

Murphy, Sarah

From: Edmo, Jack
Sent: Friday, January 18, 2013 7:22 AM
To: Murphy, Sarah
Cc: King, GayeLeia
Subject: FW: Porcupine School 21st CCLC Application
Attachments: Porcupine CCLC app.zip

Please print

From: Frankee White Dress [mailto:fran_kee@hotmail.com]
Sent: Thursday, January 17, 2013 11:43 PM
To: Edmo, Jack
Subject: Porcupine School 21st CCLC Application

Mr. Edmo,
Please open the attached files in Windows Explorer. The number in front of each file is its tab.
Thank. It is 11:42 and I am going to bed.
Good Night

1 Curi Primeval
2 Ros 'acting primeval'
3 Misty 1st coach
4 Stok
5 Leslie Park

1 Staff
of Cares = Supplies
STEM - given projects?
of avg salary of coaching. etc.

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify)

* 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:

Porcupine School - Pahin Sinte Owayawa

* b. Employer/Taxpayer Identification Number (EIN/TIN):

46-0386884

* c. Organizational DUNS:

95-725-4063

d. Address:

* Street1:

PO Box 180

Street2:

* City:

Porcupine

County:

Shannon

* State:

South Dakota

Province:

* Country:

USA: UNITED STATES

* 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:

Rosalyn

Middle Name:

* Last Name:

Parisien

Suffix:

Title:

Acting Principal

Organizational Affiliation:

* Telephone Number:

605-867-5588

Fax Number:

605-867-5480

* Email:

rosalynparisien@porcupineschool.org

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

I Indian Tribal organization (federally recognized)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Interior - Bureau of Indian Education

11. Catalog of Federal Domestic Assistance Number:

CFDA Title:

*** 12. Funding Opportunity Number:**

* Title:

21st Century Community Learning Centers

13. Competition Identification Number:

Title:

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

Porcupine, South Dakota
Shannon County

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

The application is to operate an after school program at the Porcupine School for students at risk of failing or dropping out of school.

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

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: 02/04/2013

* b. End Date: 01/30/2014

18. Estimated Funding (\$):

* a. Federal \$164,500.00
* b. Applicant 0
* c. State 0
* d. Local 0
* e. Other 0
* f. Program Income 0
* g. TOTAL \$164,500.00

* 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: Rosalyn
Middle Name:
* Last Name: Parisien
Suffix:

* Title: Acting Principal

* Telephone Number: 605-867-5588

Fax Number: 605-8675480

* Email: rosalymparisien@porcupineschool.org

* Signature of Authorized Representative:

Rosalyn Parisien

* Date Signed:

1-16-13

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

Porcupine School	
Organization Rosalyn Parisien	605-867-5588
Name of Contact Person rosalynparisien@porcupineschool.org	Telephone
E-mail Address	Fax Number
<u>Norma C. Rendon</u> Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures	<u>1-16-13</u> Date
<p>■ <i>Note: The general certifications and assurances that are signed and submitted by the district each spring (or provided by the applicant to EED) will apply to this federally funded program.</i></p>	
<u>Norma C. Rendon</u> Signature of Organizational Representative	<u>1-16-13</u> Date
<u>Board Representative</u> Title	

\$ <u>164,500.00</u> Total Funding Requested Per Year
\$ <u>493,500.00</u> Total Funding Requested for Three Years

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

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ABSTRACT

The small community of Porcupine has no other options for children's time and use when the school day ends. This application represents Porcupine School's commitment to the families of its communities and their children. It proposes to offer a quality program of tutoring and enriching/recreational activities for students and their families after the school day ends.

SUMMARY

When the school day ends children return to their home communities with nothing to do. Some will engage in computer games, if they are lucky enough to have internet or even a television screen. Games cost around \$6.00 a disc., too much for this poverty stricken area. But many students meet up and hang out. Usually with no adult supervision. You can only imagine what they can imagine to do. A lot of negative behavior usually results.

In this proposal, Porcupine School proposes to design and implement a quality after school program where children engage in exciting activities that help them to grow healthy and learn, where learning is fun.

The participating students will be tutored one hour day, four days a week in reading and/or math depending on the needs identified by the program leaders. The tutoring will assist them to do better in their regular classes. They will also participate in an enriching array of learning activities. It will be structured, hands-on types of activities when children explore and become challenged in a non-threatening manner. The participants will hear guest speakers from their own community who are identified as community leaders with knowledge about the old ways, our culture and language. They will watch performances by talented individuals from their own reservation. They will travel to museums, concerts, shows, etc. Events they most likely would not be able to see or do on their own.

One of the benefits of interacting with students in a non-formal manner after school is not only do they feel non-competitive but they develop positive and personal relationships with the staff that builds their trust in the school. We hope to improve school attendance and the student's behavior, impediments to learning.

PROJECT NARRATIVE

Need for Project (18 points)

Porcupine is a small rural community located on the Pine Ridge Indian reservation in southwestern South Dakota. Porcupine School, or Pahin Sinte Owayawa as we call ourselves, is a k-8 school of approximately 200 Oglala Lakota, Native American students. The town of Porcupine stretches several miles with one reservation cluster housing community, Evergreen, about 5 miles from the school and another, Sharps Corner housing, 10 miles from the school. Small communities are scattered between these points and across a broad, very rural area. The school is 100% free/reduced lunch eligible.

There is the potential for the school to increase its enrollment. We will do this by developing an exceptional academic and after school program to attract nearby new and returning students. A nearby parochial school and a state school about 20 miles down the road are in competition for students. We have the advantage of a new and beautiful school building, now we are improving services.

We propose to provide an after school program that extends learning opportunities in core subjects. Activities will include academic assistance in the form of tutoring, enrichment activities, extended hours in our school library, computer labs, and the gym. We will make available school conditioning and fitness equipment for families to exercise together and learn healthy living habits. We will provide cultural learning activities including language classes. Information regarding drug and alcohol abuse and prevention will be available, as well as violence prevention activities. All activities will be structured and goal specific so that full engagement is realized with genuine results. Activities will be led by staff and community resource organizations. Individuals with expertise in certain areas that can benefit our students will be enlisted to provide services. We will collaborate with parents to provide opportunities for families to spend quality time together that will lead to improved perceptions of the school and educational attainment. We will partner with community organizations to provide additional tutoring, health and other services for all families and enrolled students. The Porcupine Oglala Lakota College center is located just yards from our school building.

Section 1A: Growth

Porcupine School has improved somewhat within the last year in academic achievement according to the state standardized test Dakota Step. However, we are still quite far from the goal of 100% proficient/advanced by the year 2014 with over three-quarters of students scoring below proficiency in reading and over 80% below proficiency in Math. Science is over 80% below proficiency as well. See Dakota Step information below

School Year	Reading P/A	Math P/A	Science P/A
2007-2008	19%	3%	
2008-2009	16%	14%	16%
2009-2010	14%	14%	9%
2010-2011	23%	13%	16%
2011-2012	22%	22%	23%

The scores for 2007-2011 are taken from the report cards submitted with the Annual Report to BIE. The scores for 2012 are taken from the South Dakota website Emetric and reflect scores of all students tested. Percentages reflect the number proficient and/or advanced. Attendance rates are as follows;

2008-09 - 91.38%
2009-10 - 89.31%
2010-11 - 89.99%
2011-12 - 89.60%

The Porcupine School Board is committed to increasing the academic achievement of all enrolled students. They are selecting a new principal after an extensive search who can help them accomplish their ambitious goals. The 21st Century Community Learning Centers Program will support this effort tremendously.

Name of Each After School Site	Designation – School Status	% Free or Reduced Lunch	Estimated # of Students to be Served	Percentage Of Day School Population Served	# of Family Members to be Served, if Appropriate	Grade levels to be Served
Porcupine School	Restructuring	100%	60	30%	50 Adults	k-8

According to Fall 2012 MAP assessments, there are 78 students needing intensive intervention in Reading. This is significant considering our enrollment. It is more than half of those tested 3rd through 8th grade. There are 55 students needing intensive intervention in Math.

1B: Identify, target and recruit.

Initial 21st CCLC meetings and follow up regular bi-monthly teacher/staff meetings will be scheduled to insure that those most in need are receiving services. Need will be based on teacher recommendations that include academic and behavioral needs. Evidence will include test scores, assessments, attendance, and classroom behavior. We will utilize four sources of information to identify struggling students in need of extra assistance;

1. Dakota Step is the required state standardized test administered to students 3rd through 8th grade every spring to determine schools annual AYP status. It is currently based on South

Dakota state standards but is in the progress of switching to the common core standards. Test results are available on the state website listing each content standard each student either missed or got correct, vital information for any teacher's planning.

2. MAPS is the BIE required assessment system administered every fall, winter, and spring to all students k-8 and measures growth as well as achievement for every student. It includes methods for targeted instruction.

3. DIBELS is a k-6 assessment system that assesses and progress monitors literacy skills. They also have a CBM Math assessment system for use.

4. AIMS Web is a web based reading assessment and progress monitoring program for 6th through 8th grade that measures fluency and comprehension skills.

A recruitment plan will be drawn up by staff where students are first allowed to apply to the after school program. Students determined by staff as in need but who do not apply will receive a home visit from the coordinator at which time the entire family, or at least the student and one adult, will be enrolled for services. Enrollment will be encouraged by fully explaining the benefits. Referrals will also come from the Special Education department, the Reading coach, and other stakeholders. Enrolled students and adults will be asked to sign commitment agreements that promise their full participation.

Students in tutoring will be expected to participate in evening learning activities conducted in classrooms, libraries, computer labs, and the fitness gym four hours a week. Parents will be transported one evening a week to campus to participate with their children in these activities and will have an opportunity to learn skills for themselves. The 21st CCLC program will employ part-time activity assistants to conduct the structured activities. Activities will look like the following.

Site	Activity
Porcupine School Library & classrooms and Oglala Lakota College library & classrooms	Guest Speakers, Story Time, Oral Readings, Plays and Acting, Reading for incentives, Health/Nutrition, History, Culture & Lakota Language classes, Singing & drumming lessons, reading, writing, math & science tutoring, parenting lessons, homework stations, drug and alcohol abuse/prevention, violence prevention, etc.
Porcupine School Computer Labs	Computers lessons, Keyboarding, email, Word, Excel, Power Point, researching techniques, ancestry searches, homework stations, etc.
Porcupine School Gym	Conditioning & Fitness training, Exercise classes, Nutrition & Diet, Traditional health activities. Basketball, baseball, volleyball & other sports & recreational activities, etc.

1C: Risk Factors to address

The Porcupine community has many risk factors linked to the academic failure of their children. Poverty and isolation are at the top of the list. Porcupine is situated in the middle of the vast 3,468 square mile Pine Ridge Indian reservation. Porcupine encompasses 9.5 sq. miles with a 2010 population census of 1,062 (The Dept. of Urban Development uses a higher count

sanctioned by the US government). The per capita income is \$4,429. (2010 census). The dropout rate is over 70% (Wikipedia). Unemployment for the reservation is estimated to be around 80% by many different sources. The community has little commercial development and is largely dependent on institutional organizations for employment. The Porcupine School, Oglala Lakota College, Porcupine Health Clinic, KILI radio station, Our Lady of Lourdes School, and a Common Cents general store shared with the Little Wound community are among the organizations located in Porcupine who service the community and hire local individuals for the few employment spots available.

More alarming risk factors are the health and social related issues such as the high alcoholism rate, diabetes and amputation rates, drug abuse, depression, high infant mortality (5 times the national rate), and the high suicide rate estimated to be 4 times the national rate. Life expectancy is the shortest in the western hemisphere at 48 for males and 52 for females. These risk factors are more prevalent in the district communities, of which Porcupine is, than the larger, administrative center of Pine Ridge Village. Many of the institutional organizations and commercial establishments are located in Pine Ridge with less, or smaller, resources in the outlying district communities. Many families in Porcupine still live with no electricity, running water or sewage systems; and may use wood stoves to heat their homes. Shannon County, which covers Porcupine, is rated as the third poorest county in the United States (2010 US census).

The project will provide transportation for the after school program and to transport parents to the school for activities one evening a week. The project plans to tackle health issues through organized and structured activities such as exercise and fitness classes and through education and nutrition classes. We will partner with the Porcupine Health Clinic, a small clinic from the Pine Ridge Indian Health Service, and with the tribal Health Administration and their many programs. The Oglala Lakota Sioux Health Administration has recently received a Suicide Prevention grant to help communities across the reservation combat their suicide rates. Suicides are more prevalent among teens. They have another excellent program where they go into schools and teach preconception education to middle school students. We plan to survey parents to find out their most pressing needs and act as a referral agent to assist them in identifying needed resources that could help them. The greatest contribution our school could make to these families is education, or information that has the potential to help them become self-sufficient. We will partner with families in an effort to increase the quality of their lives by equipping them with the best information and education possible that we can deliver. We will acknowledge the great history and culture of the Lakota by reteaching it and assisting families to live their great culture. The desire to achieve in school must take into account the health and social risk factors of the community and acknowledge the influence these risk factors have over children's academic achievement and lives.

1D: Porcupine School is a new applicant.

1E: State Assessment – The Dakota Step

In Section 1A: Growth we listed state assessment scores for the last 5 years. The scores are stagnant. The Porcupine School Board is committed to increasing these scores. A new principal is currently being hired to begin employment by mid January, 2013. The School Board's expectation is that the new principal will be experienced in assessment, NWEA, and Native Star

as well as the successful delivery of quality after school programs. With that we envision growth on the state assessments.

1F: Alignment

All staff collaborating on school design using the continuous planning tool Native Star, with principal leadership and involvement in classroom performance, and with the assistance of a 21st CCLC program we expect an outcome of high achievement and a decrease in risk factors. Students will want to attend Porcupine School because of their results. Enrollment will increase along with parent involvement. The entire Porcupine community will benefit.

Quality of Project Design (51 points)

2A: Goals, performance measures and activities.

Performance Measures Template

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
<p>1. 21st CCLC students will increase their reading performance by 30 points as measured by MAP winter 2013 and compared with MAP winter 2014.</p> <p>2. 21st CCLC students will increase their math performance by 30 points as measured by MAP winter 2013 and compared with MAP winter 2014.</p> <p>3. 21st CCLC students will decrease their behavior reports by 50% between Feb 1, 2013 & Jan. 30, 2014</p> <p>4. 21st CCLC students will increase their school attendance to 95% between Feb.1, 2013 and Jan. 30, 2014,</p>	<p>1. Identify 21st CCLC Coordinator</p> <p>2. Identify 120 21st CCLC students</p> <p>3. Obtain commitment signatures.</p> <p>4. Identify 21st CCLC staff.</p> <p>5. Administer MAPS 2013 winter assessment</p> <p>6. Coord. & staff meet to plan program including choosing instructional strategies & develop a system for progress monitoring twice mnthly</p> <p>7. Collect behavior & attendance data, monitor, intervene when needed.</p> <p>8. Regular meetings are scheduled for 21st CCLC staff to meet once a mth. to check for progress.</p> <p>9. Regular meetings are scheduled between 21st CC staff & all teachers mnthly to discuss student progress incl. behavioral issues from NASIS</p> <p>10. Students are progress monitored 2X a mth with DIBELS & AIMS web</p> <p>11. Administer spring 2013 MAPS assessment & compare gains.</p> <p>12. Administer fall 2013 MAPS assessment.</p> <p>13. Administer 2014 winter MAPS assessment & compare gains.</p> <p>14. Collect intermittent and final behavior & attendance data</p> <p>15. Write a final report for each student's progress in reading or math to determine goal attainment.</p>	<p>1. Principal</p> <p>2. Coordinator & Teachers</p> <p>3. Coordinator & Teachers</p> <p>4. Coordinator & Principal</p> <p>5. Principal</p> <p>6. Coordinator</p> <p>7. Coordinator & 21st CCLC staff</p> <p>8. Coordinator</p> <p>9. Coordinator</p> <p>10. All Teachers (21st CCLC staff during summer)</p> <p>11. Test Admin, Coord., 21st CCLC staff</p> <p>12. same as #11</p> <p>13. same as # 11</p> <p>14. Coordinator</p> <p>15. Coordinator & 21st CCLC staff</p>	<p>1. Jan. 4, 2013</p> <p>2. Jan. 11, 2013</p> <p>3. Jan. 16, 2013</p> <p>4. Jan.11, 2013</p> <p>5. Jan. 25, 2013</p> <p>6. Jan. 16, 2013</p> <p>7. Jan 15, 2013</p> <p>8. Feb., Mar., Apr., May, June, July, Aug., Sept., Oct., Nov, Dec.</p> <p>9. same as #7.</p> <p>10. Two times a month thru out 2013.</p> <p>11. May 20, 2013</p> <p>12. Sept. 20, 2013</p> <p>13. Jan. 20, 2014</p> <p>14. Dec. 20, 2013</p> <p>15. Jan. 30, 2014</p>	<p>1. Signed Coordinator's Contract in place.</p> <p>2. List of 120 students</p> <p>3. Commitment signatures on file</p> <p>4. 21st CCLC staff contracts on file.</p> <p>5. All MAPS scores entered</p> <p>6. Meeting agenda, min. & sign-in logs.</p> <p>7. Behavior & attendance data on file.</p> <p>8. Meeting agenda, min. & sign-in logs.</p> <p>9. Meeting agenda, min. & sign-in logs.</p> <p>10. Progress monitoring results on file and in individual student files</p> <p>11. MAPS scores on file and in individual student files</p> <p>12. same as #11</p> <p>13. same as # 11</p> <p>14. Behavior & attendance date for ea. Student on file.</p> <p>15. Final reports on file for each 21st CCLC student who received services.</p>

Performance Measures Template

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
1. Parents, Guardians, and other family members will participate in learning activities with their children that increases positive perceptions of education & school that will lead to an increase in the support they provide to their children to achieve.	1. Adult family members will be transported, or invited, to the school one night a week for activities. 2. Adult family members will be pre & post tested regarding their perceptions of school & ed. and trained in the active support they give their children to achieve in school.	1. Coordinator 2. Coordinator	1. Wkly from 4/04/13 to 5/15/13 & from 10/01/2013 to 1/30/2014 2. Pre-test by Mar. 15, 2013 & Oct. 15, 2013. Post-test by May 30, 2013 and Jan. 30, 2014.	1. Sign-in logs. 2. Pre and post tests on file with a summation of results when compared for accomplishment of objective.
2. Parents, Guardians, and other family members will have access to literacy & other education programs that increase their skills (some examples might be nutrition & health ed., finance ed, home-making, basic math and/or reading, drug & alcohol ed, child development, parenting, crafts, culture & language, organized sports and exercise classes, etc.)	1. Adult family members will be surveyed as to their needs. 2. Services will be provided when possible by developing evening classes or referring them to other appropriate service providers who may meet their needs. 3. Pre & post surveys will determine the increase of skills.	1. Coordinator 2. Coordinator 3. Coordinator	1. by 3/15/13 Weekly throughout the school year. 3. Before & after each class (activity).	1. Survey results on file. 2. Class agendas, meeting dates, sign-in logs. Referral forms. 3. Completed pre & post surveys on file with compiled results.
3. Activities will be provided that are designed to increase motivation and participation in the regular day program (ex. open computer lab time, open library time, story telling, open gym & game rooms, organized sports, counseling – group & individual, science projects, arts & crafts, culture, etc.	1. Survey students. 2. Design enrichment activities with appropriate staff or volunteers to lead them. Each activity will have a syllabus & lesson plans. 3. Order materials & supplies for activities and/or write agreements for use of school equipment, space, & materials.	1. Coordinator 2. Coordinator 3. Coordinator	1. By Mar. 1, & Oct 10, 2013 2. By Mar. 15, 2013 & Oct. 20, 2013. 3. By Mar. 30, 2013 & Oct. 20, 2013.	1. Surveys on file with results compiled. 2. Activities/classes will have syllabi with instructors/leaders on file with dates of delivery. 3. All materials & supplies orders on file

2B: Scientifically based research strategies and strategy links.

The assessments we plan to use to target instruction are all research based. Dakota Step is based on the South Dakota State Standards and approved by the US Department of Education (they are planning to use the Common Core Standards next year and are conducting trainings throughout the state on the Common Core Standards implementation); MAPS is the assessment tool of NWEA, required use for all BIE schools. It is comprehensive in reports for planning targeted instruction in both reading and math. MAPS assesses performance and growth. DIBELS is long recognized by the US Department of Education as a research based tool for assessing young children's literacy skills. It is also useful for progress monitoring growth and achievement. AIMS Web is also a research based reading assessment and progress monitoring tool for 6th through 8th grades. Dakota Step is administered once a year with results posted on the state Emetric website. The website will give you each student's test results showing what standards were missed and what standards were mastered. All assessments will tell you exactly what a student needs to learn. We will be using the school's regular curriculum and additional resources but the goal will be to master what it is the student is missing. Teachers will be planning objectives, activities, and materials or resources they will be using for each student at each after school session.

We will link strategies to program activities by surveying students and their parents or families. Strategies will specifically address the gaps in services through these surveys.

2C: Progress monitoring

The 21st CCLC staff will meet twice a month with each other and the regular education teachers to discuss progress and needed adjustments. They will review each participant's progress monitoring assessments and write plans to address assessed needs taking into consideration how much the student needs to catch up to grade level. Progress monitoring will be completed by the school's regular staff as they do for the regular program. A 21st CCLC teacher will need to meet with the students' regular education teacher to reinforce concepts and prevent confusion for the student. Together the two teachers reinforce each other in accomplishing learning goals.

2D: NASIS access

All teachers have access to NASIS as will 21st CCLC staff. All counselors have access to behavior reports. NASIS attendance and behavior reports will be printed for each 21st CCLC student and handed out at the twice monthly meetings. This is so that the staff can take into consideration attendance and behavior's effects on academic performance. The reports will also be used for reporting purposes to funding source.

2E: Data collection

The 21st CCLC Coordinator will be responsible for the collection of all data for each student participant and their families. All data, including NASIS behavior, attendance and grades will be duplicated from the regular program's use as will progress monitoring results. Student files will include surveys and individual family survey results. The Coordinator will complete the following reports – Performance Measure Tracking, Student Achievement, Budget Reconciliations, PPICS, and any other Federal Reports required.

2F: Expanded opportunities and student motivation.

Porcupine School's after school program occurs in a relaxed atmosphere of informal learning opportunities. The object is to make learning fun and interesting, as it is. Activities will include an hour of academic tutoring. Although instruction will be targeted based on assessed needs resources used might include the internet or a library excursion. Objectives might come from the regular education program but delivery will be less formal. There will be no grades, no pressure rather progress noted. Accomplishments will be celebrated. Other fun activities after tutoring, will include additional education in the form of fun activities. Cultural classes could be a trip to the city for a presentation, or a movie. Dance classes can be for fun exercise or learning traditional pow wow moves, gymnastics or rap. Language classes will make learning Lakota, our traditional language, fun. The whole goal of a 21st CCLC project is to make kids want to learn, to discover that learning can be fun and interesting.

2G: Schedule of Operations (one site)

SCHOOL SERVED: Porcupine School

SCHOOL YEAR: Jan. 07, 2013 thru May 17, 2013 and Sept. 02, 2013 thru Dec. 20, 2013
Number of Weeks during the school year: 19 and 17

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Tutoring	3:00pm to 4:00pm	21 st CC staff in Pods' commons area*	X	X	X	X			
Learning Activity	4:00pm to 5:00pm	Same staff, same area	X	X	X	X			
Parent Night Learning Activities**	3:30pm to 5:00pm	Library, gym, or classrooms by Coord. & PI Coord.**			X				
Snacks	5:00pm to 5:30pm	21 st CC staff, a cook, & Coord.	X	X	X	X			
Supper on Parent Nights	5:00pm to 5:30pm	A cook, Coord. & PI Coord.			X				
Transport Home	5:30pm to 6:30pm	Bus drivers	X	X	X	X			

* Pods exist as common areas, one for K through 2nd grade, one for 3rd through 5th grade, and one for 6th through 8th grades.

** Parents will be able to either spend time with their children in tutoring and an activity or attend a class designed specifically for them. Some classes might occur at the local college center located just yards from school campus. The Parent Involvement, PI, Coordinator will be a regular school employee whose job description will include work with parents in the 21st CCLC program.

For clarification – the Tutoring and Learning Activities will be interchangeable, meaning half of the students will tutor from 3:00 to 4:00 and half will participate in learning activities then switch so that those who tutored at 3:00 will join learning activities at 4:00 and those in learning activities at 3:00 will tutor at 4:00. This is so that the recommended ratio of 1:10 are in tutoring while the ratio of 1:15 in enrichment/recreational (or learning activities) can be maintained.

2H: Partners

A major partner will be the Porcupine Oglala Lakota College Center. Their fairly new building is located just yards from the school. The Director, Janice Richards, is providing a letter of support. She states college students enrolled at the center look for projects to provide service learning. She estimates about 4 students a semester can volunteer between 3:00 and 5:00 pm when their classes begin. We will use them to assist in tutoring providing individual assistance to students and to help with the learning activities, perhaps to assist with supervision and/or offer their expertise in certain areas (ex. singing, dancing, crafts, reading, etc.). The Science department at Oglala Lakota College has expressed a willingness to provide some science activities for our students. We will use them in our learning activities. These are all free volunteers.

Oglala Lakota College will also provide science projects as enrichment activities. They provide the materials in such classes as Robotics.

We will also partner with the Oglala Lakota Tribe's Health Administration programs to provide health and nutrition education and activities after school. They also have a suicide prevention program which is newly funded to work in schools and with teens. They also have a diabetes prevention program which assists with activities designed to prevent diabetes through exercise and nutrition education.

2I: Links to the regular education program

The 21st CCLC staff will be recruited from among the current school staff. We hope to have certified teachers tutoring. Meetings will be scheduled twice a month between all teachers and 21st CCLC staff to share data, progress and other information that benefits the program. This is the time to coordinate the after school program with school sponsored extracurricular activities so that students will not have to make a choice. They will be able to participate in both.

2J: Attracting youth and their families

The school will take suggestions from all staff at the initial meeting that introduces the program. We will have student meetings to explain the benefits of being in the program. Then the school will host a parent evening, with supper and door prizes, to introduce the program and demonstrate benefits. As the staff identifies students most in need, the Coordinator can make home visits to recruit. We will hang posters up around the school.

2K: An after school program in Porcupine will be just about the only activity for youth in town, other than the home basketball games. It will be a fun, relaxed atmosphere that attracts them. The activities will keep them. To remain in the program students must attend school, absenteeism will not be tolerated. They must also be on good behavior with no behavior reports.

2L: The program will coordinate with the school's other after school programs all of which are sports. The school does want to provide services to those in sports especially if they are at-risk. A coordination plan will have to be developed between the Coordinator and the coaches so they those students in sports are not denied participation in 21st CCLC.

2M: Senior citizen volunteers

Any senior citizen who wants to volunteer their expertise is welcome. Some may be able to tell old stories about the community to the younger students, or they may give a "fry bread and soup" activity to young parents. We will reserve honorariums for those times. Porcupine has many elders with cultural expertise.

2N: Self evaluation

The 21st CCLC Coordinator will develop a self-evaluation process that can be used on a monthly basis. Outcomes will depend on student attendance and progress monitoring success. Teacher quality will also count. The evaluation results will be conveyed to the principal who in turn will inform the entire staff of outcomes and where effort needs to be applied to improve results.

2O: Sustainability

Some key elements to sustain after federal funding ends are the constant progress monitoring and targeted instruction, surveying students and parents, inviting parents, or family members, to participate in some school activities, and providing fun and interesting activities that provokes children's natural curiosity and increases their desire to learn. These elements are not expensive. The staff will support their continuation if results are positive during the 21st CCLC experience.

2P: Service coordination

Outside resources have a lot to offer students in school. Yet schools often get caught up in reading and math time so much so that there is no time for even social studies instruction. Students use to instantaneous gratification become easily bored. Schools need to take advantage of what service providers have to offer, and usually for free, that not only benefit students but rounds out their education day. The college science project will provide science majors to teach science projects that regular teachers may not be able to. The school will coordinate personal as much as possible. A Parent Involvement Coordinator who is part-time at the school can provide services for the program as part of the regular job requirements. The 21st CCLC Coordinator may be a school staff member who takes on the project part-time. School cooks and bus drivers may provide services during their regular duty hours. The principal will provide some of the administration of the project and will certainly supervise the Coordinator. All of this will be coordinated and lends to sustainability after the federal funds end.

2Q: Restructuring and the after school program

The school is in restructuring because of its failure to increase student performance on the state standardized test to a level where most students are performing at the proficiency level. The after school program will provide targeted instruction with the goal of increasing student performance. Tutoring will take place 4 hours a week and while the other after school activities will be fun and interesting to the students, they will all be educational in nature designed to impress on the students that learning can be fun and interesting. Activities include health and nutrition activity

and education, sports and exercise, increased cultural identity awareness and expression, acquiring new language and writing skills, exploring the internet for information, etc.

Adequacy of Resources (18 points)

3A: Staffing capacity

Referring to the schedule of operations, we will schedule all after school activities between 3:00 and 5:00 pm to maintain a ratio of 1:10 certified teachers to tutor and a ratio of 1:15 for the enrichment/recreational (learning) activities.

There are 3 pods in the school building. Each pod has a commons area and is isolated from the other pods. The first pod is kindergarten through 2nd grade. The three classrooms (K, 1, & 2), each with a certified teacher, opens up to the commons area, a large play-like room filled with resources, desks, books, computers, group and individual areas. The second pod holds 3 classrooms grades 3rd through 5th. Again all classrooms open up to the commons areas. The third pod holds 3 classrooms grades 6th through 8th with a commons area. Tutor will take place either in the commons area or a classroom but each pod will have two teachers tutoring 10 students (20 total) each at 3:00 to 4:00 and another 10 students each at 4:00 to 5:00. There will be 40 students to each pod for a total of 120 students and two teachers for each pod for a total of 6 certified teachers.

Students not being tutored will have enrichment or recreational learning activities scheduled in the gym, library, computer lab, or a classroom either in the building or at the local college center. A total of 60 students will be participating in these activities with 4 Activity Assistants. This is a ratio of 1:15.

3B: Job descriptions and schedules

The project will employ the following part-time positions:

Staff Job Descriptions

Title (#)	Responsibilities	Position Requirements	Schedule/hrs. per da.	Pay Range
Coordinator (1)	Coordinates all program activities. Recruits staff, & other personnel. Identify & recruits participants Enters data on NASIS website and Native Star. Documents activities, verifying eligibility. Makes home contacts. Develop all forms, surveys, & all other forms. Sets up a filing system for required reports. Supervise staff, make sure activities occur on time & as scheduled, monitors reports, attendance, tutor sessions, & progress, making changes when necessary. Plans	BS in Education preferred. Will accept BS in other fields or an AA in Education. Will accept some college credit if applicant passed Praxis Parapro for paraprofessionals. Must have some supervisory experience and demonstrate past experience of ability to work with little supervision. Must have computer knowledge & ability to work with software and data entry.	Hours are 12:30pm to 6:30 pm., M-Th. 8:00am – 4:00 pm.to Noon Fri.	Part-time According to Porcupine School salary schedule. \$15./hr. to \$25./hr.

	learning activities with staff. Schedules & leads staff meetings. Monitors budget, & payment procedures for all purchases. Purchases supplies. Coordinates transportation, snacks & meals for students & parents. Substitutes. Prepares reports to board & parents. Reports to Principal.	CDL license preferred		
Tutors (6)	Will tutor identified students at a ratio of 1:10, 2 groups of 10, for 1 hr. each, 4 evenings a week, M-Th. Meets with students' regular teacher twice mnthly, writes individual tutor plans for each student using progress monitoring. Enters information on NASIS. Reports to Director.	Teacher certification. Must be able to use NASIS or participate in training to use.	3:00-6:00 M-Th. Will tutor 1 group of 10 at 3:00 – 4:00pm and second group of 10 at 4:00 to 5:00..	Stipend of \$3,500. Per semester. \$7,000. for school year.
Activity Assistants (4)	Will lead learning activities & supervise them. Plans activities with staff & Coord. Assists Coord. with participant evaluations and surveys. Cleans centers. Reports to Director.	Be able to lead groups in structured activities. Must organize and coordinate activities.	3:00-6:00 M- Th.	Stipend of \$3,000. Per semester. \$6,000. for school year.
Bus Driver (2)	Transports students home M-Th & parents once a week to campus for activities and home.	Will drive a bus and must be CDL licensed	5:00-6:30 M, T, Th. 2:30-6:30 W. for parent night	Stipend of \$2,500./semester or \$5,000 for school year.

3C: Safe Transportation

All students will be safely transported to school and home after the after school program by the school's regular bus drivers. Most activities are school-based or walking distance to the local college center. Regular school safety policies, procedures and requirements apply to the 21st CCLC program as well.

3D. Leveraging school resources

Porcupine School will contribute as much resources as necessary to insure a quality 21sr CCLC program. It is to our benefit that an after school program be successful when about two thirds of our students receive additional academic assistance and activities to enrich their educational experience. Of course, regular education students will not have to sacrifice anything to provide for the after school students.

School buses and bus drivers will be used from the regular budget as much as possible. A part-time school Parent Involvement Coordinator will provide services to the after school parents as well. Tutors will be recruited from among our own certified teaching staff and Activity

Assistance from among our paraprofessionals and other staff. The school building will be the center of all after school activities including use of the gym, library, computer labs, classrooms, kitchen, dining room and other rooms. Counseling staff will provide regular services to after school students and may do some activities for which the regular budget will cover in the form of compensation time.

3E: Partner resources

Oglala Lakota College will partner with us providing students to assist with tutoring and/or learning activities. They will also provide teaching staff for science projects. Additional OLC resource staff who can conduct some learning activity may be enlisted to do so contributing expertise and time. They have many good educational resources for potential activities that we have not yet explored. However, they do invest in schools where their student pool comes from. The tribal Health Administration will partner with us to provide such services as suicide prevention, diabetes health/prevention, pre-conception health for middle school girls.

3F: Proposal development

Porcupine School administration and staff assisted in writing the grant and the school board was kept informed of the after school design and their obligations to a federal funded program.

Quality of the Management Plan (24 points)

4A: 21st CCLC SMART goals

1. 21st CCLC students will increase their reading levels by 30 points according to their MAP assessment results between winter of 2013 and winter 2014.
2. 21st CCLC students will increase their math levels by 30 points according to their MAP assessment results between winter of 2013 and winter 2014.
3. 21st CCLC students will increase their daily school attendance to 95% between winter 2013 and winter 2014.
4. 21st CCLC students will decrease their behavior reports by 50% between winter 2013 and winter 2014.

4B: Detailed timeline

A flow chart for management of 21st CCLC program follows this timeline.

Timeline

Date	Activity	Person Responsible	Outcome
Feb. 3 & 4	Inform staff about grant	Principal	Staff prepares
Feb. 7-11	Advertise & search for Coordinator	Principal & Board	Search for a highly qualified individual
Feb. 17	Hire a Coordinator - .75 FTE	Principal & Board	Program can began
Feb. 7-18	Advertise Tutors & Act. Asst. & Bus Driver positions	Principal & Board	Search for highly qualified individuals
Feb. 22	Hire 6 Tutors & 4 Act. Asst. & 2 Bus Drivers	Principal & Board	Highly qualified hires can begin program
Feb. 21-25	Coord. begins paper work – contracts & planning for training needs	Coordinator	Training needs identified
Feb. 21-25	Coord. sets up a filing system for program operations	Coordinator	System in place for accomplishing goals &

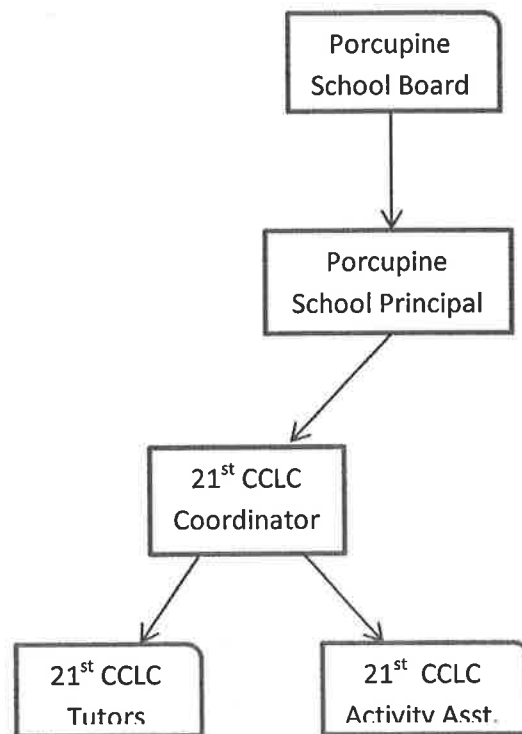
			making required reports
Feb. 28	First 21 st CCLC mthly meeting	Coordinator	Program is refined for effectiveness & improvement. Teachers make recommendations for students
March 1	Student, Parent, & staff survey forms are developed	Coordinator	Survey forms completed & available
March 1 thru May 15, 2013	Write weekly newsletter to distribute to parents, in community, & to school with program news & events.	Coordinator	Communication about the program to community & school
March 4-15	Surveys are completed & tallied	Coordinator	Surveys completed & filed
March 15-28	Learning activities are identified with appropriate service providers & scheduled for students & families.	Coordinator	Learning activities are scheduled & in place to go
March 15-28	Students & parents are recruited for program services	Coordinator & Teaching staff	Student list with commitment signatures
March 4-28	All staff training takes place	Coordinator	Increased staff skills
March 28	Second mnthly 21 st CCLC meeting takes place	Coordinator	Identifies need. Information passed on
March 30	Student & family files are set up with assessment scores, attend. & behavior reports & surveys included.	Coordinator	Students needs identified & student file system complete
March 30	Students 1 st field trip	Coordinator	Sign ins
April 8	Students are assigned a tutor. Tutors can begin to plan.	Coordinator	Quality tutoring begins to take shape
April 8	Students are assigned learning activites	Coordinator	Quality learning activities begin to take shape
April 1-10	Tutors & Act. Assts. Define their goals for each student & continue their training	Coordinator, Tutors, & Act. Assts.	Goals are set & staff is trained
April 29	3 rd monthly 21 st CCLC meeting	Coordinator	Sets tutoring plan in place, sets learning act. plan in place, identifies gaps
April 30	Students 2 nd field trip	Coordinator	Sign ins
April 10 – May 17	21 st CCLC after school program is in full operation serving students & their families	Principal, Coordinator, Tutors, Act. Assts.	Program in full operation providing after school services.
May 1	First progress monitoring and other records (attend., 15ehave.) collection & compared for gains.	Coordinator & Tutors	Progress monitoring for gains and/or gaps.
May 12	First full staff meeting to discuss program and student success or lack	Coordinator, Tutors & Act. Assts.	Checking for progress of program operations
April 26	2 nd progress monitoring collection & 2 nd full staff meeting	Coordinator & Tutors & Act. Assts.	Checking for progress of program operations
May 10	3 rd progress monitoring collection & 3 rd full staff meeting	Coordinator & Tutors & Act. Assts.	Checking for progress of program operations
May 16	Survey students & parents & staff	Coordinator	Self-evaluation
May 17	First semester of program ends with a field trip for students	Coordinator	Completion celebration
May 20-24	Evaluate program	Coordinator	Find gaps in services
May 23 & 24	Final full staff meeting Compare student scores from start to end, note gains & losses	Coordinator	Further evaluation

May 25	Students final field trip	Coordinator	Sign in logs
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Date	Activity	Person Responsible	Outcome
Aug. 15-30	Inform staff about program	Principal	Staff prepares
Aug.	Advertise & search for Coordinator May contract with prior yrs.	Principal & Board	Search for a highly qualified individual
Aug 30	Hire a Coordinator - .75 FTE	Principal & Board	Program can began
Sept. 10	Advertise Tutors & Act. Asst. & Bus Driver positions	Principal & Board	Search for highly qualified individuals
Sept.10	Hire 6 Tutors & 4 Act. Asst. & 2 Bus Drivers	Principal & Board	Highly qualified hires can begin program
Sept.	Coord. begins paper work – contracts & planning for training needs	Coordinator	Training needs identified
Sept.	Coord. sets up a filing system for program operations	Coordinator	System in place for accomplishing goals & making required reports
Sept.	First 21 st CCLC mthly meeting	Coordinator	Program is refined for effectiveness & improvement. Teachers make recommendations for students
Sept 30	Surveys are completed & tallied	Coordinator	Surveys completed & filed
Oct. 10	Learning activities are identified with appropriate service providers & scheduled for students & families.	Coordinator	Learning activities are scheduled & in place to go
Oct. 15	Students & parents are recruited for program services	Coordinator & Teaching staff	Student list with commitment signatures
Oct.	All staff training takes place	Coordinator	Increased staff skills
Oct.	Second mnthly 21 st CCLC meeting takes place	Coordinator	Identifies need. Information passed on
Oct.	Student & family files are set up with assessment scores, attend. & behavior reports & surveys included.	Coordinator	Students needs identified & student file system complete
Oct. 30	Students 1 st field trip	Coordinator	Enrichment
Oct. 30	Students are assigned a tutor. Tutors can begin to plan.	Coordinator	Quality tutoring begins to take shape
Oct. 30	Students are assigned learning activites	Coordinator	Quality learning activities begin to take shape
Oct.	Second 21 st CCLC mthly meeting	Coordinator	Program is refined.
Oct. 1-Jan. 30, 2014	The after school program services are in full operation.	Coordinator, Tutors, & Act. Assts.	Goals are being met
Oct. 10	1 st all staff monthly meeting	Coordinator	Refine, check for progress
Oct 15 Oct. 30 Nov. 15 Dec. 15 Jan. 15 Jan. 30	Progress monitoring meetings every two weeks.	Coordinator, Tutors, & Act. Assts.	Progress monitor for gaps and to plan target instruction.
Nov 10	2 nd monthly 21 st CCLC meeting	Coordinator	Sets tutoring plan in place, sets learning act. plan in place, identifies gaps
Nov.	Third 21 st CCLC meeting		Program refinement
Nov.	Students 2 nd field trip	Coordinator	Enrichment

Dec.	Survey students & parents & staff	Coordinator	Self-evaluation
Dec.	Fourth 21 st CCLC meeting	Coordinator	Program refinement
Dec.	Students mthly field trip	Coordinator	Enrichment
Jan. 25	Final full staff meeting Compare student scores from start to end, note gains & losses	Coordinator	Further evaluation
Jan. 15	Monthly student field trip	Coordinator	Enrichment
Jan 30	Students final field trip	Coordinator	Enrichment

Other information – The Coordinator will collect information at twice monthly meetings and develop a parent newsletter to send home bi-weekly providing information and further education. At least one tutor from each pod will sit on the Leadership Team to provide 21st CCLC information to Native Star and to collaborate services with the regular program. The SIT will ensure service delivery is monitored through Native Star.



4C. Management materials

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 Lessons written by Activity Assistants. Lesson plans will state the Common Core Standards being taught in the lesson. Each participating student will have an individual file with all their 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 will provide program information to enter into Native Star. The quality of service delivery will be monitored through participation in Native Star.

4E. Professional Development

The professional development needs of the staff will be determined through survey and the Coordinator's observations of the tutors performance. Training has already happened with CORE as a part of our SIG grant. We will coordinate additional training with the regular school and the school's budget for professional development. The Coordinator will provide on-the-job training and 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 every other month 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. Newsletter

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, DIBELS and AIMs web, every 2 weeks. The information will be used in the data analysis meetings 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. The Coordinator will be inputting and collecting information from PPICS and sharing that information with all stakeholders. All data will be kept confidential and stored in locked files.

School Improvement Status (3 points)

5A: We are in our third and final year of a SIG project. We remain in restructuring status. We plan to use the following recommendations for restructuring.

- Develop a plan to increase student performance using the data that are currently being collected. When analyzed the data will provide direction concerning the most immediate concerns of the school as a whole.
- Create a professional development strategic plan that incorporates the use of researched-based materials with best practices in a school-wide plan with monitoring to enable consistence throughout the grade levels.
- Develop additional strategies to increase student attendance. These strategies should focus upon increased relevance of the school to the lives of young people.

Budget Narrative (15 points)

6A. Certified and Non-certified Staff

Staff Job Descriptions

Title (#)	Responsibilities	Position Requirements	Schedule/hrs. per da.	Pay Range
Coordinator (1)	Coordinator all program activities. Recruit staff, & other resource personnel. Identify & recruit participants Enter data on NASIS website and Native Star. Document activities, verifying eligibility. Makes home contacts. Develop all forms, surveys, & all other forms. Sets up a filing system for required reports. Supervise staff, make sure activities occur on time & as scheduled, monitors reports, attendance, tutor sessions, & progress, making changes when necessary. Plans learning activities with staff. Schedules & leads staff meetings. Monitors budget, & payment procedures for all purchases. Purchases supplies. Coordinates transportation, snacks & meals for students & parents. Substitutes. Prepares reports to board & parents. Reports to the Principal.	BS in Education preferred. Will accept BS in other fields or an AA in Education. Will accept some college credit if applicant passed Praxis Parapro for paraprofessionals. Must have some supervisory experience and demonstrate past experience of ability to work with little supervision. Must have computer knowledge & ability to work with software and data entry. CDL license preferred	Hours are 12:30pm to 6:30 pm., M-Th. 8:00am – 4:00 pm.to Noon Fri.	Part-time According to Porcupine School salary schedule. \$15./hr. to \$25./hr.

Tutors (6)	Will tutor identified students at a ratio of 1:10, 2 groups of 10, for 1 hr. each, 4 evenings a week, M-Th. Meets with students' regular teacher twice mnthly, writes individual tutor plans for each student using progress monitoring . Enters information on NASIS. Reports to Director.	Teacher certification. Must be able to use NASIS or participate in training to use.	3:00-6:00 M-Th. Will tutor 1 group of 10 at 3:00 – 4:00pm and second group of 10 at 4:00 to 5:00..	Stipend of \$3,500. Per semester. \$7,000. for school year.
Activity Assistants (4)	Will lead learning activities & supervise them. Plans activities with staff & Coord. Assists Coord. with participant evaluations and surveys. Cleans centers. Reports to Director.	Be able to lead groups in structured activities. Must organize and coordinate activities.	3:00-6:00 M- Th.	Stipend of \$3,000. Per semester. \$6,000. for school year.
Bus Driver (2)	Transports students home M-Th &parents once a week to campus for activities and home.	Will drive a bus and must be CDL licensed	5:00-6:30 M, T, Th. 2:30-6:30 W. for parent night	Stipend of \$2,500./semester or \$5,000 for school year.

6B. Professional/Technical:

We have no MOAs at this time. All of the community organizations who have submitted support letters and detailed their services will perform them free to us. It is part of their program service obligation to the communities and schools. We are budgeting for honorariums to be paid to elders and other locals in our communities who have cultural knowledge and expertise to share with our students and parents. There services will contribute to the unique identity of Lakota heritage and encourage improved behavior. We are reserving a total of \$10,000. for these services, \$5,000. for each semester.

6C. Staff and Student Travel:

We budgeted \$10,000. for a team of 6 to attend the annual 21st CCLC conference and one regional/national conference.

Student travel will be the field trips primarily to Rapid City, the closest small city with the resources available. They have museum, theatre, major concerts and theatrical presentations, movies, an ice skating rink, parks, art shows, etc. It is 75 miles north. We have budgeted \$1,500. for one monthly trip and one final trip each semester times 9 trips. The grand total is \$13,500.

6D. Supplies/Curriculum/Testing

Our supplies and materials will be mostly for the activities that have not yet be determined. They will be developed by the staff and Coordinator after surveys are completed to determine needs. The expenses for the newsletter will come from this budget. We are budgeting \$20,00, at \$10,000. for each semester.

6E. Coordinated Funding:

The community service organizations who will be providing their services and any supplies are contributing to our program from their own resources. We will also be coordinating regular

program services with the 21st CCLC program to increase effectiveness. Specifically, the school's Reading Coach and teachers will be administering weekly or bi-weekly assessments in DIBELS and AIMS web, and the MAP assessment 3 times a year. The Principal will be entering all behavior data and teachers will be entering attendance for the regular program. All school building will be available for program use. Meals will be reimbursed by the Department of Agriculture.

General Education Provisions Act – GEPA

Porcupine School operates under the authority of the Porcupine School Board and currently has in place policies and procedures designed to eliminate the barriers associated with gender, race, national origin, color, disability, and age discrimination. However, the Porcupine is committed to implementing specific strategies to eliminate these barriers and assure all potential participants of this grant's, 21st CCLC, equal access to all program activities. Therefore, we propose to implement the following steps with the intent to reduce access barriers based on gender, race, national origin, color, disability, and age to maximize participation as necessary:

1. Develop and administer a survey to be completed by participants, prior to an activity, asking them to identify special access needs, such as interpreter, signers, wheel chair access, special meals, etc.
2. Develop a plan for the school that addresses these identified needs.
3. Coordinate and offer cultural sensitivity and ADA training for program staff.
4. Hire, recruit, and involve individuals from ethnic minority groups, bilingual individuals, and those with disabilities to plan, implement, and evaluate program services.
5. Purchase, or develop, culturally relevant and sensitive program materials and supplies, and curriculum that are understandable and easily accessible to all participants.
6. Offer transportation, or vouchers, to parents and students who need it to attend program activities.
7. Offer interpretation services for parents and students if needed.
8. Offer on-site child care for families who have to bring their children to events.
9. Arrange for assistive technology devices to translate materials for participants in need of such services.
10. Post program information on the internet which enables assistive computer devices to interpret the material for users.

Performance Measures Template

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
<p>1. 21st CCLC students will increase their reading performance by 30 points as measured by MAP winter 2013 and compared with MAP winter 2014.</p> <p>2. 21st CCLC students will increase their math performance by 30 points as measured by MAP winter 2013 and compared with MAP winter 2014.</p> <p>3. 21st CCLC students will decrease their behavior reports by 50% between Feb 1, 2013 & Jan. 30, 2014</p> <p>4. 21st CCLC students will increase their school attendance to 95% between Feb.1, 2013 and Jan. 30, 2014,</p>	<p>1. Identify 21st CCLC Coordinator</p> <p>2. Identify 120 21st CCLC students</p> <p>3. Obtain commitment signatures.</p> <p>4. Identify 21st CCLC staff.</p> <p>5. Administer MAPS 2013 winter assessment</p> <p>6. Coord. & staff meet to plan program including choosing instructional strategies & develop a system for progress monitoring twice mnthly</p> <p>7. Collect behavior & attendance data, monitor, intervene when needed.</p> <p>8. Regular meetings are scheduled for 21st CCLC staff to meet once a mth. to check for progress.</p> <p>9. Regular meetings are scheduled between 21st CC staff & all teachers mnthly to discuss student progress incl. behaviorial issues from NASIS</p> <p>10. Students are progress monitored 2X a mth with DIBELS & AIMS web</p> <p>11. Administer spring 2013 MAPS assessment & compare gains.</p> <p>12. Administer fall 2013 MAPS assessment.</p> <p>13. Administer 2014 winter MAPS assessment & compare gains.</p> <p>14. Collect intermittent and final behavior & attendance data</p> <p>15. Write a final report for each student's progress in reading or math to determine goal attainment.</p>	<p>1. Principal</p> <p>2. Coordinator & Teachers</p> <p>3. Coordinator & Teachers</p> <p>4. Coordinator & Principal</p> <p>5. Principal</p> <p>6. Coordinator</p> <p>7. Coordinator & 21st CCLC staff</p> <p>8. Coordinator</p> <p>9. Coordinator</p> <p>10. All Teachers (21st CCLC staff during summer)</p> <p>11. Test Admin, Coord., 21st CCLC staff</p> <p>12. same as #11</p> <p>13. same as # 11</p> <p>14. Coordinator</p> <p>15. Coordinator & 21st CCLC staff</p>	<p>1. Jan. 4, 2013</p> <p>2. Jan. 11, 2013</p> <p>3. Jan. 16, 2013</p> <p>4. Jan.11, 2013</p> <p>5. Jan. 25, 2013</p> <p>6. Jan. 16, 2013</p> <p>7. Jan 15, 2013</p> <p>8. Feb., Mar., Apr., May, June, July, Aug., Sept., Oct., Nov, Dec.</p> <p>9. same as #7.</p> <p>10. Two times a month thru out 2013.</p> <p>11. May 20, 2013</p> <p>12. Sept. 20, 2013</p> <p>13. Jan. 20, 2014</p> <p>14. Dec. 20, 2013</p> <p>15. Jan. 30, 2014</p>	<p>1. Signed Coordinator's Contract in place.</p> <p>2. List of 120 students</p> <p>3. Commitment signatures on file</p> <p>4. 21st CCLC staff contracts on file.</p> <p>5. All MAPS scores entered</p> <p>6. Meeting agenda, min. & sign-in logs.</p> <p>7. Behavior & attendance data on file.</p> <p>8. Meeting agenda, min. & sign-in logs.</p> <p>9. Meeting agenda, min. & sign-in logs.</p> <p>10. Progress monitoring results on file and in individual student files</p> <p>11. MAPS scores on file and in individual student files</p> <p>12. same as #11</p> <p>13. same as # 11</p> <p>14. Behavior & attendance date for ea. Student on file.</p> <p>15. Final reports on file for each 21st CCLC student who received services.</p>

Performance Measures Template

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
1. Parents, Guardians, and other family members will participate in learning activities with their children that increases positive perceptions of education & school that will lead to an increase in the support they provide to their children to achieve.	1. Adult family members will be transported, or invited, to the school one night a week for activities. 2. Adult family members will be pre & post tested regarding their perceptions of school & ed. and trained in the active support they give their children to achieve in school.	1. Coordinator 2. Coordinator	1. Wkly from 4/04/13 to 5/15/13 & from 10/01/2013 to 1/30/2014 2. Pre-test by Mar. 15, 2013 & Oct. 15, 2013. Post-test by May 30, 2013 and Jan. 30, 2014.	1. Sign-in logs. 2. Pre and post tests on file with a summation of results when compared for accomplishment of objective.
2. Parents, Guardians, and other family members will have access to literacy & other education programs that increase their skills (some examples might be nutrition & health ed., finance ed, home-making, basic math and/or reading, drug & alcohol ed, child development, parenting, crafts, culture & language, organized sports and exercise classes, etc.)	1. Adult family members will be surveyed as to their needs. 2. Services will be provided when possible by developing evening classes or referring them to other appropriate service providers who may meet their needs. 3. Pre & post surveys will determine the increase of skills.	1.Coordinator 2. Coordinator 3. Coordinator	1. by 3/15/13 Weekly throughout the school year. 3. Before & after each class (activity).	1. Survey results on file. 2. Class agendas, meeting dates, sign-in logs. Referral forms. 3. Completed pre & post surveys on file with compiled results.
3. Activities will be provided that are designed to increase motivation and participation in the regular day program (ex. open computer lab time, open library time, story telling, open gym & game rooms, organized sports, counseling – group & individual, science projects, arts & crafts, culture, etc.	1. Survey students. 2. Design enrichment activities with appropriate staff or volunteers to lead them. Each activity will have a syllabus & lesson plans. 3. Order materials & supplies for activities and/or write agreements for use of school equipment, space, & materials.	1. Coordinator 2. Coordinator 3. Coordinator	1. By Mar. 1, & Oct 10, 2013 2. By Mar. 15, 2013 & Oct. 20, 2013. 3. By Mar. 30, 2013 & Oct. 20, 2013.	1. Surveys on file with results compiled. 2. Activities/classes will have syllabi with instructors/leaders on file with dates of delivery. 3. All materials & supplies orders on file

Schedule of Operations

SCHOOL SERVED: Porcupine School

SCHOOL YEAR: Jan. 07, 2013 thru May 17, 2013 and Sept. 02, 2013 thru Dec. 20, 2013

Number of Weeks during the school year: 19 and 17

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Tutoring	3:00pm to 4:00pm	21 st CC staff in Pods' commons area*	X	X	X	X			
Learning Activity	4:00pm to 5:00pm	Same staff, same area	X	X	X	X			
Parent Night Learning Activities**	3:30pm to 5:00pm	Library, gym, or classrooms by Coord. & PI Coord.**			X				
Snacks	5:00pm to 5:30pm	21 st CC staff, a cook, & Coord.	X	X	X	X			
Supper on Parent Nights	5:00pm to 5:30pm	A cook, Coord. & PI Coord.			X				
Transport Home	5:30pm to 6:30pm	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	Porcupine School		
Grant Name	21 st Century Community Learning Centers		
Award Number			
Project Start Date	February 02, 2013		
Project End Date	January 30, 2014		
PREVIOUS SCHOOL YEAR ALLOCATION			0
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			\$96,000.
Coordinator	.75 FTE Coordinator @ \$20,000. For 2 school year semesters	1	\$20,000.
Tutors	Part-time @ \$3,500./sem. X 2 sch. year semesters = \$7,000./tutor	6	\$42,000.
Activity Assistants	Part-time @ \$3,000./sem. X 2 sch. year semesters = \$6,000./Activity Asst.	4	\$24,000.
Bus Drivers	Part-time @ \$2,500./sem. X 2 sch. year semesters = \$5,000./Bus Driver	2	\$10,000.
Employee Benefits			\$ - 0
	25%	\$ -	0

Total:
200

Professional Development			\$15,000.
Conferences - Staff attendance at annual 21 st CCLC conference & one regional/national conf.	6 staff @ \$2,000. ea.	6	\$10,000.
Tutor on-site training	TBA		\$ 5,000.
Purchased Services			\$10,000.
Guest Speakers, such as elders, cultural experts, local businessmen	\$100. to \$500. Honorarium		
Equipment			\$ 0
Materials and Supplies			\$20,000.
Books, software, sports or game items, computers or other technological devices.	@ \$10,000. per semester	2	
Other Expenses:			\$13,500.
Transportation expenses	Gas, oil, tires, etc. @ \$5,000./sem.	2	\$10,000.
Student field trips	1 trip/mth. + 1 final ea. sem. @ \$1,500./trip	9	\$13,500.
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			\$ - 164,500.00
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).

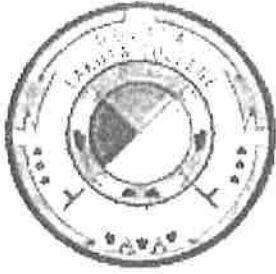
Norma Reardon, School Board Member
Typed Name and Title of Authorized Representative

Norma Reardon
Signature of Authorized Representative

1-17-13
Date

Key Job Descriptions

Title (#)	Responsibilities	Position Requirements	Schedule/hrs. per da.	Pay Range
Coordinator (1)	Coordinates all program activities. Recruits staff & volunteers. Identifies & recruits participants Enters data on NASIS website and Native Star. Documents activities, verify eligibility. Makes home contacts. Develops all forms, surveys, & all other forms. Sets up a filing system for required reports. Supervises staff, makes sure activities occur on time & as scheduled, monitors reports, attendance, tutor sessions, & progress, making changes when necessary. Plans learning activities with staff. Schedules & leads staff meetings. Monitors budget, & payment procedures for all purchases. Purchases supplies. Coordinates transportation, snacks & meals for students & parents. Prepares reports to board & parents. Reports to Principal.	BS in Education preferred. Will accept BS in other fields or an AA in Education. Will accept some college credit if applicant passed Praxis Parapro for paraprofessionals. Must have some supervisory experience and demonstrate past experience of ability to work with little supervision. Must have computer knowledge & ability to work with software and data entry. CDL license preferred	Hours are 12:30pm to 6:30 pm., M-Th. 8:00am – 4:00 pm.to Noon Fri.	Part-time According to Porcupine School salary schedule. \$15./hr. to \$25./hr.
Tutors (6)	Will tutor identified students at a ratio of 1:10, 2 groups of 10, for 1 hr. each, 4 evenings a week, M-Th. Meets with students' regular teacher twice mnthly, writes individual tutor plans for each student using progress monitoring . Enters information on NASIS. Reports to Director.	Teacher certification. Must be able to use NASIS or participate in training to use.	3:00-6:00 M-Th. Will tutor 1 group of 10 at 3:00 – 4:00pm and second group of 10 at 4:00 to 5:00..	Stipend of \$3,500. Per semester. \$7,000. for school year.
Activity Assistants (4)	Will lead learning activities & supervise them. Plans activities with staff & Coord. Assists Coord. with participant evaluations and surveys. Cleans centers. Reports to Director.	Be able to lead groups in structured activities. Must organize and coordinate activities.	3:00-6:00 M- Th.	Stipend of \$3,000. Per semester. \$6,000. for school year.
Bus Driver (2)	Transports students home M-Th &parents once a week to campus for activities and home.	Will drive a bus and must be CDL licensed	5:00-6:30 M, T, Th. 2:30-6:30 W. for parent night	Stipend of \$2,500./semester or \$5,000 for school year.



Math & Science Department

M E M O R A N D U M

To:
From:
Re:
Date:

21st Century

Michelle Salvatore Director NASA-SEMAA

January 15, 2013

Letter of Intent for Porcupine 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 Porcupine 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



January 15, 2013

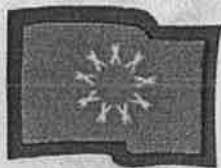
Porcupine School
Porcupine, SD 57772

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
Transit Coordinator



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:

Porcupine School
~~Wounded Knee District School~~
~~Wounded Knee~~, SD 57794

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

**PAHIN SINTE OWAYAWA
PORCUPINE SCHOOL
P.O. BOX 180
PORCUPINE, SD 57772
PHONE : (605) 867-5588
FAX: (605) 867-5480**

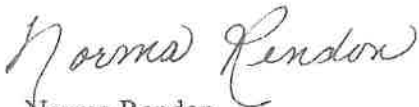
January 16, 2013

TO WHOM IT MAY CONCERN:

Please be advised that the Porcupine School Board fully supports this application for the 21st Century Community Learning Centers grant. We promise our full compliance with all mandates and will provide the financial integrity necessary to execute the grant funding as it is intended. We will comply with the BIE's 21st Century Community Learning Centers requirements as stated in the RFP and all subsequent requirements issued for this grant if awarded to Porcupine School.

Thank you for your interest in our community and school.

Sincerely



Norma Rendon
Porcupine School Board