Murphy, Sarah

From: Bark, Thelma
Sent: Friday, January 18, 2013 9:21 AM
To: Murphy, Sarah
Subject: FW: 21st CCLC Application
Attachments: Pine Ridge School Application.zip

From: Edmo, Jack
Sent: Friday, January 18, 2013 7:22 AM
To: Bark, Thelma
Subject: FW: 21st CCLC Application

Please print out, thanks

From: Frankee White Dress [mailto:fran_kee@hotmail.com]
Sent: Thursday, January 17, 2013 10:40 PM
To: Edmo, Jack
Subject: 21st CCLC Application

This is Pine Ridge School's application for the 21st CCLC grant. It is a compressed zip file and must be opened with Windows Explorer.

Thank you.

OMB Number: 4040-0004
Expiration Date: 03/31/2012

Application for Federal Assistance SF-424

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	* Other (Specify)
☐ Changed/Corrected Application	☐ Revision	

RECEIVED
JAN 17 2013
By

* 3. Date Received:	4. Applicant Identifier:

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Pine Ridge School

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
46 0398405	80-778-4165

d. Address:

* Street1:	101 Thorpe Circle
Street2:	
* City:	Pine Ridge
County:	Shannon
* State:	South Dakota
Province:	
* Country:	usa
* Zip / Postal Code:	57770

e. Organizational Unit:

Department Name:	Division Name:

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

Prefix:	Ms.	* First Name:	Dora
Middle Name:			
* Last Name:	Gwin		
Suffix:			

Title: Principal

Organizational Affiliation:

* Telephone Number:	(605) 867-5198	Fax Number:	

* Email: dora.gwin@bie.edu

Application for Federal Assistance SF-424

9. Type of Applicant 1: Select Applicant Type:

A. State

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Federal Bureau of Indian Education on a reservation

*** 10. Name of Federal Agency:**

11. Catalog of Federal Domestic Assistance Number:

CFDA Title:

21st Century Community Learning Centers

*** 12. Funding Opportunity Number:**

* Title:

13. Competition Identification Number:

Title:

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

Pine Ridge Indian reservation
Shannon County

*** 15. Descriptive Title of Applicant's Project:**

This is an after school project for at-risk students to assist them in their academics to catch up in school and to provide enrichment opportunities that encourage school attendance and decrease negative behavior.

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant: Tim Johnson
* b. Program/Project:

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

17. Proposed Project:

* a. Start Date: 02/01/2013
* b. End Date: 01/30/2014

18. Estimated Funding ($):

* a. Federal	200,000.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	200,000.00

*** 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 in attachment.)**

☐ Yes ☒ No If "Yes", provide explanation and attach.

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: Ms. * First Name: Dora

Middle Name:

* Last Name: Gwin

Suffix:

* Title: Principal

* Telephone Number: (605) 867-5198 Fax Number:

* Email: dora.gwin@bie.edu

* Signature of Authorized Representative: Dora Gwin * Date Signed: 01/15/2013

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

Pine Ridge School

Organization

Dora Gwin — 605-867-5198

Name of Contact Person — Telephone

Dora.gwin@bie.edu

E-mail Address — Fax Number

Dora Gwin — 1-16-13

Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures — Date

■ *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.*

Dora Gwin — 1-16-13

Signature of Organizational Representative — Date

Principal

Title

$ 200,000.00

Total Funding Requested Per Year

$ 600,000.00

Total Funding Requested for Three Years

BIE Use Only Project Number: _____ Date Received: _____

Project Approval: _____ Amount Awarded: $_____

TABLE OF CONTENTS

ABSTRACT

Pine Ridge School seeks to provide after school activities for their enrolled children that has potential to assist the school in providing a safe, learning environment for students to achieve to their potential.

SUMMARY

This proposal for after school activities is designed to improve student outcomes in their academic studies. It provides for high quality after school tutoring in the core subjects of reading and math. It will also provide engaging activities to increase student's resiliency to the challenges they face every day. Activities will be culturally relevant and increase their self-identity as Native Americans.

The program will monitor their academic progress and tutors will target their instruction to needs identified in the assessments. Regular school attendance and behavior will be monitored to look for what might be interfering with their learning. Irregular attendance and negative behavior reports will require home visits to try to correct the behavior. Staff can also intervene with counseling in a non-formal manner so that they don't feel threatened. The school hopes that increased attendance will contribute to higher grades and learning and decreased behavior reports will lead to a safer environment conducive to learning.

NARRATIVE

1) Need for Project (18 points)

Pine Ridge School is a K-12 school located on the Pine Ridge Indian Reservation in South Dakota. The school was established in 1879 to serve students across the reservation as a boarding school setting. Today the school dorm still exists housing up to 130 students from across the reservation. Fall 2012 enrollment was over 900 K through 12th grade students. We are a "feeder school" which means we serve several K-8th grade schools across the reservation with our high school.

The Pine Ridge reservation lies within the Shannon County boundaries and this county has been determined to be the third poorest county in the United States (2010 Census). A combination of exceptionally high unemployment, 80% by some estimates, and extraordinary health disparities suffered by the people of the Pine Ridge reservation negatively impacts academic achievement. Alcoholism, violence and suicide rates are among the highest in the nation. Diabetes, cancer and heart disease rates are also well above national averages. Housing shortages are so chronic many single homes house three generations of families. Substandard housing is prevalent.

We are categorized as a Tier 1 low performing school. The School Board and administration have chosen the Transformation Model to restructure the school.

1A. Annual Growth
Pine Ridge School's fall 2012 MAP data overview indicates that 58.7% of elementary students and 46% of high school students are in need of intensive reading intervention. While 59.4% of elementary students and 43.2% of high school students are in need of intensive math intervention.

Needing Intensive Intervention

	Reading	Mathematics
Elementary	58.7% (n = 91)	59.4% (n = 88)
High School	46% (n = 62)	43/2% (n = 57)

Name of After School Site	**Designation-School Status**	**% Free or Reduced Lunch**	**Estimated # of students to be Served** (based on percentage of total source population)	**# of Family Members to be Served, if Appropriate**	**Grade Levels to be Served**
Pine Ridge School	Restructuring Tier I, low performing	100%	120	150	K-12

1B. Identify, target, and recruit
Students most in need will be identified by their assessment scores and attendance and behavioral records. High School will use MAP data. Elementary will use DIBELS assessment for Kindergarten through the 6th grade and AIMS Web for 7th and 8th grades to assess reading skills. MAP scores in reading and math will be utilized as our main source to identify struggling students in math and reading.

Other indicators used to identify potential students will be the attendance data and behavior data taken from NASIS. Students most in need who score below proficiency usually have low attendance and act out to cover up their low performance. Teacher referral can also be an important source of information.

Potential participating students will be identified through data meetings attended by the Principal, Assistant Principals, Special Education Coordinator, Reading Specialist, Dean of Students, high school departmental chairpersons, and grade level chairpersons, and school Counselors. Students below proficiency on their Fall MAP assessment will be targeted. Students who did not meet their targeted growth and scored below proficiency on MAP are estimated to be 153 for math and 145 for reading.

We intend to enlist the assistance of former 21st CCLC students to recruit. They will design posters hang them up around the school building and at events such as basketball games or wresting meets.

When a list of students is developed who we believe would benefit from the after school program we then set our goals on enlisting parent collaboration. This is important because parents can help in getting their children to enroll and attend. They can also have influence on their behavior. The Home/School Liaison and Education Technicians will make initial home contacts to introduce the benefits of the programs. A parent meeting will be held to further discuss advantages for students, and their parents, who fully participate in the program. Both parents and students will be asked to sign a commitment agreement which guarantee attendance and participation.

1C. Risk Factors
A great concern of Pine Ridge School is the attendance and behavior rates of our students. A recent Student Interest Survey was administered to high school students. It revealed that 80% of high school students desired tutoring and/or homework help in math and 85% wanted it in reading, writing, and English. Currently our libraries and individual classrooms are available to these students for 2 hours after school 4 days a week. The same survey also indicated that students want more cultural activities. Cultural activities can help students become more aligned with their Native inheritance and background furthering their self-identity.

During the 2011-12 school year all high school students were administered a screening to detect anxiety, depression, or suicide ideation. Results indicated that 80% of high school students were experiencing mild to severe anxiety or depression. This is important because we have been told

by behavioral experts that anxiety and depression seriously affects the ability to focus and interferes with learning.

By addressing the feelings these students are experiencing we hope to provide some hope and relief. We will address them by partnering with Indian Health Service's Behavioral Health department and Catholic Social Services, who provides individual counseling to clients one day a week. We will seek out an avenue of service provision where our Counseling staff can get training to do group presentations. Groups are an excellent tool to use in getting students to express themselves. Guidelines and expert facilitation can help students to learn from one another and feel less alienated. It saves time by reaching more students rather than one-on-one counseling or discussion, if done right.

If our students had the tutoring and/or homework assistance on a consistent weekly basis they have the potential to improve their academic performance. The school has just started to use Reading Plus and Think Through Math as reading and math supplemental programs for high school students. Elementary uses Think Through Math. We will use these two programs in our tutoring sessions in addition to the homework assistance they want in their regular programs. The kindergarten through 5th grade use Journeys, 6th through high school use Holt McDougal as their core reading programs. These programs also have intervention pieces that compliment daily lessons. Kindergarten through 8th grade use Saxon Math as a core program while high school uses
Additionally the school will purchase Skills Pointer, a NWEA product that uses MAP data to generate individualized learning plans by use of vertical mapping that has the ability to reveal skill gaps.

1D. Progress and achievement
As a past recipient of a 21st CCLC grant we did achieve academic gains. The following chart is data retrieved from the NWEA School Overview Report.

Gr.	Growth Rates 2011-12	
	Reading	**Math**
4	**38.7%**	**15.6%**
5	**37.1%**	**37.9%**
6	**40.7%**	**44.4%**
7	**45.9%**	**51.4%**
8	**44%**	**56%**

Gr.	Growth Rates 2011-12	
	Reading	**Math**
9	**42.5%**	**44.1%**
10	**63.5%**	**65.5%**
11	**52.5%**	**55.8%**
No normative data for 12th grade		

1E. Goals related to data
Our NEWA scores have shown improved which we can attribute some of the success to our 2011-12 after school program activities. We will continue to provide targeted instruction for those struggling students. The surveys we conducted tell us that we need to focus on providing some counseling services so students can be freed up to concentrate on academics. We want to provide a relaxed atmosphere of learning. We don't want to just extend the regular school program, we want students to explore and learn that learning can be enjoyable. We will carefully

monitor each participant for their attendance, grades/assessments, and behavior. Follow up will occur immediately for any deviation.

1F. Other risk factors
When a student is having any kind of difficulty it will show up in their attendance. If left unchecked they become drop outs. We will be vigilant in checking attendance of participants, since they will be most at risk.

2) <u>Quality of Project Design</u> (51 points)
2A. Performance Measures

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
1. Participants will increase their math & reading scores by 30 pts. From Fall 2012 to Spring 2013 MAP assessments.	1. Administer Fall 12 MAP assessments.	1. Counselors	1. Sept. 30	1. Completed assessment results on line and distributed.
	2. Fully staff 21st CCLC program.	2. Principal	2. Sept. 30	2. Staff contracts in place & on file.
	3. Begin meetings to recruit participants, plan schedules, and strategies.	3. 21st CCLC Coordinator	3. Sept. 30	3. Finalized list of participants with their schedules on file.
	4. Meet with parents & obtain commitment signatures.	4. Coordinator	4. Oct. 15	4. Commitment signatures on file of all participants & parents.
	5. Develop schedules for regular monthly meetings with staff to monitor assessment progress.	5. Coordinator	5. By Oct. 15 & monthly thereafter	5. An annual schedule of meetings developed & distributed. Meeting log-ins & minutes on file.
	6. Continuous assessment, & data analysis	6. Coordinator & Tutors	6. monthly	6. All assessments in individual files.
	7. Plan regular meet time between teachers & tutors to discuss student needs & review progress & plan.	7. Coordinator	7. Sept. 30	7. Teacher/tutor meeting log-ins.
	8. Develop a parent involvement plan	8. Coordinator	8. Oct. 15	8. A written parent involvement plan on file with parent log-ins at activities.
	9. Administer Winter MAP assessment, compare & review progress for planning	9. Counselors, Coordinator & Tutors	9. Jan. 30	9. Winter MAP assessment results on file & distributed. Meeting sign-in logs.
	10. Continue teacher/ tutor meetings mthly.	10. Coordinator	10. monthly	10. Sign-in logs with minutes.

2. Participants will decrease their behavior reports by 50% in school year 2012-13	1. Collect prior year's behavior reports on NASIS for all participating students	1. Coordinator	1. Oct. 1	1. Behavior reports in individual files for each participant.
	2. Discuss behavior reports. Develop & assign activities that target the behavior. Set benchmarks.	2. Coordinator/ Tutors/Teachers	2.Oct. 15	2. Log-ins of meetings, schedules of activities, benchmark dates set.
	3. Monitor behavior reports and intervene when necessary.	3. Coordinator	3. Monthly	3. Behavior reports on file with each participants numbers.
	4. Collect final behavior reports for comparison.	4. Coordinator	4. May	4. Behavior reports on file with written report of goals achieved.
3. Participants will increase their school attendance to 95% by end of school year.	1. Collect each participant's attendance record for prior year.	1. Coordinator	1. Oct. 1	1. Set up individual attendance & behavior files for participants with prior yr's reports.
	2. Set attendance goals for each participant.	2. Coordinator	2. Oct. 15	2. Goals on file.
	3. Monitor participant's attendance weekly.	3. Coordinator	3. Weekly throughout school year.	3. Set up a schedule & document monitoring dates.
	4. Intervene if necessary with home visits.	4. Coordinator	4. When necessary.	4. Record interventions.
	5. Collect final attendance records, compare to prior yr.	5. Coordinator	5. May	5. File final individual attendance records.
4. Parents of participating students will participate in activities that increases positive perceptions of education and the amount of support they give their children to achieve	1. Parents will be transported to the school one evening a week for activities.	1.Coordinator	1. Weekly when students are being tutored.	1. Sign-in logs, agendas.
	2. All parents will be pre and post tested about their perceptions of school and education and the amount & kind of support they give their children	2. Coordinator	2. Pre-tested at beginning of both semesters & post-tested at end of both semesters.	2. Pre-and post-tests on file along with compilation of results.

2B. Scientifically based research and strategy links
Assessments: Participants will be assessed for academic skills with MAP, the NWEA assessment tool required by the Bureau of Indian Education. MAP assesses student strengths and identifies areas for improvement. Information regarding the research of this tool can be accessed at their website www.nwea.org. Skills Pointer is a NWEA product which generates lesson plans and has the ability to reveal skill gaps.

DIBELS is a standardized, efficient and extensively researched assessment system that assesses and progress monitors literacy skills. Their research can be accessed at https://dibels.uoregon.edu

AIMS Web is a web-based assessment and reporting system for reading and math that provides a framework for Response to Intervention (RTI) instruction. It is aligned with common core standards. Their research can be accessed at www.aimsweb.com.

Interventions: Journeys is the core reading program for Kindergarten through the 5th grade. It is research-based and aligned with the common core standards. This is our second year with the program and staff has had training. Sixth through high school uses the companion reading program Holt McDougal. Both programs have an intervention piece for teacher use in the classroom. The 21st CCLC program will work with teachers in using these intervention pieces in after school classes to help students catch up.

Reading Plus is a silent reading, computer-adaptive, intervention program we started using in high school with some success. We will continue to use the program in our after school program to give students opportunity to read silently to themselves.

Saxon Math is the core elementary (k-8) program. We do not have an aligned math curriculum for k-12 although the math committee is in the process of reviewing the school's math curriculum and searching for something that aligns kindergarten through 12th grade. We started using the online math program Think Through Math as an intervention with success already evident. We will use Think Through Math in our after school program. It is a computer-adaptive, math program from beginning math through Algebra and is aligned with common core standards. Both of these math programs are research-based and can be accessed at their websites. Our math scores have always been low. We can imagine a number of reasons why but what we do know is that students dislike math. We will provide more hands-on approaches in math activities to offset the large amount of practice Saxon math requires. We hope the balance will improve their skill acquisition and lead to an interest in developing their math knowledge.

The school has trained teachers, and has the supplies and materials, in a number of reading and math programs. Among some of these are Read 180, Accelerated Reading and Math, Lindamood Bell's programs (including Cloud 9 Math), and others. As individual needs are determined we can provide materials or lessons from these programs, all of which are research-based.

We related in the needs section that we are concerned with students' attendance and behavior rates. Lower rates, in either or both, lead to lower achievement. You cannot teach a student who is not there. And negative behavior patterns lead to suspensions and/or expulsions. We also told you of a student survey indicating students' desire for help with their school work and the 80%

of high school students who admitted in a screening to experiencing mild to severe anxiety and depression. By providing assistance to these students in their academics we hope to help them improve their performance and increase their motivation. We also want to target their attendance and behavior, companion attributes to achievement. We will monitor their attendance and behavior daily. Home visits will be necessary. We will provide after school strategies that address their anxiety and depression. We will partner with reservation social service organizations whose goals and objectives are aligned with ours. The tribe's Health Administration programs has recently received another 3 year grant for suicide prevention. They have a whole staff to work in schools. They also have a Preconception grant in which they developed a curriculum for 6-8 grade girls. They are working on a curriculum for boys.

We would like to work with Indian Health Service's Behavioral Health department to provide school-based services for our students. Otherwise, we send students to them in crisis. Our counselors will conduct time-limited group sessions during the after school program and continue with depression assessments as they are recommended.

Other strategies include physical activity, which research says improves self-concept and reduces anxiety and depression. These are some examples of strategies that link to measurable objectives we identified in the Needs section. Teachers will also be asked to submit proposals for active learning projects they would like to lead. We would like to occasionally conduct student focus groups asking them what they would like to do.

2C. Monitoring academic growth
Weekly, bi-weekly, and monthly monitoring of reading and math using DIBELS and AIMS web already takes place in elementary, k-8, according to whatever tier the student is in. AIMS web is a progress monitoring assessment for any age/grade. Many high schools use it for intensive progress monitoring of their at-risk students. Pine Ridge High School will do the same. The 21st CCLC Coordinator will be charged with collecting the information for teacher bi-weekly data analysis meetings to monitor academic progress of 21st CCLC participants. Teachers will set benchmarks for student progress that helps them to catch up and be on grade level.

2D. NASIS reports
Administrators, including the 21st CCLC Coordinator, have full access to NASIS and are trained to use it properly. The Coordinator will be able to monitor participants behavior and attendance on a daily basis. The Coordinator will be required to monitor at least once a week. Attendance and behavior reports will be reported at meetings as a group whole. Individual concerns will be addressed with the student and parent by the Coordinator.

2E. Data collection will be responsible for the collection of all data and will maintain such files. Data includes NASIS reports, all assessments, schedules, and any surveys as well as PPICS.

2F. Expanded opportunities
The 21st CCLC students will be provided academic assistance without the pressures of a regular classroom. Grades and "passing" status will not be assigned. Accomplishments will be celebrated and rewarded. Students can be involved in determining their own learning goals.

Incentives and recognition will occur on a regular basis. Activities will be meaningful, relevant, and interesting if not fun. These activities can be designed by the students themselves.

2G. Schedule of operations

SCHOOL(S) SERVED: Pine Ridge School (one site but different hours of operation)

SCHOOL YEAR 08/20/2012 to 05/30/2013

Number of Weeks during the school year: 38

High School

Activity	Time Of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Tutoring	4:00 to 4:50 pm	Classrooms by teaching staff	X	X	X	X			
Supper	4:55 to 5:15 pm	Dining Room by Kitchen staff	X	X	X	X			
Activities	5:15 to 6:00 pm	Classrooms, dorms, gyms, computer labs, libraries by teachers & Activities Asst.	X	X	X	X			
Transportation Home	6:00 pm	Bus Drivers	X	X	X	X			

Elementary

Activity	Time Of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Story time k-3	3:00 to 3:30 pm	Library with Tutors	X	X	X	X			
Tutoring	3:30 to 4:15 pm	Classrooms by teaching staff	X	X	X	X			
Activities	4:15 to 5:00 pm	Classrooms, dorms, gyms, computer labs, libraries by teachers & Activities Asst.	X	X	X	X			
Supper	5:00 to 6:00 pm	Dining Room by Kitchen staff	X	X	X	X			
Transportation Home	6:00 pm	Bus Drivers	X	X	X	X			

2H. Community Partners
This is a list of partners and services they can provide. It is not a final list because we expect that others will show up as the school year progresses.

Indian Health Service	General health education such as nutrition, dental, diabetes, teen vitamin needs, eye care, prenatal care, exercise, & general disease prevention care.
IHS Behavior Health	Counseling, group sessions, suicide prevention, risk assessments.
OST tribal Health Admin.	Suicide prevention, diabetes prevention, preconception education.
OST Anpetu Luta O'tipi	Drug & alcohol prevention, assessment, and treatment. Drug & alcohol education.
Public Safety	Prevention and education.
Oglala Lakota College	Career education, science projects, technology education.
OST Transportation	Transport parents to school activities on parent nights

2I. Links to day program
All of the 21st CCLC staff will be recruited from our current day program staff. Tutors will be certified teachers and are trained to assess, target, plan, reassess for effect and plan new targets and so on. The school has a half day planning twice a month on Wednesday mornings. We expect some time devoted to 21st CCLC meetings among teachers. The Coordinator can meet after school individually with regular day program teachers if necessary. The 21st CCLC staff will be encouraged to meet with student's regular teacher as they deem necessary.

2J. Enrollment
We will recruit students through regular meetings with them. We will use last year's participants to assist in recruitment, speaking to groups and classes. We will send letters to parents explaining the benefits of the program. We will schedule a couple of parent meetings, enticing their attendance with a supper and door prizes, and have several people talk about the program and what it can do for their children's future success. Lastly, we will speak individually with those we feel are the most in need for services.

2K. Active enrollment
We will ask students and parents to sign an initial "commitment agreement" that enforces their effort and regular attendance. We will maintain enrollment over time through home visits if a student's attendance or behavior becomes a concern. Students will want to be in the program because the activities are engaging and fun and there are incentives and rewards for attendance.

2L. Coordination with other after school activities.
The program will coordinate with other school activities so that the student does not miss any opportunity. If the student is active in another program but wants to also be in the 21st CCLC program the Coordinator will work with the regular program to develop a schedule so that the student can be a part of both without harm to either program or the student. If the student is not able to participate in at least half of the program's activities then the student will be counseled to choose between the two programs for his/her own benefit.

2M. Elders
We do have knowledgeable elders in the community who make themselves available to schools. Should we want any elder's services, knowing it would greatly benefit the students, then we will contract with the elder for a stipend to provide the services. Students, themselves, may know of an elder with special skills. We consider these elders to be volunteers because the stipend could never match an elder's experience and wisdom gained.

2N. Program effectiveness evaluation
Tutoring will be evaluated by the academic progress on assessment for each student. We have goals for attendance and behavior. We will set benchmarks for achieving those goals and the Coordinator will check them monthly, daily if a concern arises, to see if benchmarks have been achieved. All of this information will be conveyed to all staff on the program so that they can check their own progress and what they are doing. Activities will have evaluation forms when the activity has commenced to determine if it had value for the participants.

2O. Sustainability
We are extending the high school day to 4:00 pm. The elementary has also extended their school day to 3:30 pm. We are developing an 8th period to include tutoring/homework assistance, or a rewards activity (similar to 21st CCLC activities) and including a detention class. This is for all students participation. We hope students will be motivated to avoid detention so we have provided ways they can move up to tutoring or the rewards activity.

After each year of operation meetings will be conducted to determine what activities we want to keep and if they had to ability to be repeated continuously for the benefit of the students. The expense of each activity, including after school tutoring, will be a factor. As we progress successfully and can demonstrate to administration and the school board the benefits of the activity then we can lobby for it to be included in the regular budget for sustainability.

2P. Coordination
We will share information with other school programs that address the needs of our target population and even invite them to participate in some of our planned activities for mutual benefit. Regular program teachers and other staff can make referrals to the program or meet with tutors regarding specific needs or homework that any one individual student may have.

2Q. Our Restructuring Plan targets specific student academic needs, called targeted instruction. We have an assessment plan for all students and have regular collaboration meetings to discuss data and to plan instruction. The after school program has the promise of contributing to

academic achievement by "lightening up the load", making school interesting and learning exciting. There is the partnership of developing ways to increase attendance and decrease behavior reports.

3) Adequacy of Resources (18 points)

3A. Staffing capacity
Tutors will be recruited from our regular teaching staff and so they will be certified teachers. The Activities Assistants will also be recruited from regular staff but do not have to be certified. The ratio for academic tutoring will be no more than 1:10 and the Enrichment/Recreational activities will have a ratio of no more than 1:15. We didn't have a problem with this in the prior year's programming and do not expect any problems doing so again. Our staff wants to be a part of an after school program. The school will contribute their own resources for the Cooks and Bus Drivers. All Cooks and Bus Drivers are trained and certified for their appropriate positions. All students can expect to be safe on any of our school buses while being transported to school or home from school activities.

3B. Position Descriptions and schedules

Position Title	Position Description	Schedule
21st CCLC Coordinator	Coordinates all program activities. Recruits staff and student participants as well as service providers. Meets with parents, plans parent programs. Collects all student documentation including grades, past NASIS reports, math and reading assessments, teacher comments, parent information. Maintains files of all documents. Supervises 21st CCLC staff, insuring activities are being conducted as planned, monitors tutor sessions & tutors. Arranges student assessments, conducts tutor meetings to monitor progress, documents student accomplishments. Plans enrichment/recreational activities and trips. Supervises off-campus activities. Monitors budget & payments, purchases needed supplies and incentives. Coordinates transportation & meals for participants. Prepares reports to parents, school board, & principal.	3:30 to 6:30 Mondays thru Fridays
21st CCLC Tutors	Tutors participants at a ratio of 1:10 for 1 hour a day, 4 days a week (M-Th). Plans lessons based on need and assessment. Will participate in monthly meetings	High School - 4:00 to 4:55 M- Th. and 5:15 to 6:00 M-Th.

	with students' regular teachers to exchange information, with the Reading Interventionist to review progress monitoring twice a month. Enters information on NASIS. Assists and/or delivers enrichment/recreational activities.	Elementary – 3:30 to 5:30 M-Th.
Activity Guides	Leads enrichment/recreational activities & supervises them. Plans activities with staff. Surveys students for needs and recommendations. Collects evaluations for each activity, compiles, & files them. Assists tutor in classrooms, cleans up after activities.	High School - 4:00 to 4:55 M- Th. and 5:15 to 6:00 M-Th. Elementary – 3:30 to 5:30 M-Th.

3C. Transportation safety
Bus Drivers for all 21st CCLC activities, including transportation home after daily tutoring and activities, are regular staff. This means they are qualified for their positions with proper certification and training, including for bus safety. Bus Driver are carefully watched for compliance to safety rules and regulations. They are randomly drug tested throughout the year.

3D. Leveraged school resources
All school building will be available for 21st CCLC program use. This includes classrooms, computer labs, gyms, dining rooms, and the buses or vans provided the activities do not interfere with the regular day program.

3E. Partner resources
At this time the partner resources we foresee are mainly the time and expertise contributed to our program through their presentations to our students.

3F. Communication
We are a BIE school and operate under a Line Office. The Line Officer was consulted throughout the development of the grant. The school Principal and Assistant Principals met to discuss the application and plan the program. Discussion included tutoring plans, budget issues, and potential personnel. All of these administrators approved the final version while the basics of the grant were communicated to the school board by the Principal. The Line Office will document their involvement with the Line Officer's signature approving the application. Board minutes are not yet approved to include them here.

4) <u>Quality of the Management Plan</u> (24 points)

4A. 21st CCLC SMART goals
1. Participating 21st CCLC students will increase their reading scores by 30 points as measured by their MAP assessment results between Fall 2012 and Spring 2013.

2. Participating 21st CCLC students will increase their math scores by 30 points as measured by their MAP assessment results between Fall 2012 and Spring 2013.
3. Participating 21st CCLC students will increase their school attendance to 95% by April 30, 2013 from their April 30 2012 attendance records from NASIS.
4. Participating 21st CCLC students will decrease their behavior reports by 50% by April 30, 2013 from their April 30, 2012 behavior reports from NASIS.

4B. Timeline

Date	**Activity**	**Person Responsible**	**Outcome**	**Associated Costs**
Sept.	Pre-implementation – Hire Coord., tutors, Activity Guides.	Principal	Staff on board to begin work	Coord. Stipend - $9,000. Tutors stipends – $42,000. Activity Guides stipends - $24,000.
Sept.	Review budget, develop forms & file system. Set up 1st meetings with staff, students, parents, & board. Advertise program.	21st CCLC Coord.	Pre-implementation work begins	0
Sept.	Train on-the- job in assessment system, NASIS access., program policies.	Coord.	Build capacity	0
Sept.	Start a community newsletter	Coord.	Accountability, recruitment , program information	0
Oct.	Contact community partners & start a schedule of activities, including any contracts or MOAs.	Coord. with teacher & tutor input	Activities schedule begins set up	0
Oct.	Recruit students. Use former participants	Coord.	Start to identify participants	0
Oct.	Schedule a parent night	Coord.	Family involvement	0
Oct.	Determine staff training needs & arrange training. Survey teachers, students, parents.	Coord.	Building capacity	0
Oct	Write & distribute monthly newsletter.	Coord.	Inform, continue recruitment, accountability	0

Late Oct.	Order program supplies	Coord.	Program is ready to begin.	$15,000.
Early Nov.	Select participants most in need in meetings with teachers & notify students	Coord.	Identify participating students.	0
Mid Nov.	Train students & parents, collect commitment signatures on forms.	Coord.	Students & parents know program expectations.	0
Mid Nov.	Collect all student info from Assessment Coord. &NASIS	Coord.	Building files for review & documentation	0
Mid Nov.	Enter data into NASIS, Native Star & PPICS	Coord.	Required documentation	0
Mid Nov.	Tutors define student goals with students.	Tutors	Determine student tutoring goals	0
Mid Nov.	1st monthly 21st CCLC meet.	Coord.	Review progress, modify, collaboration	0
Mid Nov.	1st Teacher/tutor meeting	Coord.	Student needs being met, collaboration	0
Late Nov.	Students are assessed. Tutoring sessions begin	Coord. Assessment Coord.	Active program	0
Late Nov.	Activity sessions begin Local community members honorarium for activities	Coord. Coord.	Active program Cultural activities are implemented.	$2,000.
Nov.	Write & disseminate monthly newsletter	Coord.	Program info given to community	0
Mid Dec.	2nd Teacher/tutor meeting	Coord.	Align lessons, collaborate	0
Dec.	Student field trip	Coord.	Incentive/educational activity	$1,500.
Mid Dec.	Monitor student progress	Coord. & Tutors	Student progress review	0
Jan.	After school tutoring & activities continue.	Coord.	Program is operating.	0
Jan.	Enter data into NASIS, Native Star & PPICS	Coord.	Required documentation	0
Jan.	2nd CCLC monthly meeting	Coord.	Review progress, modify program, collaboration	0
Jan.	2nd Teacher/tutor planning meeting	Coord.	Student needs discussed,	

			collaboration to meet student needs.	0
Jan.	Student field trip	Coord.	Incentive/educational activity	$1,500.
Jan.	Progress Monitoring meeting	Coord. & tutors	Progress review for gains and/or gaps	0
Jan.	Student field trip	Coord.	Incentive/educational activity	$1,500.
Jan.	Progress Monitoring meeting	Coord. & tutors	Progress review for gains and/or gaps	0
Jan.	Write & distribute newsletter	Coord.	Public information	0
Feb.	After school tutoring & activities continue.	Coord.	2nd semester begins, Coord., tutors, & Activity Guides stipends paid.	Coord. - $9,000. Tutors – $42,000. Activity Guides - $24,000.
Feb.	Enter data into NASIS, Native Star & PPICS	Coord.	Required documentation	0
Feb.	Local community members &/or parents honorarium for activities	Coord.	Cultural activities are implemented	$5,000.
Feb.	3rd CCLC monthly meeting	Coord.	Review progress, modify program, collaboration	0
Feb.	3rd Teacher/tutor planning meeting	Coord.	Student needs discussed, collaboration to meet student needs.	0
Feb.	Student field trip	Coord.	Incentive/educational activity	$1,500.
Feb.	Progress Monitoring meeting	Coord. & tutors	Progress review for gains and/or gaps	0
Feb.	Student field trip	Coord.	Incentive/educational activity	$1,500.
Feb.	Progress Monitoring meeting	Coord. & tutors	Progress review for gains and/or gaps	0
Feb.	Order Supplies	Coord.	Program has materials to operate	$10,000.
Feb.	Write & distribute newsletter	Coord.	Accountability	0
Mar.	After school tutoring & activities continue.	Coord.	Program is operating.	0
Mar.	Enter data into NASIS, Native Star & PPICS	Coord.	Required documentation	0
Mar.	4th CCLC monthly meeting	Coord.	Review progress,	

			modify program, collaboration	0
Mar.	4th Teacher/tutor planning meeting	Coord.	Student needs discussed, collaboration to meet student needs.	0
Mar.	Student field trip	Coord.	Incentive/educational activity	$1,500.
Mar.	Progress Monitoring meeting	Coord. & tutors	Progress review for gains and/or gaps	0
Mar.	Student field trip	Coord.	Incentive/educational activity	$1,500.
Mar.	Progress Monitoring meeting	Coord. & tutors	Progress review for gains and/or gaps	0
Mar.	Write & distribute newsletter	Coord.	Accountability	0
April	After school tutoring & activities continue.	Coord.	Program is operating.	0
April	Enter data into NASIS, Native Star & PPICS	Coord.	Required documentation	0
April	5th CCLC monthly meeting	Coord.	Review progress, modify program, collaboration	0
April	5th Teacher/tutor planning meeting	Coord.	Student needs discussed, collaboration to meet student needs.	0
April	Student field trip	Coord.	Incentive/educational activity	$1,500.
April	Progress Monitoring meeting	Coord. & tutors	Progress review for gains and/or gaps	0
April	Student field trip	Coord.	Incentive/educational activity	$1,500.
April	Progress Monitoring meeting	Coord. & tutors	Progress review for gains and/or gaps	0
April	Write & distribute newsletter	Coord.	Accountability	0
May	After school tutoring & activities continue.	Coord.	Program is operating.	0
May	Enter data into NASIS, Native Star & PPICS	Coord.	Required documentation	0
May	6th CCLC monthly meeting	Coord.	Review progress, modify program, collaboration	0
May	6th Teacher/tutor planning meeting	Coord.	Student needs discussed, collaboration to meet student needs.	0

May	Student field trip	Coord.	Incentive/educational activity	$1,500.
May	Progress Monitoring meeting	Coord. & tutors	Progress review for gains and/or gaps	0
May	Student field trip	Coord.	Incentive/educational activity	$1,500.
May	Progress Monitoring meeting	Coord. & tutors	Progress review for gains and/or gaps	0
May	Write & distribute newsletter	Coord.	Accountability	0
Late May	Final field trip	Coord. & tutors	Incentive/educational activity	$1,500.
Late May	Turn in final reports, incl. PPICS	Coord.	Required documentation	0

4C. Management materials to be used

The program will operate under the school's Policy and Procedures as outlined in the Employee Handbook and the Student Handbook. The Coordinator will be responsible for developing forms specific to the program's needs but within Handbook guidelines. The job descriptions will be written in the school's format using the guidelines outlined in 3B: Title and Position Descriptions. Lesson plans will be developed by the tutors and Activity Objectives written by Activity Guides with tutor input. Lesson plans will state the Common Core Standard being addressed. Each participating student will have an individual file with their pertinent information stored. The Coordinator will maintain and update program files which will contain Attendance and Behavior data from NASIS, reports made and due, a budget spreadsheet, staff time sheets, and other information the program will need to keep and follow.

4D. Organizational structure

The 21st CCLC program will fit into the school's organizational structure just as any other distinct program would. The Coordinator will be supervised by the Principal with input from the Assistant Principals. The Coordinator will supervise tutors and Activity Guides. The Coordinator will be required to be on the School Improvement Team which meets to input and monitor Native Star. The Coordinator will represent 21st CCLC activities and information to enter into Native Star. The quality of service delivery will be monitored through Native Star.

4E. Professiona Development

The professional development needs of the staff will be determined through survey and the Coordinator's observations of tutor quality. Much training is currently occurring because of our new status as a SIG recipient. We will also coordinate training with the regular school and the school's budget for professional development. Activity providers can provide short information trainings to staff during their presentations. An example would be a presentation by the Behavior Health department at HIS giving a presentation on "Methods for Combatting Depression." The presenter could then give a short discussion after students leave that focuses on the providers methods for combatting their own depression, or recognizing student depression signs, or ways

to help a student cope, report, or battle depression. Otherwise, the Coordinator will be responsible for providing on-the-job coaching.

4F.Collaboration with tribal and community stakeholders
The Coordinator will be required to make regular reports to the school board. The Coordinator can also contribute news items to the school newspaper and other local newspapers which carry community and school news. The Coordinator will be required to conduct bi-monthly parent meetings and to maintain a file of handily available phone numbers for each student's parent for immediate contact. The Coordinator will also be required to make home visits, especially for immediate concerns.

4G. Newletter
The Coordinator will be required to coordinate the writing and dissemination of a monthly newsletter for families keeping in mind that the material must be easy to understand by parents and community. The newsletters will highlight weekly themes appropriate to program goals and provide information and education. It will provide accountability to stakeholders. The Coordinator will insure the newsletter is delivered to all program student's homes and others.

4H. Data
We will be collecting student academic assessment data every 2 weeks. The information is the purpose for the data analysis meeting immediately following the collection. The assessment data will be used to target instruction on lesson plans. At the same time the Coordinator will collect attendance and behavior data from NASIS to review at the meetings to see if the program is on target to accomplishing goals. In addition, the Coordinator will be inputting and collecting information from PPICS and sharing that information with all stakeholders. All data will be stored in private files.

5) <u>School Improvement Status</u> (3)

5A. School Improvement Grant (SIG) Projects:
The SIG project complements the efforts of an after school program as goals are aligned. We want to improve student reading and math performance through same strategies, that is assess, analyze the data, and target instruction according to needs. While the SIG projects focuses on improving teachers' capacity providing increased, quality professional the tutors benefit in their tutoring functions. The at-risk students we seek to serve in our after school program will benefit from additional targeted instruction and trained tutors. Our goals of increasing attendance and decreasing behavior reports strengthens student resiliency and improves their chances for success.

6) <u>Budget/Budget Narrative</u> 15 points

Appendix III – 21st CCLC Budget Worksheet follows the narrative.

6A. Certified and Non-Certified Staff:

Position Title	Position Description	Schedule	Rate of pay
21st CCLC Coordinator	Coordinates all program activities. Recruits staff and student participants as well as service providers. Meets with parents, plans parent programs. Collects all student documentation including grades, past NASIS reports, math and reading assessments, teacher comments, parent information. Maintains files of all documents. Supervises 21st CCLC staff, insuring activities are being conducted as planned, monitors tutor sessions & tutors. Arranges student assessments, conducts tutor meetings to monitor progress, documents student accomplishments. Plans enrichment/recreational activities and trips. Supervises off-campus activities. Monitors budget & payments, purchases needed supplies and incentives. Coordinates transportation & meals for participants. Prepares reports to parents, school board, & principal.	3:30 to 6:30 Mondays thru Fridays	FTE .75 Stipend pay $9,000. per semester $18,000 per school year No benefits for part-time work.
21st CCLC Tutors	Tutors participants at a ratio of 1:10 for 1 hour a day, 4 days a week (M-Th). Plans lessons based on need and assessment. Will participate in monthly meetings with students' regular teachers to exchange information, with the Reading Interventionist to review progress monitoring twice a month. Enters information on NASIS. Assists and/or delivers enrichment/recreational activities.	High School - 4:00 to 4:55 M-Th. and 5:15 to 6:00 M-Th. Elementary – 3:30 to 5:30 M-Th.	Stipend pay $3,500. per semester $7,000. per school year No benefits for part-time work.
Activity Guides	Leads enrichment/recreational activities & supervises them. Plans activities with staff. Surveys students for needs and recommendations. Collects evaluations for each activity, compiles, & files them. Assists tutor in classrooms, cleans up after activities.	High School - 4:00 to 4:55 M-Th. and 5:15 to 6:00 M-Th. Elementary – 3:30 to 5:30 M-Th.	Stipend pay $3,000. per semester $6,000. per school year No benefits for part-time work.

6B. Professional/Technical:

We will not have any subcontracts. We will solicit the expertise of local elders and other knowledgeable individuals in our community with expertise in Lakota culture and language to provide education to participants. They will be short-term, daily or project type services, and we will pay them an honorarium. These are non-professionals but are accepted as experts of our culture. They are not identified by name specifically because we are not sure they will be available until shortly before the service (a Lakota culture behavior) and there are many. There services will improve students' self-identity, self-acceptance of their uniqueness, and encourage self-improvement. We are reserving a total of $7,000. for these services, $2,000. for the short first semester and $5,000. for the second semester.

6C. Staff and Student Travel:
Because of the limited amount of available funds we have decided to include the travel and expenses for a team representation of staff to attend the annual 21st CCLC conference and one regional/national conference with Pine Ridge School's Title I Professional Development funds.

Student travel will be field trips primarily to Rapid City, the closest urban area with civic and cultural resources available to the public. Rapid City, home of the Black Hills, is a little over 100 miles north of Pine Ridge. Trips will occur either Friday evenings or on Saturdays. The 21st CCLC staff will accompany and chaperone on these trips as part of their stipend pay. We are budgeting $1,500. per trip times 2 trips a month for a total of $3,000. per month for 6 months. The grand total reserved for student travel is $18,000.

6D. Supplies/Materials/Curriculum/Testing:
Most of our supplies and materials will be for the activities which have not yet be[illegible] determined. The activities will be developed by the staff and Coordinator after they comp[illegible]dent, staff, and parent/community surveys. We are using last year's estimates and bu[illegible]00. One purchase we know we will be making is a license for Think Through [illegible]cludes online professional development.

6E. Coordinated Funding:
We will be combining our Title I and Title II federal funding [illegible] services. Specifically, we will fund the conference trips mentio[illegible] total to about $10,000. Also, the service organizations who will u[illegible] supplies are contributing from their own resources.We do not have [illegible] will also be coordinating some regular program services with the 21[illegible] effectiveness. Specifically, the school's Reading Interventionists will a[illegible] weekly assessments in DIBELS and AIMS web, the Counselors will adm[illegible] 3 times a year, the Dean of Students will enter all behavior data, and teache[illegible] attendance of students in the regular day program. In addition, the school wil[illegible] transportation use of the buses and bus driver time, gasoline, oil, and other expe[illegible] upkeep of the buses and/or school vans. All school buildings will be available fo[illegible]ool programs. Meals will be reimbursed by the Department of Agriculture.

Coordination

GEPA STATEMENT

Pine Ridge School is an equal opportunity employer and education service provider. The school is governed by the Bureau of Indian Education which has policies and procedures for the hiring of staff and for the provision of K-12 education and grant services that are designed to eliminate barriers associated with gender, race, national origin, color, disability, and age discrimination For the proposed, grant Pine Ridge School will be encouraged to provide the following strategies and activities, in an effort to complement its existing anti-discrimination policies and procedures and enhance equal access to all 21st Century Community Learning Centers program offerings:

1. Develop and implement a survey to parents, staff, and students before each activity to identify special needs, such as wheel chair access, transportation assistance, language translation, etc. Based on the survey results PRS will provide the appropriate accommodations.

2. Write a long-range strategic plan that addresses the identified special needs requested in the surveys.

3. Offer cultural sensitivity, ADA, and related training for program staff.

4. Recruit, hire and involve individuals from traditionally underserved ethnic minority groups, bilingual individuals, and individuals with disabilities to manage, plan, implement, receive, and evaluate program services.

5. Offer transportation, or transportation vouchers, if needed to parents to attend meetings and other activities.

6. Offer on-site childcare who those who have to bring their children to program events.

7. Arrange for assistive technology to make program materials easily understood and comprehended.

8. Post information on the internet, such as schedules, etc., which will enable assistive computer devices to interpret the materials for users.

9. Disseminate program updates and results to education and community-based groups that serve high needs communities so that they may offer insight into how we can improve our trainings and other program services.

PARTICIPANTS SERVED CHART

Name of After School Site	**Designation-School Status**	**% Free or Reduced Lunch**	**Estimated # of students to be Served** (based on percentage of total source population)	**# of Family Members to be Served, if Appropriate**	**Grade Levels to be Served**
Pine Ridge School	Restructuring Tier I, low performing	100%	120	150	K-12

PERFORMANCE MEASURES TEMPLATE

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
1. Participants will increase their math & reading scores by 30 pts. From Fall 2012 to Spring 2013 MAP assessments.	1. Administer Fall 12 MAP assessments.	1. Counselors	1. Sept. 30	1. Completed assessment results on line and distributed.
	2. Fully staff 21st CCLC program.	2. Principal	2. Sept. 30	2. Staff contracts in place & on file.
	3. Begin meetings to recruit participants, plan schedules, and strategies.	3. 21st CCLC Coordinator	3. Sept. 30	3. Finalized list of participants with their schedules on file.
	4. Meet with parents & obtain commitment signatures.	4. Coordinator	4. Oct. 15	4. Commitment signatures on file of all participants & parents.
	5. Develop schedules for regular monthly meetings with staff to monitor assessment progress.	5. Coordinator	5. By Oct. 15 & monthly thereafter	5. An annual schedule of meetings developed & distributed. Meeting log-ins & minutes on file.
	6. Continuous assessment, & data analysis	6. Coordinator & Tutors	6. monthly	6. All assessments in individual files.
	7. Plan regular meet time between teachers & tutors to discuss student needs & review progress & plan.	7. Coordinator	7. Sept. 30	7. Teacher/tutor meeting log-ins.
	8. Develop a parent involvement plan	8. Coordinator	8. Oct. 15	8. A written parent involvement plan on file with parent log-ins at activities.
	9. Administer Winter MAP assessment, compare & review progress for planning	9. Counselors, Coordinator & Tutors	9. Jan. 30	9. Winter MAP assessment results on file & distributed. Meeting sign-in logs.
	10. Continue teacher/ tutor meetings mthly.	10. Coordinator	10. monthly	10. Sign-in logs with minutes.
2. Participants will decrease their behavior reports by 50% in school year 2012-13	1. Collect prior year's behavior reports on NASIS for all participating students	1. Coordinator	1. Oct. 1	1. Behavior reports in individual files for each participant.
	2. Discuss behavior reports. Develop & assign activities that target the behavior.	2. Coordinator/ Tutors/Teachers	2.Oct. 15	2. Log-ins of meetings, schedules of activities, benchmark dates set.

	Set benchmarks. 3. Monitor behavior reports and intervene when necessary. 4. Collect final behavior reports for comparison.	3. Coordinator 4. Coordinator	3. Monthly 4. May	3. Behavior reports on file with each participants numbers. 4. Behavior reports on file with written report of goals achieved.
3. Participants will increase their school attendance to 95% by end of school year.	1. Collect each participant's attendance record for prior year. 2. Set attendance goals for each participant. 3. Monitor participant's attendance weekly. 4. Intervene if necessary with home visits. 5. Collect final attendance records, compare to prior yr.	1. Coordinator 2. Coordinator 3. Coordinator 4. Coordinator 5. Coordinator	1. Oct. 1 2. Oct. 15 3. Weekly throughout school year. 4. When necessary. 5. May	1. Set up individual attendance & behavior files for participants with prior yr's reports. 2. Goals on file. 3. Set up a schedule & document monitoring dates. 4. Record interventions. 5. File final individual attendance records.
4. Parents of participating students will participate in activities that increases positive perceptions of education and the amount of support they give their children to achieve	1. Parents will be transported to the school one evening a week for activities. 2. All parents will be pre and post tested about their perceptions of school and education and the amount & kind of support they give their children	1.Coordinator 2. Coordinator	1. Weekly when students are being tutored. 2. Pre-tested at beginning of both semesters & post-tested at end of both semesters.	1. Sign-in logs, agendas. 2. Pre-and post-tests on file along with compilation of results.

SCHEDULE OF OPERATIONS

SCHOOL(S) SERVED: Pine Ridge School (one site but different hours of operation)

SCHOOL YEAR 08/20/2012 to 05/30/2013

Number of Weeks during the school year: 38

High School

Activity	Time Of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Tutoring	4:00 to 4:50 pm	Classrooms by teaching staff	X	X	X	X			
Supper	4:55 to 5:15 pm	Dining Room by Kitchen staff	X	X	X	X			
Activities	5:15 to 6:00 pm	Classrooms, dorms, gyms, computer labs, libraries by teachers & Activities Asst.	X	X	X	X			
Transportation Home	6:00 pm	Bus Drivers	X	X	X	X			

Elementary

Activity	Time Of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Story time k-3	3:00 to 3:30 pm	Library with Tutors	X	X	X	X			
Tutoring	3:30 to 4:15 pm	Classrooms by teaching staff	X	X	X	X			
Activities	4:15 to 5:00 pm	Classrooms, dorms, gyms, computer labs, libraries by teachers & Activities Asst.	X	X	X	X			
Supper	5:00 to 6:00 pm	Dining Room by Kitchen staff	X	X	X	X			
Transportation Home	6:00 pm	Bus Drivers	X	X	X	X			

Appendix III – 21st CCLC Budget Worksheet

(complete one for each center site)

ADD	Roxanne Brown
ELO	Charmaine Weston
Name of School	Pine Ridge School
Grant Name	21st Century Community Learning Centers
Award Number	
Project Start Date	February 02, 2013
Project End Date	January 30, 2014

PREVIOUS SCHOOL YEAR ALLOCATION	$216,000.
EXPENDED PREVIOUS SY ALLOCATION	0
TOTAL CARRYOVER AVAILABLE	$0.00
CURRENT SCHOOL YEAR ALLOCATION	0
TOTAL AVAILABLE	$0.00

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			**$150,000.**
Coordinator	.75 FTE Coordinator @ $9,000. per semester X 2 semesters	1	$18,000.
Tutors	Part-time @ $3,500.per sem. X 2 sch. year semesters = $7,000. per tutor	12	$84,000.
Activity Guides	Part-time @ $3,000. per sem. X 2 sch. year semesters = $6,000. per Activity Guides	8	$48,000.
Employee Benefits			$ - 0
	25%	$	

Professional Development			0
Purchased Services			$7,000.
Guest Speakers, such as elders, cultural experts, local businessmen	Honorariums @ $3,500. per semester X 2 semesters		
Equipment			$ 0
Materials and Supplies			$25,000.
Books, software, sports or game items, computers or other technological devices.	@ $15,000. 1st semester and $10,000. 2nd semester	2	
Other Expenses:			$18,000.
Student field trips	$1,500. a trip X 2 a mth. = $3,000. a mth.	6	
Instructional Support			
Personnel Services			0
Employee Benefits			0
	25%		
Professional Development			0

Purchased Services			$ -
		$ -	
Equipment			$ -
		$ -	
Materials and Supplies			$ -
Other Expenses:			$ -
Non-Instructional Services			
Material and Supplies			$ -
		TOTAL BUDGET	$ - 200,000.00
		Difference (Allocation less Budget)	$0.00

APPENDIX VII: Assurance Form

Assurances for BIE 21st CCLC

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

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

Dora Gwin, Principal

Typed Name and Title of Authorized Representative

Dora Gwin 1-16-13

Signature of Authorized Representative Date

KEY JOB DESCRIPTIONS

Position Title	Position Description	Schedule
21st CCLC Coordinator	Coordinates all program activities. Recruits staff and student participants as well as service providers. Meets with parents, plans parent programs. Collects all student documentation including grades, past NASIS reports, math and reading assessments, teacher comments, parent information. Maintains files of all documents. Supervises 21st CCLC staff, insuring activities are being conducted as planned, monitors tutor sessions & tutors. Arranges student assessments, conducts tutor meetings to monitor progress, documents student accomplishments. Plans enrichment/recreational activities and trips. Supervises off-campus activities. Monitors budget & payments, purchases needed supplies and incentives. Coordinates transportation & meals for participants. Prepares reports to parents, school board, & principal.	3:30 to 6:30 Mondays thru Fridays
21st CCLC Tutors	Tutors participants at a ratio of 1:10 for 1 hour a day, 4 days a week (M-Th). Plans lessons based on need and assessment. Will participate in monthly meetings with students' regular teachers to exchange information, with the Reading Interventionist to review progress monitoring twice a month. Enters information on NASIS. Assists and/or delivers enrichment/recreational activities.	High School - 4:00 to 4:55 M- Th. and 5:15 to 6:00 M-Th. Elementary – 3:30 to 5:30 M-Th.
Activity Guides	Leads enrichment/recreational activities & supervises them. Plans activities with staff. Surveys students for needs and recommendations. Collects evaluations for each activity, compiles, & files them. Assists tutor in classrooms, cleans up after activities.	High School - 4:00 to 4:55 M- Th. and 5:15 to 6:00 M-Th. Elementary – 3:30 to 5:30 M-Th.

OGLALA SIOUX TRIBE

Office of the Executive Director

John Haas

P.O. Box 2070
Pine Ridge, SD 57770
Phone: 1-605-867-8429; 867-8444; or 867-8430
Fax: 1-605-867-2837
E-mail: JohnHaas@oglala.org

MEMORANDUM

TO: Pine Ridge School
Pine Ridge, SD 57770

FROM: John Haas, Executive Director

DATE: January 17, 2013

SUBJECT: Anpetu Luta Otipi

Anpetu Luta Otipi provides residential services for adults and outpatient services for youth. We also provide continued care and aftercare for individuals. We meet all requirements for Indian Health Service (I.H.S.) standards of care and recognized by the South Dakota Division of Alcohol/Drugs to provide services.

We fully support your endeavors to acquire Drug and Alcohol Prevention and Education. Please contact me if more information is needed. Respectfully.

JH/dlbb

Cc:Frankee White Dress
Bryan Brewer, OST President
file

Math & Science Department

M E M O R A N D U M

To: 21st Century
From: Michelle Salvatore Director NASA-SEMAA
CC:
Date: January 15, 2013
Re: Letter of Intent for Pine Ridge School regarding 21st Century Program

To Whom It May Concern:

Please accept this letter as indicating our support for the 21st Century afterschool program.

Oglala Lakota College through the Math & Science Department has provided outreach support for K-12 schools and educators on the reservation. That outreach includes but is not limited to STEM workshops, career fairs and education, science projects, field trips, hands-on science activities, guest science speakers, family night school programs providing STEM activities, in-school programs and workshops, and summer programs.

In the past we have collaborated with other schools on the reservation with our NASA-SEMAA Program and 21st Century afterschool programs. It has proved to be mutually beneficial and most importantly provide a safe and educational alternative for our youth.

We are an advocate for the 21st Century program for Pine Ridge School and will supplement and support said programs with resources at OLC Math & Science Department.

Respectfully

Michelle Salvatore

Michelle Salvatore
Director
NASA-SEMAA PROGRAM
Oglala Lakota College
Math & Science Department
490 Piya Wiconi Road
Kyle, SD 57752

(605) 455-6094
msalvatore@olc.edu

OGLALA SIOUX TRANSIT
PO Box 468
Pine Ridge, SD 57770
(605) 867-2332

January 15, 2013

Pine Ridge School
Pine Ridge, SD 57770

We are writing this letter in support of your efforts to provide quality after school activities for both students and parents. In providing these types of services to students and parents there are also the concerns regarding transportation to and from the school. We are willing to provide transportation for those parents and students that will need transportation. Our Transit service currently provides transportation daily and, on Mondays, Wednesdays and Fridays we have a late run that provides transit services late in the evening. We would like to commend you on your efforts to seek out opportunities to provide activities for our children and parents. Including parents will provide not only a good role model for students but also includes parents in their student's lives and gives these students the support they need from those closest to them which in addition will allow for them to grow into confident and productive adults.

You have our support in seeking funding through the 21st Century Community Learning grant and we wish you luck in your continued efforts to provide community activities for the children of the Pine Ridge Reservation.

Respectfully,

Emma Featherman-Sam

Emma Featherman-Sam
Transit Coordinator

Oglala Lakota Nation
Department of Public Safety
PO Box [illegible] • Pine Ridge, South Dakota [illegible]
Phone [illegible] • Fax [illegible]

Pine Ridge School

Home of the Thorpes

January 15, 2013

This will serve as verification that the BIE Line Office fully supports this application for the 21st Century Community Learning Centers grant. We can guarantee Pine Ridge School full compliance withal of the mandates and directives of the BIE and any subsequent requirements issued in the future. Pine Ridge School pledges financial integrity to execute the funding as it is intended should the school be awarded the grant.

Thank you.

Charmaine Weston

Charmaine Weston

ELO

BIE Line Office

Pine Ridge, SD

Peer Reviewer Application for Bureau of Indian Education

Elizabeth Grace Nusken (Liz)
158 Highmeadow Drive
Gahanna, Ohio 43230
614-477-1076 (cell)
614-310-1388 (work)
614-478-9556 (home)
liznusken@hotmail.com

Education
Bachelor of Philosophy, major in interdisciplinary studies, Miami University 1983

Professional Experience

- Ohio Afterschool Network Director, Ohio Child Care Resource and Referral Association, 2006-current
- Director of the Center for Learning Partnerships and Afterschool Counts Program Director, Educational Council, 2003-2006
- Development Officer, Columbus Jewish Day School, 2000-2002
- Community Relations Coordinator, Bank One (now Chase Bank), 1995-2000
- Director of Volunteer Services, Children's Hospital (Columbus Ohio), 1989-1995
- Assistant Volunteer Coordinator, City of Columbus, 1986-1989
- Volunteer Coordinator, Police Athletic League 1984-1986

Description of Current Role
I direct and am the sole full-time staff person for Ohio's C. S. Mott Foundation-funded statewide afterschool network. Work under the direction of a strategic leadership team that included representation from the Ohio Department of Education. Responsibilities include recruiting and supporting the work of standing committees created to support program quality, policy and funding, strategic partnerships and accountability. Publish a twice monthly electronic newsletter with information on funding, professional development, research and other timely news and maintain program website. Plan and hold quarterly membership meetings. Work with stakeholder groups on issues of shared interest including state principals association, state district curriculum directors association, early childhood groups and others. Work with providers and funders across the state to answer questions and connect to resources.

21st Century Community Learning Center Experience

- Served as regional and state afterschool intermediary for a combined 8 years providing quality and sustainability training and technical assistance for a variety of afterschool programs, including 21st Century Community Learning Center-funded programs.
- Developed trainings delivered by twelve regional afterschool training and technical assistance providers on a wide variety of topics.
- Presented at national, multi-state, state and regional afterschool conferences on health and wellness and quality.
- Contracted with Ohio Department of Education to develop quality tools for 21st Century Community Learning Centers including program quality guidelines and an assessment tool. Contracted with Ohio Department of Education to develop sustainability training for 21st CCLC programs.
- Grant reader for Ohio and Illinois 21st CCLC grant competitions.
- Serve on Ohio Department of Education's 21st CCLC Community of Interest Committee (advisory committee) and have done so for past 6 years.
- Attend regional meetings of Ohio's 21st CCLC grantees.
- Most of Ohio's 21st CCLC programs are represented in Ohio Afterschool Network membership and attend quarterly membership meetings because agenda includes issues of interest to them.