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OMB Number: 4040-0004
 Expiration Date: 04/31/2012

Application for Federal Assistance SF-424 Version 02

<p>*1. Type of Submission</p> <p><input type="checkbox"/> Preapplication</p> <p><input checked="" type="checkbox"/> Application</p> <p><input type="checkbox"/> Changed/Corrected Application</p>	<p>*2. Type of Application</p> <p><input checked="" type="checkbox"/> New</p> <p><input type="checkbox"/> Continuation</p> <p><input type="checkbox"/> Revision</p>	<p>*If Revision, select appropriate letter(s):</p> <p>* Other (Specify)</p>
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***3. Date Received:** _____ **4. Application Identifier:** _____

5a. Federal Entity Identifier: _____	*5b. Federal Award Identifier: _____
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State Use Only:

6. Date Received by State: _____	7. State Application Identifier: _____
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8. APPLICANT INFORMATION:

*** a. Legal Name:** TIOSPAYE TOPA SCHOOL

* b. Employer/Taxpayer Identification Number (EIN/TIN): 85-0197413	*c. Organizational DUNS: 023012789
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d. Address:

***Street1:** HC 76, Box 300
Street 2: _____
***City:** Ridgeview
County: _____
***State:** SD
Province: _____
Country: United States ***Zip/ Postal Code:** 57652

e. Organizational Unit:

Department Name: Tiospaye Topa School	Division Name: _____
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f. Name and contact information of person to be contacted on matters involving this application:

Prefix: _____ **First Name:** Donald
Middle Name: _____
***Last Name:** Farlee
Suffix: _____

Title: Principal

Organizational Affiliation:

*Telephone Number: 605-733-2290	Fax Number: 605-733-2299
*Email: Donald.Farlee@bie.edu	

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type: - Select One -

Type of Applicant 2: Select Applicant Type:
- Select One -

Type of Applicant 3: Select Applicant Type:
- Select One -

*Other (specify):
Bureau of Indian Education School

*10. Name of Federal Agency:
Bureau of Indian Education Division of Performance and Accountability

11. Catalog of Federal Domestic Assistance Number:

CFDA Title:

*12. Funding Opportunity Number:

*Title:
21st Century Community Learning Centers Program

13. Competition Identification Number:

Title:

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

Tiospaye Topa School: Located in LaPlant, SD
South Dakota Communities on the Cheyenne River Sioux Reservation Affected by Program: LaPlant, Swiftbird, Blackfoot, Armstrong, Promise, White Horse, Timber Lake, Eagle Butte
South Dakota Counties Include: Dewey, Armstrong, Ziebach

*15. Descriptive Title of Applicant's Project:

Tiospaye Topa 21st CCLC After School and Summer School Program

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

*a. Applicant 1

*b. Program/Project: SD-001

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

17. Proposed Project:

*a. Start Date: 01/01/2013

*b. End Date: 6/30/2013

18. Estimated Funding (\$):

*a. Federal \$111,000.00

*b. Applicant

*c. State

*d. Local

*e. Other

*f. Program Income

*g. TOTAL \$111,000.00

*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.)

Yes No

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: *First Name: Donald

Middle Name:

*Last Name: Farlee

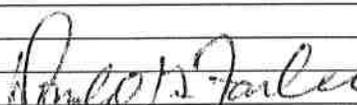
Suffix:

*Title: Principal

*Telephone Number: 605-733-2290

Fax Number: 605-733-2299

*Email: Donald.Farlee@bie.edu

*Signature of Authorized Representative:  Date Signed: 11-19-2012

**BIE 21st CCLC
COVER PAGE
EED FORM # 05-07-039**

TIOSPAYE TOPA SCHOOL

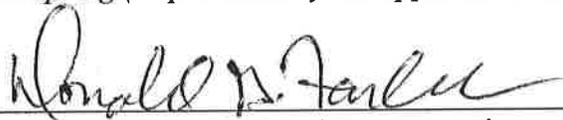
Organization

JEAN SMITH 605-733-2290
Name of Contact Person Telephone

Jean.Smith@bie.edu 605-733-2299
E-mail Address Fax Number

 11-19-12
Authorized Signature for Budget Revisions/ Date
Record and Report of Local Expenditures

■ *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.*

 11-19-12
Signature of Organizational Representative Date

Principal
Title

\$ 111,000
Total Funding Requested Per Year

\$ 333,000
Total Funding Requested for Three Years

BIE Use Only Project Number: _____ Date Received: _____

Project Approval: _____ Amount Awarded: \$ _____

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PROGRAM SUMMARY AND ABSTRACT

Tiospaye Topa School is a K-12 Bureau of Indian Education operated school located on the Cheyenne River Sioux Reservation in central South Dakota. The school serves the children of the Eastern Cheyenne River Lakota communities. After more than ten years of planning for a combined elementary school and high school to serve the communities, the school opened in the fall of 1997. Before that time, children attended K-8 grade schools in their communities and then were required to travel extensive distances or board in neighboring towns to attend high school.

The Tiospaye Topa community, school board, and staff believe that every individual is entitled to a quality education. Education is not the end, but only a means, to providing students with an opportunity to acquire skills and attitudes necessary to accomplish their desired goals of leading a meaningful and productive life.

Recognizing the unique background of the communities, the school's primary purpose is to promote positive self-image and achievements as equally important parts of the educational process. Tiospaye Topa School believes that its students must be self-directed, life-long learners who work independently and cooperatively to accomplish goals.

During the 2011-2012 school year, Tiospaye Topa served a population of 140 students in grades K-12. The community served by Tiospaye Topa School consists of a majority of students who come from homes of extreme poverty and high incidences of drug and alcohol abuse. Our students are at an elevated risk for academic failure, juvenile crime, and substance abuse. Poor school attendance and low high school graduation rates are contributing factors to the failure of our students.

Tiospaye Topa School was awarded a 21st Century Community Learning Center (CCLC) grant in 2007. The program operated for five years and each year all performance measures were achieved. We believe that continuing our 21st Century Community Learning Center After School Program and Summer School Program will further extend the opportunities and successes our students have experienced, which have been evident from the previously funded years. The program will provide additional time to strengthen academic achievement. It will promote wellness and recreational opportunities along with developing positive social behaviors that exceed the services provided during the school day.

The Tiospaye Topa 21st CCLC offers the following goals for implementation:

1. To implement after school and summer school activities that will provide academic enrichment and remediation to help our students improve in core content areas.
2. To implement substance abuse and violence prevention programs, along with character education programs through partnerships with community entities.
3. To establish school, parent, and community involvement that promotes family literacy.
4. To extend opportunities for our students to participate in educational, recreational, social, wellness, and cultural activities.

The Tiospaye Topa 21st CCLC will be located in the Tiospaye Topa School in LaPlant, SD and will be provided at no cost to the program. All students in grades K-12, along with their parents and/or guardians will be invited to participate.

NEED FOR PROJECT

It was determined after the 2010-2011 school year that the Tiospaye Topa School status was in the first year of restructuring. The 2011-2012 status has yet to be determined. There have been various positive changes to the methods of day school instruction and the curriculum used. Due to low test scores and not making Adequate Yearly Progress (AYP), Tiospaye Topa School was awarded BIE Reads and Math Counts grants during the 2010-2011 school year. With this funding, the school has implemented reading and math intervention programs. The core reading and math classes also received updated scientifically research-based curriculums. All staff has received training on reading and math teaching strategies and instructional methods. A 21st CCLC After School and Summer School Program will help reinforce and enhance these new methods of instruction during after school hours. After School Program students will be exposed to extensions available in the currently used researched-based curriculum in reading and math.

PARTICIPANTS SERVED BY 21st CCLC AFTER SCHOOL AND SUMMER SCHOOL PROGRAMS

The following chart addresses the estimated student population in grades K-12 that will be enrolled in the 21st CCLC After School and Summer School programs. It is hopeful that all students will choose to participate in the 21st CCLC; however the initial goal will be to serve 70% or more of the regular day school population.

Name of After School Site	Designation – School Status	% Free or Reduced Lunch	Estimated # of Students to be Served	# of Family Members to be Served	Grade Levels to be Served
Tiospaye Topa School	Restructuring	100%	100	50	K-12

The students at Tiospaye Topa School most in need of educational enrichment and remediation are those whose tri-yearly Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP) scores have been identified as below grade level. The NWEA MAP test will continue to be administered three times per school year and the results from the tests will show gains achieved according to the Rasch Unit (RIT) scale. This monitoring system pinpoints academic strands of strengths and weaknesses. Extra time provided during after school hours will allow staff to better meet student needs by focusing on the areas of weakness through individual tutoring and small group instruction. Progress monitoring measurements will be reviewed during the year using the following assessment tools: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) progress monitoring will be assessed weekly and benchmark assessments will continue to be administered three times per year to identify those students not making adequate literacy progress. Math skill progression will continue to be monitored through AIMSweb benchmark and progress monitoring system three times per year. Students that are high risk will be monitored on a weekly basis. The AIMSweb system provides the framework for RTI implementations and tiered instruction. Renaissance Learning Program Assessments, including Reading and Math STAR assessments will continue to be given three times during the school year to provide additional data for progress monitoring. Tiospaye Topa staff members will be responsible for administering tests. Data reports will be reviewed by the teaching staff

and the school's Native Star team and will assist the After School Program staff in determining student academic strengths and weaknesses. Program coordinators will monitor assessment results and will be the liaison between the day school staff and the After School Program staff to ensure fidelity of program.

During the 2011-2012 school year, the total student population at Tiospaye Topa School was 140. The intent and hope is that all students will want to participate; however, the target area will focus on students scoring at a below basic or basic range in test assessments. According to the 2011-2012 Tiospaye Topa Annual Report Card as reported by the Bureau of Indian Education, student proficiency rates in grades 3-11 increased in both areas of reading and math on the Dakota STEP standardized test from the 2010-2011 school year to the 2011-2012 school year. Following are two year trends in those subject areas:

Dakota STEP Two Year Trend in Reading

	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %
2010-2011	83	98.81%	73.49%	25.30%	1.20%
2011-2012	64	100%	65.63%	31.25%	3.13%

Dakota STEP Two Year Trend in Math

	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %
2010-2011	83	98.81%	87.95%	12.05%	0%
2011-2012	64	100%	73.44%	25%	1.56%

Following are the math and reading NWEA growth charts for gains from the fall of 2011 to the spring of 2012. Although all grades showed growth from the beginning of the year to the end of the year, projections for the percent of students that will be proficient is below satisfactory.

NWEA Fall 2011 to Spring 2012 Math Growth Chart

MATH	Grade	Count of Students	Prior RIT	Current RIT	Raw Growth	Norm Growth Index	Count for Proficiency	% Projected Proficient
	Kind	7	139.0	153.1	14.1	-2.6	7	42.9%
	Gr 1	12	156.9	176.0	19.1	2.1	12	66.7%
	Gr 2	8	165.9	181.5	15.6	0.8	8	50%
	Gr 3	10	182.9	199.3	16.4	5.3	10	50%
	Gr 4	6	185.8	200.0	14.2	6.0	6	16.7%
	Gr 5	11	196.6	205.8	9.2	1.2	11	9.1%
	Gr 6	7	207.7	220.1	12.4	6.4	7	57.1%
	Gr 7	6	214.2	218.0	3.8	-1.2	6	33.3%
	Gr 8	8	216.5	223.0	6.5	2.5	8	25%
	Gr 9	8	217.8	224.0	6.3	4.3	8	12.5%
	Gr 10	6	223.5	226.5	3.0	0.2	6	33.3%
	Gr 11	7	232.4	237.9	5.4		7	71.4%

NWEA Fall 2011 to Spring 2012 Reading Growth Chart

READING	Grade	Count of Students	Prior RIT	Current RIT	Raw Growth	Norm Growth Index	Count for Proficiency	% Projected Proficient
	Kind	8	140.4	158.3	17.9	2.6	8	87.5%
	Gr 1	11	154.1	174.6	20.5	3.9	11	45.5%
	Gr 2	8	166.9	178.1	11.3	-3.8	8	12.5%
	Gr 3	10	179.0	190.6	11.6	1.2	10	30%
	Gr 4	7	182.6	189.0	6.4	-1.7	7	14.3%
	Gr 5	11	190.3	197.8	7.5	1.5	11	9.1%
	Gr 6	7	203.9	212.1	8.3	3.9	7	28.6%
	Gr 7	6	200.3	202.8	2.5	-1.8	6	16.7%
	Gr 8	8	207.9	216.1	8.3	4.4	8	50%
	Gr 9	8	213.3	220.1	6.9	4.9	8	37.5%
	Gr 10	7	214.1	215.3	1.1	4.2	7	57.1%
	Gr 11	7	226.4	227.1	0.7		7	57.1%

As outlined in the charts above, the majorities of our students are at academic risk and are in need of educational enhancement and enrichment. Tiospaye Topa's After School and Summer School Programs will provide students the opportunity to acquire new skills and broaden their educational endeavors. The After School Program's main focus will be to address the catch up growth and skills that are needed for students to become grade-level proficient. The 21st CCLC Performance Measures will align with the Tiospaye Topa School Native Star SMART goals. These goals will measure an increase in math and reading proficiency rates school-wide.

Students will be recruited into the program by various strategies. An advertisement campaign will begin at the beginning of January 2013 and at the beginning of school terms in

subsequent years that follow. Notices will be published in area newspapers and bulletins will be sent to students, parents, and guardians. The 21st CCLC will be revealed as a program that complements learning offered during the school day and provides new opportunities for students to expand their knowledge. In the recruitment campaign, it will be stressed that 21st CCLC will not be an extension of the school day. Rather, it will offer enriching experiences and positive social interaction for students while improving academic success. Learning through small group instruction and hands-on exploration will engage students in more creative ways, while extending their learning. This will also provide the teachers an opportunity to be creative and explore additional teaching methods.

An Open House will be held where students and community members can meet the 21st CCLC staff and learn more about the activities and programs that will be offered. Students who are not participating in the 21st CCLC will be contacted personally and will be invited and encouraged to take part. Students, parents, guardians, and community members will be given incentives provided by program partners for their participation in the program. For adults and peers, the after school and summer school program will provide a safe and supervised place to be after school for learning, fun, and friendship. With support from the administration and staff, it is believed that a very high percentage of our students and community members will choose to be a part of the Tiospaye Topa 21st CCLC.

The students at Tiospaye Topa School are at high academic risk, as is evident by Dakota STEP test scores. Our school is presently in "Restructuring" status, as we have not made Adequate Yearly Progress (AYP) the past several years. The plan that we are proposing will help remedy the academic risk factors of our school population. The 21st CCLC will provide innovative research-based strategies, while enhancing educational opportunities in methods that are not often implemented in the daily classroom environment.

More hands-on simulations and activities will help connect prior experience and enhance learning. By engaging students in specific activities targeted to their needs, the desire to learn will be more probable. Cooperative grouping will promote student learning and will help students collaborate with their peers. To better understand subject content, thematic instruction will be implemented as a way of understanding new concepts. Homework help will be given for those students not completing daily work and assigned homework. Tutoring will be provided by teachers, as well as by peer tutors on a daily basis. Students will be aware of objective learning goals, and teachers will be required to submit lesson plans, aligned to the South Dakota State Standards (and Common Core Standards when officially implemented) on a weekly basis.

Using evidence-based and scientifically-based methods of instruction will help build self-confidence in students, which will increase their interest in learning. They will be more apt to be successful and this success will stimulate academic progress in all subject areas. The Tiospaye Topa 21st CCLC is dedicated to successful student learning and will collaborate with classroom teachers to provide enhanced services while extending student knowledge. Through these scientifically-based strategies, students will correlate the various learning styles and will show measurable academic success.

Students enrolled at Tiospaye Topa School in LaPlant, SD are bused from various rural locations. Of the student population, 85% reside in one of the five outreaching communities or in nearby rural areas. The five scatter site communities consist merely of housing units. There are no stores, no jobs, and no recreational opportunities for students and their families. Residents of these communities and the rural areas must travel between 30 and 70 miles for groceries, supplies, medical and tribal services, and recreational opportunities. Due to the remoteness of

location, students have very little motivation and few opportunities outside of the school day. Unemployment is extremely high on the Cheyenne River Sioux Reservation, which is a primary factor for the high rate of poverty among the families we service.

Alcohol and drug abuse among students and family members are major areas of concern. Another issue students are faced with is poverty, along with its challenges. Tiospaye Topa School will partner with Cheyenne River Sioux Tribal Ventures, a tribal organization that provides initiatives to build peoples' physical, emotional, mental, and spiritual wellness through various activities and events. These services will be made available for students, families, and community members. By participating in these events, the students and families will have the opportunity to come together and collectively heal.

The Tiospaye Topa 21st CCLC will continue their partnership with the Cheyenne River Sioux Youth Diabetes Prevention Program. This program provides wellness activities, including our school's walking club and informational nutrition presentations. Students are provided with healthy snacks and learn the importance of good nutrition and exercise from the CRST Youth Diabetes Prevention Program staff. The program also administers diabetic screenings and provides follow-up care. They will be actively involved with the 21st CCLC on a weekly basis.

Character building is an essential component to the 21st CCLC. The South Dakota State Extension organization will continue to provide high quality services to support student development and community service education. They will offer character and leadership activities, along with anti-bullying awareness, and health and nutrition activities. Students need to feel good about themselves in order to be successful in their educational endeavors. Team activities will build character and will give students a feeling of self-worth and a sense of belonging.

Tiospaye Topa School is part of the Let's Move in Indian Country Campaign. The school currently hosts a coach from the Coach Across America Program. Coach Across America is an AmeriCorps program that provides its member organizations with the support needed to train and host highly effective coaches in sports and youth development. They serve the most under-resourced communities to promote health and nutrition, educational success, civic engagement, and positive personal and social development among youth. Partnering with the 21st CCLC After School Program, this coach will also be able to provide services during after school hours. The coach will encourage physical activity and wellness among the students. Organized games and recreational activities will support positive social relationships and will foster team building.

A strong concern of our school is the high drop-out rate and low graduation rate of students. Helping students believe in themselves while gaining confidence will heighten their ability to be successful. Another component Tiospaye Topa School will be able to supplement to the 21st CCLC are the Acellus and Odysseyware curriculum, which offer standards based classes in all subject areas, primarily for students in grades 7-12. Students will have the opportunity to continue to work on school day assignments during after school hours.

Tiospaye Topa School takes pride in integrating the Lakota culture into the daily curriculum through the Creating Sacred Places model. The school day provides time for language and culture classes. The 21st CCLC will offer additional time for meaningful enrichment of cultural activities. The partnership with Cheyenne River Sioux Tribal Ventures will also provide various cultural activities and family events that will provide ways for our students to reconnect with their Lakota culture in a positive manner.

Various assessments given throughout the year show that Tiospaye Topa School students are not adequately reaching required academic gains. Implementing the Tiospaye Topa 21st CCLC will facilitate extended opportunities of learning in a variety of ways. Presenting enrichment activities in ways that meet the needs of individual student learning styles will help them achieve success. The 21st CCLC will provide a more relaxed and fun atmosphere for learning.

QUALITY OF PROJECT DESIGN

The following Performance Measures for the 21st CCLC will be addressed as follows:

- Student math proficiency will increase as measured by the NWEA MAP assessment. 70% of the full-time students (30 or more days in attendance) will meet grade-level proficiency or will make a full grade-level gain at their current level of proficiency, as determined by RIT Scale Scores. Gains will be measured from beginning-of-the-year (fall) to end-of-the-year (spring) testing windows.
- Student reading proficiency will increase as measured by the NWEA MAP assessment. 70% of the full-time students (30 or more days in attendance) will meet grade-level proficiency or will make a full grade-level gain at their current level of proficiency, as determined by RIT Scale Scores. Gains will be measured from beginning-of-the-year (fall) to end-of-the-year (spring) testing windows

The complete Performance Measures Table can be found on page 24, and includes strategies, person(s) responsible, benchmark dates, and evidence of completion/evaluation listed. Performance measures will be based on the goals for implementation and align directly with the current school-wide Native Star goals.

Research proves that high poverty areas produce low performing students. To help meet the individual and community needs, the Tiospaye Topa 21st CCLC will provide a safe haven to youth in the after school hours along with opportunities for academic enrichment and recreation.

Enrichment activities and remediation will be provided by evidenced-based programs that have been proven effective. Intervention groups meet during the day school hours to provide intense instruction on low performing skills. At-risk students will be identified and day school teachers will recommend student participation in the After School Program. With this procedure in place, the After School Program staff will work closely with the day school staff to provide continued instruction and enrichment. Several educational programs, including IXL Math, Lexia Reading, and Study Island will be used during the after school hours to reinforce skills that are deficient in targeted students.

Practical experience in classrooms demonstrates that students learn best by doing. The day school hours are limited for extension of core curriculum reading and math lab activities. After school program hours will be used for these enrichment activities. The enrichment and supplemental activities from the day school core Envision mathematics and Storytown reading curriculum will allow students to be engaged while applying thinking and reasoning skills.

Due to mandated lengthened reading and math instruction time (along with direct-instruction curriculum) during the school day, elementary students are minimally experiencing the benefits of using technology and computer programs. Few students have computers at home, therefore necessary computer skills are lacking. Due to the deficiency of basic computer skills, many younger students struggle to navigate through the mandated computer-based tests, in

particular the NWEA MAP assessment. Basic hand-eye coordination skills while manipulating a computer mouse need to be practiced by younger students. Teachers have also found that the use of technology in the classroom motivates student productivity. After school hours will not only allow students time to practice basic computer skills, but will also promote educational excitement while strengthening academic skills.

IXL, a math computer program aligned to the South Dakota and Common Core Standards, reinforces student math skills and help supplement the core math curriculum. IXL assesses student understanding as they practice, and generates detailed performance reports that give teachers valuable insight about student abilities. The reports include data on grade-level proficiency and show student progress toward meeting State and Common Core Standards. This assessment data will address student needs and will help teachers further determine educational instruction.

The content and design of the Lexia Reading program provides all students – from emerging readers to on-level and advanced students – the explicit instruction needed to accelerate mastery of skills. The program provides an adaptive and personalized learning experience that enables students at every tier of instruction to advance their reading skills development. Students work at their pace on activities based on the Common Core Standards. If a student struggles with a task, he or she is presented with a scaffold approach to the skill. If the student continues to struggle, he or she receives skill-specific, teacher-led instruction using Lexia's scripted lesson materials. This personalized approach to skill development enables at-risk students to close the gap more quickly, and enables on-level or advanced students to continue to progress.

Implementation of the Study Island program will support the learning process and build student enthusiasm for technology with engaging interactive lessons. A new partnership has been formed with Study Island and NWEA. The integration will incorporate detailed data in NWEA MAP assessment reports about student performance levels. With this data, prescribed learning paths within Study Island will target each student's specific needs based on their MAP results. Teachers will guide students to select topics to practice, based on their prescribed learning strand. NWEA MAP reports will provide educators a detailed analysis of individual student progress, allowing them to personalize learning experiences for students in Study Island based on MAP results.

Academic progress of student achievement will be monitored through various assessment tools. The scientifically-based research programs listed above have built-in assessments that will monitor student academic success. Assessments will be administered upon completion of lessons and units within the individual curriculum guides. DIBELS benchmark assessments are available for students in grades K-6 and will be administered three times throughout the school year. Progress monitoring through DIBELS will be done on a weekly basis with all students. Math skill progression will continue to be monitored through AIMSweb benchmark assessments three times per year. Students that are targeted as high risk will be monitored on a weekly basis. Renaissance Place programs (STAR Reading and STAR Math) will also be used to assess tri-annual student progress.

The Native American Student Information System (NASIS) will be utilized to keep track of student attendance and behavior reports. Tiospaye Topa School currently uses NASIS to comply with the Bureau of Indian Education guidelines. All staff members involved in the 21st CCLC programs will use this data system. Profile and Performance Information Collection System (PPICS) will continue to be used by the coordinators to report annual program data.

NASIS data, PPICS evaluations, NWEA scores, and annual Dakota STEP scores will be generated to show academic progress, attendance, behavior, and membership rates for the after school and summer school program students. Assessment data required for tracking the 21st CCLC performance measurements will be compiled by the coordinators and will be used to evaluate individual student records to determine the success of the program.

Tiospaye Topa School has a reputation for having well-behaved students that are proud of their culture. Enhancing their educational opportunities will give them a boost of confidence and improve their social and academic skills. Youth risk behavior surveys are completed locally. Results of the surveys are compiled at the state level. Tobacco use, alcohol and other drug use, and sexual behaviors are the areas of most concern for high school students. Working with local tribal partners, the After School and Summer School Programs will continue to promote healthy lifestyles and provide alternative activities to discourage at-risk behaviors.

The Tiospaye Topa After School program will offer several learning opportunities for students outside of the regular school day. The program will not be an extended school day, rather a time to participate in challenging, interesting, and relevant activities to life experiences of the students. The program will also incorporate the use of computer skills, by implementing educational interactive games, while using higher order thinking skills and problem solving strategies. Various recreational and fine arts activities including grade school dance and drum teams, youth sports, and theatrical performances will be incorporated into the 21st CCLC.

After school cultural activities will enhance Tiospaye Topa's current daily experiences by including students, families, and community members. Service learning projects will incorporate Lakota family and community history. Program partners and student peers will assist with these projects. These collaborative opportunities will provide students a sense of ownership of their school and community.

In order to effectively connect the After School Program with the day school, daytime teachers will collaborate with after school staff daily to ensure that enrichment activities are linked to the classroom courses. Immediately after school, K-12 classroom teachers will collaborate with after school staff to provide input for individual student needs to be addressed during the After School Program. At this time, K-6 students will be participating in the Walking Club, and will be supervised by day school educational aides and the CRST Youth Diabetes Program coordinator. The coordinators will supervise students in grades 7-12 during their 15-minute snack and recreation break.

Classroom teachers will provide after school program staff with homework assignments that students may need help with or make-up work that needs to be finished. Remediation and tutoring assistance will be provided after school, and the Special Education teachers will help the after school and summer school staff make accommodations to meet individual student education plans. The after school program teaching staff will vary their teaching approaches in an interactive way, helping to meet students' individual needs.

The after school program will meet 2 hours daily, 4 days a week for 25 weeks, totaling approximately 70 contact days. Classes will not always be held 4 days a week because of holidays, parent/teacher conferences, and unexpected weather and unavoidable circumstances. After school student hours will be from 3:37-5:30. Certified and non-certified teaching staff will be paid from 4:00-6:00, which will provide ½ hour of plan time daily after the students are dismissed. Summer school will meet 5 hours daily, 4 days a week for 3 weeks, beginning in late May or early June. Certified and non-certified teaching staff will be paid from 8:00-2:00, which will allow one hour of plan time before students arrive at 9:00. Class sessions will vary,

depending on the length of time needed for extended activities and to address specific needs of student and family participants. Most class periods will last 30-45 minutes.

SCHEDULE OF OPERATIONS

SCHOOL SERVED: Tiospaye Topa School

21st CCLC After School and Summer School Program

SCHOOL YEAR AND SUMMER SCHOOL SCHEDULE:

Number of Weeks during the school year: 25 weeks (approximately 70 days)

Number of Weeks during the summer: 3 weeks (12 days)

Activity	After School Hours	Summer School Hours	Where? By Whom?	M	T	W	TH
Walking Club	3:37-4:00	9:00-9:20	Gym or Track Staff	X	X	X	X
Homework Help/Tutoring	4:00-5:30	9:20-2:00	Classrooms Staff	X	X	X	X
Reading Enrichment Activities	4:00-5:30	9:20-2:00	Classrooms Staff	X	X	X	X
Math Enrichment Activities	4:00-5:30	9:20-2:00	Classrooms Staff	X	X	X	X
Character Building Programs	4:00-5:30	9:20-2:00	Classrooms School & Program Staff	X	X	X	X
Fitness Activities	4:00-5:30	9:20-2:00	Classrooms/ Gym Staff	X	X	X	X
Awareness & Prevention Programs	4:00-5:30	9:20-2:00	Classrooms School & Program Staff	X	X	X	X
Acellus/ Odysseyware	4:00-5:30	9:20-2:00	Computer Lab Staff	X	X	X	X
Cultural Activities	4:00-5:30	9:20-2:00	Classrooms Staff	X	X	X	X

**** TIMES AND SPECIFIC PROGRAMS AND ACTIVITIES SUBJECT TO CHANGE ***

Several community and tribal organizations have agreed to partner with the 21st CCLC After School and Summer School programs to provide supplemental services and incentives to our program. Because of the rural locality of Tiospaye Topa School and the students it serves, these groups did not have an opportunity to work with our students before our previous 21st CCLC program. Of the 140 students that attend Tiospaye Topa, 85 % of them are bused to the school. In order to provide any service beyond the school day, the students require additional transportation. Through the grant opportunities of the 21st Century Community Learning Centers Program, the school will have funding to provide transportation for after school and summer school programs. Due to the remoteness of the student population, transportation service is the vital link in providing enriched and remedial services to the students.

Letters of partnership and support have heightened the school's awareness of the necessity of character building, substance awareness and prevention, and health and nutrition activities that can be made available to the students and families. The Cheyenne River Sioux Tribal Ventures program is experienced in working with communities at-risk. They will conduct training and conduct ongoing programs that promote community involvement and life skills. They will help provide alcohol and drug prevention awareness and education programs. These services will vary from individual and group sessions, and will include family and community activities. Services will be provided to the after school and summer school program at no cost. Cheyenne River Sioux Tribe (CRST) Youth Diabetes Prevention Program will be available for youth activities, nutrition classes, and diabetes prevention presentations. This organization has previously worked with the students during the after school and summer school program. The Diabetes Prevention Program is also willing to contribute healthy snacks and bottled water to our program.

The Coach Across America Program will partner with the 21st CCLC program and will provide a coach who is trained in physical recreational youth development activities. Students have formed a positive relationship with the coach during the day school hours, and after school hours will allow more time for student interaction and organized activities.

The South Dakota Extension Program has expressed interest in continuing to collaborate with 21st CCLC program to help raise student academic achievement, support student learning and development, and community service education. They will also provide the program with nutritional resources.

The National Relief Charities (NRC) will continue to offer the Healthy Living and Incentive program to the after school and summer school programs. Their services will supply the program with a variety of products that will be used to encourage participation in classes that are being offered. Through their incentive program, items will be provided to encourage involvement and participants will earn points, which can be used to purchase items provided by The National Relief Charities. NRC is willing to help provide healthy snacks and beverages to members of the after school and summer school programs.

With the support and services of many outstanding organizations, Tiospaye Topa School is fortunate to have received such positive responses from helpful community service groups. The 21st CCLC staff is dedicated to work collaboratively with established partners to provide services and activities tailored to the needs of the students, families, and community members.

Recent research indicates that positive outcomes from after school programs are linked to levels of participation of youth. Both duration and frequency of participation have been found to impact outcomes from these types of programs. Tiospaye Topa's After School and Summer

School programs will provide engaging and age-appropriate activities to ensure that youth will opt to enroll and continue in the After School Program. Coaches of school sports teams have indicated a desire to collaborate with the After School Program staff and make it mandatory for athletes to attend homework help and or tutoring sessions as needed before attending daily practices.

An Open House will be held to introduce the stakeholders to the ideas and concepts of the After School Program. Staff members and partners will be available to explain the classes and activities being offered to heighten enthusiasm. Parents, guardians, community members, and elders will be invited and encouraged to participate in After School and Summer School Programs. Communication will be delivered by means of flyers, local radio stations, and the School Reach phone contact system to advertise and promote the fun and exciting learning activities that will be offered. Students taking the school's publication class will keep the public updated and informed on the after school and summer school program happenings by publishing articles monthly in the school newspaper and in the local newspapers.

Ties between communities, families, and the school in 21st CCLC programming will help children acquire knowledge about their culture and environment. Activities will be offered to students with leadership from cultural partners and peers. Incorporating cultural activities will entice student involvement. Social enrichment activities may include drumming and dancing. Performances will be presented at school programs and/or at sporting events. Additional student input will be considered when developing activities, which will provide them with a sense of ownership in the program.

The high interest of partnerships in the After School and Summer School Programs has remained intact after previous funding was exhausted. Through the valuable instruction received in partnerships and in professional development trainings, the staff has been able to continue most of the character building and educational enhanced programs without any additional funding sources. The sustainability of the partnerships formed will continue into the upcoming grant timeline. The difficulty of transporting the students to and from the school after hours remains challenging. Without funding from outside sources, it is nearly impossible for students and families to attend. In order for the 21st CCLC's success to continue and keep key components intact, transportation funding will need to be secured through other entities. Throughout the timeline of the 21st Century Community Learning Centers Program, school leaders will devote time and energy into searching for additional funding for transportation.

The effectiveness of the 21st CCLC After School and Summer School program will be primarily evaluated by assessing the performance measures. Assessment scores will be submitted according to timelines set in these measures, and coordinators will compile the data. Staff members will then review data together to determine whether academic achievement has improved. Data will reflect the program's effectiveness and will show if academic components are working as intended. If improvement is necessary, staff members will collaborate to find additional methods of instruction to help individual students reach achievement. Regular classroom teachers and Special Education staff may need to assist after school staff more frequently to assist in finding alternative techniques of instruction. Outside consultants may also be asked to provide possible solutions and resources to help remedy problems that may exist.

Tiospaye Topa School's status is currently in the Restructuring Phase. The Native Star School Improvement Plan states:

"The core reading curriculum is Reading Mastery for grades K-6. All students in K-6 receive 180 minutes of reading per day. In grades 7 and 8 the core curriculum is Prentice-Hall and the intervention reading curriculum is Corrective Reading. Seventh and eighth grade students receive fifty-nine (59) minutes of core reading curriculum each day and fifty-nine (59) minutes of intervention curriculum each day. We follow the guidelines of the BIE Reads Program to ensure fidelity with the core and intervention curriculum. Monthly professional development with the direct instruction trainers will assist staff in program delivery. Weekly progress monitoring through DIBELS along with intervention curriculum assessments are discussed and analyzed at weekly grade level meetings. This will ensure that data is reviewed, analyzed and student placement is correct. Professional development has been Direct Instruction, Differentiated Instruction, and Engage Learning to ensure that program delivery is efficient and our staff is comfortable with the curriculum. A full-time reading coach works daily with the staff modeling instruction, gathering data, reviewing data, and making recommendations that will further student progress. Grade level meetings are held weekly led by the Principal with input from the Reading coach. NWEA assessments are given three times per year, reviewed and analyzed by the grade level teams to monitor student progress and make data-driven instructional decisions. Annually, the state assessment (Dakota STEP) is administered and data analyzed."

"The core math curriculum for grades K-6 is Envision Math, included in this core curriculum are intervention materials for all three tiers. The math block time is 90 minutes for all students in grades K-6. Grades 7th and 8th have fifty-nine (59) minutes of core math and fifty-nine (59) minutes of intervention math. We follow the guidelines of the BIE Math Counts Program to ensure fidelity with the core and intervention curriculums. Our intervention curriculum is Connecting Math Concepts in K-8. Monthly professional development with direct instruction trainers will assist staff in program delivery. We weekly progress monitor through AIMSweb and Connecting Math Concept assessments. Weekly grade level meetings led by the Principal and math coach ensure that data is reviewed, analyzed, and student placement is correct. Professional development has been direct instruction, differentiated instruction, and engaged learning to ensure that program delivery is efficient and our staff is comfortable with the curriculum. A full-time math coach works daily with the staff modeling instruction, gathering data, reviewing data, and making recommendations that will further student progress. NWEA assessments are given three times per year, reviewed, and analyzed by grade level teams to monitor student progress and make data driven instructional decisions. Annually, the state assessment (Dakota STEP) is administered and data analyzed."

In order to raise academic achievement as evidenced in the Tiospaye Topa School Restructuring Plan, the After School Program staff will work collaboratively with the day school teachers, the Native Star team, and administration to pinpoint academic weaknesses in student achievement. With this data, the After School Program staff will continue to effectively teach these targeted skills using supplemental day school curriculum resources and technological evidence-based resources. Due to limited time during the school day, after school programming hours will allow for reinforcement of these skills using an alternate method of instruction.

As a BIE operated school, Tiospaye Topa works closely with the Cheyenne River Education Line Office. The line officer fully supports the endeavors of the 21st CCLC After School and Summer School Programs. The Cheyenne River Sioux Tribal Chairman has

expressed full support from the Tribal Council in securing the 21st CCLC grant. Included in the Appendix II are letters of support from these individuals.

ADEQUACY OF RESOURCES

The staff will consist of in-house certified teachers and non-certified educational aides. The After School Program will be staffed by approximately seven employees. All teaching staff will be paid \$25 per hour. Depending upon student enrollment, two to three bus drivers will be hired to drive 2 hours per day, 4 days a week at a salary of \$25 per hour. Two coordinators will oversee the program at a salary of \$1,400 per month for the ten months during the 21st CCLC program. 95% of the coordinators time will be spent working during after school hours. The Summer School Program will be staffed by three full-time teachers, one cook, and two bus drivers. All summer employees will be paid \$25 per hour. Staffing should be adequate in providing a 1:10 ratio for academic programs and a 1:15 ratio for enrichment programs and recreational activities. Before the school received 21st CCLC funding in 2007, staff members were surveyed to compile a list of interested participants, and it was concluded that staff members thought after school and summer school programs would greatly benefit Tiospaye Topa students. A list was gathered of probable participants and of ideas for programs to be offered. The previous 21st CCLC program was very successful at Tiospaye Topa School. Throughout the five year period, modifications in the activities offered were made accordingly to meet the needs of the students. Through observation and surveys, changes were ongoing to provide the best possible program. With the continuation of the 21st CCLC program, the staff and coordinators will work together to make the 21st CCLC After School and Summer School programs work for the best interest of our students. Through past and current collaboration with staff, the 21st CCLC program will continue to provide educational enrichment that is tailored to our individual student needs.

Research states that quality after school programs have positive staff members that establish and maintain caring and supportive relationships between staff and participants. These relationships help serve as the foundation of a warm climate that includes encouragement and respect, making students feel welcome and relaxed. Essential staff roles and descriptions are listed in Appendix I.

Most services provided by the school principals (program directors) will be performed during the school day and will be in-kind contributions. They will be compensated \$500 each for additional after school and summer hours of operation. They will be responsible for overseeing the entire program, offering guidance and leadership. Directors will be in charge of hiring coordinators and certified and non-certified staff for the 21st CCLC programs. Program coordinators will supervise the program and be responsible for collecting daily, weekly, monthly, quarterly, and annual data. The business technician will provide financial management services as an in-kind contribution during the school day. The technician will be compensated \$2,000 for additional duties performed after hours for the program. All data required for grant guideline submission will be the responsibility of the coordinators. The budget will be developed, coordinated, and implemented and will account for all available funds. Certified and non-certified staff will be responsible to submit required records to the coordinators according to specified timelines. All staff teaching core academic curriculum courses will be encouraged to be State certified. Bus drivers will also need to keep transportation logs and submit documentation as required. Specific duties of all staff members will be distributed to applicants.

Transportation services are vital to the success of the 21st CCLC After School and Summer School program. All bus guidelines and safety rules that pertain during the school day will be enforced. Tiospaye Topa bus drivers will comply with all State and Federal regulations to ensure the safety of the students while arriving to and from the after school and summer programs. When the need arises, program employees will transport students living in less populated areas in school-leased Suburbans. As an in-kind service, these drivers will not be paid a wage to transport these students.

The After School and Summer School Programs will be held at Tiospaye Topa School, a safe and secure learning environment. The library, the gym, computer labs, classrooms, and the cafeteria will be made available to carry out after hours class activities. Security cameras are in place throughout the school and outside the building. In addition, people seeking admittance to the building after hours will be admitted using the current electronic entry system. All policies and procedures for student safety will be followed in connection with the day school safety requirements, as referenced in the school handbook and the school's Continuity of Operations Plan (COOP).

The Tiospaye Topa School administrators, school board members, Education Line Officer, and Cheyenne River Sioux Tribal Council and Chairman were notified of the school's intent to apply for a 21st Century Community Learning Centers Program grant. They were consulted in written and verbal form and were supportive of the school's endeavors. Communication lines were open, guidance was requested and recommendations were implemented into the proposal. All stakeholders are supportive of the school's efforts and will continue to provide assistance if the grant is awarded. Stakeholders will be kept informed and updated of the 21st CCLC After School and Summer School program happenings, activities, success rates, and will be invited to participate in events at the school.

Tiospaye Topa has approved the use of the school facility at no cost to the 21st CCLC, including classrooms, kitchen, cafeteria, gym, track field, playground areas, library, and computer lab. All partners in the grant proposal provided written documentation stating the services they will provide to the 21st CCLC. If the grant is awarded, communication between partners will be ongoing and partnerships will remain in place.

QUALITY OF THE MANAGEMENT PLAN

The 21st CCLC SMART goals table below is aligned to the Tiospaye Topa School Native Star SMART Goals, and identifies the performance measures of the program.

Measureable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/ Evaluation
1. Student math proficiency will increase as measured by the NWEA MAP assessment. 70% of the full-time students (30 or more days in attendance) will meet grade-level proficiency, or will make a full grade-level gain at their current level of proficiency, as determined by RIT Scale Scores. Gains will be measured from beginning-of-the-year (fall) to end-of-the-year (spring) testing windows.	1. Tutoring & Homework Help 2. Small Group Intervention 3. Study Island 4. IXL 5. Acellus Courseware 6. Odysseyware Courseware	1. Teaching Staff	1. Tri-Annually	1. NWEA MAP 2. AIMSweb 3. STAR Math
2. Student reading proficiency will increase as measured by the NWEA MAP assessment. 70% of the full-time students (30 or more days in attendance) will meet grade-level proficiency, or will make a full grade-level gain at their current level of proficiency, as determined by RIT Scale Scores. Gains will be measured from beginning-of-the-year (fall) to end-of-the-year (spring) testing windows.	1. Tutoring & Homework Help 2. Small Group Intervention 3. Study Island 4. Lexia 5. Acellus Courseware 6. Odysseyware Courseware	1. Teaching Staff	1. Tri-Annually	1. NWEA MAP 2. DIBELS 3. STAR Reading

It is vital for staff members to be given time for orientation, collaboration, and staff meetings. Staff members will have 3 days (6 hours) prior to the community Open House for orientation, planning, and staff development. Collaboration time will be available for all daytime classroom teachers and after school staff for 15 minutes prior to beginning organized classes each day. Professional development opportunities will be available at least 3 times per year. Summer school teaching staff members will be given an hour each morning for planning time and to collaborate with other teachers.

During staff orientation, policy and procedures and job descriptions will be reviewed with the staff by the administration. The current Tiospaye Topa Student and Staff Handbooks will be in effect for the 21st CCLC. Coordinators will provide teachers with curriculum ideas and online resources to compliment instruction. State standards and/or Common Core standards will be distributed to all staff members in the content area that they will be teaching. This will enable them to match the standards to their weekly lesson plans. Coordinators will review lessons plans for validity. The program directors (administrators) will supervise and monitor staff and coordinator roles. Staff concerns that need to be addressed will be handled by the directors.

Job descriptions for all staff members can be found in Appendix I. Staff responsibilities link to the descriptions stated. Milestones for accomplishing project tasks will be monitored according to assessment evaluation timelines. Hard copies of deadlines and due dates will be distributed to all staff during orientation. Performance Measure Tracking and Student Achievement Reports will be gathered as completion dates are met. Data will be compiled and submitted quarterly in BIE reports and annually in PPICS.

Various training opportunities will be held for coordinators and staff members. Coordinators are mandated to attend annual trainings through the 21st Century Community Learning Centers Program grant. The coordinators will be required to present information learned at the workshops to the staff members during orientation. Funding will be secured for outside consultants to provide professional development opportunities to the staff. Data consultants that currently work with the day school will be available to help staff understand assessment outcomes and utilize the results to improve academic success. If available, training in improving reading and math strategies from local universities will enhance student educational outcomes.

To ensure program quality, the after school and summer school programs will be internally evaluated by staff completed surveys. Findings will be shared among staff members, and after reviewing the outcomes, program strategies may need to be modified or changed. Quarterly internal evaluations will be administered by program directors. Performance measures will be monitored and shared with staff on a quarterly basis.

Below is a detailed timeline for implementation of the first year of programming. Because of the shortened timeframe of receiving grant funding, programming will begin in late January 2013. Since the 21st CCLC After School Program was operational the previous five years, mid-year implementation will be an easy adjustment, as policies and procedures are currently in place. The budget form, beginning on page 26, includes expenditures necessary to begin programming the first year.

Year 1 Program Implementation Timeline

Date	Description	Person(s) Responsible
Jan. 22-24, 2013	Staff Orientation	Staff, Coordinators, Directors
Jan. 28, 2013	Open House Family Night	Staff, Coordinators, Directors
Jan. 29, 2013	After School Programming Begins	Staff, Coordinators
Weekly (Ongoing)	Submission of Lesson Plans, Attendance, Tutor & Homework Help Logs	Staff, Coordinators
Monthly (Ongoing)	Budget & Expenditure Reconciliation Distribute Monthly Calendars/Newsletters	Coordinators
March 15, 2013	BIE Quarterly 21 st CCLC Report Due	Coordinators
March 2013	Quarterly School Board Report	Coordinators
April 1-19, 2013	Dakota STEP Testing	All Staff
April 17, 2013	21 st CCLC Family Night – Parent Surveys	Staff, Coordinators
April 29, 2013	Staff & Student Surveys	Staff, Coordinators
April 30, 2013	After School Programming Ends	Staff, Coordinators
May 6-14, 2013	NWEA Spring Testing	All Staff
May 6, 2013	Full-time Student PPICS Surveys	Day School Staff, Coordinators
May 17, 2013	Staff Summer School Orientation	Staff, Coordinators, Directors
May 28, 2013	Summer School Begins	Staff, Coordinators
June 14, 2013	Summer School Programming Ends	Coordinators
June 15, 2013	BIE Quarterly 21 st CCLC Report Due	Coordinators
June 2013	Quarterly School Board Report	Coordinators
July 2013	BIE End-of-the-Year 21 st CCLC Report Due	Coordinators
August 31, 2013	PPICS Data Compiled & Certified	Coordinators

During subsequent funding years, the 21st CCLC After School and Summer School Programs will begin earlier during the school year. The timeline below reflects the anticipated dates, descriptions, and person(s) responsible for carrying out the operations of the 21st CCLC. Partnerships will be maintained throughout program funding years. Modifications will be made as new partnerships are formed. Student handbooks and staff policies and procedures are in place. All After School and Summer School Program curriculum are currently aligned to the South Dakota State Standards and Common Core Standards. All staff received professional development training on Common Core Standards. Lesson plan templates are in place for aligning daily after school and summer school lessons to all standards.

Sustainability Timeline for Continued Years of 21st CCLC Operation

Date	Description	Person(s) Responsible
September	NWEA Fall Testing	All Staff
October	Staff Orientation	Staff, Coordinators, Directors
October	21 st CCLC Family Open House	Staff, Coordinators, Directors
October	After School Programming Begins	Staff, Coordinators
Weekly (Ongoing)	Submission of Lesson Plans, Attendance, Tutor & Homework Help Logs	Staff, Coordinators
Monthly (Ongoing)	Budget & Expenditure Reconciliation Distribute Monthly Calendars/Newsletters	Coordinators
Monthly (Ongoing)	Budget & Expenditure Reconciliation Distribute Monthly Calendars/Newsletters	Coordinators
November	Quarterly School Board Report	Coordinators
December 15	BIE Quarterly 21 st CCLC Report Due	Coordinators
January	NWEA Winter Testing	All Staff
February	Theatrical Theme & Performance	Staff, Coordinators
March 15	BIE Quarterly 21 st CCLC Report Due	Coordinators
March	Quarterly School Board Report	Coordinators
April	Dakota STEP Testing	All Staff
April	21 st CCLC Family Night – Parent Surveys	Staff, Coordinators
April	Staff & Student Surveys	Staff, Coordinators
April	After School Programming Ends	Staff, Coordinators
May	NWEA Spring Testing	All Staff
May	Full-time Student PPICS Surveys	Day School Staff, Coordinators
May	Staff Summer School Orientation	Staff, Coordinators, Directors
May	Summer School Begins	Staff, Coordinators
June	Summer School Programming Ends	Coordinators
June	BIE Quarterly 21 st CCLC Report Due	Coordinators
June	Quarterly School Board Report	Coordinators
July	BIE End-of-the-Year 21 st CCLC Report Due	Coordinators
August	PPICS Data Compiled & Certified	Coordinators

During previous years of 21st CCLC programming, the day school staff collaborated with the After School Program staff to provide insight in making the program effective and successful. All performance measures were met during each of the five years as a result of the collaborative efforts of all staff. To ensure effective programming, Native Star team members will help monitor the program's strengths and weaknesses and provide feedback for improvements to the program.

Staff orientation with 21st CCLC staff will be held the week prior to the beginning of programming. Policies and procedures, programs goals, timelines, schedules, and lesson plan procedures will be reviewed. After School Program staff will collaborate with day school staff to discuss target skills that need reinforcement during after school programming hours. After School Program staff meetings will be held bimonthly and will include professional development

provided by the program coordinators. Professional development topics and instruction will vary according to teacher requests and program needs.

Partnerships have been sustained and will continue to work collaboratively with the 21st CCLC to provide valuable services. Community and tribal stakeholders will be consulted to ensure program integrity. Student, staff, and parent surveys will also provide input to the effectiveness of the stakeholders' needs.

Parent involvement is a key component to the success of the 21st CCLC. The National Relief Charities (NRC) incentive program will entice parents and guardians to become more a part of their child's educational success. The Tiospaye Topa School Title I Parent Involvement Committee and the 21st CCLC will work collaboratively. Through additional grant opportunities, the 21st CCLC will help enhance the existing program, and looks forward to combining their efforts with additional resources and family-oriented programs. Together, the Tiospaye Topa School Title I Parent Involvement Committee and the 21st CCLC program will disseminate school and community information to outside sources.

Quarterly progress reports will be provided to the Bureau of Indian Education (BIE) on a quarterly basis. Academic progress data throughout the year will be compiled from NWEA test scores and will determine whether performance measures have been met. These reports will be shared with all program stakeholders. Behavior reports will be monitored through NASIS. The South Dakota state assessment, Dakota STEP, will provide data for individual student proficiency levels. Coordinators will enter the data into Profile and Performance Information Collection Survey (PPICS), the US Department of Education's program monitoring system.

SCHOOL IMPROVEMENT STATUS

Tiospaye Topa School has not received a School Improvement Grant (SIG) and is not a residential facility. The school has not made Adequate Yearly Progress (AYP) in recent years. The school has made several changes to curriculum and instructional strategies to attain higher levels of academic proficiency.

Tiospaye Topa School is currently in restructuring status for school improvement. After School programming will continue to work collaboratively with the day school to effectively implement school improvement strategies. The Native Star school improvement and corrective action supplemental plan currently guides and supports the 21st CCLC After School and Summer School Programs. Within the corrective action plan is stated, "The program focus is on reading and math enrichment activities. All lessons are matched with the South Dakota State Standards. The After School Program staff collaborates with the day school staff to help incorporate and reinforce skills that have been taught during the day. NWEA testing data will be reviewed and determination will be made to provide additional instruction for the targeted reading and math skills that need improvement. Day school teachers can request extra tutoring for those students requiring additional one-on-one or small group instruction. All students are given time to do homework, with teacher help available. Students also continue to work on targeted reading and math skills in need of improvement." After School and Summer School Program staff will follow the Native Star improvement plan and will implement the strategies necessary for improving academic gains for our students.

BUDGET NARRATIVE

An itemized budget form begins on page 26. Due to the remote location of Tiospaye Topa School, 85% of the students are bused from distances up to 45 miles one way. Lack of transportation is a primary concern and the budget allows for all students to be given the opportunity to attend the 21st CCLC After School and Summer School programs. The school's buses are currently leased from General Services Administration (GSA). There is a flat monthly rate charged per bus and mileage rates are applicable for each bus. In order to run the buses during after school hours, the 21st CCLC will provide \$22,000 of the fee to compensate for the additional mileage used for the After School and Summer School Programs. Two to three bus drivers during the school year and two bus drivers during the summer will be needed. Their salaries are included with the staff salaries mentioned earlier in the narrative.

Proposed staff salaries were identified earlier in the narrative. For continuity in providing students with academic enrichment beyond the school day, it is important to hire staff from within the school system. In maintaining an adequate student/staff ratio, it will be necessary to hire additional teachers for the more populated primary grades. This will also provide more individualized instruction in targeted academic areas.

\$400 has been allotted for staff development opportunities and duties performed by staff members through media and technology to promote and advertise the After School and Summer School Programs. Expenses will be covered for the coordinators to attend the 21st CCLC conference. Additional money has been budgeted for coordinators to attend mandated conferences and program related trainings throughout the year. \$3,000 will be spent on outside consultants to provide additional student programming for expenses incurred for local artists in residence, theater, and cultural activities. Snacks will be provided through the services of the South Dakota Free and Reduced Lunch Program at no cost to the 21st CCLC. The school's district lunch program coordinator will provide these mandated clerical services for the after school and summer school programs for an annual fee of \$1,500. The CRST Youth Diabetes Prevention Program will continue to supplement the snack program with fresh fruits, vegetables, and bottled water as necessary.

Field trips may be provided for the students, dependent on educational opportunities that coincide with classroom activities. \$1,500 will be budgeted to cover expenses for these educational experiences. National Relief Charities will provide small monthly incentives for students and their families. These prizes will encourage program participation and will also help improve school attendance during the regular school day.

The partnerships formed with organizations will be at no cost to the program. The food and beverages will be provided through the school lunch program, partner donations, and in-kind services. Practical and useful incentives for parents and families will also be supplied by partners. The school is providing facilities and services aforementioned at no cost. Memorandums of Agreement and Letters of Support can be found in Appendix III.

The 21st CCLC coordinators will keep detailed financial records on all money spent and will comply with the stated guidelines. Money will not be released from the account without consent. The Tiospaye Topa business technician will oversee expenditures and will keep accounts balanced and up-to-date. Receipts for all expenses will be kept on file. All allocated funds will be spent during the programming fiscal year.

All teaching staff will be paid \$25 per hour. Depending upon student enrollment, two to three bus drivers will be hired to drive 2 hours per day, 4 days a week at a salary of \$25 per

hour. Two coordinators will oversee the program at a salary of \$1,400 per month for the ten months during the 21st CCLC program. 95% of the coordinators time will be spent working during after school hours. The summer school program will be staffed by three full-time teachers, one cook, and two bus drivers. All summer employees will be paid \$25 per hour. Most services provided by the school principals (program directors) will be performed during the school day and will be in-kind contributions. They will be compensated \$500 each for additional after school and summer hours of operation. They will be responsible for overseeing the entire program, offering guidance and leadership. The business technician will provide financial management services and will be compensated \$2,000 for additional duties performed after hours for the program.

The majority of materials and supplies needed for the 21st CCLC will be in-kind contributions from Tiospaye Topa School and various program partners. All core reading and math curriculum enrichment activity and intervention kits will be supplied by the school at no cost to the program. NWEA, DIBELS, and AIMSweb testing expenses will continue to be paid by Tiospaye Topa School. \$4,500 has been budgeted for supplies and materials that will include web-based reading and math standards-based curriculum programs. Programs will include Study Island, Lexia Reading, and IXL Math. These programs will supplement the day school curriculum and will provide enrichment and reinforcement of academic skills.

During 2011-2012, the average daily membership at Tiospaye Topa School totaled 140 students. The entire student population has been targeted as at-risk, which indicates a high need for enrichment and remedial programs. Tiospaye Topa School hopes to have at least 70% of the student population in attendance. During the previous 21st CCLC funding years, the school was awarded \$149,118 annually. A mandatory 25% decrease in the award amount will allow the 21st CCLC a funding amount of \$111,000. It is reasonable to believe that, along with support from prior partnerships and additional funding opportunities that may become available; a successful program would need the maximum grant award amount.

COMPETITIVE POINTS

Tiospaye Topa School has secured effective partnerships to help provide students with extended learning opportunities. Through meaningful collaboration, much thought and consideration has gone into planning a program tailored to the specific needs of the students at Tiospaye Topa School. Program partnerships have been formed with local, tribal, state, and national organizations to provide resources for enrichment and wellness education. Health, wellness, prevention/anti-bullying activities, along with community service learning projects will be provided to students, families, and community members with assistance from program partners. Detailed documentation has been provided in the narrative and letters of support can be found in Appendix III. Tiospaye Topa School provides a safe and healthy learning environment for students. School staff will work collaboratively with all stakeholders to provide a meaningful learning experience and positive social climate that will promote overall student well-being.

GEPA 427 REQUIREMENT

Tiospaye Topa School will ensure equitable access for all participants regardless of gender, race, national origin, color, disability, or age. We will evaluate the sites used, the software accessed, the audiovisuals employed, and the methods on instruction to prohibit discrimination against these groups.

**PARTICIPANTS SERVED BY 21st CCLC
AFTER SCHOOL AND SUMMER SCHOOL PROGRAMS**

The following chart addresses the estimated student population in grades K-12 that will be enrolled in the 21st CCLC After School and Summer School programs. It is hopeful that all students will choose to participate in the 21st CCLC; however the initial goal will be to serve 70% or more of the regular day school population.

Name of After School Site	Designation – School Status	% Free or Reduced Lunch	Estimated # of Students to be Served	# of Family Members to be Served	Grade Levels to be Served
Tiospaye Topa School	Restructuring	100%	100	50	K-12

PERFORMANCE MEASURES TABLE

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
<p>1. Student math proficiency will increase as measured by the NWEA MAP assessment. 70% of the full-time students (30 or more days in attendance) will meet grade-level proficiency or will make a full grade-level gain at their current level of proficiency, as determined by RIT Scale Scores. Gains will be measured from beginning-of-the-year (fall) to end-of-the-year (spring) testing windows.</p>	<p>1. Tutoring & Homework Help 2. Small Group Intervention 3. Study Island 4. IXL 5. Acellus Courseware 6. Odysseyware Courseware</p>	<p>1. Teaching Staff</p>	<p>1. Tri-Annually</p>	<p>1. NWEA MAP 2. AIMSweb 3. STAR Math</p>
<p>2. Student reading proficiency will increase as measured by the NWEA MAP assessment. 70% of the full-time students (30 or more days in attendance) will meet grade-level proficiency or will make a full grade-level gain at their current level of proficiency, as determined by RIT Scale Scores. Gains will be measured from beginning-of-the-year (fall) to end-of-the-year (spring) testing windows.</p>	<p>1. Tutoring & Homework Help 2. Small Group Intervention 3. Study Island 4. Lexia 5. Acellus Courseware 6. Odysseyware Courseware</p>	<p>1. Teaching Staff</p>	<p>1. Tri-Annually</p>	<p>1. NWEA MAP 2. DIBELS 3. STAR Reading</p>

SCHEDULE OF OPERATIONS

SCHOOL SERVED: Tiospaye Topa School

21st CCLC After School and Summer School Program

SCHOOL YEAR AND SUMMER SCHOOL SCHEDULE:

Number of Weeks during the school year: 25 weeks (approximately 70 days)

Number of Weeks during the summer: 3 weeks (12 days)

Activity	After School Hours	Summer School Hours	Where? By Whom?	M	T	W	TH
Walking Club	3:37-4:00	9:00-9:20	Gym or Track Staff	X	X	X	X
Homework Help/Tutoring	4:00-5:30	9:20-2:00	Classrooms Staff	X	X	X	X
Reading Enrichment Activities	4:00-5:30	9:20-2:00	Classrooms Staff	X	X	X	X
Math Enrichment Activities	4:00-5:30	9:20-2:00	Classrooms Staff	X	X	X	X
Character Building Programs	4:00-5:30	9:20-2:00	Classrooms School & Program Staff	X	X	X	X
Fitness Activities	4:00-5:30	9:20-2:00	Classrooms/ Gym Staff	X	X	X	X
Awareness & Prevention Programs	4:00-5:30	9:20-2:00	Classrooms School & Program Staff	X	X	X	X
Acellus/ Odysseyware	4:00-5:30	9:20-2:00	Computer Lab Staff	X	X	X	X
Cultural Activities	4:00-5:30	9:20-2:00	Classrooms Staff	X	X	X	X

**** TIMES AND SPECIFIC PROGRAMS AND ACTIVITIES SUBJECT TO CHANGE ****

21st CCLC Budget Worksheet

ADD	Roxanne Brown, East Region
ELO	Dr. Cherie Farlee, Cheyenne River Line Office
Name of School	Tiospaye Topa School
Grant Name	21 st CCLC After School and Summer School Program
Award Number	
Project Start Date	1-1-13
Project End Date	6-30-13 (Possible Subsequent Funding Years)

PREVIOUS SCHOOL YEAR ALLOCATION	\$149,118.00
EXPENDED PREVIOUS SY ALLOCATION	\$149,118.00
TOTAL CARRYOVER AVAILABLE	\$0.00
CURRENT SCHOOL YEAR ALLOCATION	\$0.00
TOTAL AVAILABLE	\$0.00

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			\$ 73,100.00
Teachers/Coordinators/Directors	After School & Summer School		\$56,100.00
Bus Drivers	After School & Summer School		\$14,000.00
Consultants	After School & Summer School		\$3,000.00
Employee Benefits			\$ 0.00
NA	25%	\$	
Professional Development			\$ 400.00
Staff	Training Based on Program Needs		\$400.00

Purchased Services			\$ 0.00
Equipment			\$ 0.00
Materials and Supplies			\$ 4,500.00
Computer Programs	Study Island, Lexia Reading, IXL Math		\$3,500.00
Project Materials	Materials for Classroom Activities		\$1,000.00
Other Expenses:			\$ 1,500.00
Field Trips	Dependent on Classroom Themed Activities		\$1,500.00
Instructional Support			
Personnel Services			\$ 3,500.00
Business Technician	Annual Accounting/Clerical Fee		\$2,000.00
District Dietician	Annual Fee for Nutritional Services		\$1,500.00
Employee Benefits			\$ 0.00
NA	25%	\$ -	
Professional Development			\$ 0.00
Purchased Services			\$ 0.00
		\$ -	
Equipment			\$ 0.00

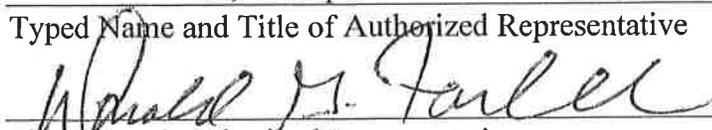
Assurances for BIE 21st CCLC

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).

Donald G. Farlee, Principal

Typed Name and Title of Authorized Representative


Signature of Authorized Representative

11-19-12

Date

APPENDIX I.

JOB DESCRIPTIONS FOR KEY STAFF MEMBERS

PROGRAM DIRECTORS

Part-time position (School Principals)

- Responsible for overseeing all program activities and services
- Hires coordinators, staff members, and bus drivers
- Supervises program staff at school
- Directors will follow all guidelines set forth by the Department of Education and the Bureau of Indian Education

PROGRAM COORDINATORS

- 2 coordinators for after school program and for summer school program for term of grant
- Participants will demonstrate educational and social benefits and exhibit positive behavioral changes
- Programs will offer a range of high-quality educational, developmental, and recreational services
- Coordinators will supervise programs
- Coordinators will collect staff and student attendance records daily, weekly lesson plans, participation logs and student assessment records as administered according to timeline, behavior reports, student, parent and staff surveys
- Coordinators will assemble and distribute program schedule
- Coordinators will assure timely communication with all stakeholders
- Coordinators will submit reports to the School Board quarterly
- Coordinators will develop, coordinate, and implement a budget that accounts for all available funds
- Coordinators will keep all documentation required by the Department of Education and the Bureau of Indian Education in hard copy form
- All documentation will be submitted in a timely manner
- Coordinators have evidence of community partners and of on-going communication with the community
- Coordinators will follow all guidelines set forth by the Department of Education and the Bureau of Indian Education
- Coordinators will compile and enter all Profile and Performance Information Collection System (PPICS) data

TEACHING STAFF

- Approximately 10 part-time educational staff for after school program and approximately 6 full-time educational staff for summer school (including certified and non-certified)
- Participants will demonstrate educational and social benefits and exhibit positive behavioral changes
- Programs will offer a range of high-quality educational, developmental, and recreational services
- Staff will supervise students and manage behavior while on duty

- Staff will submit to coordinators: attendance records daily, lesson plans aligned to State standards weekly, participation logs and student assessment records as administered according to timeline, behavior reports, student, parent and staff surveys
- Communicate and collaborate with classroom teachers daily and with coordinators as needed
- Staff will follow program schedule
- Staff will be required to leave classrooms neat and orderly
- Staff will submit all documentation in a timely manner
- Staff will follow all guidelines set forth by the Department of Education and the Bureau of Indian Education

BUS DRIVERS & SUBURBAN DRIVERS

- 2 to 3 full-time certified bus drivers and Suburban drivers (if the need arises) for after school program and 2 full-time certified bus drivers for summer school program
- Participants will demonstrate educational and social benefits and exhibit positive behavioral changes
- Bus drivers and Suburban drivers will supervise and manage student behavior while on duty, and will be available to assist classroom teachers
- Bus drivers and Suburban drivers will submit to coordinators: attendance logs weekly, mileage log sheets weekly, and behavior reports
- Bus drivers and Suburban drivers will follow program schedule
- Bus drivers and Suburban drivers will submit all documentation in a timely manner
- During summer school session, bus drivers will assist with janitorial duties between driving sessions, will assist with kitchen duties, or in classrooms if needed
- Staff will follow all guidelines set forth by the Department of Education and the Bureau of Indian Education

COOK

- 1 full-time cook for summer school program
- Participant will demonstrate educational and social benefits and exhibit positive behavioral changes
- Cook will supervise and manage student behavior while on duty
- Cook will submit to coordinators: daily breakfast and lunch counts, grocery supply list for approval before ordering, receipts for all groceries
- Cook will help supervise and assist students in the kitchen
- Cook will maintain cleanliness in the cafeteria and kitchen and will adhere to State food and safety regulations
- Staff will follow all guidelines set forth by the Department of Education and the Bureau of Indian Education

APPENDIX II.

DOCUMENTS OF SUPPORT FROM SCHOOL AND TRIBE



**United States Department of the Interior
Bureau of Indian Education
Cheyenne River Education Line Office
P.O. Box 2020
Building 2002, E Street
Eagle Butte, SD 57625
(605) 964-8722 office
(605) 964-1155 fax**



November 2, 2012

To Whom It May Concern:

I am writing this letter of support for the Tiospaye Topa School who is applying for a 21st Century Learning Centers Program Grant to assist our Native American students who come from a high poverty area where students are high risk for academic failure, juvenile crime, which often leads to school violence and substance abuse.

There are 5 communities where families reside that lack a sufficient number homes, no education or recreation activities or centers, no businesses and no employment. The majority of the communities feel a great hopelessness in their lives. When students return to their communities in the evening during the school term and during the summer months, they have nothing productive to occupy their time or to challenge their creativity or intellect.

We believe the 21st Century Grant opportunity is a wholesome way to provide the resources our students desperately need to change their lives and hopes, challenging them to use their creative and academic capabilities to continue to build skills and self esteem to become productive members of society. The former grant impacted the students providing by after school activities that enhanced their academic achievement, promoted their physical wellness and boosted their self esteem as evidenced by assessment scores and their eagerness to stay after school to participate with their peers in various activities. The students have formed strong bonds with the school personal giving them the confidence that there are people who do care about their life successes.

The 21st Century Community Learning Center Program is fully supported by this office and we will continue to provide encouragement and support to the Tiospaye Topa School efforts to enhance the whole child. We observe the needs of the school regularly and hope this grant application will be awarded to these deserving students, staff and communities.

Sincerely,

Dr. Cherie Farlee, Education Line Officer
Cheyenne River Agency Education



Bureau of Indian Affairs
Cheyenne River Agency



Tiospaye Topa School

PO Box 300 • Ridgeview, South Dakota 57652 • 605-733-2290 • Fax 605-733-2299

November 5, 2012

To Whom It May Concern:

On behalf of the Tiospaye Topa School administration and school board, we would like to offer our support in securing a 21st Century Community Learning Centers Program. We strive to promote a quality education at our school. The 21st Century grant would allow us to provide enrichment programs, tutoring, and wellness activities after school and during the summer for our students.

Our students live in an extremely rural area on the Cheyenne River Sioux Reservation in South Dakota. There is a high level of poverty, along with drug and alcohol abuse issues among our families. Very few activities and services are provided for the children outside of the school day.

Tiospaye Topa School personnel is willing to dedicate time and energy to continue making an after school program and a summer school program successful. During the past five years of grant funding, our students attained higher academic success and were able to participate in activities that were not provided during the school day. Receiving a 21st Century Community Learning Centers Program grant would again secure these possibilities.

Thank you for your time and consideration.

Theodore Rousseau
School Board Representative

Donald G. Farlee
Principal

Thunderhawks

CHAIRMAN
Kevin C. Keckler

SECRETARY
Ev Ann White Feather

TREASURER
Benita Clark

VICE-CHAIRMAN
Ted Knife, Jr.



P.O. Box 590
Eagle Butte, South Dakota 57625
Phone: (605) 964-4155
Fax: (605) 964-4151

TRIBAL COUNCIL MEMBERS

DISTRICT 1
Ardys Cook
Bryce In The Woods

DISTRICT 2
Ted Knife, Jr.

DISTRICT 3
Maynard Dupris
Edward Widow

DISTRICT 4
Todd Ward
Merrie Miller
Frank Thompson
Sharon Lee

DISTRICT 5
Robert Walters
Robin Le Beau
Raymond Uses the Knife, Jr.
Ryman LeBeau

DISTRICT 6
De Anna Le Beau
Dixie LeCompte

November 08, 2012

To Whom It May Concern,

The Cheyenne River Sioux Tribe supports Tiospaye Topa School's efforts in securing a 21st Century Learning Centers Program grant. We are proud of the efforts of the students, staff, and community members in their efforts to secure the grant. The school works hard to maintain a high level of education standards for those children at the school.

Nearly 200 of our Tribal children from outlying areas attend this K through 12 school in LaPlante. Due to the extreme rural location and the lack of transportation, the students have few extra educational programs and activities that can be provided for them. In turn, if the school is awarded the grant, many of our Tribal member students would be able to participate in an enriched education program that would not otherwise be possible.

Your favorable consideration of Tiospaye Topa's 21st Century Learning Center Program grant proposal is greatly appreciated. The opportunities this grant provides to the Reservation children is invaluable.

Sincerely,

A handwritten signature in black ink, appearing to read "Kevin C. Keckler". The signature is stylized and fluid.

Kevin C. Keckler
Chairman

CC: Tribal Executives
Tribal Council
Education Services
file

The blue represent the thunder clouds above the world where live the thunder birds who control the four winds. The rainbow is for the Cheyenne River Sioux people who are keepers of the Most Sacred Calf Pipe, a gift from the White Buffalo Calf Maiden. The eagle feathers at the edges of the rim of the world represent the spotted eagle who is the protector of all Lakota. The two pipes fused together are for unity. One pipe is for the Lakota, the other for the all the other Indian Nations. The yellow hoops represent the Sacred Hoop, which shall not be broken. The Sacred Calf Pipe Bundle in red represents Wakan Tanka - The Great Mystery. All the colors of the Lakota are visible. The red, yellow, black and white represent the four major races. The blue is for heaven and the green for Mother Earth.



Bureau of Indian Affairs
Cheyenne River Agency



Tiospaye Topa School

PO Box 300 • Ridgeview, South Dakota 57652 • 605-733-2290 • Fax 605-733-2299

MEMORADUM OF AGREEMENT

TIOSPAYE TOPA SCHOOL

21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM

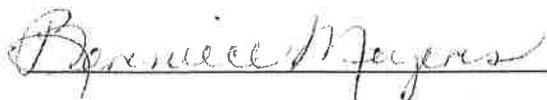
The Tiospaye Topa School joins together as partners with the 21st Century Community Learning Centers Program. The goals for this partnership include:

1. To implement after school and summer school activities that will provide academic enrichment and remediation to help our students improve in core content areas.
2. To implement substance abuse and violence prevention programs, along with character education programs through partnerships with community entities.
3. To establish school, parent, and community involvement that promotes family literacy.
4. To extend opportunities for our students to participate in educational, recreational, social, wellness, and cultural activities.

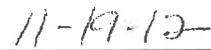
Tiospaye Topa School agrees to provide the following in-kind services:

1. Make available all classrooms in the school for instruction/activities
2. Classrooms available will include the computer lab and the school library
3. School gymnasium will be available for physical/athletic programs
4. School cafeteria and kitchen will be available for nutrition programs
5. Playground equipment, playground area, and athletic track/field will be available for physical/athletic programs

The following signature constitutes and represents the commitment of the Tiospaye Topa School to the 21st Century Community Learning Centers Program.



Berniece Meyers, Tiospaye Topa Elementary Principal



Date

Thunderhaws

CRST YOUTH DIABETES PREVENTION PROGRAM

PO BOX 590

EAGLE BUTTE, SD 57625

TELEPHONE: (605) 964-7776 or 7777

FAX: (605) 964-7773

Stop Diabetes Before It Starts

November 15th, 2012

To Whom It May Concern:

RE: Letter of Support

The Cheyenne River Sioux Tribe Youth Diabetes Prevention Program strongly supports the Tiospaye Topa School 21st Century Grant Application. We recognize the need for this important project that will serve the students at the Tiospaye Topa School.

The CRST Youth Diabetes Prevention Program will be an active participant in this program and be available for youth activities, after school activities, summer activities, nutrition classes and/or cooking demonstrations, and diabetes prevention education presentations under the 21st Century Grant Program.

The CRST Youth Diabetes Prevention Program is committed to the youth and their families of the Cheyenne River Sioux Tribe, and is in full support of the all efforts to better the future for our youth. We believe that education is the key! Therefore, we commit and agree wholeheartedly, to collaborate with the Tiospaye Topa School.

Please accept our gratitude for considering the Tiospaye Topa School for this excellent grant opportunity. If I can be of further assistance, please do not hesitate to contact me at 605.964.7774 or 7775. Thank you.

Respectfully,



Michelle Moran-Walking Elk, Program Coordinator
CRST Youth Diabetes Prevention Program

IZUZA



tribalventures



A CRST Project



November 8, 2012

To Whom It May Concern:

The Tribal Ventures Poverty Reduction Plan was developed by the people of the Cheyenne River Indian Reservation. Tribal Ventures Partnership Board has delegated authority from the Tribal Council to manage the fund and oversee the implementation of the plan. Tribal Ventures partners with local organizations and tribal entities implement the plan's initiatives. A partnership with the Tiospaye Topa 21st CCLC After School and Summer School Program will help our goal of turning our hopes and dreams into opportunities for our families and children to experience a better life.

The Tribal Ventures plan utilizes a holistic approach to further the development of our community in three development areas: 1) individual, social and cultural; 2) community and capacity; and 3) economic. It captures the voices and the spirit of our people, and we believe with unified community participation we can maximize our impact in alleviating generations of poverty on the Cheyenne River Indian Reservation and create an environment for future generations to thrive.

Two of the initiatives that we coordinate would be very beneficial to the students and community members of Tiospaye Topa School. The Cultural Teaching and Values Consortium offer various activities and events that provide ways to reconnect with our Lakota culture and to feel positive about it. Through various activities and events, the Healing Communities, Families, and Individuals Initiative works with other strategies to build peoples' physical, emotional, mental and spiritual wellness.

We look forward to expanding our service network by partnering with Tiospaye Topa School and the 21st Century Community Learning Center Program. Our Native children and families are in need of additional assistance, and extended support services from Cheyenne River Sioux Tribal Ventures would complement the program nicely.

Sincerely,

D. Eileen Briggs
Executive Director

November 2, 2012

21st Century After School Program
Tiospaye Topa School
HC 76 Box 300
Laplant, South Dakota 57656

RE: **Letter of Support** – Cheyenne River 21st Century After School Program

To whom it may concern:

My name is Clay Ramsey. I am the program manager for the National Relief Charities (NRC) distribution center in Rapid City, South Dakota. We work with over 600 different Native American programs on 25 reservations in 6 states. Last year we processed over 2,500 requests from those 600+ different programs on reservations in the Northern Plains States. We sent out over 2.8 million pounds of resources on over 2,500 pallets to serve people. We drove over 160,000 miles making deliveries to those programs. It is all about helping programs and people in Indian Country. We work in partnerships with reservation programs to help people. Our mission is to help Native American people improve the quality of their lives by providing opportunities for them to bring about positive changes in their communities.

National Relief Charities (NRC) has worked with several programs because we value their contributions to Indian Country. The 21st Century After School Program is making life better in Indian Country. We have worked with them with healthy living and incentive services. We have provided incentives to get participation in their programs. The services they offer are valuable. The classes on are good.

While working with the 21st Century After School Program, we have combined to help many children as well as their families. 21st Century After School Program has established themselves as a vital service to helping people in that area. Additionally the staff have always been awesome to work with.

Texas
500 E. Peyton Street
Sherman, TX 75090
phone: (903) 870-9633
fax: (903) 870-1513

Southwest Programs
1310 E. Riverview Drive
Phoenix, AZ 85034
phone: (602) 310-8050
fax: (602) 340-8055

Plains Programs
2401 Egin Street
Rapid City, SD 57703
phone: (605) 399-9905
fax: (605) 399-9908

Virginia
15318 Artpark Drive
Elkwood, VA 22718
phone: (540) 825-5950
fax: (510) 825-8050

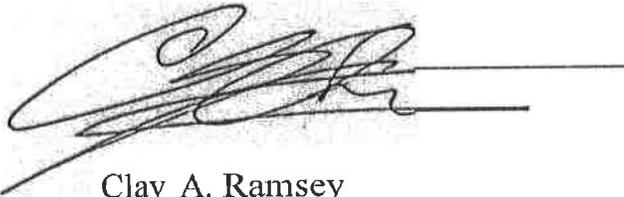
Philippines
Suite 2504, Prestige Tower
Emerald Ave. Ortigas Center
Pasig City, 1605 Philippines
phone: 011-632-914-1610
fax: 011-632-914-1611

We at NRC support these programs with shipments of supplies for their clients. We send everything from toilet paper to diapers with a variety of other things to serve basic needs in Indian Country. 21st Century After School Program can submit requests for these program supplies and we will deliver them every month. Then 30 days after the delivery they must submit a report to us providing accountability of what they did with the supplies we sent them the previous month. Then the process repeats itself every month.

We value the professional working relationship we have with this program. They are good program partners for us to work with. We look forward to working with them for many years to come helping people on the reservations we serve.

If you have any questions please do not hesitate to call me. 866-556-2472

Sincerely,

A handwritten signature in black ink, appearing to read 'Clay A. Ramsey', is written over a horizontal line. The signature is stylized and cursive.

Clay A. Ramsey
Program Manager



SDSU
Extension

November 9, 2012

Dear: 21st Century Community Learning Center Grant Administrators

The South Dakota State University Extension program would like to express our complete support for Tiospaye Topa School's grant application for continuation of their 21st Century Community Learning Center after school and summer school programs. Our organization provides a variety of educational programs that would enhance and expand beyond school hour services.

We have been a past partner with the Tiospaye Topa after School Program. We provided EFNEP/FNP Nutrition programs and a hands-on robotic program for the students. We would like to continue to offer our services to the after school program and hope to provide additional nutritional education, which could include adult and family nutrition and wellness education. We have a Community Development person who is planning to work with the Tiospaye Topa School as well.

Please feel free to contact our office if you have any questions.

Marcella Gilbert Community Development Specialist
Kathy Walters Nutrition Assistant

Sincerely,

Kathy Walters
EFNEP/FNP Nutrition Assistant
kathy.walters@sdstate.edu
SDSU Cheyenne River Extension
PO Box 40
Eagle Butte, SD 57625
Phone: 605-964-4955
Fax: 605-964-4955
www.igrow.org

SDSU EXTENSION • BERG AGRICULTURAL HALL 131, BOX 2207, SDSU • BROOKINGS, SD 57007

South Dakota State University, South Dakota counties, and U.S. Department of Agriculture cooperating. South Dakota State University is an Affirmative Action/Equal Opportunity Employer and offers all benefits, services, education, and employment opportunities without regard for race, color, creed, religion, national origin, ancestry, citizenship, age, gender, sexual orientation, disability, or Vietnam Era veteran status.



Up2Us
520 8th Ave, 2nd Floor, New York, NY 10018
212.563.3031
www.up2us.org

November 13, 2012

To whom this may concern:

Please accept this letter as verification that the Tiospaye Topa School, as part of the Let's Move Indian Campaign, is a member of Up2Us. The Tiospaye Topa School received one Coach as part of Up2Us' program, Coach Across America, on July 19h, 2012. Up2Us is a national coalition of more than 530 youth development programs that use sport to improve the lives of under-resourced youth. By joining Up2Us, the school pledged to bring more resources in the Sports-Based Youth Development field and build public awareness of the value of sports as a tool for youth development.

If you have any questions, please do not hesitate to contact me directly at 212-563-3031.

Sincerely,

Nick Beckman
Managing Director

APPENDIX IV.

**ASSESSMENT OF OBJECTIVE DATA REGARDING THE NEED FOR BEFORE AND
AFTER SCHOOL PROGRAMMING**

According to the 2011-2012 Tiospaye Topa Annual Report Card as reported by the Bureau of Indian Education, student proficiency rates in grades 3-11 increased in both areas of reading and math on the Dakota STEP standardized test from the 2010-2011 school year to the 2011-2012 school year. Following are two year trends in those subject areas:

Dakota STEP Two Year Trend in Reading

	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %
2010-2011	83	98.81%	73.49%	25.30%	1.20%
2011-2012	64	100%	65.63%	31.25%	3.13%

Dakota STEP Two Year Trend in Math

	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %
2010-2011	83	98.81%	87.95%	12.05%	0%
2011-2012	64	100%	73.44%	25%	1.56%

Following are the math and reading NWEA growth charts for gains from the fall of 2011 to the spring of 2012. Although all grades showed growth from the beginning of the year to the end of the year, projections for the percent of students that will be proficient is below satisfactory.

NWEA Fall 2011 to Spring 2012 Math Growth Chart

MATH	Grade	Count of Students	Prior RIT	Current RIT	Raw Growth	Norm Growth Index	Count for Proficiency	% Projected Proficient
	Kind	7	139.0	153.1	14.1	-2.6	7	42.9%
	Gr 1	12	156.9	176.0	19.1	2.1	12	66.7%
	Gr 2	8	165.9	181.5	15.6	0.8	8	50%
	Gr 3	10	182.9	199.3	16.4	5.3	10	50%
	Gr 4	6	185.8	200.0	14.2	6.0	6	16.7%
	Gr 5	11	196.6	205.8	9.2	1.2	11	9.1%
	Gr 6	7	207.7	220.1	12.4	6.4	7	57.1%
	Gr 7	6	214.2	218.0	3.8	-1.2	6	33.3%
	Gr 8	8	216.5	223.0	6.5	2.5	8	25%
	Gr 9	8	217.8	224.0	6.3	4.3	8	12.5%
	Gr 10	6	223.5	226.5	3.0	0.2	6	33.3%
	Gr 11	7	232.4	237.9	5.4		7	71.4%

NWEA Fall 2011 to Spring 2012 Reading Growth Chart

READING	Grade	Count of Students	Prior RIT	Current RIT	Raw Growth	Norm Growth Index	Count for Proficiency	% Projected Proficient
	Kind	8	140.4	158.3	17.9	2.6	8	87.5%
	Gr 1	11	154.1	174.6	20.5	3.9	11	45.5%
	Gr 2	8	166.9	178.1	11.3	-3.8	8	12.5%
	Gr 3	10	179.0	190.6	11.6	1.2	10	30%
	Gr 4	7	182.6	189.0	6.4	-1.7	7	14.3%
	Gr 5	11	190.3	197.8	7.5	1.5	11	9.1%
	Gr 6	7	203.9	212.1	8.3	3.9	7	28.6%
	Gr 7	6	200.3	202.8	2.5	-1.8	6	16.7%
	Gr 8	8	207.9	216.1	8.3	4.4	8	50%
	Gr 9	8	213.3	220.1	6.9	4.9	8	37.5%
	Gr 10	7	214.1	215.3	1.1	4.2	7	57.1%
	Gr 11	7	226.4	227.1	0.7		7	57.1%

As outlined in the charts above, the majorities of our students are at academic risk and are in need of educational enhancement and enrichment.

APPENDIX V.

LETTER OF SUPPORT FROM BIE SCHOOL PRINCIPAL



Bureau of Indian Affairs
Cheyenne River Agency



Tiospaye Topa School

PO Box 300 • Ridgeview, South Dakota 57652 • 605-733-2290 • Fax 605-733-2299

November 1, 2012

In order to enhance a quality education to the students at Tiospaye Topa School in LaPlant, SD, the school is applying for a 21st Century Community Learning Centers Program Grant. The program is designed to target funds to high-need Native American communities that have low achieving students and high rates of juvenile crime, school violence, and student drug abuse, but lack the resources to establish after school centers.

This Community Learning Center will be an entity within our Bureau of Indian Education operated K-12 school and (1) will provide educational, recreational, health, and social service programs for students and their families and (2) is operated by a Local Educational Agency (LEA) in conjunction with the BIE Cheyenne River Education Line Office, local governmental agencies, businesses, vocational education programs, institutions of higher education, community colleges, and cultural, recreational, and other community and human service entities.

The goal of the 21st CCLC program is to raise student academic achievement through the creation and expansion of community learning centers that provide students with a range of high quality services to support student learning and development, including tutoring and mentoring, homework help, intervention, academic enrichment, and community service opportunities, as well as music, arts, sports and cultural activities.

Tiospaye Topa School agrees to be in full compliance, support, and financial integrity with the BIE's 21st CCLC application requirements. We are excited about the opportunities this grant has to offer.

Sincerely,

Donald Farlee
Tiospaye Topa School Principal

Thunderhawks