES found on page 34.

4B. Include a detailed timeline for program implementation and continued planning for the first year of your grant. Include a three month pre-implementation phase with associated costs for the first year. The 2011-12 school year grantees must include timelines related to sustainability of the program in future years.

Date	Activity	Person(s) Responsible	Evidence of Completion
November 2012	Apply for grant	Grant Writer TJES Principal	Notice of receipt of application
December 2013	Receive award	TJES Principal	Receipt of Award Notice
January 2013	Notify Program Staff of Award	TJES Principal	Minutes of meetings. Copies of electronic communication
January 2013	Planning for upcoming semester to ensure uninterrupted programming	All salaried Program Staff	Meeting Minutes Lesson Plans Monthly schedule outlined/available
January 2013	Implement program and examine data to determine student progress	Day school teachers Grade-level Coordinators	Assessment data summarized through report, List of students reviewed/updated
End of Spring, Summer & Fall Quarters	Team meeting to assess progress, strategize, report	All salaried Program Staff	Meeting minutes, Completed reports
"	Reconcile budget	Principal/Program Coordinator	Spreadsheets
"	Report on Performance Measures	Principal/Program Coordinator	Completed reports
"	Survey students & parents	Principal/Program Coordinator	Completed surveys
Spring 2014	Enter data on PPICS System	Principal/Program Coordinator	Data entered on website
Summer 2013	2 Staff attend 21 st Century Conference	Principal/Program Coordinator,	Travel & Professional Dev reports
Fall 2014	Planning for upcoming 2013-14 academic year	All salaried Program Staff	Meeting Minutes Lesson Plans Monthly schedule outlined/available
August 2014	Implement	Day school	Lists of students

	program, examine assessment data to recruit new students	teachers Grade-level Coordinators	
Grant years 2014-2016	Similar task cycles as indicated above	Similar responsibilities as above	Similar evidence as above
2015-2016	Seek additional funding sources for sustainability	Principal/Program Coordinator,	Completed grant applications, Written plan from sponsor(UTTC) for continued funding,

4C. Describe the management materials that will be used, such as forms, student and staff handbooks, policy information, lesson plans aligned to Common Core and/or state standards, job descriptions etc.

All Program staff will utilize existing TJES student and staff handbooks as a guide for expectations of academic, social and behavioral standards. Given that core Program staff are also employed in the TJES day school, all communication forms, lesson plans and other documentation requirements will be synthesized with required state standards, aligned to Common Core, entered in NASIS and reviewed by all team members. All documentation is available for review by Program staff and day school staff to ensure students receive quality learning, recreational, behavioral and cultural experiences.

4D. Describe your organizational structure and how it will support effective management of the 21st CCLC, including how program quality and service delivery will be monitored through Native Star.

As described earlier, all documentation is aligned with local, state and federal reporting measures, Native Star being one of the reporting measures. Integration of these requirements in both day school, after school and summer programming ensures consistency in reporting and interpreting results. The dual role of the Principal also serving as Program Coordinator and the Grade-level Coordinators also serving as day school faculty provide continuity in service delivery for students and clarity in who to address when other staff have questions/comments.

4E. Describe the types of professional development that will be offered, how often, when and to whom.

As detailed earlier, Program staff meet very frequently to share ideas, review assessment data, determine appropriate educational activities aligned with standards and offer input to assist each other with providing quality learning experiences in the day school that can be enhanced through after school programming. During these frequent gatherings, faculty and staff also have opportunity to disseminate new information discovered through reading or

attending formal training. All TJES staff are encouraged to share best practices with each other.

All salaried staff will attend the scheduled school conference in various locations during the contract year. All salaried staff and the Principal/Program Coordinator will be expected to remain current on scientifically based research in the field and to seek out opportunities for self-improvement and program networking. One day of onsite in-service training on after school educational methods will be provided to all program staff each year. External monitoring recommendations for additional professional development will be pursued. The Program Coordinator is responsible for monitoring all 21st Century Program staff. As identified by the successful achievement of Native Star key performance indicators, TJES has demonstrated effectiveness in the area of monitoring staff and creating relevant professional development plans and since all 21st Century staff are also employed with TJES, classroom observations can be completed both during the day school and after school sessions. The Program Coordinator will complete a minimum of two observations per year per program staff as a basis for employee evaluation.

4F. Describe how you will collaborate with all tribal and community stakeholders (partners, community members, businesses, parents, youth, staff, school, etc.) during the grant period.

The main key to successful partnerships centers on open, honest, consistent and timely communication. Dialogue with various partners will occur throughout the grant cycle to assess progress, examine the role of various stakeholders and revise/maintain level of involvement as needed. The Program Coordinator serves as a member of the UTTC Administrative Council and acts on behalf of TJES in that official capacity to gather/provide information to the College President. Bi-annual parent meetings and annual parent/student surveys allow opportunity to provide input. These surveys are analyzed to determine program needs and the results of these surveys are shared with Program staff and parents so everyone involved is aware of the program direction.

4G. Describe your plans to disseminate information about your program using a monthly plan format highlighting weekly themes and outline the process of dissemination to the community, parents, school staff, and school board in a manner that is understandable and accessible. Must be easily understood by the parents and community of the students being served.

Program stakeholders include all students, parents, staff members associated with UTTC and TJES, and all community partners. They, and all UTTC administrators, will be kept informed of program progress and concerns via monthly UTTC newsletters, TJES school board meetings, TJES parent meetings, TJES staff meetings, local media sources, the annual external monitoring report, quarterly financial reports, and through face to face conversations.

4H. Describe what data will be collected to monitor student progress and behavior as well as what data from the Profile and Performance Information Collection Survey (PPICS) data collection and electronic information gathering instrument on 21st CCLC programs administered by the U.S. Department of Education for federal reporting purposes will be included in your data reporting to BIE and the community, school staff, and school board. BIE requires that student progress will be monitored quarterly during the school year and that student progress is monitored with pre and post testing for the summer programming.

As described earlier, formal and informal assessment occurs as an ongoing part of the Program. Change and modification are continually implemented in the delivery of services. TJES monitors students' progress weekly, quarterly and annually with formal assessments. This data analyzed along with unit assessments and teacher monthly meeting to make changes in the students groups and content delivery.

School Improvement Status

In 2011-12, TJES achieved AYP. The significant improvement from previous year scores demonstrate the dedication TJES staff has in providing students with successful education opportunities. Recent changes have resulted in great strides to deliver effective education for students. Some of the changes made in TJES are as follows:

- TJES School Leadership Team, along with the TJES School Board and parent representatives, selected an alternative governance option. The School Leadership Team now plays a major role in academic decisions for the school. The decision is reflected in the Native Star indicators and improvements have been exemplary since this change has occurred. TJES has made progress by having strong standards, a common core curriculum, differentiated instruction, protected instructional time, common data system (NDSA, NWEA/MAPS, AIMSweb, etc.) with data analysis on a weekly basis.
- TJES has extended the school day and increased the instructional time by extending the day for all students by 15 minutes and eliminating a 15-minute recess in order to attain academic status and align with AYP goals.
- Annual parent meetings are held in the fall and spring at TJES. The fall meeting provides an overview for Title I funding and the spring meeting is used to evaluate programs, gather input for improving services during the upcoming/next school year, make changes in parental involvement and any other items that may improve the overall education at TJES. Parent/teacher conferences are also held twice per year with progress monitoring reports sent home. There are also several other events that occur designed to support parents in making sure their child is able to move forward in their education.
- TJES is supportive of faculty to ensure they are providing the most effective education possible. New staff meet with UTTC Human Resource Department for orientation. The Office manager reviews a checklist with new staff covering TJES policies and procedures. New employees are assigned a seasoned TJES mentor to assist them during their initial year. The meet regularly and are available for

questions on a daily basis. Staff are encouraged to maintain those mentoring relationships even beyond the required year long time period with several staff developing small groups based on similar teaching interests or grade levels.

The 21st Century Program targeted after school instruction three times per week, monthly Saturday Shakeups providing academic and community enrichment experiences, monthly family nights which include reading and math activities are all a natural progression of each of these activities. Program staff also serving within the day school program allow for greater understanding of individual student needs. Using an integrated assessment system among both the day school and 21st Century Program increases efficiency to determine individualized student needs and identify changes in math skills, reading skills or behaviors. All of these blended elements demonstrate a planned approach to after school programming and ensure continued skill development during summer session without undue burden on any staff to successfully carry out 21st Century Program objectives.

BUDGET/BUDGET NARRATIVE

TJES is requesting a reasonable amount of funds for the academic enrichment and recreational activities it intends to provide. The program budget is weighted more heavily toward personnel and stipend-paid instructors. This reflects TJES' belief in small group instruction, as demonstrated by the success of the Reading First program currently utilized within the day school curriculum. Budget category distributions remain relatively steady across the five year grant funding cycle. There are no larger equipment purchases necessary as computers and other technology used within the program still meet programming needs. TJES has carefully delineated projected costs for program restructuring and maintenance. None of the materials or services is extraneous or will be used outside of program functions. A brief overview of the 3 year budget follows. Note that line items remain constant throughout the cycle because part time employees are not eligible for any COLA or other adjustments made by the College President.

Line Items	2013	2014	2015
Direct Instruction			
Personnel			
Parent Involvement	\$ 5,000	\$ 5,000	\$ 5,000
Prof Teach Staff	\$ 45,000	\$ 45,000	\$ 45,000
Benefits/Fringe	\$ 12,500	\$ 12,500	\$ 12,500
Professional Develop	\$ 10,600	\$ 10,600	\$ 10,600
Purchased Services	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -
Materials/Supplies	\$ 8,000	\$ 8,000	\$ 8,000
Contractual	\$ 2,000	\$ 2,000	\$ 2,000
Instructional Support			
Personnel			
After School Activities	\$ 5,000	\$ 5,000	\$ 5,000
Wellness Specialist	\$ 4,000	\$ 4,000	\$ 4,000
Benefits/Fringe	\$ 2,250	\$ 2,250	\$ 2,250
Professional Develop	\$ 400	\$ 400	\$ 400
Purchased Services	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -
Materials/Supplies	\$ 1,000	\$ 1,000	\$ 1,000
Non-Instruction Service			
Materials/Supplies	\$ 3,000	\$ 3,000	\$ 3,000
Total	\$ 98,750	\$ 98,750	\$ 98,750

6A. Certified and Non-Certified Staff:

Grade Level Coordinators: These staff members will provide direct academic instruction designed to enhance concepts and skills taught during the day school program. The other major responsibility of these staff are to engage in meetings to analyze student levels of achievement and modify individualized program for

student(s).
Duration: 1 hr x 3 days/wk
Unit rate of Pay: salaried

Additional Staffing: Additional staff may be necessary in order to maintain the optimum size for group learning and activities. These individuals assist the Grade Level Coordinators in the after school program and the Wellness Specialist in the summer session. Licensed day school teachers, cultural instructors, certified paraprofessionals and parents may serve in this role.

Duration: Varies
Unit rate of Pay: Hourly

Wellness Specialist: This staff member is responsible for determining and implementing recreational activities during the summer session.
Duration: 3 hrs x 4 days/wk x 6 wks

6B. Professional/Technical:

TJES does not have any memorandums of understanding to provide subcontracted services.

6C. Staff and Student Travel:

Two staff members will each attend a 5-day workshop sponsored by 21st Century. Additionally, these staff will travel to required project meetings on a yearly basis. Airfare rates are quite high because Bismarck, ND has limited air carrier service.

Additional funding is allocated each year of the grant cycle to provide a full day on-site professional development training for all program staff on after school instructional methods.

Overall costs during the 3-year grant cycle for these budgeted items are :

Registration fees for 21 st Century Conferences	\$7,000
Training provided on-site, web-based	\$4,000
Airfare, Hotel, Ground Transportation	\$21,000

6D. Supplies/Materials/Curriculum/Testing:

21st Century after school programming includes direct academic instruction or enhancement three times per week. Materials and supplies including books and expendable materials needed for each student to complete the assigned educational tasks. The READ LIVE and Vmath curriculums both require use of workbooks for each student that include problem completion and writing on the pages. Local testing kits and tools are used in conjunction with standardized assessments that require scoring sheets and other items to complete the scoring process.

Summer programming includes recreational activities that may require purchase of items such as Frisbees, flotation devices for swimming, softballs or baseballs, and cooking supplies.

Reduced admission prices to local recreational facilities is also an integral part of the summer session. Specific examples include the local zoo, waterslide park, swimming pools, etc.

6E. Coordinated Funding:

TJES has school-wide Title I status, and as such has greater flexibility in its use of federal funds. 21st Century program funds will be bolstered through coordination with Title VII (Indian Education), SPED, Title I, Title II, Title IV, and general ISEP dollars for program utilized day school staffing, transportation, space, grant writing services, and equipment. North Dakota Mentoring Project program covers all mentoring costs beyond \$3,000 annually. UTTC programs provide in-kind contributions for space, utilities, and maintenance for all programming at TJES.

PARTICIPANTS SERVED at Theodore Jamerson Elementary School

Name of Each After School Site	Designation – School Status	% Free or Reduced Lunch	Estimated # of Students to be Served	# of Family Members to be Served, if Appropriate	Grade Levels to be Served
Theodore Jamerson Elementary School	Level II School Improvement	100%	80 Full-time Students	n/a	Grades K-8

PERFORMANCE MEASURES for Theodore Jamerson Elementary School

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
<p>TJES Full Academic Year students will increase the percent proficient or advanced in math by 5% as measured by NDSA and NWSA/MAP scores.</p>	<p>Intensive supplemental academic activities, individual and group, focused on math skills</p> <p>Integrate technology-based exercises providing feedback with student progress</p> <p>Engage in UTTC “Community Garden” service learning program with specific activities designed to integrate math concepts</p> <p>Engage in recreational activities designed to integrate math concepts</p>	<p>Classroom, General Program & Math Specialist Faculty</p> <p>Classroom, General Program & Math Specialist Faculty</p> <p>General Program Faculty & UTTC Land Grant Program Specialist</p> <p>General Program Faculty & Wellness Specialist</p>	<p>Math scores of TJES students on NDSA, Fall 2013 is the next reporting cycle with subsequent Fall reporting cycles for the remainder of the grant cycle</p>	<p>TJES Full Academic Year students demonstrate increased math proficiency on NDSA and MWSA/MAP with overall improvement of 5% per year.</p>
<p>TJES Full Academic Year students with disabilities will increase proficient or advanced</p>	<p>Intensive supplemental academic activities, individual and group, focused on math skills</p>	<p>Classroom, General Program & Math Specialist Faculty</p>	<p>Math scores of TJES students with disabilities on NDSA, Fall 2013 is the next</p>	<p>TJES Full Academic Year students with disabilities demonstrate increased math proficiency on NDSA and</p>

<p>level in math by 5% as measured by NDSA and NWEA/MAP scores.</p>	<p>Integrate technology-based exercises providing feedback with student progress</p> <p>Engage in UTTC “Community Garden” service learning program with specific activities designed to integrate math concepts</p> <p>Engage in recreational activities designed to integrate math concepts</p>	<p>Classroom, General Program & Math Specialist Faculty</p> <p>General Program Faculty & UTTC Land Grant Program Specialist</p> <p>General Program Faculty & Wellness Specialist</p>	<p>reporting cycle with subsequent Fall reporting cycles for the remainder of the grant cycle</p>	<p>NWEA/MAP with overall improvement of 5% per year.</p>
<p>TJES Full Academic Year students will increase the percent proficient or advanced level in reading by 5% as measured by the NDSA and NWEA/MAP scores.</p>	<p>Intensive supplemental academic activities, individual and group, focused on reading skills</p> <p>Integrate technology-based exercises providing feedback with student progress</p> <p>Engage in UTTC “Community Garden” service learning program with specific activities</p>	<p>Classroom, General Program & Reading Specialist Faculty</p> <p>Classroom, General Program & Reading Specialist Faculty</p> <p>General Program Faculty & UTTC Land Grant Program Specialist</p>	<p>Reading scores of TJES students on NDSA, Fall 2013 is the next reporting cycle with subsequent Fall reporting cycles for the remainder of the grant cycle</p>	<p>TJES Full Academic Year students demonstrate increased reading proficiency on NDSA and NWEA/MAP with overall improvement of 5% per year.</p>

	<p>supplemental designed to integrate reading concepts</p> <p>Engage in recreational activities designed to integrate reading concepts</p>	<p>General Program Faculty & Wellness Specialist</p>		
<p>TJES Full Academic Year students with disabilities will increase proficient or advanced level in reading by 5% as measured by NDSA and NWEA/MAP scores.</p>	<p>Intensive supplemental academic activities, individual and group, focused on reading skills</p> <p>Integrate technology-based exercises providing feedback with student progress</p> <p>Engage in UTTC "Community Garden" program with specific activities designed to integrate reading concepts</p> <p>Engage in recreational activities designed to integrate reading concepts</p>	<p>Classroom, General Program & Reading Specialist Faculty</p> <p>Classroom, General Program & Reading Specialist Faculty</p> <p>General Program Faculty & UTTC Land Grant Program Specialist</p> <p>General Program Faculty & Wellness Specialist</p>	<p>Reading scores of TJES students with disability on NDSA, Fall 2013 is the next reporting cycle with subsequent Fall reporting cycles for the remainder of the grant cycle</p>	<p>TJES Full Academic Year students with disabilities demonstrate increased reading proficiency on NDSA and NWEA/MAP with overall improvement of 5% per year.</p>

<p>TJES Full Time students will demonstrate a 10% reduction in negative displays of behavior as reported on the NASIS.</p>	<p>Supplemental activities, individual or group, designed to focus on developing positive social/behavioral skills</p> <p>Engage in recreational activities designed to facilitate social/behavioral skills</p> <p>Engage in "Community Garden" service learning program aspects designed to facilitate cooperative learning experiences</p>	<p>General Program Faculty, School Counselor, Wellness Specialist</p> <p>Wellness Specialist, Community partner representative for various specific events</p> <p>General Program Faculty, UTTC Land Grant Specialist,</p>	<p>Yearly report submitted by Project team at the end of the Spring term. Spring 2013 is the next reporting cycle with subsequent Spring reporting cycles for the remainder of the grant cycle</p>	<p>TJES students demonstrate a decrease of 10% in office referrals as measured by logs and teacher/staff anecdotal reports of student behavior.</p>
<p>TJES students will demonstrate increased appreciation and knowledge of their culture by actively engaging in a minimum of 4 cultural activities per year.</p>	<p>Activities designed to promote increased understanding of Native American cultural practices (hand games, drum groups, powwow dancing, storytelling, etc.)</p> <p>Engage in "Community Garden" service learning program aspects designed</p>	<p>General Program Faculty, Wellness Specialist, Cultural Specialist</p> <p>General Program Faculty, Wellness Specialist,</p>	<p>Yearly report submitted by Project team at the end of the Spring term. Spring 2013 is the next reporting cycle with subsequent Spring reporting cycles for the remainder of the grant</p>	<p>Published calendars and attendance logs will verify participation of a minimum of 4 events for each TJES student and families participating in the program.</p>

	to address issues of food sovereignty, traditional use of herbs as medicine, and respect for Mother Earth	Cultural Specialist	cycle	
75% of parents of TJES students participating in the after school and/or summer programming will report increase in positive involvement in their child/children's life .	<p>Activities designed to promote positive family interaction in areas of recreation, physical/ social/ emotional health, relation-building, & cultural involvement</p> <p>Engage in aspects of UTTC "Community Garden" program designed to foster respect for Mother Earth, develop skills in nutritional planning/ consumption & traditional use of herbs</p>	<p>General Program Faculty, Wellness Specialist, Cultural Specialist</p> <p>Cultural Specialist</p>	Yearly report submitted by Project team at the end of the Spring term. Spring 2013 is the next reporting cycle with subsequent Spring reporting cycles for the remainder of the grant cycle	<p>Published calendars and attendance logs will verify participation in the programming.</p> <p>Results of survey conducted by TJES leadership in the spring of each reporting year indicting a 75% threshold of parents reporting increase in positive involvement in their child/ children's life.</p>
Partnerships will be strengthened between TJES, UTTC, and additional community partners to ensure a minimum of four agencies/ groups are	Meetings will be held between TJES leadership and various community partners to explore continued involvement in programming	TJES leadership, General Project Faculty, UTTC & other community agencies/ groups (Boy Scouts, Girl Scouts, Representatives from various Native	Yearly report submitted by Project team at the end of the Spring term. Spring 2013 is the next reporting cycle with subsequent	<p>Published calendars and attendance logs will verify a minimum of 4 specific community partners' involvement in the programming.</p> <p>Copies of written</p>

actively involved per year with programming.		American Tribes focused on cultural activities, etc.)	Spring reporting cycles for the remainder of the grant cycle	“minutes” from each meeting held between TJES leadership and various community agencies/ groups
For each year of the grant cycle, TJES leadership will conduct a minimum of 3 meetings to evaluate project feedback and adjust services as necessary to ensure student and family success.	<p>Informal assessment measures conducted by program staff</p> <p>Meetings held three times per year among program providers</p>	TJES Leadership, General Program Faculty, Reading & Math Specialist Faculty, Wellness Specialist, Cultural Specialist	Reports summarizing results of informal analysis of progress. Reports available for review at the end of fall, spring and summer programming periods for the duration of the grant cycle.	Copies of written “minutes” summarizing formative evaluation efforts are available three times per year during grant reporting cycle.

SCHEDULE OF OPERATIONS

SCHOOL(S) SERVED: Theodore Jamerson Elementary School

**Please note that the following schedule will be used for each of the grant year cycles.*

SCHOOL YEAR (Dates-e.g. 08-26-2012 to 05-30-2013): **08-21-12**

Number of Weeks during the school year: 45

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Reading Group (Supplemental Instruction, Story Problems, Little Gamers, TJ Investigators, etc)	3:15-4:15 PM	TJES Classroom General Program & Reading Specialist Faculty	X	X		X			
Math Group (Supplemental Instruction, Story Problems, etc)	3:15-4:15 PM	TJES Classroom General Program & Math Specialist Faculty	X	X		X			
Community Engagement (e.g. Girl/Boy Scouts, "UTTC Community Garden", Kiwanis Club, etc.)	3:15-4:15 PM	TJES Classrooms or UTTC campus, Various Community Partners & Program Faculty/Staff			X				
Computer Club	3:15-4:15 PM	TJES Computer Lab General Program Faculty/Staff				X			
Saturday Shake-up (bowling, swimming, movies, etc)	10 AM – 3 PM	Various locations within Bismarck/Mandan community General Program Faculty/Staff, Wellness Specialist						1x/ mo	
Family Night (Educational, recreational, or cultural variety of activities)	5-7 PM	Various locations around UTTC campus including Land Grant area, Wellness Center Gymnasium General Program Faculty/Staff			1x/ mo				

SUMMER (Dates-e.g. 06-15-2013 to 08-15-2013): 05-21-13 to 06-30-

Number of Weeks during the summer: 6

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Orientation to daily activity	12:15 PM	Wellness Specialist	x	x	x	x			
Cultural Activity (arts, crafts, storytelling, etc)	12:30-1:45 PM	Wellness Specialist	x			x			
Physical Activity (doubleball, tai chi, basketball, swimming, playground, etc) OR Nutrition (Community Garden Service Learning Project, cooking skills, etc)	12:30-1:45 PM	Wellness Specialist		x		x			
Nutrition (Community Garden Service Learning Project, cooking skills, etc) OR Mentorship/ leadership/ teambuilding, etc	12:30-2:30 PM	Wellness Specialist			x	x			
Daily Journaling	2:30-2:45 PM	Wellness Specialist	x	x	x	x			
Return to TJES or clean-up	2:45-3:00 PM	Wellness Specialist	x	x	x	x			

BUDGET FORM

The form below provides an overall summary of budget categories and corresponding line items for the 3-year grant cycle. Specific yearly budgeted amounts were provided in the project narrative.

21 st CCLC Budget Summary Worksheet Theodore Jamerson Elementary School			
ADD	Roxanne Brown		
ELO	Robert Parisien		
Name of School	Theodore Jamerson Elementary School		
Grant Name	21 st Century Learning Center		
Award Number	TBD		
Project Start Date	January 2013		
Project End Date	Summer 2016		
PREVIOUS SCHOOL YEAR ALLOCATION (*\$106,637 regular funds, \$17,172 additional BIE funds)			\$121,809*
EXPENDED PREVIOUS SY ALLOCATION			\$84,603
TOTAL CARRYOVER AVAILABLE			\$37,206
CURRENT SCHOOL YEAR ALLOCATION (*No new funds allotted. All funds are from carryover)			0*
TOTAL AVAILABLE			\$37,603
LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			\$135,000
Parent Involvement Activities	Professional staff salaries during these activities	\$15,000	
After School Supplemental Services	Professional/Certified Teaching staff	\$120,000	
Employee Benefits			\$33,750
	25%		
Professional Development			\$32,000
21 st Century Conference Registration	Registration fees for 21 st Century Conferences	\$7,000	
Workshop Registration	Training provided on-site, web-based	\$4,000	
Travel	Airfare, Hotel, Ground Transportation	\$21,000	
Purchased Services			\$0
Equipment			\$0
Materials and Supplies			\$24,000
Academic	Books, Booklets for specific learning	\$24,000	

	units/activities, Testing kits, etc.		
Other Expenses:			\$6,000
Contractual	Stipend and/or services provided to Community Partners, especially through Cultural Activities	\$6,000	
Instructional Support			
Personnel Services			\$27,000
After school activity salaries	PT employee salaries	\$15,000	
Wellness Specialist	2 employees to engage students in wellness experiences during summer sessions	\$12,000	
Employee Benefits			\$6,750
	25%		
Professional Development			\$1,200
Workshop Registration	Training provided on-site, web-based	\$1,200	
Purchased Services			\$0
Equipment			\$0
Materials and Supplies			\$3,000
Cooking Supplies	Items necessary to teach students to create healthy meal/snack options	\$1,500	
Reproducible student learning materials	Student worksheets, scoring cards, etc.	\$1,500	
Other Expenses:			\$0
Non-Instructional Services			
Material and Supplies			\$9,000
Entrance Fees	Reduced rates to use recreational facilities/attend events within surrounding communities	\$6,000	
Recreational Supplies	Supplies needed to participate in recreational activities (ie soft balls/baseballs, frisbees, etc)	\$3,000	
TOTAL BUDGET			\$277,700
Difference (Allocation less Budget)			\$277,700

APPENDIX VII: Assurance Form

Assurances for BIE 21st CCLC

By my signature below, I agree, upon the approval of the project application by the BIE, to accept and perform the following requirements:

- The program will complete and participate in the Profile and Performance Information Collection Survey (PPICS) data collection and electronic information gathering instrument on 21st CCLC programs administered by the U.S. Department of Education for federal reporting purposes.
- Program data about my program will be entered through the Native Star 21st CCLC File Cabinet on a monthly, quarterly or annually basis as required.
- The program will take place in a safe and easily accessible facility, all staff will have demonstrated competency in all BIE required safety and emergency preparedness mandates. All records will be on file and updated annually.
- The program will be developed and will be implemented in active collaboration with school staff, students, parents/caregivers and BIE Education Line Offices, and the BIE SEA 21st CCLC Director. The community was given notice of the applicant's intent to submit an application; the applicant will provide opportunities for public review of the application after submission;
- All federal funds not expended or used during the grant period will be returned to the BIE 21st CCLC office within 30 days of notice along with full disclosure of expenditures and expenses associated with the program.
- The paid staff time through the 21st CCLC funding shall be fully dedicated to the 21st CCLC program. A full time coordinator of the 21st CCLC program is limited to 15 hours maximum per week during the official school day.
- All activities funded by 21st CCLC funding will occur before and after the regular day school activities or on breaks and/or weekends or during a structured summer learning program.
- Tribal indirect costs will not be allowed throughout the life of the grant.
- Agreements with partners for in-kind services will be documented in writing with a Memorandum of Understanding and be available for any audits, monitoring, or on-site visits.
- The program will abide by the provisions set out in NCLB and their grant application as approved by the BIE. The grant may be officially modified in writing by a process specified by the BIE.
- Funds will not supplant Federal, State, local, or non-Federal funds;
- All documentation requirements and reporting deadlines for the grant will be met.
- School and/or dormitory officials will ensure funds are accounted for using Generally Accepted Accounting Practices (GAAP).

F. Sam Azure, Principal / Mark Mindt Sch. Brd President
Typed Name and Title of Authorized Representative

F. Sam Azure Mark L. Mindt
Signature of Authorized Representative

01/14/2013
Date

Attached are three documents summarizing assessment results from objective data.
Included are:

- Annual Adequate Yearly Progress Report, North Dakota Department of Public Instruction, School Year 2011-12
- NWEA Report, Student Growth District Summary- Fall 2011 to Fall 2012 (Mathematics)
- WEA Report, Student Growth District Summary- Fall 2011 to Fall 2012 (Reading)

Annual Adequate Yearly Progress Report

North Dakota Department of Public Instruction

School Year 2011 - 2012

08-900-8830 Theodore Jamerson Elem School (0K08)

Instructions on the interpretation of the North Dakota Adequate Yearly Progress Report can be accessed at: <http://www.dpi.state.nd.us/testing/account/AYP1112.pdf>

<u>Reading</u>	2012 State Intermediate Goals	4th Grade – 91.3% 8th Grade – 90.4% 11th Grade – 85.7%	<u>Math</u>	2012 State Intermediate Goals	4th Grade – 86.4% 8th Grade – 83.3% 11th Grade – 81.0%	<u>Secondary Indicators</u>	Attendance Goal: 93% Graduation Goal: 89%	Result	94.89%
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Listed below are your school's scores

<u>Reading</u>	Achievement Goal	Result	Participation 95% Rule	<u>Math</u>	Achievement Goal	Result	Participation 95% Rule	<u>Graduation Rate</u>	Result
Composite Score	91.02%	73.45%*	97.50%	Composite Score	85.26%	76.92%	97.50%	All Students	
Subgroups:				Subgroups:					
Economically disadvantaged	91.02%	73.45%*	97.50%	Economically disadvantaged	85.26%	76.92%	97.50%	Economically disadvantaged	
Ethnicity:				Ethnicity:				Ethnicity:	
White				White				White	
Native American	91.02%	73.45%*	97.50%	Native American	85.26%	76.92%	97.50%	Native American	
Black				Black				Black	
Asian				Asian				Asian	
Hispanic				Hispanic				Hispanic	
Students with disabilities	90.96%	66.67%*	100.00%	Students with disabilities	85.26%	60.00%	100.00%	Students with disabilities	
Students with limited English proficiency				Students with limited English proficiency				Students with limited English proficiency	

Adequate Yearly Progress Category:

Did not meet Adequate Yearly Progress

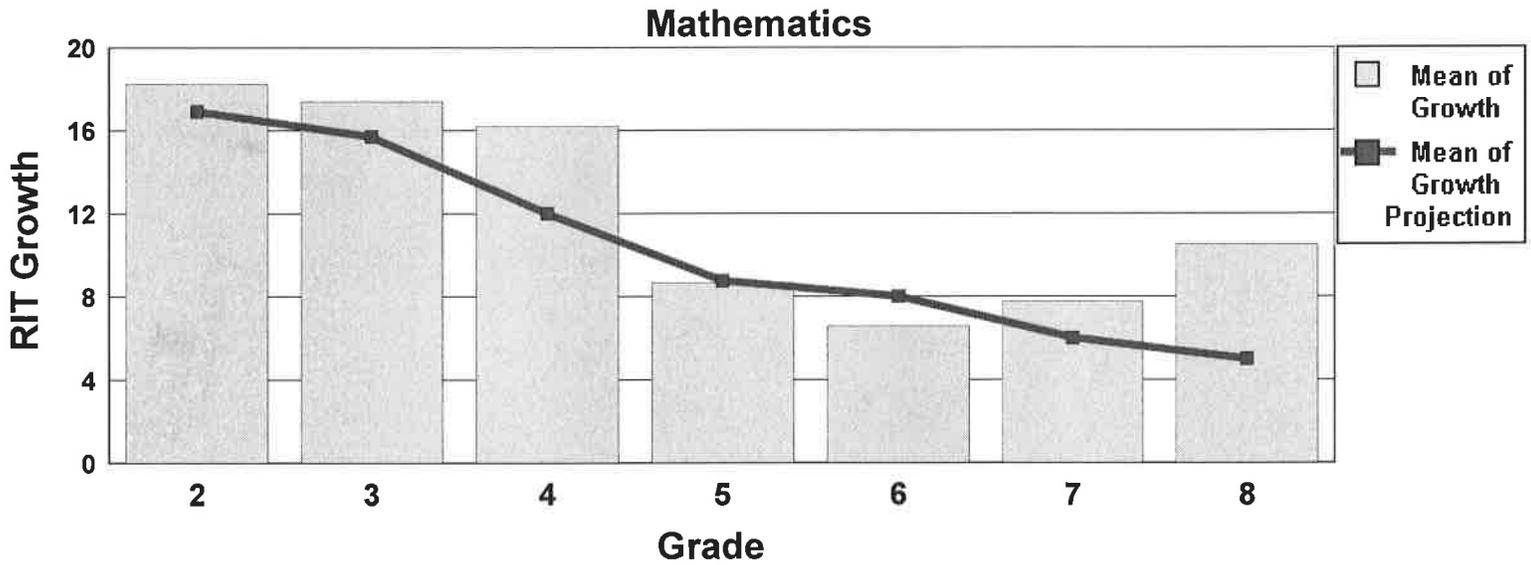
Note: An asterisk (*) marks the indicator(s) where the school did not meet adequate yearly progress. If an indicator's value is below the achievement goal but no (*) is marked, then the indicator's value is within statistical reliability. Statistics are not shown for fewer than ten students. An (i) indicates insufficient data to determine adequate yearly progress; the value results from the combining of up to three years' data. Achievement goals are raised every three years and may vary among categories when insufficient student numbers exist and multiple-year averaging is required. All students are held to the state's challenging achievement standards.

Student Growth District Summary - Fall 2011 to Fall 2012

District: United Tribes Theodore Jamerson Elementary

*(Small Group Summary Display is OFF)

Mathematics		Fall 2011		Fall 2012		Growth						Count	Percent
Grade (Fall 2012)	Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error	Mean** Growth Projection	Growth Index	Percent of Projection	Meeting Growth Projection	Meeting Growth Projection
Grade 2	12	156.6	9.2	174.8	5.9	18.2	8.1	2.3	16.9	1.3	107.9	8	66.7
Grade 3	10	168.4	8.9	185.8	8.8	17.4	5.9	1.9	15.7	1.7	110.8	7	70.0
Grade 4	10	181.0	9.1	197.2	8.8	16.2	7.8	2.5	12.0	4.2	135.0	6	60.0
Grade 5	12	192.0	12.5	200.7	11.9	8.7	3.8	1.1	8.8	-0.1	99.0	7	58.3
Grade 6	7	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	4	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	2	*	*	*	*	*	*	*	*	*	*	*	*



* Summary data for groups with less than 10 students are suppressed because they are not statistically reliable.

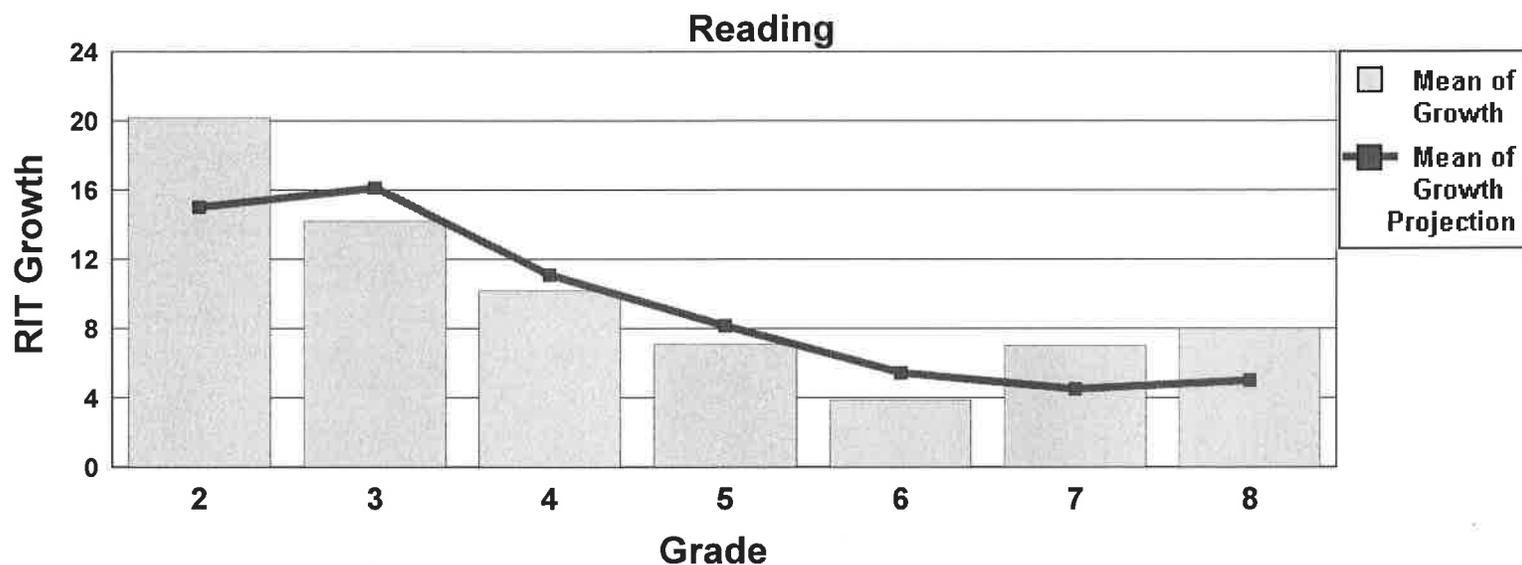
** All projections based on the most recent NWEA RIT Scale Norms study.

Student Growth District Summary - Fall 2011 to Fall 2012

District: United Tribes Theodore Lamerson Elementary

*(Small Group Summary Display is OFF)

Reading		Fall 2011		Fall 2012		Growth						Count	Percent
Grade (Fall 2012)	Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error	Mean** Growth Projection	Growth Index	Percent of Projection	Meeting Growth Projection	Meeting Growth Projection
Grade 2	12	153.8	8.4	173.9	8.8	20.1	8.1	2.3	15.0	5.2	134.4	8	66.7
Grade 3	10	164.7	17.2	178.9	13.5	14.2	7.7	2.4	16.1	-1.9	88.2	5	50.0
Grade 4	11	179.7	14.8	189.9	9.5	10.2	9.7	2.9	11.1	-0.9	91.8	5	45.5
Grade 5	13	187.2	15.2	194.3	14.6	7.1	7.8	2.2	8.2	-1.1	86.8	5	38.5
Grade 6	7	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	2	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	2	*	*	*	*	*	*	*	*	*	*	*	*

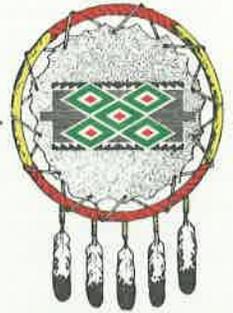


* Summary data for groups with less than 10 students are suppressed because they are not statistically reliable.

** All projections based on the most recent NWEA RIT Scale Norms study.



UNITED TRIBES TECHNICAL COLLEGE
3315 UNIVERSITY DRIVE
BISMARCK, NORTH DAKOTA 58504 • PHONE 701-255-3285 • FAX 701-530-0605



January 14, 2013

F. Sam Azure
Principal
Theodore Jamerson Elementary School
3315 University Drive
Bismarck, ND 58504

Dear Mr. Azure & School Board Members,

The United Tribes Technical College (UTTC) fully endorses the application and partnership between UTTC and Theodore Jamerson Elementary School.

This 21st Century partnership will enhance the mission of the College and the elementary school, particularly with our mutually central purpose of focusing on student success among student families.

The activities incorporated in this program help serve our UTTC/TJES families with a nucleus of learning that will enable social and academic skills for their future.

We appreciate this opportunity to work together in a highly unique campus and learning environment where children and families are the priority.

Sincerely,

David M. Gipp,
UTTC President

