

Application for Federal Assistance SF-424

Version 02

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

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3. Date Received:	4. Applicant Identifier:
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5a. Federal Entity Identifier:	5b. Federal Award Identifier:
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State Use Only:

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

*a. Legal Name: Sac & Fox Tribe of the Mississippi in Iowa – Meskwaki Settlement School

*b. Employer/Taxpayer Identification Number (EIN/TIN): 41605-3373	*c. Organizational DUNS: 17-678-5590
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d. Address:

*Street 1: 349 Meskwaki Rd.

Street 2: _____

*City: Tama

County: Tama

*State: Iowa

Province: _____

*Country: USA

*Zip / Postal Code 52339-9629

e. Organizational Unit:

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

Prefix: Mrs. *First Name: Jill

Middle Name: _____

*Last Name: Herink

Suffix: _____

Title: School Principal

Organizational Affiliation: Meskwaki Settlement School

*Telephone Number: 641-484-9000	Fax Number: 641-484-9090
*Email: jherink@msswarriors.org	

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424	Version 02
*9. Type of Applicant 1: Select Applicant Type: K Type of Applicant 2: Select Applicant Type: Type of Applicant 3: Select Applicant Type: *Other (Specify)	
*10 Name of Federal Agency: Department of Education	
11. Catalog of Federal Domestic Assistance Number: CFDA Title: <u>21st CCLC</u>	
*12 Funding Opportunity Number: *Title: <u>21st Century Community Learning Centers Program</u>	
13. Competition Identification Number: Title: <u>Title IV Part B</u>	
14. Areas Affected by Project (Cities, Counties, States, etc.): Tama County, Iowa	

***15. Descriptive Title of Applicant's Project:**
 Meskwaki 21st Century After-School Program (MAP)

OMB Number: 4040-0004
 Expiration Date: 01/31/2009

Application for Federal Assistance SF-424 Version 02

16. Congressional Districts Of:
 *a. Applicant: Iowa 3rd *b. Program/Project: Iowa 3rd

17. Proposed Project:
 *a. Start Date: January 3, 2013 *b. End Date: June 30, 2013

18. Estimated Funding (\$): 180,000

*a. Federal	180,000
*b. Applicant	101,163
*c. State	
*d. Local	
*e. Other	
*f. Program Income	
*g. TOTAL	282,163

***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)

X ** I AGREE

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

Authorized Representative:

Prefix: Mr. *First Name: Frank

Middle Name: _____

*Last Name: Blackcloud

Suffix: _____

*Title: Tribal Chair *Frank Black Cloud* *11/20/12*

*Telephone Number: 641-484-4900

Fax Number: 641-484-9090

* Email: jherink@msswarriors.org

*Signature of Authorized Representative: *Jill L Herink*

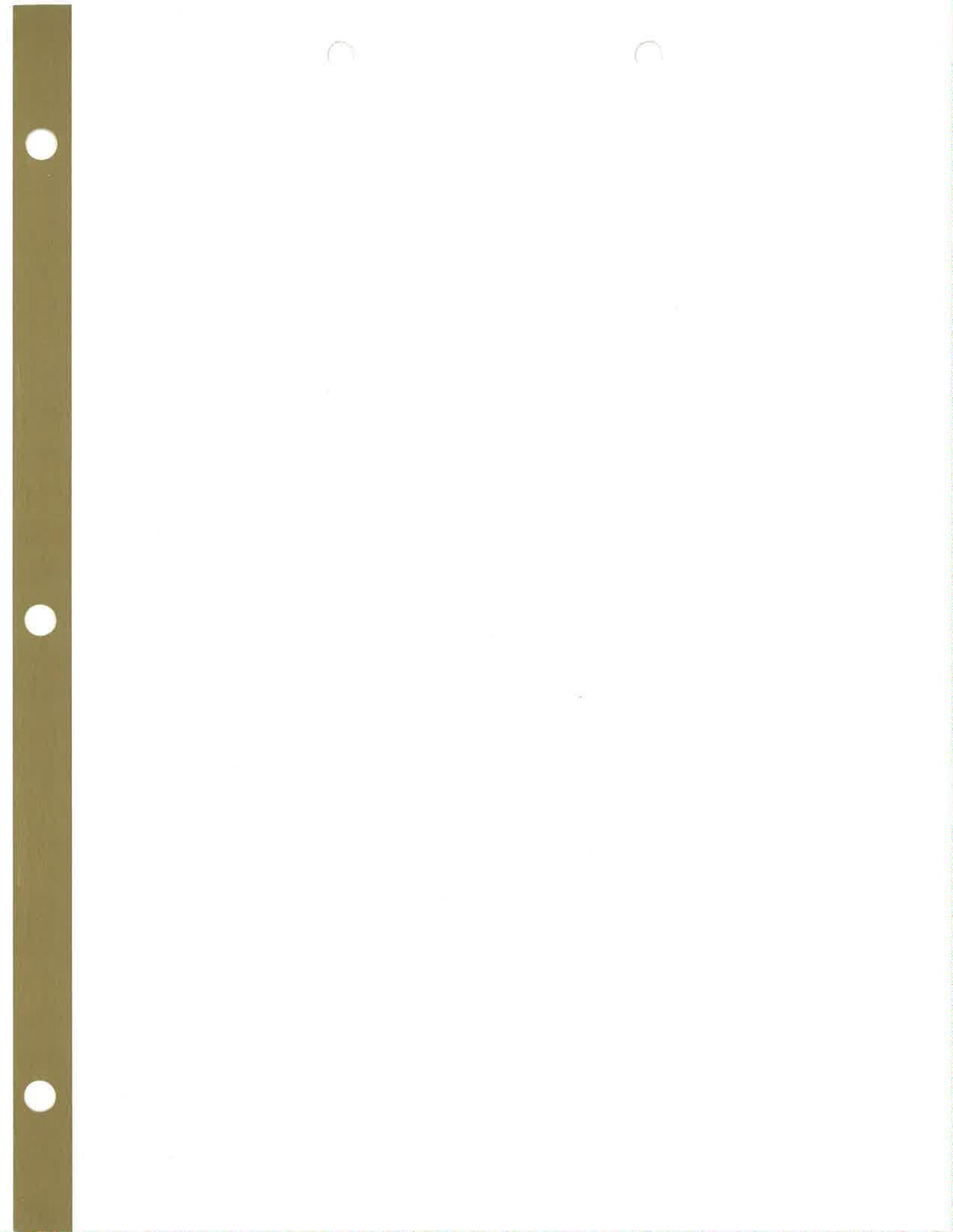
*Date Signed: *11/20/12*

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Standard Form 424 (Revised

Prescribed by OMB

Circular A-102



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

Meskwaki Settlement School
Organization

Jill Herink
Name of Contact Person

641-484-9000
Telephone

jherink@msswarriors.org
E-mail Address

641-484-9090
Fax Number


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

11/20/12
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.*


Signature of Organizational Representative

11/20/12
Date

Title

\$180,000
Total Funding Requested Per Year

\$540,000
Total Funding Requested for Three Years

BIE Use Only Project Number: _____ Date Received: _____

Project Approval: _____ Amount Awarded: \$ _____

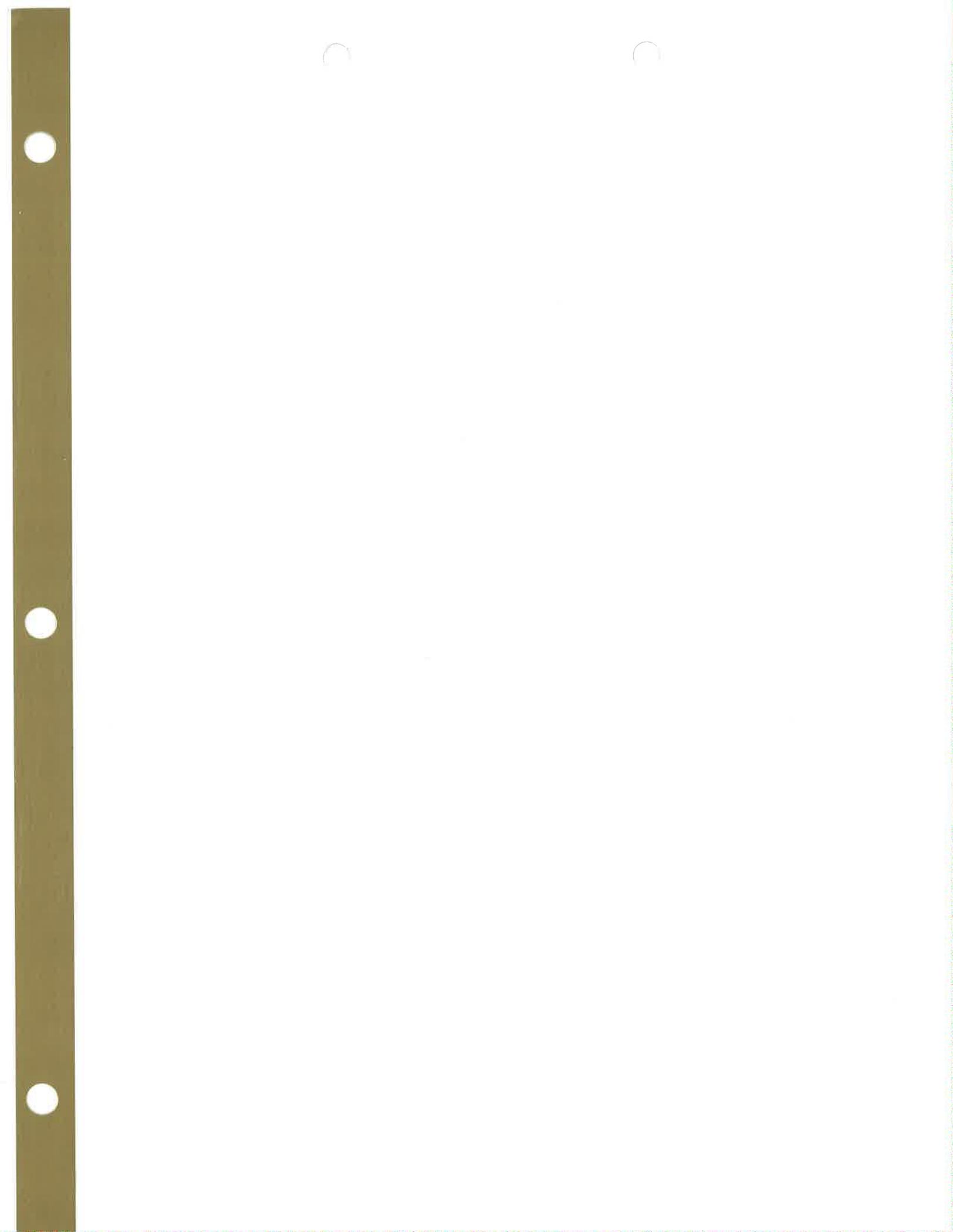
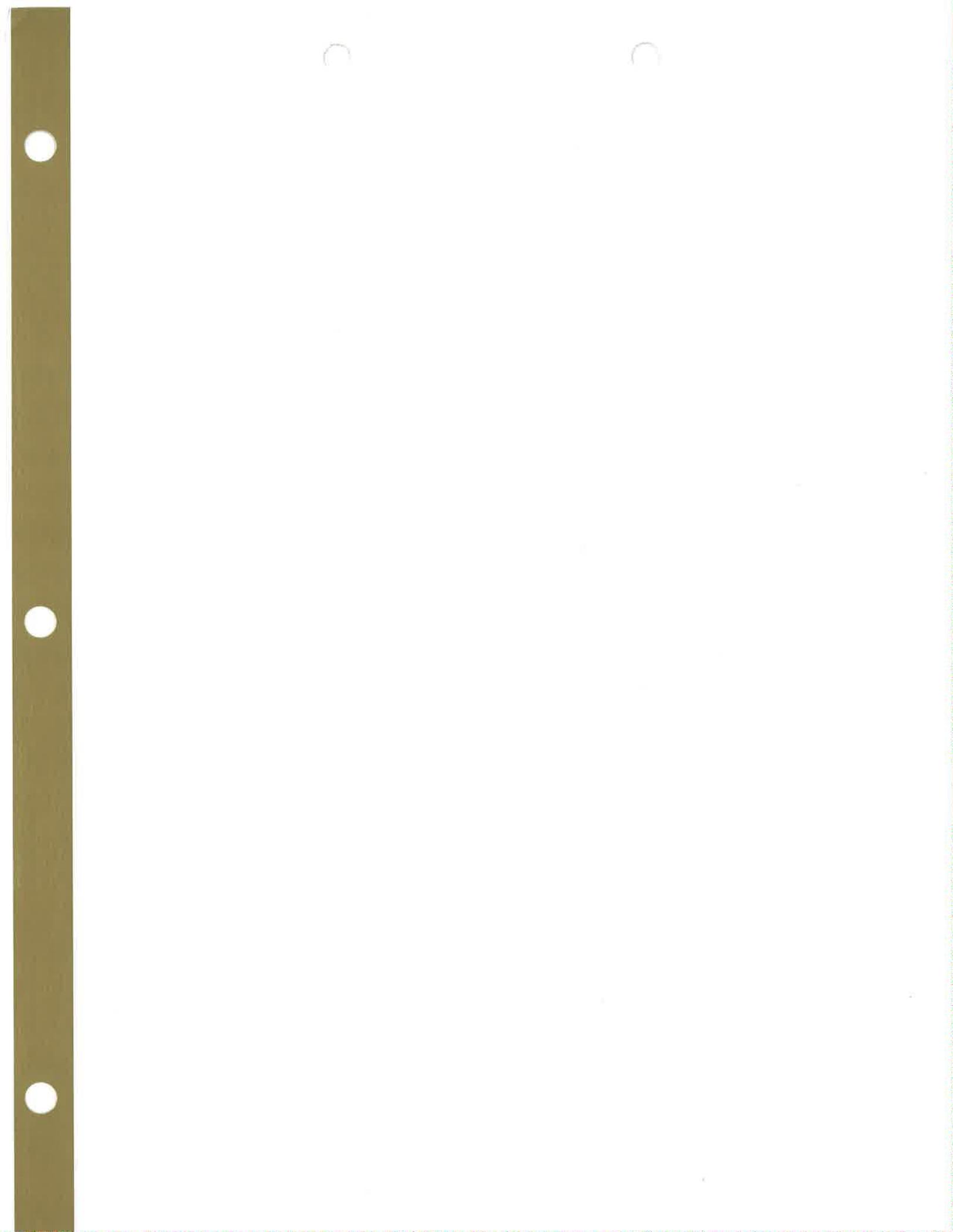


Table of Contents

Program Summary & Abstract	i-ii
Program Narrative	1-27
Participants Served Chart	28
Performance Measures Template	29-30
Schedule of Operations	31-32
Budget Form- Appendix III (BIE pre-numbered form)	44-46
21 CCLC Assurance Form (BIE pre-numbered form)	50
Appendices	
Job descriptions	51-58
Documents of support from school and tribe	59-62
Memorandums of Agreement/Contracts	63-70
Assessment of objective data	71
Letter of support from School Official stating full compliance	72



Program Summary and Abstract

Competitive Points

Partnerships: The Meskwaki Settlement School (MSS) after-school program has made nearly a dozen agreements with partners in the tribal community, local community, and with two institutions of higher education. Many of these entities have written letters of agreement which are included in this proposal. Others will be in place by January 3, 2013.

Services to Students and Their Parents: Students and their families will receive supportive services through after-school enrichment, remedial, and intervention services, in addition to evening, weekend, and summer programming. These services are designed to keep students and their families engaged in the educational process, which will ultimately bring assessment scores up to common core standards and help students bring their own scores closer to those of other Iowa students.

Service Learning: The MSS after-school project will partner with VISTA and UNITY to provide community projects to help students develop leadership skills. Activities will also teach students how to be part of the larger world and to give back to their communities through service learning.

School Climate: The MSS climate is Intervention and will be using PBIS (Positive Behavior or Intervention Supports) to build a school climate consistent with the day school. The school climate is assessed through annual surveys. Certified and non-certified staff will meet, if not exceed, minimal qualifications to work in the after-school program. All staff will follow student safety policies and healthy relationships, which will be reinforced through staff orientations and in-house trainings.

Need for Project: While test scores are improving, Native American students still lag behind other Iowa students. Diabetes and obesity are still concerns, and families need information on how to help their children succeed. The school is on Alert status but has no sanctions against it. For the 2010/11 school year the school did not meet AYP, though it did meet it for several years previously. Students need opportunities for to enhance academic, social, physical, and emotional growth. Iowa Assessment scores indicate the MSS students still score significantly below other Iowa students. Twenty three percent of MSS students are overweight and 17% are at risk of developing diabetes. MSS students need tutoring, mentoring, counseling, and homework help to increase assessment scores. Families need information on how to help their children succeed.

Quality of Project Design: The project has three objectives designed to increase student academic standing, increase cultural activities, and to increase physical or wellness activities. The AYP (annual year progress) goal is to move 5% of MSS students from the basic category to proficient or above. The program reviewed existing data to plan its comprehensive program. The project will use a variety of assessments like NASIS and NWEA to monitor progress toward its goals. Partners and linkages are in place, schedules are ready, and several types of evaluation will be used frequently. Programming is coordinated with the day school to supplement their academic goals.

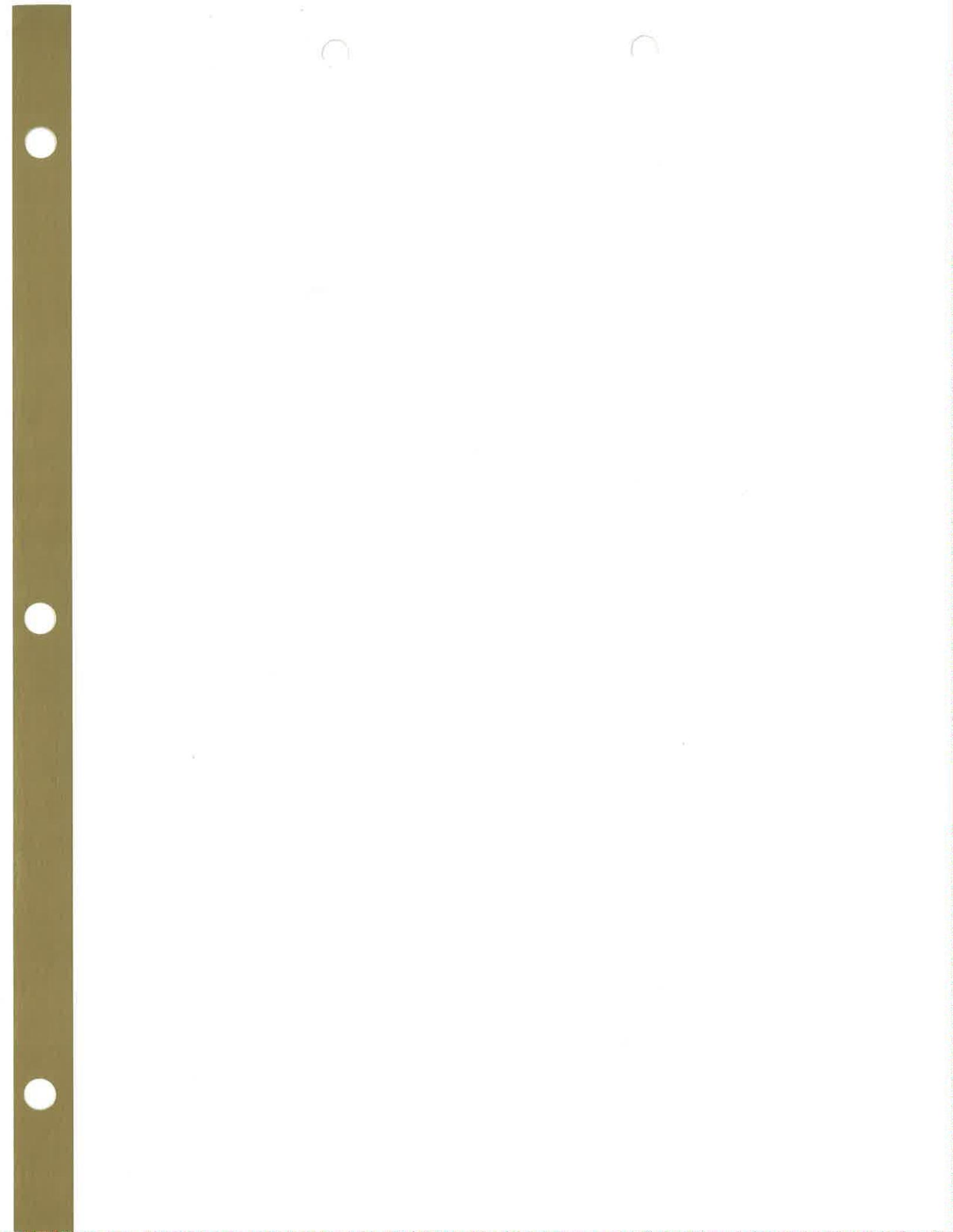
Adequacy of Resources: We have selected quality staff from current school employees and the tribal community. Our ratios are 1:10 for academics and 1:10 for other enrichment activities. The school is providing \$101,163 worth of resources to the project in space, equipment, services, and in-kind staff. The project will provide hands-on activities to reinforce academic and enrichment activities. The after-school program has the support of the school administrator, the school board, the tribal council, and several collaborators.

Quality of Management Plan: We have in place quality staff to conduct the program. Our schedule includes plans for implementing, documenting, and evaluating the project. The timeline and the performance measures table indicate periodic benchmarks, a schedule for reporting successes, and methods for assessing the success of the project. The project will use the same handbooks, discipline, and policies as the day school uses. The organizational structure is reasonable and provides the best people for the jobs to be done. Staff will attend all required BIE conferences and trainings. Stakeholders are on board and welcome the program and information dissemination has been designed to keep more people informed in a timely manner. Reports will be made monthly, quarterly, bi-annually, or yearly as appropriate.

School Improvement Status: MSS does not have a school improvement grant. Staff will include the school principal and a full-time coordinator as indicated by BIE for the number of students served (244). These two staff have worked with the program for 8 and 9 years respectively. AYP supports include several opportunities for students and their families to hear about and register for the program. Assessment tools are in place and staff will provide informational meetings at times when families can attend them.

Budget: The Project is requesting \$180,000 for its first year's budget, plus \$60,000 carryover.

Budget Narrative: A budget justification follows the detailed budget and outlined expenditures and in-kind donations to the project. Also included in the Budget Narrative are copies of the 062 and 063 zeroed out expense sheets as requested by the RFP on page eight.



**21st Century Community Learning Center Program
Meskwaki Settlement School – Grant Application
November 26, 2012**

Competitive Points

Partnerships – The Meskwaki Settlement School’s (MSS) 21st Century after-school project has in place formal signed agreements with Terra Rough UNITY who provides opportunities for youth in grades 8-12 to develop leadership skills through a youth council. A resolution establishing this youth council is on file and has been signed by the MSS Superintendent and officer from Terra Rough UNITY. Meskwaki Wellness Center will provide physical fitness activities, Shaw Tae Kwando will provide opportunities for students to develop discipline and self-esteem, and The Great Plains Tribal Chairman’s Health Board will provide opportunities for students to develop refusal skills and make healthy choices. Other partners are Meskwaki Natural Resources who will help students develop math and science skills through working in the natural world, Meskwaki Alcohol and Drug Abuse Center (MADAC) who will provide activities to promote refusal skills, avoidance skills, and making healthy choices in students’ daily lives. Meskwaki Family Services will provide counseling services. The Meskwaki Police Department and the Toledo Fire Department will provide programs on personal safety, and the Meskwaki Nation Times will provide communications to students, families, and the community. Drive Tec will provide driver’s education. Center Associates will provide counseling for students, Grinnell College will provide counseling and mentoring, and Iowa State University will provide opportunities for students to explore the veterinary program. The Meskwaki Tribal Council was informed about the intent to apply on October 22, 2012, and they have written a letter of agreement, which can be found in the attachments. The school’s education line officer and the school board have also written letters of agreement, also found in the attachments.

Services to Students and their Parents – Families and teens will receive parenting classes, financial literacy workshops, family math activity nights, harvest nights, opportunities to play math strategy games, reading literacy, and activities that teach about safe and drug free lifestyles. Students will participate in hands-on science or technology projects, receive tutoring and mentoring, and homework help, and opportunities to build language skills. Students will participate in physical activities, cultural activities, and academic activities designed to complement the core curriculum. Academic activities will be provided in the after-school program to help students bring their scores up in reading, math, and science and perform better on state and local assessments. Students will receive remedial and intervention activities, and character education. In addition, a variety of recreational activities will be provided. High school students will have opportunities to be better prepared for college or employment upon graduating. The project will offer FAFSA nights to help students and their parents understand the process for filling out college financial aid forms.

Service Learning, Community Improvement, & Youth Development Projects – Students, as members of Terra Rouge UNITY, (leadership training), VISTA, (Volunteers in Service To America) and MAP (Meskwaki after-school program) contribute to a community gardening project, food drives, cooking baking for elders, help with the annual harvest meal, serve meals to

veterans, help with the Halloween Masquerade party, help the school plan dances and other activities for younger kids, and help provide drug and alcohol awareness programs. Through these same programs students gain experience in inviting tribal speakers to various programs. Students will participate in the above activities during the summer, evening, and Saturday programming times.

School Climate – The climate is *Intervention*, thus the school is implementing positive behavior intervention supports (PBIS) to reinforce positive behavior and interventions and building a school climate consistent with day and after-school practices which will insure student safety and welfare. The school saw 45 behavioral incidents in the 10/11 school year, while the 11/12 school year saw 17 incidents and it appears that for the 2013 school year the school will realize a further reduction in behavioral incidents. Activities include behavior trackers, warrior pride tickets, and a systematic supervision check list. The school provides tickets to reinforce good behaviors, and trackers to address mild behavior problems.

The after-school climate is also assessed through annual parent surveys. Youth development activities will include drug and violence prevention programs, suicide & bullying prevention, counseling and mentoring, art, music, recreation programs, and a broad array of other services to reinforce and complement the regular academic program. The school climate is reinforced by the presence of qualified, experienced certified and non-certified staff. The principal and coordinator will be in place on day one. The school board and tribal council welcome this project and have always supported it.

Certified and non-certified staff will be placed within the first month of the project. Student safety policies and healthy relationships are already in place for the day school and that information will immediately be implemented for the after-school program. These policies will be included in all staff orientations and in-house trainings, and will be reinforced at staff meetings, gatherings, and student activities. Pay for certified and non-certified staff will be extra and not be part of their current salary, just as after-school activities will be separate from day school course work. All activities for after-school, summer and other non-school curricula will supplement, complement, and reinforce day school curriculum.

1 Need for Project

1A – Annual Growth and Catch up Growth - The Meskwaki Settlement School (MSS) student population is 306. This project will address the catch up growth through comprehensive after-school and summer programs. All programming will be aligned to the common core curriculum, through intervention, enrichment, mentoring, community collaborations, and hands on activities. The project will also offer a blend of additional services, programs, and activities to increase academic, social, physical, and emotional growth to complement the school's regular academic program. Additionally, the project will offer related educational development activities for families of students in the program, including activities for those families with limited English proficiency. This targeted support will provide activities to take students and their families from their current status and improve the probability of student academic success. This project, as is the day school, is open to those students with disabilities.

Fortunately, the Meskwaki community has always supported those activities that enrich their children's lives. Other departments under Tribal Operations have been generous in their commitment to youth and have already been giving their time and expertise to the MSS after-school program.

The project will serve 244 students in the after-school program which is 80% of the school population. The participants served chart (see attachments) and the following narrative (1B-1F) will detail the population to be served, methods for identifying students in need, how the project will address risk factors, how the project will document progress and achievement, and describe the assessment data that will drive the goal and the objectives for this project. The school is on *Alert* status but has **no** sanctions against it, and is **not** currently considered in *Reconstruction* status. The school did not meet AYP (annual yearly progress) for the 2010/11 school year, though this temporary blip was preceded by several years of meeting the AYP. It should be noted as well, that not all students failed to meet AYP in 2010/11. Math goals were not met by 3rd and 8th graders. Reading goals were not met by 6th, 7th, and 8th graders. Others did meet the AYP goals. Similarly, AYP was not met in 2011/12 as well. If the school meets AYP for 2012/13 it will have met its goals.

1B – Targeting High Needs Students - The project will use the most recent Iowa Assessments scores, NWEA MAP scores, teacher referrals, parental recommendations, progress monitoring, and student interests to recruit students into the program. Remedial education activities will be offered to help students catch up to acceptable standards. The project will offer drug and violence prevention programs, cultural and recreational programs, academic enrichment and intervention, and activities to involve parents in family literacy, and other family activities to build on student success. Test scores indicating students who test below grade level will also be used to determine need. Test scores at Meskwaki Settlement School are below the norm and indicate a need for intervention. It should be noted that MSS now serves 80% of all the eligible Native American student population in Tama County.

1C – Risk Factors and Academic Failure - The project will use the Three Tier Model Implementation to provide homework interventions. This approach provides an extra dose of instruction for students needing it, as recommended by the RTI (Response to Intervention). RTI provides the third dose in after-school programming. The third dose and progress is then monitored and communicated to day school staff. These progress monitoring and formative assessments will inform after-school staff as they provide drop-out prevention activities, moderate intensity interventions, and when needed, intense case management, at the best time for MSS students.

Native American Students have the highest dropout rate in the nation with less than 50% of Native American students graduating each year (Grad Nation.) Past school performance is also a huge indicator of risk. If a student has typically failed in the past and has come to accept that, it will take intense intervention to reverse that status. Family issues, such as income, family involvement (or lack of), parents educational level and students coming from single parent families are all risk factors for Native American students. Also low family educational expectations will often result in little motivation for students to excel. In addition, students with disabilities face greater risk of dropping out, as do youth with personal or psychological issues.

Interestingly, a report by The Silent Epidemic discovered that 70% of dropouts said they just weren't motivated to stay in school, and 80% said they would have liked to have real world learning while they were in school.

There are 47 students at the Meskwaki Settlement School with known physical or mental disabilities. Most of these, 90%, are served in the after-school or summer program. Only one student is known to have emotional issues. The school reported no dropouts for the last fiscal year which compares to 11.5 nationally. For the past 30 years national high school completion rates have stayed between 85%- 88%, whereas the average at MSS is 100%. Assessment scores however need improving. Studies show that higher parental expectations and connections to the school are good indicators of graduation rates. Unfortunately, parents sometimes don't see the connections between the home environment and the school environment. It is estimated that two thirds of the families on the Settlement live in poverty. Issues we see are those parents who don't understand the importance of providing a "homework spot" in the home or the importance of checking to see if the homework has indeed been done. Parents also need to understand the connection between their support, involvement, and expectations in their children's academic excellence. In many cases, if the parents' academic achievement is low, they may not know how to help their children understand the assignments.

The report, Dropout Risk Factors and Exemplary Programs, says that even though there are four areas of risk factors, e.g. 1) individual, 2) family, 3) school factors, and 4) community factors, there isn't a single risk factor that accurately predicts dropping out. Many dropouts, the report says, didn't want to drop out but actually couldn't perceive any other outcome. Dropouts are more than eight times as likely to be in jail or prison as other high school graduates. Dropouts are also two times more likely to slip into poverty or to be unemployed (Grad Nation). These issues impact not only students' lives but have a greater impact on the economy as well, an impact that is far worse for female dropouts, who experience greater economic consequences (Grad Nation). Thus, this project will target all four risk factors to keep students and their families engaged in academic endeavors. These issues are but a few of the many that the students at Meskwaki Settlement School face.

School violence rates have dropped, and the Tribal Court has stated that in the past few months 7 to 10 youth have been seen with drug abuse issues. The number of students served at the Meskwaki Settlement School (MSS) has doubled in recent years, but the crime rate has decreased. MSS students have performed less than their Iowa peers on the Iowa Assessments. Please see the chart below for a comparison of Native American students and all Iowa students on the standardized Iowa Assessments.

2011 Iowa Assessments	All Iowa Students	MSS Students	Difference
Reading	77%	48%	-29%
Math	78%	43%	-35%
Science	82%	52%	-30%

1D – Progress and Achievement - The project will document the progress and achievements of students on state assessments, Native Star, and NWEA tests. Data on these tests will demonstrate academic growth and behavioral improvements throughout the project. Further evidence of these activities can be found in the Quality of Project Design section (2A) of this proposal. On the 2011 NWEA MAP assessments for MSS, the mean scores for grades 2-11 in reading stayed the same from fall to spring. The 2011 math assessments showed a slight decrease of 2.3 (mean), and in science the mean score increased by 17.9. This data shows progress in some areas, stability in others and a need for improvement in others. Although progress and stability is good news, assessment scores still indicate a need to improve scores to align student performance with other students taking the Iowa Assessment. NWEA assessments will continue to be used to provide valuable data & progress reports to day school teachers and staff and vice versa to create a coordinated effort on behalf of students.

Meskwaki teachers and staff are trained in PBIS (Positive Behavior Intervention and Support). The tribal community and school board are familiar with PBIS language through newsletters and mailings. These methods are used to reinforce language used in the plan. The PBIS language is also used in remediation and other meetings with students and to reinforce safe, responsible, respectful behavior. Teachers receive information about PBIS during orientation, educational development opportunities, and staff meetings.

1E – Goals and Recent Data – Our primary intention is to “increase academic skills, support core curriculum, provide cultural enrichment, increase attendance in after-school and summer programs, and provide family awareness activities.” Under that goal are four objectives. The four objectives are 1) 85% of students participating in the program at least 30 days or more fulltime will show growth of reading, math, and science as determined by the NWEA MAP assessment 2) 85% of students who participate in the program will be able to participate in cultural activities 30 days or more in a program year 3) 100 % of participating students will have opportunities to be involved in physical or wellness activities at a minimum of 30 days of programming. The goals above were designed to improve scores based on data from the 2011 Iowa Assessment scores for Native American students, specifically MSS students who are testing well below other Iowa students in reading, math, and science. By the end of 2013 MSS will move 5% of students from basic category to proficient.

1F – Additional Risk Factors – The Meskwaki Settlement School sits in a rural county of less than 18,000 people. The county has no culture centers, art centers, science centers, civic centers, performing arts theaters, or other valuable venues for teaching students about the larger world. The nearest hospital is 20 miles away. The Meskwaki Settlement has a health center but is ambulatory only. At least 23% of MSS students, out of 243 tested, are overweight and 17% are considered at risk for developing diabetes. It’s also noteworthy that 100% of MSS students receive subsidized lunches and breakfast compared to 19.5% for other Iowa students. The Settlement has no public parks or playgrounds for children to get much needed physical exercise. To attend many of these venues requires up to an hour’s travel one way.

Cultural activities will be provided by the MSS cultural staff, although we will offer occasional field trips to create a well-rounded program. The school’s student body is 100% Native American compared with 0.5% in all of Iowa. The Meskwaki Settlement School is the **only** Native American school in Iowa. These students don’t have daily interaction with the non-

Indian world and need the exposure to the outside academic and cultural activities. MSS students need enrichment activities to reinforce math, writing, science, reading, comprehension, reading fluency, phonetic awareness, and socio-emotional development. MSS students also need tutoring, mentoring, homework help, and community service opportunities. While past programs have increased student academic skills there is much more work to be done to close the achievement gap between native and non-native students. Substance abuse by students is a concern for the tribe and MSS staff recognizes that much of the crime for Native Americans nationally is drug related.

Information from Grad Nation indicates that most eventual dropouts send distress signals years before they dropout. Their research shows that dropouts follow predictable and identifiable patterns of failing grades and poor attendance. Furthermore, their report says that by grade 3 the identifiable indicators are 1) early chronic absenteeism, 2) low basic reading skills, and 3) serious behavior problems. By middle school the indicators are all but screaming the dropout potential.

Thus, MSS will provide comprehensive activities for pre-K through high school and provide 1) school-wide prevention strategies, 2) targeted moderate-intensity supports for small groups, and 3) intensive case managed responses as suggested by Grad Nation. The goals of increasing academic support, family support, and cultural enrichment activities (see 2A) will directly impact these scores. All activities will support core curriculum and the eventual goal of graduation. The project will increase the probability of students staying in school, maintaining or improving academic standing, graduating from high school, and ultimately entering college or the workforce.

2 Quality of Project Design

2A – Goals, Performance Measures, Activities

Goal – Students will meet or surpass growth targets in reading, math, and science as determined by the NWEA MAP assessment from fall to fall.

AYP Smart goal: by the end of 2013 MSS will move 5% of its students from the basic category to proficient or above.

Measurable Improvement Objectives – The four objectives (performance measures) are 1) 85% of students participating in the program at least 30 days or more fulltime will show growth of reading, math, and science as determined by the NWEA MAP assessment 2) 85% of students who participate in the program will be able to participate in cultural activities 30 days or more in a program year 3) 100 % of participating students will have opportunities to be involved in physical or wellness activities at a minimum of 30 days of programming. The performance measures table (see attachments), outlines the goal, objectives, and activities using SMART goal strategies, and are aligned with Native Star goals. Items in column one are specific and measurable, column two lists strategies to accomplish the objectives and their relevance. Column five demonstrates what data will be used to measure the SMART goals.

Activities – All students will participate in age appropriate activities that advance student academic achievement as listed below, as well as others not appearing in this partial but representative list. The project will provide targeted reading and math instruction in response to the 3 Tier intervention model, e.g. giving students the third dose of additional instruction.

Academic Activities

- Provide tutoring and homework assistance.
- Provide math remediation in problem solving, concepts/estimating, and math computation, equations, measurement, proportions, .
- Provide math games in both technological and non-technological formats.
- Provide games through robotics, table games, and related activities to increase math and science skills.
- Provide an academic center to offer instruction in reading, math, science, and language arts.
- Provide summer school for students in science, math, and reading.
- Provide daily, grade appropriate, supplemental and individualized reading activities.
- Provide registration nights to recruit new students to the school and dropouts to return.
- Provide opportunities to improve financial literacy
- Provide College Connectors tours
- Provide lessons in chemistry and other science activities.
- Provide opportunities to participate in the nationally recognized Lego League
- Provide ACT prep classes.

Academic activities will align with the day school by targeting those activities that improve reading, math, and science proficiency. These activities will take place after-school and will allow students to receive extra attention in instruction, homework help, and remediation. After-school activities will take place at the school and be provided through extended use of the school's four computer labs, the media center, gym, weight room, fitness center and school grounds, including tennis courts, a track, and basketball courts. The school has basically pledged the use of all its facilities for the promotion of the after-school program.

Cultural Activities

- Provide Movie nights.
- Provide culture nights, harvest meals, family fun fraction night.
- Provide opportunities to attend lectures by Native American speakers e.g. Susan Power.
- Provide opportunities to attend Haunted Scream Park and other seasonal activities.
- Provide opportunities to make traditional crafts e.g. shawls for girls & bell/shields for boys.
- Provide opportunities to attend cultural activities off Settlement such as theater performance or the science center.
- Provide access to Terra Rouge UNITY, an all Native Leadership group.
- Provide transportation to the annual Powwow at The University of Iowa.
- Provide transportation to visit a Native art display at The University of Iowa.
- Provide a variety of opportunities for students to develop positive identity formation.
- Provide language preservation activities.
- Provide opportunities to participate in traditions such as making fry bread or beading.

Cultural activities will provide students opportunities to increase their cultural exposure, creating a well-rounded experience. Leadership activities and participation in Native American art, music and dance will enrich cultural experiences. Hearing Native Americans make presentations of a variety of subjects reinforces a proud heritage or watching movies like *We Still Live Here*, encourage students to maintain their native language, or presentations by native authors such as Susan Power. Native culture is further reinforced by giving students opportunities to make traditional crafts, or attend the traditional harvest meal. Students will participate in a reader's theatre and then attend a theatrical performance.

Physical and Mental Wellness Activities

- Provide instruction regarding healthy snacks and nutrition.
- Provide information on lifestyle choices and healthy relationships.
- Provide instruction in the benefits of physical fitness and good personal health habits.
- Provide opportunities to attend a variety of physical activities.
- Provide small group counseling by a licensed Mental Health Counselor.
- Provide mentoring partnerships with Grinnell College.
- Provide VISTA partnerships for student community service projects.
- Provide counseling from Center Associates staff.
- Provide opportunities to help plan and conduct dances.
- Provide leadership skills through UNITY.

Physical and mental wellness activities are designed to give students to improve their lifestyle choices by choosing healthy snacks and eating healthful foods, provide opportunities to develop healthy relationships and to work on personal issues through mentoring and/or counseling. Students will learn how eating and exercise habits can affect their academic performance. Students will learn resistance strategies through drug and alcohol awareness programs, and will learn about the detrimental possibilities of driving drunk. Students will learn coping strategies and develop strategies for staying in school despite life events that might encourage them to drop out. Students will develop leadership skills and community service skills through VISTA and UNITY.

Family and Community Engagement

- Provide opportunities for family meals.
- Provide Meskwaki parenting classes for families and teens.
- Provide Family math activity nights utilizing math strategies.
- Provide family activities to teach about safe and drug free lifestyles
- Provide parent involvement activities based on literacy and math.
- Provide financial literacy workshops for students and their families.

Family and Community Engagement activities will encourage families to be engaged in their children's school progress. Other activities will help parents improve their own skills so that they can help their children. Families will have opportunities to participate in a variety of activities together which will improve their relationships with one another.

The above activities are but a few examples of activities that will be utilized in efforts to provide a well-rounded program for increasing academic scores, increasing participation in the program,

increasing family involvement, and providing cultural activities both on and off the Settlement. This project will engage students in active, experiential learning. The project will use family activities and workshops to reduce the cultural discontinuity between home and school. The project may add items to this list as opportunities present themselves and as they align with the overall goal of the project. Project partners were all chosen because of their past willingness and success in providing support to the MSS after-school program. Our staff understand our policies, procedures, behavior goals, and academic achievement goals.

Through this comprehensive effort the project will close achievement gaps by increasing work completion skills and increase educational opportunities for our students. Family Education nights may offer sessions for parents on the importance of setting regular homework time, looking at the homework list sent home by teachers, checking to see that homework is complete, and how communication with the school helps keep students on track. Strong support for heritage and native language will also be supported in this project. This project will create environments where older children will read to younger ones, or older students will create simple games that help younger students with reading skills.

The project will offer money management classes to help students understand the budgeting process and how to plan for their future. These community awareness activities will be driven by the needs of the families and may change according to those needs. Activities that may be offered will be financial planning, safety, nutrition and health, legal systems, and prevention. Furthermore, many activities will reinforce comprehension, problem solving, and higher order thinking skills. As a plus, family nights will always include refreshments and a drawing for incentives. The project will offer expanded services and hours for the school library, gym, computer lab, and the academic center.

The State Assessment indicates that some MSS students still have reading, math, and science scores below the mean. This project application has used data and measurements from the MWEA MAP assessments and the Iowa Assessments to determine high need for MSS students. The after-school program will advance academic achievement by conducting activities as authorized under section 4205 of the 21st Century Statute numbers one through twelve, page 41, and through NCLB endorsed parent involvement as mentioned in sections 1118 and 1119. These activities will align with national common core standards.

2B – Evidence Based Research – The “State of the World’s Mother’s Report” indicated that 68% of fourth graders in the U.S. are not reading at grade level and the “Nations Report Card” says that 18% of Iowa’s students in grade 4 are reading below basic level and 28% are in that category for 8th grade students. While the report listed somewhat better levels for math and science, there is still much work to be done to bring scores up.

The “Office of the Superintendent of Public Instruction” indicates Native American students in grades 9-12 drop out at a rate of 11.5% - the highest of the 5 racial groups surveyed. Grad Nation mentions the ABCs of dropout prevention; **A**ttendance, **B**ehavior, and **C**ourse Performance, all of which will be keystones of this project. “The National Dropout Prevention Center of Clemson University and Communities In Schools, Inc.” list 25 risk factors for

dropping out of school. Below are 10 of the most egregious, which the MSS teachers and staff witness daily in their work.

- Student has learning disability or emotional disturbance.
- Student's family has low socioeconomic status.
- Parents have low levels of education.
- Student does not live with both natural parents.
- Family disruption.
- Students' family has low educational expectations.
- A sibling has dropped out.
- Student has low educational expectations.
- Student does not participate in extracurricular activities.

Reading is Fundamental provides tips for families as their children develop from birth on. Some of their tips will be used in this project to teach parents how to encourage their children to read. Some of those tips are easily performed, such as letting children choose their own books, model reading behaviors, or creating a special place in the home for reading. Other skills are a bit more detailed and this project will provide opportunities for families to develop those skills. Examples are reading out loud with children every day, teaching situational reading such as reading road signs, grocery store signs, or catalogues, or recipes.

In President Obama's first address to congress in February of 2009, he said "Right now, three-quarters of the fastest growing occupations require more than a high school diploma. And yet just half of our citizens have that level of education. We have one of the highest dropout rates of any industrial nation." (JPIC Corner, August 2009) To address these issues the MSS 21st Century project will try to decrease the dropout rate among its students and increase the probability of higher education for its students. And since many future jobs will be in the service, technology, or health industries, the project will offer students experiences and exposure to the types of activities that lead to these career choices.

2C – Monitoring Academic Progress - The project will use NASIS (Native American Student Information System), Iowa Assessments, NWEA MAP, and PPICS. Data will be collected on documented behavior referrals, day school grades, and enrollment information. Other data will include information on schedules, Performance Measures Tracking form, evaluation, and similar reporting mechanisms. A school-based early warning system will improve academic improvement by tracking absenteeism, course grades, and behavior both in and out of school.

2D – NASIS – After school staff have access to NASIS as do day school staff. Staff will gain access after they have passed BIE security awareness training and access the system through the day school computer network. The project will use NASIS to collect grades, attendance, and behavior for reporting purposes.

2E – Data Collection- Data collection will include NASIS (Native American Student Information System), Iowa Assessments, lesson plans, age appropriate likert surveys, teacher reports, NWEA MAP tests, and PPICS. We will collect data on documented behavior referrals, state and district assessments, and enrollment information. Accurate data collection will help the

MSS after-school and day programs assess progress toward its goals and provide valuable reports for the school, parents, the school board, and BIE. The performance measures table indicates the required BIE documentation and the frequency in which they will be reported.

2F – Expanded Opportunities - The after-school or summer program provides opportunities for students to participate in programs that are not possible in the regular school day. Field trips off the Settlement and out of the local community and county will enhance student motivation and learning. Activities like learning robotics or participating in the Lego League will help math and science scores, as will water sampling or other environmental activities and reading and writing activities will develop language arts skills. Visits with local police departments, both on and off the Settlement will encourage safety and well-being. The after-school program will provide expanded access to resources such as the library, computer lab, reading labs, weight room, fitness center, gym, school and grounds, including a tennis court, basketball court, and a track.

Counseling sessions on self-esteem, healthy choices, resistant skills, and positive relationships will give students a good foundation in emotional well-being. Gardening and photography are good sources for teaching a broad spectrum of academic skills. Personal life skills will be taught through such courses as Draw the Line Respect the Life. Remedial education will help bring up all test scores. Cultural activities will include games, storytelling, and others that promote the use of the Meskwaki language and traditions. The program uses the support provided by ‘You for Youth’ (Y4Y) who provides resource materials and opportunities to connect with education experts.

Opportunities, like those listed here, will help students meet local and state performance standards in core academic subjects. MSS is an LEA and receives Title I funds. These and other activities yet to be discovered/planned are not always possible in day school where the emphasis is primarily a proscribed academic milieu. Program staff will continue to look for ways to change those activities that are not working and seek other methods to improve student status. These activities will enhance student learning and confidence on myriad levels, particularly since 80% of MSS students are in the after-school program. There is currently a waiting list for students to be accepted into the program. Families are eager for their students to be in the after-school program because of the strategies used help both the students and their families.

2G – Schedule of Operations

SCHOOL YEAR 01-01-2013 to 06-30-2013:

Number of Weeks during the school year: 18

With the after-school, evening, and Saturday activities this project meets the 8 hours per week requirement. The project also offers summer school. Please see the schedule of operations in the attachments.

2H – Partners - Our key community partners include the Meskwaki Wellness Center, who will provide exercise and nutrition information during the after-school, summer and weekend programs to increase student physical activities and to increase their knowledge of good nutrition. These activities will take place at the school and at the Meskwaki Wellness Center. Shaw Tae Kwando Academy will provide exercise and other opportunities at their facility for students to develop discipline and self-esteem and will provide these activities during the

Saturday and after-school program. The Great Plains Tribal Chairman's Health Board will provide opportunities to develop refusal skills through programs like Draw the Line Respect the Life. Meskwaki Natural Resources will provide opportunities to explore the natural world and develop math and science skills as well as how to protect the greater world during the after-school and summer programs. Their activities will take place mostly in the outdoors on the Meskwaki Settlement. Meskwaki Alcohol and Drug Abuse Center (MADAC) will provide activities that promote refusal skills, avoidance skills, and healthy choices in students' daily lives. MADAC staff will provide these services at the school during after-school and summer programs.

Meskwaki Family Services will provide counseling activities at the school during the after-school and summer programs. Drive Tec will provide driver's education. The Tribal Economic Development Department has requested to provide after-school students with opportunities to get training in entrepreneurial endeavors. This will be a first for the after-school program and will lead to opportunities for students to develop business skills and activities.

Grinnell College will provide mentoring services to students during the after-school program. Last year, Grinnell provided a program called Grinnell Buddies so that some volunteers were in the classroom and others were a buddy to a specific student. The project hopes to replicate that this year. VISTA will provide community service opportunities such as those found on page one of this application under the **Service Learning** heading. VISTA activities will take place in on the Meskwaki Settlement and the surrounding community and will serve to give students a sense of belonging to, and being responsible for, the greater world. Drive Tek will provide driver's education.

The Toledo Fire Department and the Meskwaki Police Department will provide programs on personal, family, and community safety and a good understanding of the results of safety carelessness and the tragic results of driving drunk. These presentations will primarily take place at the school and school grounds and will help students develop personal responsibility, decrease their chances of driving drunk, and develop a greater sense of personal and community safety. Center Associates will provide mental health and group counseling to help students develop coping strategies as individuals and as members of the larger community.

MADAC (Meskwaki Alcohol and Drug Abuse Center) will provide an opportunity for students to try out a drunken driving simulator to reinforce the effects alcohol has on judgment and reaction time. In the past, MADAC has also brought to the school an auto from a recent driving accident along with information on who was driving each vehicle, who the passengers were, who lost their lives, and who is still dealing with the results of their injuries. We would like to repeat that activity in order to provide a strong visual lesson about drinking and driving.

Meskwaki Nation Times will provide, monthly advertising and announcements about the 21st Century Learning Community after-school and summer program so that parents, students, school personnel, and the tribal community can stay informed about the program. The school newspaper will also be published monthly and provide the same types of information. The project will use this holistic approach to provide best practices through community based organizations, school personnel, students, and parents.

2I – Linkages -The project will use standardized test scores, teacher referrals, parent recommendations, and student interest surveys to recruit students into the program. Communication between day school teachers, counselors, and other staff and teachers/staff of the after-school and summer programs will allow a continuum of instruction, tutoring, mentoring, counseling, and other activities to reinforce day school goals and objectives. These collaborations and strong partnerships will help close achievement gaps by increasing completion skills through increased educational opportunities. The school principal will conduct regular information meetings between the day school teachers/staff and the after-school and summer program teachers/staff to assure continuity of academic programs.

2J – Attracting Youth & Families - The project will advertise in the Meskwaki Nation Times, the school newsletter, and create other written promotional materials, conduct family nights to encourage registration and participation in the program to influence behavior, attendance, and graduation rates. Regular announcements will be made at the school encouraging students to sign up. Teachers will be solicited for referrals. Information and handouts will be sent home with students announcing the program and encouraging participation. Actually, parents are eager to have their children sign up for the MSS after-school program, and generally show up early on registration nights to assure a spot for their child.

2K – Student Motivation - Students will want to attend because the program will provide many more opportunities than they will have in the day school and during their normal out of school time. As mentioned in the needs section, there aren't a lot of cultural activities or physical activities, or other free-time activities in the immediate area of the Settlement. Joining this program will provide students opportunities to experience a plethora of other activities not normally available to them. The program also is in good standing with parents and other members of the tribe, and students will be encouraged by these other people to join. Besides, we will offer a snack the first thing and food is always a motivator. This project has in the past, and will continue, to reach out to all sectors of the community to coordinate resources. The Meskwaki Settlement School has a "no pass, no play" policy for sports participation. Students in danger of failing a course or who are in danger of failing are referred to the after-school program until passing.

2L – Coordinating with Partners - The project will coordinate with other providers first through formal written agreements where each party understands the terms of agreement. Where appropriate, those partners will be invited to pertinent meetings. Otherwise, the program coordinator will maintain regular phone and e-mail contact and, if necessary, contact through the postal service. The project will use small group strategies, hands on instruction, and integrate multiple learning opportunities to provide the most effective experiences for students. Guest speakers will be invited to discuss their careers, how they chose those careers, what the educational requirements were, what they do on the job, and what opportunities for advancements are inherent in the job. Through project partners, students will be able to attend extracurricular activities like field trips, sporting events, theater, and health fairs, as well as prevention and resistance activities.

2M – Elders - Tribal elders will be invited to teach about the old ways or to teach traditional crafts, or conduct storytelling, music, and dance.

2N – Evaluation – The project will use formative assessments to evaluate the effectiveness of the project. Information will come from an analysis of the biannual MAP tests, the annual Iowa Assessments, PPICS, NASIS, Native Star, AYP, various survey instruments, pre and post-tests, grade improvement data, teacher reports, and attendance records, to mention but a few. In the past, the project utilized the services of an external evaluator who indicated the following program strengths: strong academic and enrichment components, well organized program thorough documentation, and an indication that students were happy to be in the program. The project has always been in compliance and good standing and is “alert” status and identified as in need of improvement, but has no sanctions against it. Staff will evaluate all these sources of data and infer the success of the project. It is expected that these good results will continue throughout this next phase of our journey. This success will be articulated in any final reports required by BIE.

2O – Sustainability – Since funding ceased for this program for the 2011/12 school year many of our partners have continued to provide services. Those partners still providing services are Meskwaki Wellness, MADAC, Meskwaki Family Services, Meskwaki Nation Times, and Meskwaki Higher Education program. MSS school still provides in-kind time for the principal, all facilities, school buses and fuel, and tickets to various events. The school has provided supervision and paid staff for field trips. These are important and significant contributions since the school does not receive state or local funds. The process for the three year sustainability plan includes seeking more outside funding sources through grants and foundations and through corporate/business sponsorship. It should be noted though that in Tama County of the three largest employers, the casino employs the largest number of people at 890 with 10-15% of those being from the native community. The casino provides a reduced rate for speakers, or in-kind for meals. The Tama Paper Mill employs about 80 people. Pioneer employs about 50.

There aren't many businesses to approach with requests for large sums of money. Local businesses do give in-kind donations for special events but don't typically give money for sustained efforts. The project has applied for grants from the following 10 entities; Big Yellow School Bus, Roy J. Carver Trust, R.J. McElroy Trust, Tama County Community Foundation, The All State Foundation, Silos & Smokestacks National Heritage Area Grant, Iowa Community Cultural Grant, Iowa Women's Foundation Grant, Rockwell Collins Grant, and the U.S. Bank. Donations of staff and materials are being sought from Emerson Process Management, Meskwaki Wellness, Meskwaki Police Department, Grinnell College, Iowa State University, Meskwaki Family Services, and Meskwaki Alcohol and Drug Abuse Center.

2P – Coordinating with Day School - Both the school principal and the program coordinator will maintain constant contact with the day school and information will be exchanged on a regular basis. Monthly meetings will be planned so that all teachers and staff who need to can attend. Teachers will work closely with the principal and the program coordinator to provide information on specific needs of their students, specifically if those students who have particular academic needs. Written reports will be collected and shared with teachers and staff of the day school and staff of the after-school and summer programs.

E-mail will be used when person to person meetings are impossible or for those issues not requiring a formal meeting. The after-school program will provide a minimum of eight hours per week of academic instruction. Saturday programming will provide three hours of activities daily, evening programming will provide two hours of activities, and summer programming will provide four hours of activities five days a week.

2Q – Restructuring Plan – The Meskwaki after-school program is not in restructuring mode but does maintain a significant role in maintaining the AYP status and supporting student achievement in literacy, math and science.

3 Adequacy of Resources

3A – Staffing Capacity - Staff will include Jill Herink, (in-kind) high school principal and acting principal of the elementary school. She has a Master’s degree in Educational Administration and is responsible for the implementation of all school programs including the provision of staff development opportunities, and maintaining academic standards, developing positive relationships with community groups, maintaining a healthy school climate, and supervising the Meskwaki after-school program. Mrs. Herink also plans for the implementation of community awareness activities, encourages the appropriate use of technology, and submits and presents reports as required, and has attended all mandated BIE trainings and conferences. Mrs. Herink participates in “You for Youth”, a website designed to provide high quality professional development learning modules for 21st Century administrative staff. Through these on-line resources Mrs. Herink receives coaching and technical assistance through 5 separate learning modules.

All academic portions of the program will be provided by 15 certified teachers plus ten associates who have two year degrees or more. The ratio for instruction will be 1:10 and all other activities will have a ratio of 1:10. The project currently uses 5 culture staff, college students, and 3 staff from partner organizations. The extra staff will help the program maintain excellent student/adult ratios. Teachers will be encouraged to vary their approaches to meeting student needs. This is especially important and easy to do in the after-school atmosphere where traditional subjects can be reinforced in non-traditional ways. After-school staff will participate in Doing What Works, a research based professional development program.

Ann Stark, 21st Century Coordinator, (grant-funded) who has a teaching degree and currently holds a substitute License K-6 Elementary, will coordinate the 21st Century After-School Program. She has experience in the classroom and with after-school programs, in addition to various skills received at additional mandated BIE trainings and conferences, and has worked for the after-school program for 9 years. She will contribute 100% of her time (grant funded) to the after- school program. Additional duties for the Coordinator include planning staff program activities, creating and implementing a public awareness campaign, collecting data and maintaining program records, and attending professional development activities as required. Ann is a natural for this position because of her connection to the tribe, her past experience working with students, and because she is loved and respected by students and staff alike.

Other staff will be members of the tribal community and employees of the school including non-certified staff. Non-certified staff will include a bus driver, a cook, and a nurse. Of the after-school staff 10 are tribal members. A unique component of the program will be the recruitment of teachers who want to use their other skills but still help students excel in reading, math, science, and language arts. We will survey current teachers to determine what other skills, or skills using other formats, they have and are willing to share in such an environment as after-school programming. By providing a different and exciting setting where teachers can switch out of their usual daytime roles to provide other experiences we will entice these teachers to join the program. We will provide teacher incentives through extra income, fewer restrictions on content and delivery methods, and alternative settings for teaching and learning.

The MSS after-school project has been in place 10 years. Both Mrs. Herink and Ms. Stark have worked with the program extensively and are fully capable of providing both academic and related activities to complement and enhance student academic performance, and both are familiar with how to align day school curriculum with the after-school program to complement and support the common core curriculum. These skills will ultimately help students close achievement gaps and meet local and state performance standards.

3B – Job Descriptions & Schedules - The project will serve 244 students pre-k-12 so this meets the requirement that we hire a 1.00 FTE Coordinator position. Please see job descriptions in the attachments. The schedule of operations can also be seen in the attachments. The project has chosen the after-school staff because they meet state certifications and have completed all MSS required orientations and trainings.

Number of Students	Coordinator's Time
244	1.00 FTE

3C – Safe Travel - Since the after-school programs are in the same building as the day school, students will simply move from one to the other so that no travel is required. When students are finished with the after-school program they will ride the school bus home to assure students arrive safely at home. These same buses, and fuel, have been generously offered as in-kind for the summer program and all off Settlement field trips. We will collect and maintain emergency contact information on each student. Day student handbook policies will be used for after-school and summer school programs and all field trips. This handbook details all safety policies, procedures, and requirements to assure safety for MSS students at all times. As is the case for day school, these safety policies ensure that our students have a safe and secure learning environment. The project will reinforce the Safe & Drug Free Choices program and the Safe Kids program. Positive relationships standards and mentoring will be offered, as will more components for parent education.

3D – Leveraging Resources – The MSS after-school program has adequate existing resources to conduct this project. The school has classrooms for art, culture, family and consumer science, industrial arts, a state of the art library, gymnasium, and outdoor recreational areas. In addition, the school has four computer labs with 25 computers each, additional computers in the library, and a reading lab with a teacher driven work station. The facility is fully accessible to persons with disabilities, in compliance with ADA requirements. This project is lucky to have high

speed broadband covering 75% of the Settlement, including the school, and the project will use live streaming to provide opportunities to students and parents. A total match from the Meskwaki Settlement School for the project's first year is calculated at \$101,163.

In-kind contributions from the school to the program include space, equipment, staff time, buses & fuel, and bus maintenance. The after-school program also has access to media centers, library resources, a green house, dark room, all computers and technology, extensive athletic facilities. In fact, the program has full use of school grounds including the kitchen, all classrooms, business manager, fiscal support, audio visual equipment, and custodial staff. The after-school program will use all these resources to supplement activities from the day school curriculum. Essentially the same type of curriculum will be provided but with different kinds of activities to support the day school. The program will utilize most of these existing resources to provide hands on activities and academic enrichment. MSS teachers welcome this program as a way to reinforce classroom instruction. The school has a weather station which will be used to teach math and science skills. All partners provide staff time in-kind and their letters of agreement can be found in the attachments. This project will not supplant other funds but instead will only supplement.

3E – Partner Resources - Contributing partners have agreed to provide mental health and group counseling, mentoring, culture activities, ACT preparation classes, parent classes, physical activities, nutrition information, advertising, space, staff, and other services to make this project a success.

3F – Administrator/Tribal Approval - Jill Herink, school principal, presented this opportunity to the school superintendent, the school board, and to the tribal council, all of whom fully endorsed this project, as they have in the past. Each was given an opportunity to ask questions, offer suggestions, and make recommendations. Each also discussed ways they could contribute to the project. Mrs. Herink will maintain contact with all these entities to keep them apprised of developments within the project. Letters of agreement from the school administrator, the tribal council, and the school board are in the attachments.

4 Quality of the Management Plan

4A – CCLC SMART Tables

The AYP Smart goal is: By the end of 2013 MSS will move 5% of its students from the basic category to proficient or above. See chart below.

AYP Smart Goal	Specific	Measurable	Attainable	Results Based	Time Bound
By the end of 2013 MSS will move 5% of its students from the basic category to proficient or above.	Move from basic to proficiency	5% of students	Yes	Proficiency as determined by the NWEA MAP assessment	By the end of 2013

Ann Stark, program coordinator, will be responsible for implementing activities and coordinating with partners. Jill Herink, principal will be responsible for collecting and disseminating data related with the program. Milestones will be those listed in the fourth column (benchmark dates) of the Performance measures table in the attachments.

4B – Timeline – The project will start on January 3, 2013 as indicated by the BIE in accordance with this proposal. It will finish in June of 2013 and will plan on some carryover as suggested by the 21st Century application conference call on November 13, 2012. Please see the timeline chart in the below. The time chart is for one full year. The Performance Measures Table in the attachments will indicate milestones for this project. These specific and measurable goals/objectives are relevant, achievable, and time bound. The chart also lists staff responsibilities. These goals/objectives align with Native Star Smart Goals.

Year One – 2012-2013	J	F	M	A	M	J	J	A	S	O	N	D	J
Pre-Implementation	▲	▲	▲										
Effective Practices (Native Star dates)													
Implement PBIS Training	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
Summer Teacher Orientation					▲								
Attend BIE Mandated Conferences						▲					▲		
Student Achievement		▲				▲							
Tally Attendance Records		▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
Monitor Lesson Plans		▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
Tutor and Homework Notes	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
Monitor Coordinator’s Schedule			▲			▲			▲			▲	
Student Surveys/Focus Groups						▲							▲
Parent Surveys					▲				▲				
Budget Reconciliation	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
Internal Performance Improvement						▲							▲
Performance Measures Tracking		▲			▲				▲			▲	
APR Data in web-based PPICS System													▲
Dept. of Educ. PPICS											▲		
Sustainability Measures										√	√	√	√
Iowa Assessments		▲											

4C – Management Materials – The project will use the same handbooks, discipline, and policies as the day school uses. Other management techniques will be staff meetings, attendance records, student files, teacher surveys, and MAP staff surveys. The project will establish an early warning system to manage chronic absenteeism, and to reverse lack of student engagement. MSS is a small school with a small student population, which allows for intense academic supports as mentioned above. The CCLC Coordinator reports to the school principal and also attends BIE mandated conferences and trainings.

4D – Organizational Structure – The MSS Administrator works at the pleasure of the Meskwaki Settlement School Board. The Administrator, Jerry Stephen oversees the Director of Buildings and Grounds, the high school Principal Jill Herink (also acting elementary principal), and the

business manager. The principal oversees the 21st Century coordinator, Ann Stark and the 21st Century teachers and all other staff supporting those programs. Program quality and service delivery will be monitored through Native Star.

4E – Professional Development - Professional development for the Coordinator will include all mandated BIE trainings and conferences. The project will offer teacher and partner orientation, small workshops on “fostering positive behavior,” schedule monthly staff meetings for the exchange of information between the coordinator, teachers, and partners. Staff meetings will also serve as a link to day school, e.g. student needs, special issues or problems, and students needing targeted extra help. The MSS Principal will discuss academic and common core standards as well as state and district assessment scores. The principal will review efforts to meet those standards and discuss assessment scores. Both the principal and the coordinator review these documents frequently and use the data to make changes to the program. The coordinator will use collected data to emphasize where more efforts are needed and which to maintain. Teachers will share student behavior and academic progress and the need for improvement.

4F – Stakeholder Collaboration – Through stakeholder collaborations the project will increase the number of students who graduate and increase the number of graduates who will be eligible for college admission or entering the workforce. The project has been able to carry out these missions in the past by working with such stakeholders as the Tribal Council, Meskwaki Alcohol and Drug Abuse Center (MADAC, Meskwaki Family Services, the Meskwaki Settlement School Board, parents, Grinnell College, other two and four-year colleges, health agencies, social workers, certified and non-certified school staff, Meskwaki Wellness Program, teachers, MSS Superintendent, The Great Plains Tribal Chairman’s Health Board, Meskwaki Natural Resources, VISTA, the Meskwaki Nation Times, UNITY, and others. These stakeholders have all expressed a strong desire to continue their commitment to the students of MSS through their involvement in the after-school program. The stakeholders will sign letters of agreement, and will stay in touch with the project through communications to and from the coordinator and the school principal. Letters of agreement are either in place or will be in place on or before the end of the first month of the project.

4G – Information Dissemination – The project will communicate with the School Board and the Tribal Council through written and oral reports. It will communicate with parents through the school newsletter, and a monthly calendar announcing events, weekly themes, field trips, times & dates of events, and teasers about events to come in the next month or so. The tribal newsletter is also disseminated to school staff, community partners, and the whole tribal community. Announcements are often made via the school speaker/announcements system. Team meetings and e-mail will be used to transfer information between the after-school program and the day school regarding homework assignments, tutoring needs, and referrals to other services.

Monthly reports will include 1) lesson plans, 2) budget reconciliation, 3) attendance records, and 4) tutor and homework notes. **Quarterly** reports will include 1) teacher and tutor rating surveys, 2) coordinator’s schedule, 3) NWEA assessments 4) Performance Measures Tracking.

Bi-annual reports include 1) and 2) Student Focus groups 3) parent surveys. **Yearly** reports will include 1) Iowa Assessments, 2) APR PPICS, 3) student surveys and focus groups, 4) parent surveys, and 5) Dept. of Educ. PPICS.

4H – Data Collection – Data on student progress and behavior will be collected from the Iowa Assessments, NWEA MAP tests, PPICS (Profile and Performance Information Collection Survey), NASIS (Native American Student Information System), Native Star, AYP (Annual Yearly Progress), Behavior Referrals, Day School grades, Enrollment information, Performance Measures Tracking Form, and Evaluations. These reports will provide information on tests scores, improvement data, and behavioral data. The project will report data from the PPICS to BIE, the community, school staff, and the school board. Also the performance measures table in the attachments lists the program objectives and performance indicators, bench mark dates for collecting data and what data will be collected. Also, staff will be trained, monitored, supervised, and evaluated at regularly scheduled intervals.

MISIC (Mid Iowa School Improvement Consortium) is used to train the principal how to use NWEA and to align to state common core standards, how to ensure the quality of staff and mentors. Data will be collected accordingly; monthly reports will include attendance, lesson plans, tutor and homework notes, and budget and expenditure reconciliation; quarterly reports will include NWEA and the coordinator's schedule; annual reports will include parent surveys, APR Data in web-based PPICS System, and PPICS data for the U.S. Department of Education. Data to be collected twice yearly will be the student focus groups and/or surveys, and the Internal Performance Improvement information. The Performance Measure Tracking Form will provide data in accordance with Native Star reporting dates as required by BIE.

The project may develop new tracking instruments, but none are planned at this time. However, the MSS after-school program has already in place the Quality Indicator Survey, the BIE 21st CCLC APR (Annual Performance Report), myriad tools to assess programming /activities, relationships, and administration/organization. In addition, there is a Systematic Supervision Self Check List, program instructor survey, and eight other surveys geared toward students and parents. The project also uses the BIE Program Quality Self -Assessment. Information from all these tools will be used to keep teachers, parents, the tribal council, school board, the community, and BIE informed about the program's progress and need for improvement.

5. School Improvement Status

5A – School Improvement Grant – The Meskwaki Settlement School does not have a school improvement grant.

5B – Staff Capacity - Staffing Capacity - Staff will include Jill Herink, (in-kind) high school principal and acting principal of the elementary school. She has a Master's degree in Educational Administration and has been principal at MSS for 7 years and has worked with the 21st Century after school program for as many years. Mrs. Herink has maintained her qualifications by attending all mandated BIE and other trainings and conferences. She recently received her Superintendent Endorsement degree accredited by the State Administrators of Iowa

National Association of Secondary Schools. Mrs. Herink keeps all staff informed and up to date with current information, keeps abreast of best practices, current research, and resources.

Ann Stark, 21st Century Coordinator, (grant-funded) who has a teaching degree and currently holds a substitute License K-6 Elementary, will coordinate the 21st Century After-School Program. She has experience in the classroom and with after-school programs, in addition to various skills received at additional mandated BIE trainings and conferences, and has worked for the after-school program for 9 years. Ann has experience in collecting data and maintaining program records. Other staff will include 15 certified teachers plus 10 associates who have at least two year degrees.

5C – AYP – Additional supports include parent information nights, annual registration nights, announcements via the school intercom, advertising in the school newspaper and tribal newsletters, use of school buses and fuel to operate them. The principal will hire qualified certified and non-certified staff who have completed at least 2 years of study with an associate's or higher degree. The principal will also maintain a school climate that promotes participation in the after-school program in a safe environment. The coordinator will use assessments and surveys to continually improve the program. Both principal and coordinator will strive to achieve student academic achievement and school performance, and build capacity for strong parental involvement. They will also work to identify and remove barriers to parent/family participation in the program and annual meetings.

5D – Residential Programs – We are not a residential program/do not need to address this.

6. Budget and Budget Narrative

It should be noted that the requirements of the RFP do not match the budget form e.g., 6A – 6E do not ask for the same information in the same budget categories that the budget form does. However, this budget narrative will try to answer the questions as well as possible and indicate in parenthesis where it might be found on the budget sheet. A revised budget will certainly be submitted, if required, after grant award is announced, should this proposal be awarded.

On page eight of the RFP it states that absolutely no carryover is allowed from the previous grant award and those applicants must provide documentation that all funds have been utilized. The Meskwaki Settlement School has two zeroed out accounts; one for elementary and one for middle/high school; therefore spread sheets for accounts 062 & 063 are included at the end of this budget narrative section since it is not stated where to put it in the checklist on page 34 of the RFP. The Meskwaki Settlement School has combined these programs and the current grant application is for a PK-12 after-school and summer school programs.

6A – Certified and Non-certified staff (Direct Instruction)

Teachers and Associates – Teachers and associates will provide after-school instruction in reading, math, and science activities using scientifically based and technological programs. Teachers and associates will provide remediation, tutoring, instruction, games, and a variety of other activities to enhance what students are learning in day school. Teachers and associates

may also be asked to participate in Family Awareness Nights, Literacy Nights, Family Registration Nights, and some field trips. The project will employ fifteen teachers and ten teacher associates.

Culture Staff will teach Meskwaki culture, language, crafts, traditional harvest meals, games, storytelling, drumming, dance, music, beading, movie nights, attending art displays or a science center or a museum and many other activities to help students learn about culture. The project will employ five culture staff.

Total request for Certified and Non-Certified Staff is **\$37,000**

Employee Benefits – (Direct Instruction) Benefits are calculated at 25% and the total requested is **\$9,250**

CLCC Coordinator – (Instructional Support) Ann Stark, MAP Coordinator, will supervise the teachers and associates. She will create and maintain scheduling for after-school and summer programming. Ms. Stark will schedule field trips, speakers, and other activities of the program. She will collect attendance; collect lesson plans, collect enrollment information, collect assessment data, and other data for reporting requirements. Ms. Stark will monitor activities to assure compliance with the goals and objectives stated in the proposal. The Coordinator will work with teachers, associates, and other staff to provide quality services to students participating in the program. Ms. Stark will be contributing 100% of her time to the PK- 12 CLCC. The request for that line item is **\$17,000**.

Other staff – (Instructional Support) Other staff will include bus drivers, food service personnel and a school nurse. **Nurse** – The school nurse, (summer only) will dispense medication, help teachers plan instruction for health units, first aid, and nutrition. She will tend to special medical needs of students, make family contacts as needed, consult staff regarding health concerns of students, and provide assistance to students with ongoing health needs. Also, the nurse will maintain health records as required. **Food Service** – Food service personnel will provide nutritious meals during the summer portion of the program, assist with record keeping and inventories, plan nutritional menus, and clean and maintain food service equipment. **Bus Drivers** – The bus drivers will provide proper and safe transportation of students, maintain proper operating standards, maintain safety maintenance, attend training sessions, and maintain licensure as required. The total request for other staff is **\$15,000**.

6B – Professional Technical (Direct Instruction)

Professional Development will include PBIS staff training, Response to Intervention, Second Chance Reading, Materials for in-house staff, Development: Y4Y, Doing What Works, Anti-bullying, and Instructional Strategies. Total requested for Professional Development is **\$3,950**.

Purchased Services will include instruction from Shaw Tae Kwon Do and various speakers/presenters are calculated as follows. Tae Kwan Do - \$4,800, Speakers/Presenters - \$400, Total requested for Professional Technical is **\$5,200**

Professional Development (Instructional Support) – Professional development will include web-based instruction for E2020 Online Curriculum for a total of **\$500**.

6C – Staff and Student Travel (Instructional Support)

Staff – Travel will include attendance at the BIE Annual 21st Century Meeting and one other mandated conference for the project coordinator. This amount is tentatively slated to come out of the carry over funds since there is not a line item on the budget form for these required conferences.

The breakdown for travel is estimated to be the following.

BIE - Flight, 1 person @ \$600 plus Hotel, @ \$300 = \$900

Other mandated conference – Flight, 1 person @ \$800 plus Hotel @ \$300 = \$1,100.

Total requested for staff travel and training is **\$2,000**

Students – Travel for students will be for field trips, culture activities and performances, local pow wow, College Connection trips, admission fees to the science center, native speakers, theatre productions and performances. Total requested for this category is **\$2,250**

6D – Supplies/Materials/Curriculum/Testing (Direct Instruction, Instructional Support, & Non-Instructional Services)

Purchased Services under *Direct Instruction* will include E2020 Comprehensive Online Curriculum with ACT prep \$3,000, a video recorder/camera \$850 and Lego Robotics kits \$1,600. For curriculum materials and supplies the project will purchase academic supplies and materials, cultural supplies and materials, and supplies/materials at \$7,400. Under *Instructional Support* a color printer is requested to help the coordinator produce all the necessary materials for curriculum instruction, announcements, brochures and other printing needs at \$350. Other materials and supplies include educational games for \$1,050 and greenhouse/planting supplies for \$3,250. Under *Non-instructional* services, the project is asking for family educational involvement activities and incentives, meals for family community nights, envelopes, paper and invitations and other general office supplies for a request of \$4,117. The total request for this category is **\$21,617**.

Other – The project is requesting \$175 for postage for correspondence with children and their families, to mail reports, and other necessary items to run the program.

Note: 75% of the previous award \$240,000 (as mandated by the RFP) is \$180,000. Of the \$180,000 the project is asking for \$120,000 for the first year's award and \$60,000 for the carryover as suggested by the BIE sponsored phone conference on November 13, 2012.

Total requested for the BIE funded portion of the budget is \$180,000

6E – Coordinated Funding

The school receives Title I funding but does not receive other federal or state funding. In-Kind contributions are documented below.

School Principal – Jill Herink, MSS School Principal will supervise the Coordinator, monitor the budget, and submit reports to BIE. In addition, Mrs. Herink will attend school board meetings to report on MAP programming. She will maintain contact with the School Administrator, keeping him informed of successes and problems. Mrs. Herink will provide written and oral reports as required by school administration and the tribal council. The salary is calculated as follows: 05 hours per week x 52 weeks = 2080 hours x \$27.00 = \$2,808.00. In addition, the school will pay for Mrs. Herink to attend two BIE mandated conferences each year and is calculated as follows: BIE - Flight, 1 person @ \$600 plus Hotel, @ \$300 = \$900 and NAS – Flight, 1 person @ \$800 plus Hotel, @ \$300 = \$1,100. The total in-kind contribution for the school principal is **\$4,808.**

Business Manager – The Business Manager, Lynn Staker, will contribute .02 % of her time to the program. In addition, she will produce purchase orders, pay accounts payable, conduct some ordering, and balance the books. She will provide statements to the Principal and the Coordinator regarding the financial status of the 21st Century Program. Her contribution is worth **\$330.00.**

Technology Coordinator – This person will maintain NASIS system, all hardware, and software, trouble shoot all technology problems. He will also maintain and service audio visual systems and assist teachers in the use of audio visual equipment. His time is calculated to be worth **\$665.00.**

Meskwaki Wellness Staff – Two Wellness staff people will provide instruction regarding healthy snacks, benefits of physical fitness and personal health habits, the detriments of cigarettes and smokeless tobacco, alcohol and other drugs. They will provide recreational opportunities for students during MAP and summer activity times in a variety of sports and leisure pursuits. Their time is calculated as follows: 2 staff x 1.5 hours x 90 days x \$14.00 = **\$3,780.**

Secretary – The secretary will take and transfer phone calls, provide reception duties, make copies and direct students to their respective rooms. This time is calculated at 1 person x 1 hour per day x 90 days x \$10.00 = **\$900.** The school provides the building and upkeep; including individual classrooms, gym, cafeteria, computer labs, desks, tables, chairs, restrooms, insurance, electric, heat, air conditioning, and outside playgrounds including open fenced-in areas. The school also provides custodial staff, use of buses and fuel for the buses and two multi-purpose rooms. This amounts to an in-kind contribution of **\$50,680.** Contributions from other tribal departments and from community providers is estimated to be worth **\$40,000.**

Total In-Kind Contributions are \$101,163

Total Budget requested from BIE is \$180,000

The following budget represents years two and three of the project. Except for equipment the narrative above is the same.

Personnel	
21 st Century Coordinator	\$21,000
Teachers and Associates	\$104,524
Bus Drivers, Nurse, Kitchen Staff	\$24,000
Fringe	\$18,397

Travel to BIE Conferences	\$3,500
Supplies/Materials/Curriculum/Testing	\$50,000
Training/Staff Development	\$8,000
Contractual	\$7,254
Other miscellaneous	\$3,325

Total estimated budget for years two and three is **\$240,000** for each year.

Run Date: 06/30/12
Run Time: 11:34

Sac and Fox Tribe of the Mississippi in Iowa
Revenue and Expenditure Report w/o Encumbrances

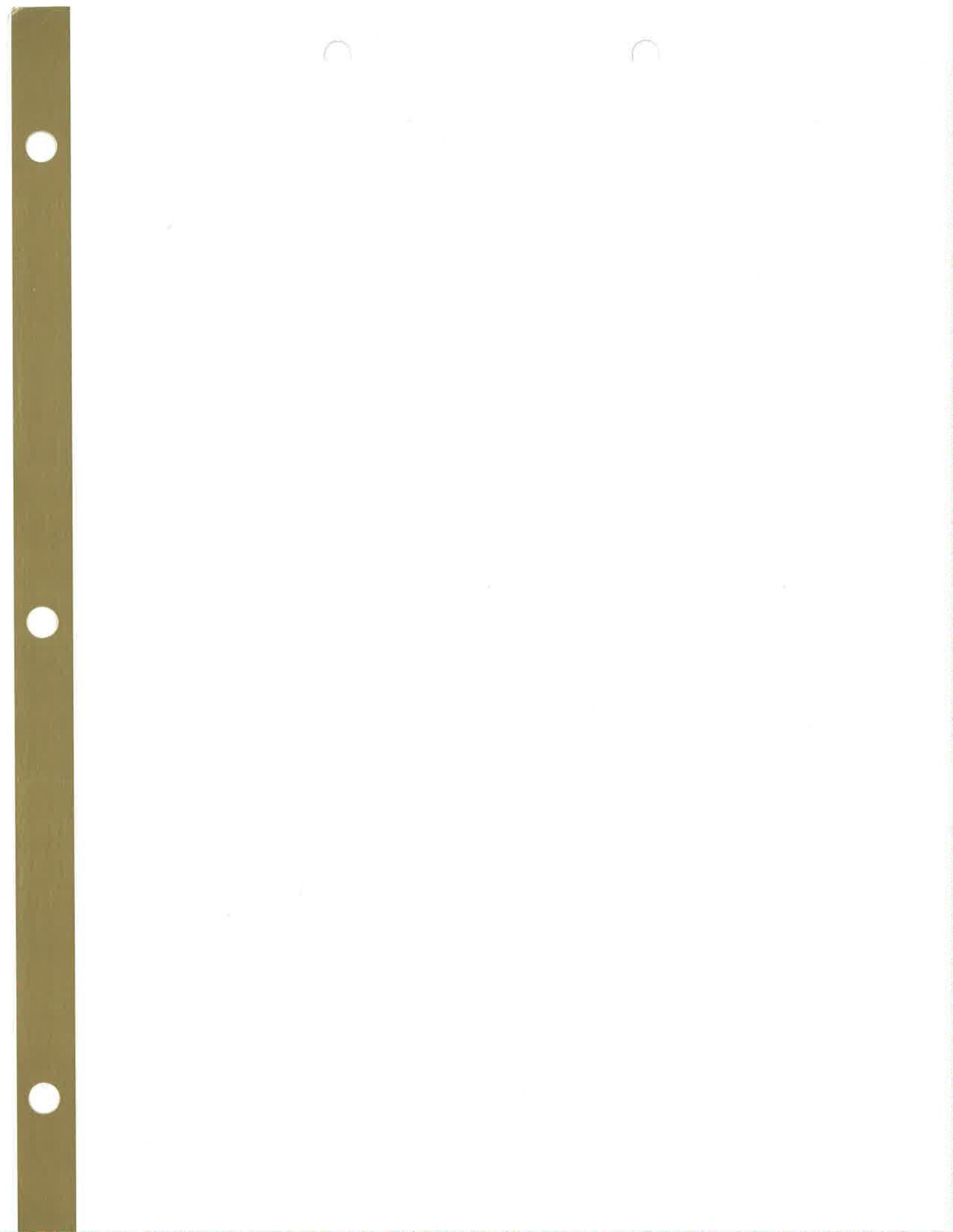
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Report: RXVfy

Fund 062-K/6 21st Century Program

	(A) 07/01/11 thru 06/30/12	(B) 07/11 to 06/12 Activity	(C) 07/11 to 06/12 Budget	(D) Remaining Budget
REVENUES:				
31000 GRANT REVENUE	161,067.00	161,067.00	172,648.00	11,581.00
TOTAL REVENUES	161,067.00	161,067.00	172,648.00	11,581.00
EXPENDITURES:				
SALARIES and BENEFITS				
50100 SALARIES/WAGES	91,518.63	91,518.63	80,245.00	(11,273.63)
50200 FICA	5,466.30	5,466.30	5,000.00	(466.30)
50300 MEDICARE	1,278.87	1,278.87	1,300.00	21.13
50500 MSUTA/IOWA	486.63	486.63	700.00	213.37
50600 EMPLOYEE INSURANCE	10,325.19	10,325.19	10,110.00	(215.19)
50700 WORKER BENEFIT SYSTEM COST	70.12	70.12	65.00	(5.12)
50750 401(k) MATCHING CONTRIBUTION	2,561.19	2,561.19	2,500.00	(61.19)
50800 CONTRACTUAL/OTHER EMPLOYMENT	1,872.30	1,872.30	0	(1,872.30)
TOTAL SALARIES and BENEFITS	113,579.23	113,579.23	99,920.00	(13,659.23)
OPERATING EXPENDITURES				
60050 ACTIVITIES/EVENTS	9,141.56	9,141.56	9,228.00	86.44
60100 ACCOMMODATIONS/MEALS - PER DIEM	1,451.64	1,451.64	4,000.00	2,548.36
60300 STAFF DEVELOPMENT/TRAINING	700.00	700.00	1,500.00	800.00
60453 COMPUTER SOFTWARE/HARDWARE PURCHASE	720.99	720.99	1,000.00	279.01
60851 SCHOOL STUDENT/CLASSROOM SUPPLIES	2,124.08	2,124.08	6,000.00	3,875.92
60853 PROGRAM/PROJECT SUPPLIES	84.94	84.94	0	(84.94)
60900 PROFESSIONAL/OUTSIDE/CONSULTANT SERVICES	11,400.00	11,400.00	10,600.00	(800.00)
61200 TRAVEL - AIRFARE/MILEAGE/PARKING ETC	3,438.00	3,438.00	3,400.00	(38.00)
TOTAL OPERATING EXPENDITURES	29,061.21	29,061.21	35,728.00	6,666.79
PROGRAM EXPENDITURES				
64300 SUMMER SCHOOL SALARIES/EXPENSES	23,614.50	23,614.50	30,000.00	6,385.50
77000 CHILD NUTRITION EXPENSES	6,393.55	6,393.55	7,000.00	606.45
TOTAL PROGRAM EXPENDITURES	30,008.05	30,008.05	37,000.00	6,991.95
SUB-TOTAL EXPENDITURES	172,648.49	172,648.49	172,648.00	(.49)
TOTAL EXPENDITURES	172,648.49	172,648.49	172,648.00	(.49)

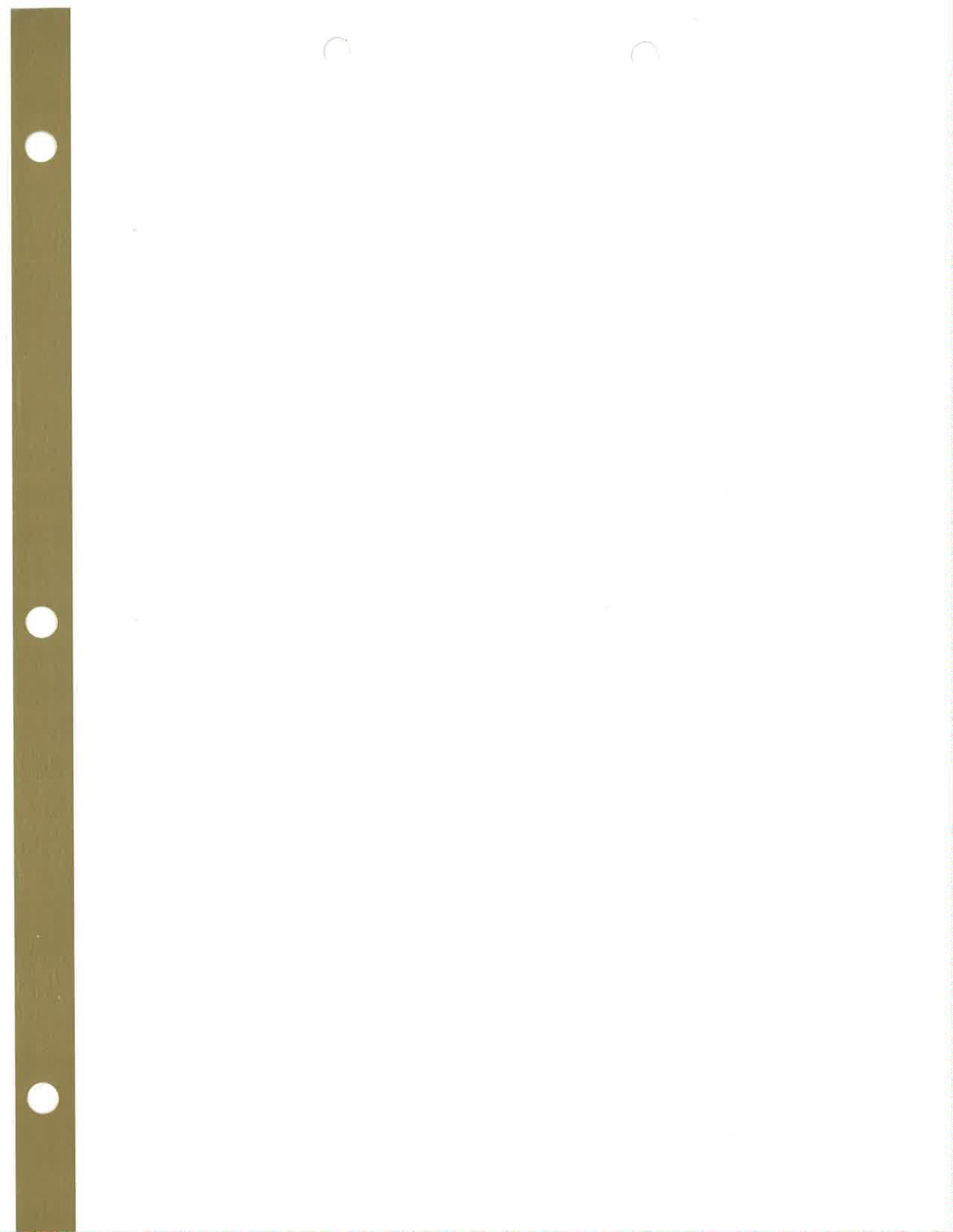
Fund 063-7/12 21st Century Program

	(A) 07/01/11 thru 06/30/12	(B) 07/11 to 06/12 Activity	(C) 07/11 to 06/12 Budget	(D) Remaining Budget
REVENUES:				
31000 GRANT REVENUE	245,130.68	245,130.68	100,000.00	(145,130.68)
TOTAL REVENUES	245,130.68	245,130.68	100,000.00	(145,130.68)
EXPENDITURES:				
SALARIES and BENEFITS				
50100 SALARIES/WAGES	40,253.16	40,253.16	42,000.00	1,746.84
50200 FICA	3,844.96	3,844.96	4,000.00	155.04
50300 MEDICARE	899.36	899.36	1,000.00	100.64
50500 MSUTA/IOWA	354.43	354.43	600.00	245.57
50600 EMPLOYEE INSURANCE	3,527.77	3,527.77	3,500.00	(27.77)
50700 WORKER BENEFIT SYSTEM COST	23.39	23.39	50.00	26.61
50750 401(k) MATCHING CONTRIBUTION	2,126.78	2,126.78	2,000.00	(126.78)
50800 CONTRACTUAL/OTHER EMPLOYMENT	0	0	50.00	50.00
TOTAL SALARIES and BENEFITS	51,029.85	51,029.85	53,200.00	2,170.15
OPERATING EXPENDITURES				
60050 ACTIVITIES/EVENTS	11,710.84	11,710.84	4,500.00	(7,210.84)
60100 ACCOMMODATIONS/MEALS - PER DIEM	1,173.15	1,173.15	4,000.00	2,826.85
60300 STAFF DEVELOPMENT/TRAINING	700.00	700.00	1,000.00	300.00
60453 COMPUTER SOFTWARE/HARDWARE PURCHASE	1,347.27	1,347.27	3,500.00	2,152.73
60851 SCHOOL STUDENT/CLASSROOM SUPPLIES	1,562.60	1,562.60	4,000.00	2,437.40
60853 PROGRAM/PROJECT SUPPLIES	4,829.09	4,829.09	0	(4,829.09)
60900 PROFESSIONAL/OUTSIDE/CONSULTANT SERVICES	6,600.00	6,600.00	10,400.00	3,800.00
61200 TRAVEL - AIRFARE/MILEAGE/PARKING ETC	3,515.26	3,515.26	2,400.00	(1,115.26)
TOTAL OPERATING EXPENDITURES	31,438.21	31,438.21	29,800.00	(1,638.21)
PROGRAM EXPENDITURES				
64300 SUMMER SCHOOL SALARIES/EXPENSES	12,591.00	12,591.00	13,000.00	409.00
77000 CHILD NUTRITION EXPENSES	4,941.12	4,941.12	4,000.00	(941.12)
TOTAL PROGRAM EXPENDITURES	17,532.12	17,532.12	17,000.00	(532.12)
SUB-TOTAL EXPENDITURES	100,000.18	100,000.18	100,000.00	(-18)
TOTAL EXPENDITURES	100,000.18	100,000.18	100,000.00	(-18)



1A Participants Served Chart

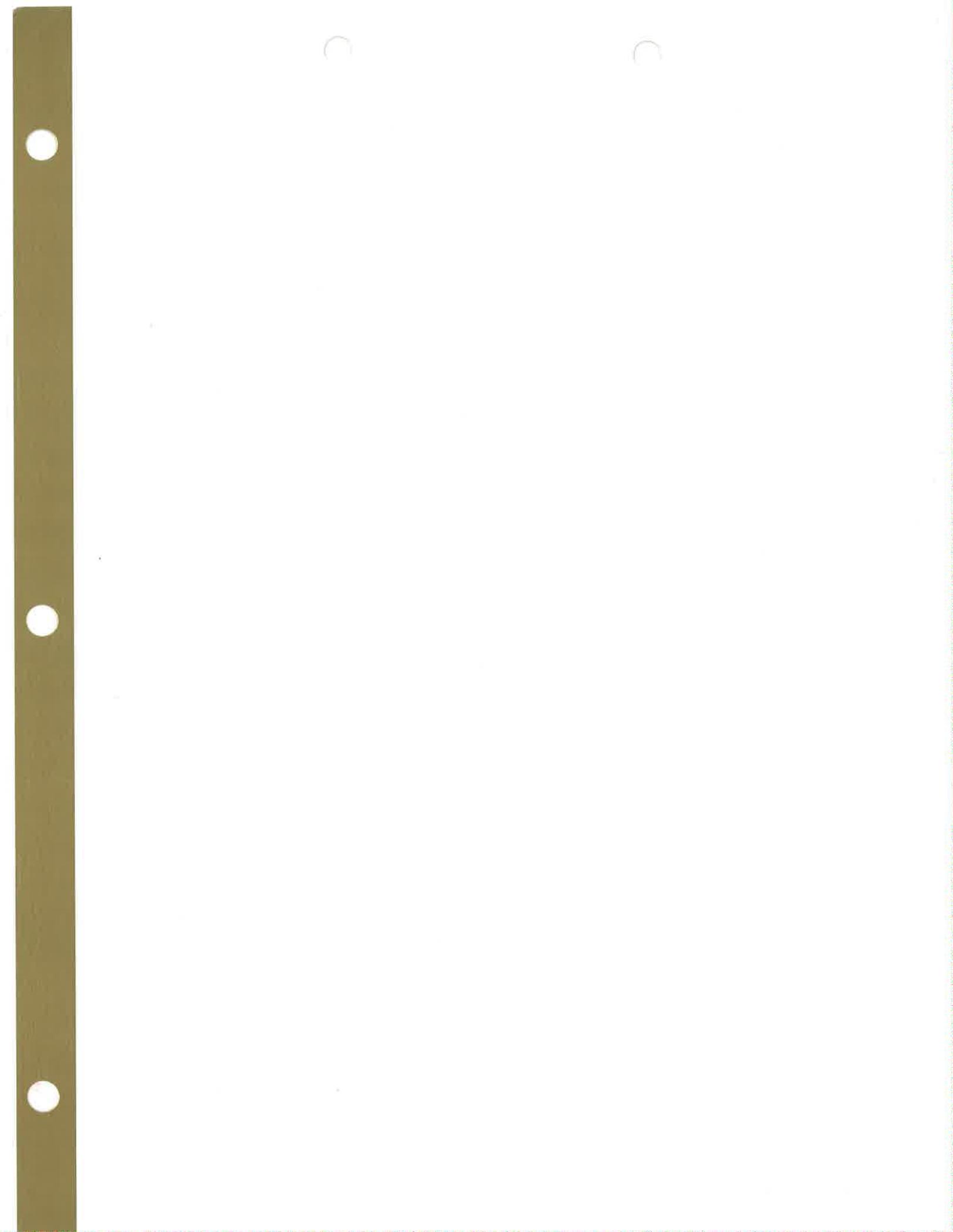
Name of after school center	Designation School Status	% free or reduced lunch	Estimated # of students to be served	% of Day School population to be served	# of family members to be served	Grade levels served
Meskwaki Settlement School	Alert	100%	244	80%	420	Pre K – 12



Performance Measures

Goal - Students will meet or surpass growth targets in reading, math, and science as determined by the NWEA MAP assessment from fall to fall.					
Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/ Evaluation	
<p><u>Academic</u> 85% of students participating in the program at least 30 days or more fulltime will show growth of reading, math, and science as determined by the NWEA MAP assessment</p>	<ul style="list-style-type: none"> - Homework help - Individualized reading activities - Tutoring - Math Remediation w/projects & games - Strategy games to improve math scores - Provide summer school - science activities 	<p>Coordinator Ann Stark & principal Jill Herink</p>	<p>Yearly/February Quarterly Native Star dates Quarterly Monthly Annually Annually Bi-annually Monthly Bi-annually</p>	<ul style="list-style-type: none"> - Iowa Assessments - Teacher & Tutor Rating Surveys - Performance Measures Tracking Form - MAP tests - Lesson Plans - Parent Surveys - PPICS - Student Focus Groups - Budget reconciliation - Internal Performance Improvement 	
<p><u>Culture</u> 85% of students who participate in the program will be able to participate in cultural activities 30 days or more in a program year</p>	<ul style="list-style-type: none"> - Games to promote use of Meskwaki language - 5 culture nights per year - Instruction in Traditional Crafts - Participation in cultural events 	<p>Coordinator Ann Stark & principal Jill Herink</p>	<p>Monthly Annually Annually Monthly Quarterly Quarterly</p>	<ul style="list-style-type: none"> - Attendance Records - Student Attitude Rating Survey - Student/Family Surveys - Tutor & homework notes - Coordinators Schedule - NWEA 	

<p><u>Physical/Wellness</u> 100 % of participating students will have opportunities to be involved in physical or wellness activities at a minimum of 30 days of programming.</p>	<p>Instruction in healthy snacks, physical fitness, & personal health habits. Prevention of cigarettes and smokeless tobacco, alcohol, and other drugs. Family fitness nights, small group counseling.</p>	<p>Coordinator Ann Stark & principal Jill Herink</p>	<p>Monthly Bi-Annually</p>	<p>-Attendance Records -Pre-Post Surveys</p>
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Schedule of Operations

Activity	Time of Day	Where? By Whom?	Monday – Thursday
Transition Time	3:20 - 3:30	Coordinator & Kitchen Staff	Attendance/Snack Time
Academic/ Remedial	3:30-4:15	Classroom & Gym MAP Staff or Wellness Staff	Reading –Reader’s Theater, Writing/publishing, Homework assistance (Reading or Language Arts), Literacy activities, IEP or GEI goal work. Math/Science – Lego robotics, Lego creation, Animation, Hands on Math, Kitchen chemistry, Homework assistance (Math or Science), Math computation and Problem Solving Activities, IEP or GEI goal work.
Enrichment Activity	4:15-5:00	Classroom & Gym MAP Staff or Wellness Staff, Community Partners	Language, Cultural Arts, Dancing, Athletics, Photography, Traditional Crafts, Nutrition, Wellness, Cooking, Typing, Computing, Drawing, Painting, Social games, Literature Circles.

Saturday

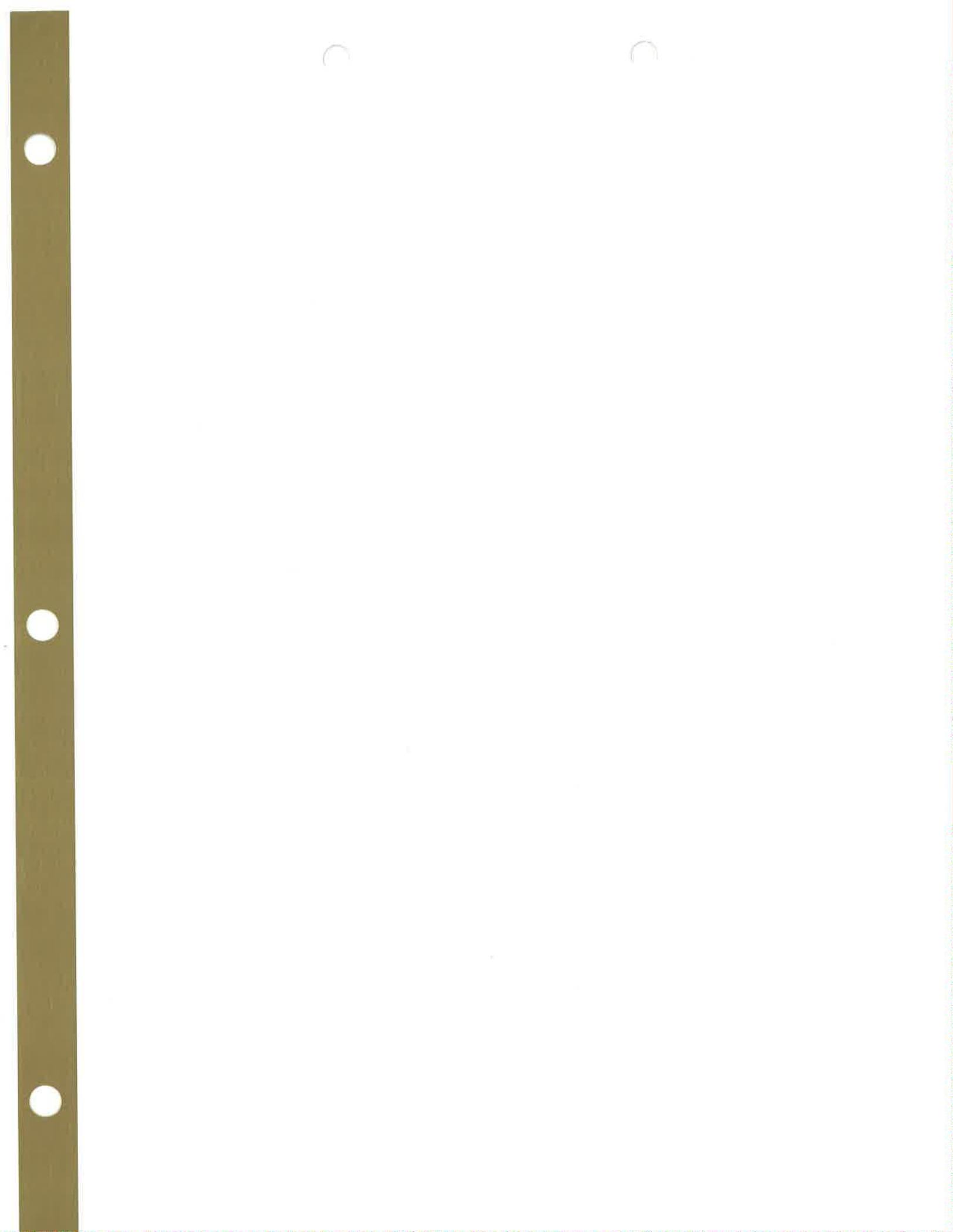
Activity	Time of Day	Where? By Whom?	Monday – Thursday
Open Gym	9:00-12:00	Gym, Field, or Courts, MAP Staff or Wellness Staff	Volleyball, Basketball, Tennis, Track, Flag Football , open weight room and fitness room.
Academic	9:00-12:00	Classroom/ MAP Staff	Homework Assistance and strategic games, library and media center.
	9:00-12:00	Computer Lab/ MAP Staff	Computer Lab is open for acceptable internet, research, word processing, and general computer use.

Various Nights

Activity	Time of Day	Where? By Whom?	Monday – Thursday
Cultural Nights	5:00-7:00	Various Classrooms, Gym, MSS Staff, MAP Staff	Various language, dancing, drumming, traditional and art activities for/with students, families, and community.
Community Awareness Nights	5:00-7:00	Media Center or Gym/ Administration and MAP Staff or Wellness Staff, and various In-Kind Agencies	Various informational nights on substance abuse, finance, health, and other topics driven by community need and interest.
Family Education Nights	5:00-7:00	Classrooms or Media Center or Gym/ MSS Staff, MAP Staff or Wellness Staff	Various activity nights for family and community relating to math science reading literacy and education.

SUMMER (Dates - 06-3-2013 to 06-28-2013): Number of Weeks during the summer: Four

Activity	Time of Day	Where? By Whom?	Monday – Friday
Transition Time	8:30-9:00	Coordinator/ Kitchen Staff	Breakfast
Reading	9:00-10:30	Classrooms & Gym, MAP Staff or	Journeys, E 2020 Electronic Learning, Fluency work, Phonics work, Site word & Vocabulary building, Reader's theater, Creative Writing & Publication, Remedial reading, GEI & IEP goal work and remediation tied to common core standards and benchmarks for Reading and Language Arts.
Math/ Science	10:30-12:00	Classrooms & Gym, MAP Staff or	Lego Robotics, Lego Creation, Club Invention, Cyber Chase, Math Monsters, GEI and IEP goal work and remediation tied to the common core standards and benchmarks for Math and Science.
Lunch	12:00-12:30	Cafeteria	Lunch



Appendix III – 21st CCLC Budget Worksheet
 (complete one for each center site)

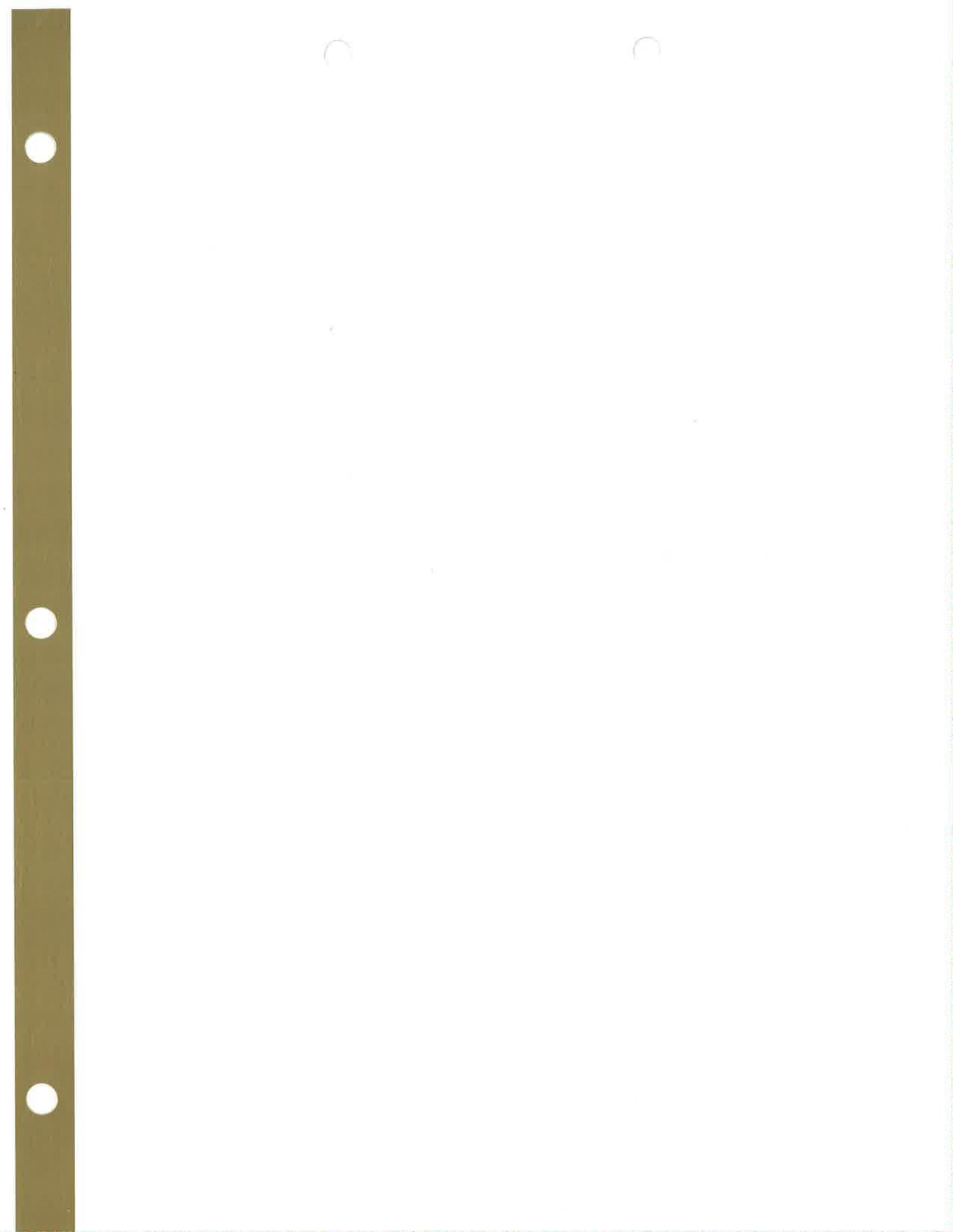
ADD	Roxanne Brown
ELO	Everett BadWound
Name of School	Meskwaki Settlement School
Grant Name	21st Century Community Learning Centers Program
Award Number	
Project Start Date	January 2013
Project End Date	June 30, 2013

PREVIOUS SCHOOL YEAR ALLOCATION	240,000.000
EXPENDED PREVIOUS SY ALLOCATION	240,000.000
TOTAL CARRYOVER AVAILABLE	\$0.00
CURRENT SCHOOL YEAR ALLOCATION	0.00
TOTAL AVAILABLE	\$0.00

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			\$ - 37,000
15 Teachers			
10 Teacher Associates			
5 Culture Teachers			
Employee Benefits			\$ - 9,250
	25%	\$ - 37,000	
Professional Development			\$ - 3,950
PBIS staff training		\$600	
Response to Intervention		\$500	

Second Chance Reading		\$400	
Materials for in-house staff Development: Y4Y, Doing What Works, Anti-bullying , Instructional Strategies		\$2,450	
Purchased Services			\$ - 5,200
Tae Kwon Do Instruction		\$4,800	
Speakers/ Presenters		\$400	
Equipment			\$ - 2,450
Video Recorder/Camera		\$850	
Lego Robotics Kits		\$1,600	
Materials and Supplies			\$ - 7,400
Academic Supplies and Materials			
Cultural Supplies and Materials			
Supplies and Materials for Activities and Events			
Other Expenses:			\$ - 175
Postage		\$175	
Instructional Support			
Personnel Services			\$ - 32,000
Bus drivers, Food Svc, Nurse		\$15,000	
After School Coordinator		\$17,000	
Employee Benefits			\$ - 8,000
	25%	\$ 32,000	
Professional Development			\$ 500
Web Based Instruction for E2020 Online Curriculum		\$500	
Purchased Services			\$ - \$3,000
E2020 Comprehensive Online Curriculum with ACT prep		\$ - 3,000	

Equipment			\$ - \$350
Color Printer			
		\$ 350 -	
Materials and Supplies			\$ - 4,300
Educational Games		\$1,050	
Greenhouse/ Planting Supplies		\$3,250	
Other Expenses:			\$ 2,250 -
Transportation meals and tickets for local pow wow, College Connection trips-, Tickets to Science Center, Cultural Performances, Native speakers, Theatre Productions/Performances			
Non-Instructional Services			
Material and Supplies			\$ - 4,175
Family Educational/Involvement Nights- Activities and Incentives		\$1,700	
Meals for Family/Community Nights		\$2,000	
Envelopes, Paper and Invitations		\$175	
General Office Supplies		\$300	
	75% of previous award (\$240,000)= \$180,000 ; budget submitted \$120,000; carryover requested \$60,000		
		TOTAL BUDGET	\$ - 120,000
\$60,000 to be carried over		Difference (Allocation less Budget)	\$0.00



APPENDIX VII: Assurance Form

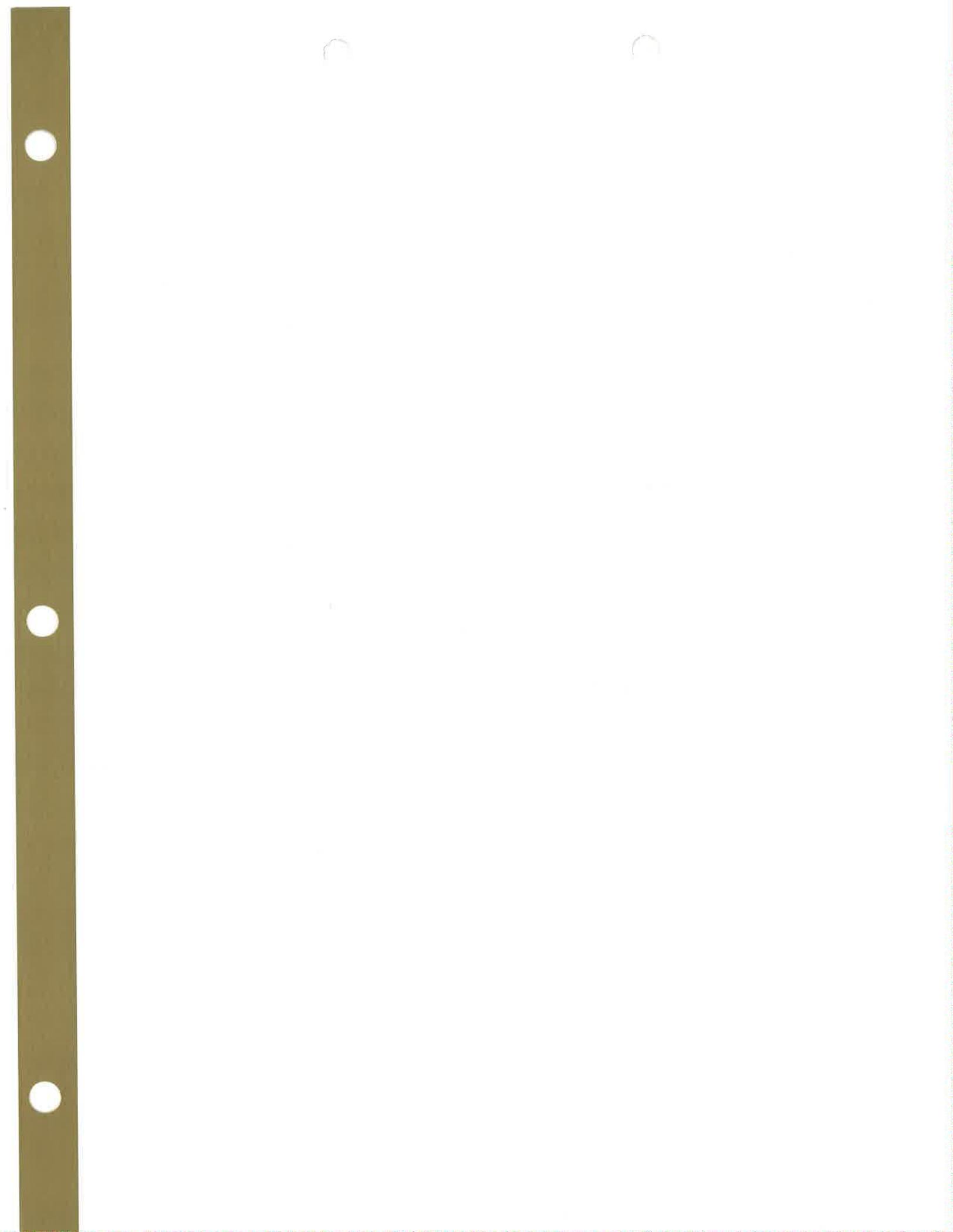
Assurances for BIE 21st CCLC

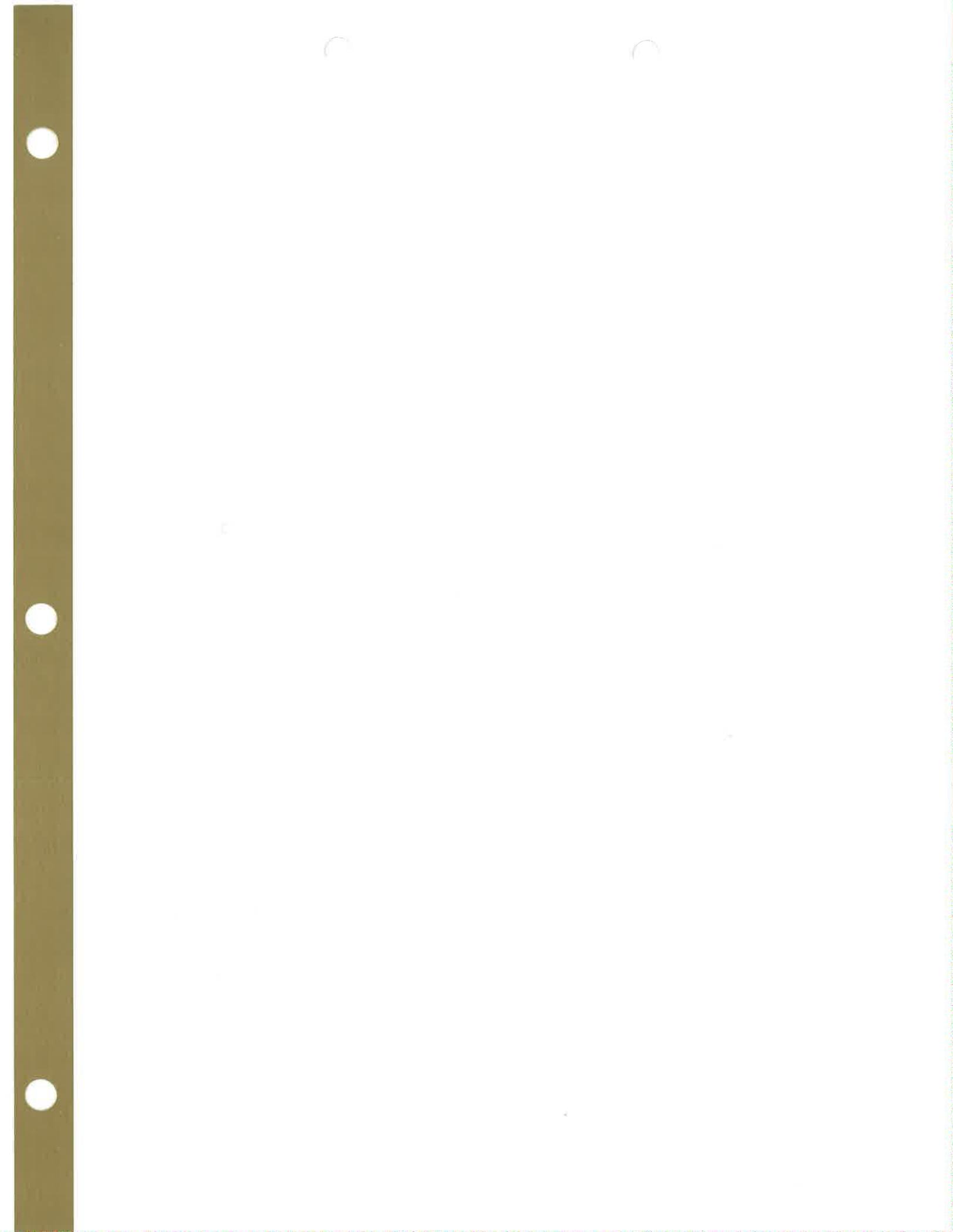
By my signature below, I agree, upon the approval of the project application by the BIE, to accept and perform the following requirements:

- 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).

Jerry Stephens Administrator, Muskogee
Typed Name and Title of Authorized Representative

Jerry Stephens 11-19-12
Signature of Authorized Representative Date





Meskwaki Settlement School

Job Description

TITLE: Principal

DUTIES & RESPONSIBILITIES:

- Subject to the policies of the Board. Act on behalf of the Superintendent to be the administrative leader of the school and, as such, assume full responsibility for all aspects of the school program.
- Assist the Superintendent in planning, development, and implementation of all school programs.
- Assist in facilitating the visioning process to create an excellent student-learning environment and promote professional growth for the school staff.
- Provide for the effective and efficient management of the organization, operations, facilities, and resources to ensure the highest levels of safe and meaningful instruction.
- Assist in evaluating and improving programs, curriculum, policies, and procedures to enhance the schools academic standards.
- Establish and maintain positive relationships with community groups, families, and individuals to foster understanding and support of school goals and objectives.
- Assist in the planning, developing, and implementing a sound and efficient school financial system pursuant to federal and tribal requirements.
- Coordinate the development and implementation of the Meskwaki Settlement School's Meskwaki Culture Program.
- Incorporate a program for interpersonal and professional staff growth by leading, coaching, evaluating, and training the Meskwaki Culture Program Staff.
- Supervise personnel as assigned.
- Submit and present reports as required.
- Disseminate technology – related information throughout the school via presentations, news bulletins, and staff meetings.
- Work to improve the overall quality of education received by students in the school including the development of curricular standards and benchmarks to encourage the appropriate use of technology.
- Coordinate classes or assist with classes as related to student literacy with technology.
- Assist faculty and staff in dealing with technical issues in order to maintain a positive attitude among educators about the use of technologies.
- Oversee simple maintenance and trouble shooting on computers and other technology equipment.
- Responsible for the administration, evaluation and improvement of student discipline.
- Oversee the planning and supervise extra curricular activities.
- Supervise the Meskwaki After School Program.
- Oversee Team, IEP, GIE, and Parent Meetings.
- Plan, implement and oversee Parent Involvement Activities.
- Oversee the Teacher Mentor/Mentee Program.

- Interpret the policies of the Board and Administrative directives and discuss and resolve individual staff and student problems.
- Evaluate and counsel all staff members regarding their individual and group performance (individual performance improvement should be considered a priority during evaluative and counseling periods) and be responsible for recommending the dismissal of a teacher whose work is unsatisfactory, according to established procedures.
- Assume responsibility for the safety and administration of the building's plant.
- Be responsible for the development, revision, and evaluation of the curriculum.
- Supervise the maintenance of accurate records on the progress and attendance of students.
- Be responsible for and coordinate the school's pupil personnel services.
- Promote positive action toward the realization of school district goals through efficient procedures including the involvement of staff, students, and community.
- Maintain a program for personal and staff professional growth, cooperation, and self-renewal that stimulates creativity and innovation.
- Systematically evaluate and improve programs that enhance student learning, that respond to student and community needs, and reflect the participation of those affected in their development.

QUALIFICATIONS:

- Knowledge of budgeting and accounting practices (grants and fiscal reporting).
- Knowledge of principles and practices of school organization, supervision, staff development, and staff evaluation.

REQUIREMENTS:

- Master's degree in Iowa Administrator License K – 12, school administration, or higher education.
- Be knowledgeable and proficient in PC word-processing, spreadsheets, Internet, and e-mail.
- Must be certified or able to meet the Iowa Education License requirements with the Principal endorsement.
- Demonstrated knowledge and experience in teambuilding; strong communication skills.
- Knowledge of and support for the school's educational program.
- Skills in teaching children, as well as, educators and other adults.
- Knowledge of curriculum, curriculum development, and school reform.

SUPERVISION:

Will be directly supervised by the Superintendent

Meskwaki Settlement School

Job Description

TITLE: Coordinator Meskwaki After-school Program

DUTIES & RESPONSIBILITIES:

- Develops, plans, implements, and staffs program activities.
- Coordinates activities and program with other school activities and community wide activities.
- Participates with school staff and other tribal programs in regular scheduled meetings to evaluate progress toward meeting goals of the grant.
- Attends scheduled staff meetings and coordinates program with school administration, teaching, and support staff.
- Familiarizes the Meskwaki Settlement School and the surrounding community with the program by creating and implementing a public/community awareness campaign.
- Builds and maintains a network of communication with the community.
- Collects data and maintains program records.
- Maintains financial records for program.
- Attends professional development activities as required.
- Performs such other tasks and assumes such other responsibilities as the school administration may assign from time to time.

REQUIREMENTS:

- Proven ability to lead a disparate group toward a common objective. Must have educational experience. Should have experience working with young people or students in a variety of settings. Bachelor's degree in education or related field.

SUPERVISION:

- Supervised by the Meskwaki Settlement Administration.

Incumbent Signature & Date

Meskwaki Settlement School

Job Description

TITLE: MAP Foodservice/ Cook

DUTIES & RESPONSIBILITIES:

- Performs food production, service and/or clean-up tasks as requested by the foodservice manager.
- Operates equipment and performs work tasks in a safe and sanitary manner.
- Cleans and maintains school foodservice equipment and facility.
- Assists in record keeping and inventory reports as requested.
- Makes suggestions for improving food quality and general operation of the foodservice program.
- Assist in planning menus that meet nutritional and other objectives, and takes care of any other additions to the menu.
- Other duties as assigned.

REQUIREMENTS:

- Must have a high school diploma or G.E.D.
- Must take School Food Service Courses and attend at least two Foodservice related continuing education courses yearly.
- Knowledge of quantity food production, storage and handling techniques.
- Operates production equipment.
- Demonstrated knowledge and experience in teambuilding and teamwork.
- Strong organizational and customer service skills.

SUPERVISION: Supervised by the MAP Coordinator and Administration

Incumbent Signature & Date

Meskwaki Settlement School

Job Description

TITLE: Bus Driver

DUTIES & RESPONSIBILITIES:

- Operates vehicles in the line of duty.
- Will be responsible for the proper and safe transportation of the school children.
- Will maintain proper operating standards at all times by safe driving methods.
- Will maintain safety maintenance of all school vehicles including; mileage, safety and maintenance.
- School Administration or MAP Coordinator will determine routes and time schedules.
- Duty hours to be determined by MAP program needs.
- Attending training sessions as required.
- Call in when last student is dropped off.
- Let MAP Coordinator know, in a timely fashion, if students are getting off at destinations other than where the route specifies.
- Let MAP Coordinator know right away if students are walking home.

REQUIREMENTS:

- Previous experience as a bus driver or equivalent.
- Must be able to motivate self without close supervision.
- Required to have a school bus driver permit by the State of Iowa.
- Required to have a CDL with passenger endorsement and air brake endorsement.

SUPERVISION:

- Will be directly responsible and be under the direct supervision of the Transportation Director, MAP Coordinator, and Administration.

Incumbent Signature & Date

Meskwaki Settlement School

Job Description

TITLE: MAP Nurse

DUTIES & RESPONSIBILITIES:

- Provide assistance to students with on going or emergency health needs.
- Assist teachers in preparing/presenting health units.
- Maintains accurate and current student health information.
- Administer medication to students and record information as required.
- Provide information, guidance, training, and supervision to personnel (who deal with medical issues in nurse's absence)
- Serve as a resource person in health areas to staff.
- Make family contacts as needed and communicate with parents.
- Promotes health education throughout the school.
- Consults with staff, students, and parents on health matters.
- Maintains safe, orderly, and well equipped work area.
- Completes all necessary records, forms, and reports related to health services.
- Promote a safe environment for all students and employees.
- Read and understand all handbooks, building, and district plans; and follow all pertinent Board Policies, and Administrative Regulations.
- Provide training to staff on topics related to school health and safety.
- Other duties and assigned.

REQUIREMENTS:

- Current Iowa registered nurse license.
- Strong communication skills, verbal and written.
- Be knowledgeable and proficient in P.C. word processing, spreadsheet, Internet, and e-mail.
- Demonstrated knowledge and experience in teambuilding and teamwork.
- Strong organizational and customer relations skills.
- Must pass Federal Background Check.

SUPERVISION:

- Supervised by the MAP Coordinator and Administration

Incumbent Signature & Date

Meskwaki Settlement School

Job Description

TITLE: MAP Staff Teachers and Associates

DUTIES & RESPONSIBILITIES:

- Plan and organize the learning and extension activities which build on day school curriculum.
- Plan and organize instruction with due regard to the individual differences and needs of the students.
- Maintain, in cooperation with the Coordinator and Administration, and colleagues all necessary documentation.
- Ensure a positive and secure school climate to enhance overall learning and student achievement.
- Show respect for the culture in lessons and during MAP.
- Include cultural components to lessons when possible.
- Develop and maintain a daily program and Unit Plans.
- Evaluate each child's progress and plan instructional methods accordingly.
- Maintain and keep all necessary records for each student (pre & post tests)
- Attend regularly all meetings of the MAP staff convened by the Coordinator or Administration.
- Carry out supervising responsibilities as assigned by the Coordinator or Administration.
- Provide daily supervision, guidance and work as a team with other MAP teachers.
- Monitor student behavior and initiate corrective action as required.
- Will be directly responsible and be under the direct supervision of the MAP Coordinator and Administration.
- Adhere to the Employee Handbook.

REQUIREMENTS: BA/BS or AA degree or higher, Para Educator Certification from the State of Iowa

SUPERVISION: Supervised by the MAP Coordinator and Administration

Incumbent Signature & Date

Meskwaki Settlement School

Job Description

TITLE: MAP Cultural Staff

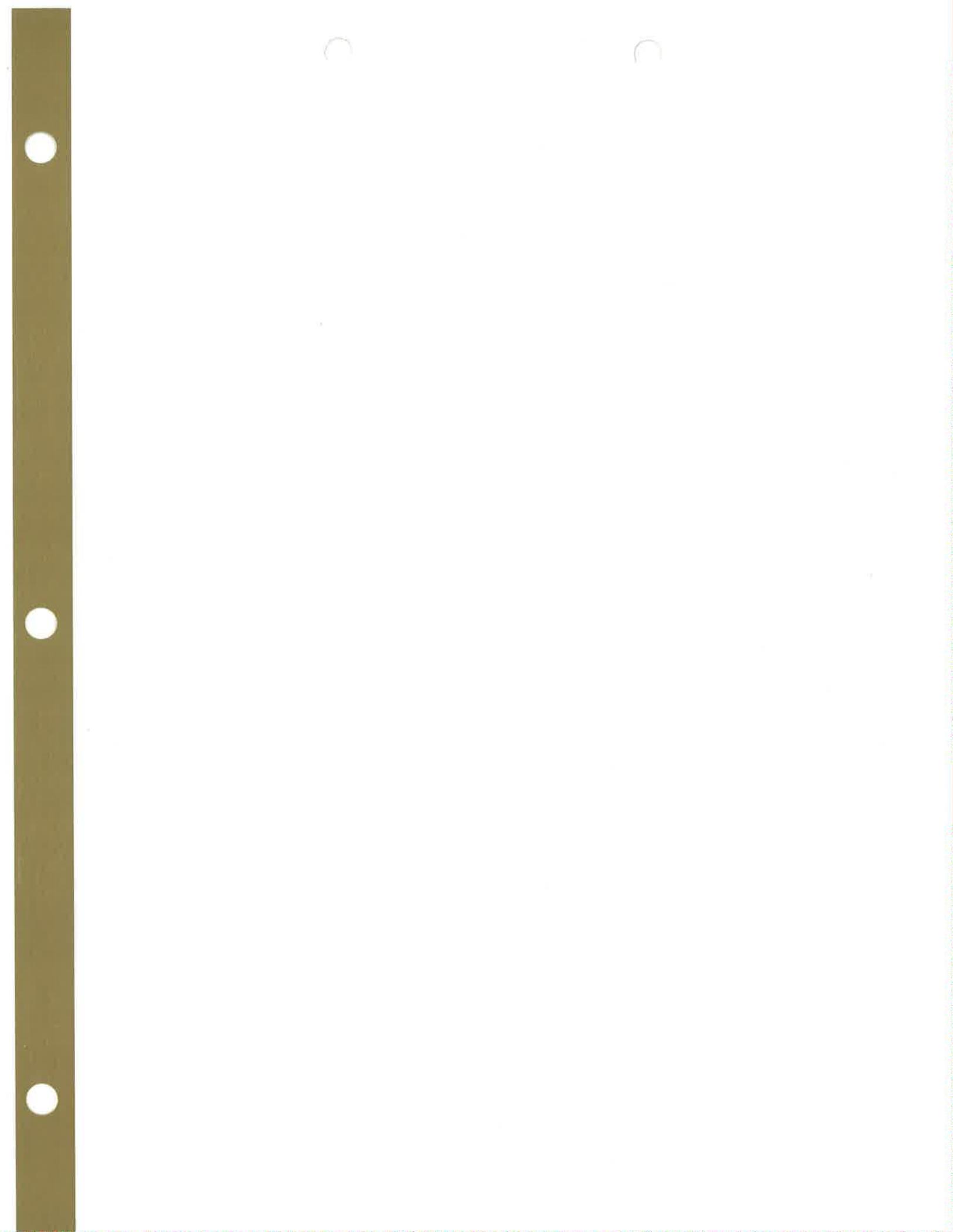
DUTIES & RESPONSIBILITIES:

- Plan and organize the learning and extension activities which build on day school Culture curriculum.
- Plan and organize instruction with due regard to the individual differences and needs of the students.
- Maintain, in cooperation with the Coordinator and Administration, and colleagues all necessary documentation.
- Ensure a positive and secure school climate to enhance overall learning and student achievement.
- Demonstrate culturally appropriate behavior and respect.
- Develop and maintain a daily program and Unit Plans.
- Evaluate each child's progress and plan instructional methods accordingly.
- Maintain and keep all necessary records for each student (pre & post tests)
- Attend regularly all meetings of the MAP staff convened by the Coordinator or Administration.
- Carry out supervising responsibilities as assigned by the Coordinator or Administration.
- Provide daily supervision, guidance and work as a team with other MAP teachers.
- Monitor student behavior and initiate corrective action as required.
- Will be directly responsible and be under the direct supervision of the MAP Coordinator and Administration.
- Adhere to the Employee Handbook.

REQUIREMENTS: Proficient knowledge in Cultural area

SUPERVISION: Supervised by the MAP Coordinator and Administration

Incumbent Signature & Date





MESKWAKI HIGH SCHOOL
1608 305th Street, Tama, Iowa 52339-9629
Phone (641)484-9000 Fax (641)484-9090

November 20, 2012

Ms. Ann Stark
Meskwaki Afterschool Program (MAP) Coordinator
1610 305th Street
Tama, IA 52339

Dear Ms. Stark

The Meskwaki Settlement School is in full support and cooperation with the 21st Century Community Learning Center. We have seen the benefits of this program during past years of the previous grant and believe that it is in the best interest of the children of the tribe that this program continues. Through the 21st CCLC program the students in the community are offered a safe and educational opportunity that is not offered elsewhere.

We are prepared to offer in kind services such as; use of the school buses, fuel for the buses, space in the building for offices and staffing. The school will also provide use of the classrooms, gym, copiers and other office equipment as an in kind contribution.

The Meskwaki Settlement School is proud to be affiliated with the Meskwaki Afterschool Program in cooperation with the 21st Century Community Learning Center.

Sincerely,

Jerry Stephens, Administrator

November 19th, 2012

To: Ann Stark

Meskwaki After-school Program Coordinator

1610 305th St.

Tama, IA 52339

RE: 21st Century Community Learning Center Grant

Dear Ms. Stark:

The Meskwaki Settlement School Board gives its full support for the 21st Century Community Learning Center Grant Application. The Meskwaki After-school Program (MAP) is a valuable asset to the students and community as it provides services that are not available anywhere else on the Settlement or in town. The future of our tribe depends on the leadership of the next generation. MAP offers our young people the opportunity to get extra academic assistance and participate in a variety of activities that promote physical, cultural, and emotional well-being while being in a safe environment. The Meskwaki Settlement School Board supports MAP because our students need and deserve quality After-school and Summer School programming.

Sincerely,



Quinton Pushetonequa

Acting School Board Chair



United States Department of the Interior

BUREAU OF INDIAN EDUCATION
Minneapolis Education Line Office
2001 Killebrew Drive, Suite 122
Bloomington, MN 55425
952.851.5421

MEMORANDUM

To: Division of Performance and Accountability
From: Education Line Officer
Subject: Meskwaki Settlement School
Date: November 16, 2012

Authentic

This memorandum is written in support of the school's application for the *21st Century Community Learning Centers Program* (21st CCLC) and written to address its ability to reach students who could benefit from an extended learning program.

The school has conducted an evaluation of community needs and identified performance measures of its students. In keeping with the *No Child Left Behind Act* provisions, the school provides academic enrichment activities that reinforce and complement the regular academic program. It also assists students in meeting achievement standards based on testing data, including but not limited to, the Measures of Academic Progress (provided tri-annually) and the Iowa Test of Basic Skills (provided annually).

Through implementation of its 21st CCLC, the program bears a holistic philosophy of addressing the whole child, including safety, health, nutrition, academics, and strong family engagement. The school strives for excellence through teaching and instituting a broad array of youth development activities for all students - and the 21st CCLC program does this during after school hours and during its summer program. All results are reported publicly as this school strives to meet local and state standards and instill in its students the desire to learn, graduate and give back to its community.



"MESKWAKI NATION"

Sac & Fox Tribe of the Mississippi in Iowa

349 Meskwaki Road, Tama, IA 52339-9629 • (641) 484-4678 FAX (641) 484-5424

November 19, 2012

Ms. Ann Stark
Meskwaki After-school Program Coordinator
1610 305th St.
Tama, IA 52339

Dear Ms. Stark:

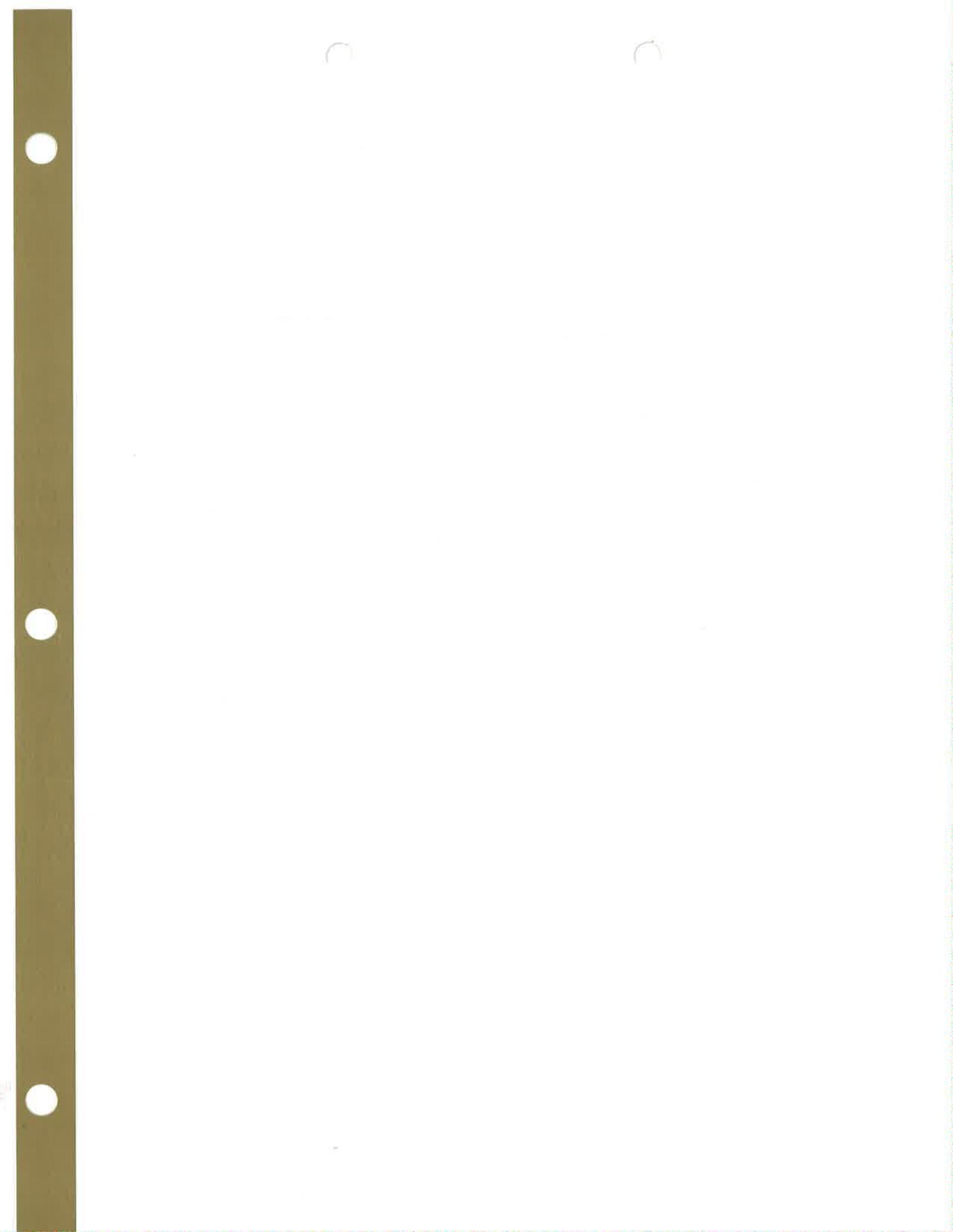
Please accept this letter as a letter of support for the 21st Century Community Learning Centers grant application for the Meskwaki Settlement School. The Tribal Council was informed of the intent to apply for this grant on October 22, 2012.

The Tribal Council supports the Meskwaki After-school Program (MAP) and welcomes this new opportunity to continue the out of school experiences for our students. After school is a critical time to provide students with a safe place to get academic assistance and participate in wellness, physical, and cultural activities. Summer School provides students that are recommended extra assistance in reading and math. The Tribal Council wants what is best for our students and community. Receiving this grant will allow quality programming to continue.

Please accept the Tribal Council's full endorsement of this program.

Sincerely,

Frank BlackCloud
Tribal Council Chairman





Meskwaki Wellness & Youth Program
349 Meskwaki Rd.
Tama, Iowa
52339

Ann Stark
Meskwaki Afterschool Program
1610 305th St.
Tama, IA 52339

Dear Ms. Stark,

It is my pleasure to write a letter in support of the Meskwaki Afterschool Program at the Meskwaki Settlement School.

As coordinator of the Wellness Program for the Meskwaki Tribe, I have seen firsthand the positive impact the Meskwaki Afterschool Program (MAP) has on our tribal youth. Through various programs offered through MAP, children have the opportunity to participate in wide variety of activities that nurture them physically, intellectually, and socially. Further, MAP implements the Meskwaki culture which is vital to our children's self-confidence and self-identification.

I fully support the efforts on behalf of the Meskwaki Settlement School and Meskwaki Afterschool Program in acquiring funding to continue this program. The great efforts of the MAP program to provide positive afterschool activity in a safe environment is a benefit to our children and the community at large.

 11/26/12

Matt Bear
Community Fitness Coordinator
Meskwaki Wellness & Youth Program



Meskwaki Family Services/ICWA

P.O. Box 245, Tama, IA, 52339

(641) 484-4444

FAX (641) 484-2103



Kim Clair, LISW
PO Box 245
Tama, IA. 52339
October 11, 2012

Ann Stark
MAP Coordinator
Meskwaki Settlement School

To whom it may concern:

I am an employee at The Sac & Fox Tribe, in Tama, IA., and am writing to express my full support for the Meskwaki After School Program (MAP). My position is Victim Advocate and part of my job is to teach prevention.

The Meskwaki Victim Advocacy Program and MADAC (Substance Abuse) works collaboratively with Meskwaki Settlement School and the MAP Program. In the past, we have provided older female students with training on the "Love is Not Abuse Curriculum" Liz Claiborne. When working with younger kids and groups with both girls and boys our focus is on "Building Healthy Relationships", Sexual Harassment Prevention and Relationship Skills Curriculum. The curriculum has age appropriate materials pertaining to: exploring self-awareness, self-esteem, developing effective communication skills, and personal boundaries, including the right to be safe. Students also learn about respecting the personal rights and boundaries of others as well as negotiating successful solutions to conflict.

This approach works well for prevention in the areas of Sexual & Domestic Violence and Addiction. Going to the school and working with the Meskwaki kids is a very rewarding experience. I feel they give me back as much as I can teach and guide them.

It has been my privilege to work with Ann Stark helping youth have structure in a learning/activity environment. The program is very organized, professional and serves many youth that would otherwise be home alone after school.

The children are a delight to work with and part of this is due to Ann's commitment to the program, school and youth.

Sincerely,

Kim Clair, LISW

Kim Clair, LISW
Meskwaki Victim Advocacy Program-Family Advocate



Wednesday, November 20, 2012

It is my pleasure to write about the involvement between the Grinnell College students and the Meskwaki Settlement School Map Program. Even though I no longer work in the Community Service Department at Grinnell College, I am still employed by the college. I have been fortunate to work with some of the finest college age students who attend Grinnell from many different areas, backgrounds and walks of life. One of many things that attract young people to Grinnell is the service programs that they become involved in. Grinnell prides itself on the amount of service opportunities available to students, even though we are a liberal arts college tucked away in the Mid-west, there are many opportunities available for students and Grinnell College has a long and well known history for their academic achievements and achievers.

The *Ni ka na Buddy Program* was formed by college students interested in providing a service to the Meskwaki Settlement School. Many students found it interesting that the settlement had a fully functioning school just outside our county lines and we [Grinnell College] were no longer building a bridge, if you will, to collaborate together. The college students looked at this opportunity as a 'win win benefit for all'. The students at MSS would learn from the college students and the college students looked forward to what they would potentially learn from an all native school. The MAP coordinator for MSS worked with the student leaders at Grinnell to be specific on matching college students with students at MSS. College students signed up for the program, we had 130 college students' sign up our first year. The coordinator was specific on what procedures needed to take place so that the college students had a better knowledge, understanding and respect for the culture, the do's and don'ts, so informational trainings were arranged at the college, paperwork was completed for background checks and at last students were assigned their "college buddy". It was evident by the stories the MSS students shared and the excited from the college students how the program was going. The MAP program is very beneficial to the students of the Meskwaki settlement in the various programming it has provided. The Ni ka na Buddy Program is only one opportunity of many, I know they offered golf lessons, equine therapy, Taekwondo, cheerleading and now even more cultural experiences, such as making shields, spears and fancy shawls to list a few. These are opportunities that children on the settlement may not otherwise have the opportunities to do.

I strongly support the Meskwaki Map program and feel the school should be highly considered to receive grant monies to continue this opportunity to further education outside of a classroom sitting. The MAP program is learning through hands on experience that in a sense can become a life lesson.

Respectfully,

Cheryl Fleener-Seymour

Grinnell College
Steiner Hall
1120 Park Street
Grinnell, Iowa 50112
Ph: 641-269-4041
fleeners@grinnell.edu



Meskwaki Settlement School

1610 305th Street, Tama, Iowa 52339-9629
Phone (641)484-4990 Fax (641)484-3264
Administrator: Mr. Jerry Stephens
Principal: Jill Herink

November 19, 2012

To Whom It May Concern:

I have been involved with Meskwaki Settlement School and the After School programming for several years. As a mental health consultant, I have been able to meet the needs of students and families during this time providing individual, family and group counseling. These times, after school, are very helpful to families as we can meet together to discuss a child's immediate needs. This program, through its many facets, has benefitted and helped countless students and families at the school.

I have also found this time after school to be one of consultation with teachers and administrators regarding student concerns. It has enabled me to have a greater knowledge from the academic side of a child's well-being.

I am in support of this program and look forward to ongoing collaboration with Meskwaki Settlement School.

Sincerely,

Paul I. Daniel, Ph.D.
Mental Health



Meskwaki Alcohol & Drug Abuse Center

Telephone 641.484.9482; 1646 305th St., Tama, Iowa 52339

~~~~~

November 19, 2012

Meskwaki Settlement School  
1608 305<sup>th</sup> Street  
Tama, IA 52339

RE: Letter of Support

Meskwaki Settlement School:

I am pleased to express my strong support for the proposed grant opportunity for the Meskwaki Settlement School. The Meskwaki Alcohol and Drug Abuse Center partners with the school in addressing community-wide substance abuse issues, specifically for the youth. We believe intervention starts with our youth and that it is never too early to begin educating our children about the harmful effects of alcohol, drugs, tobacco and behavior associated with it.

The specific things we provide are: Meskwaki After School Programming involvement, providing alcohol and drug education to the different age groups during the school year; individual and family counseling to youth affected by substance abuse issues; programming during the Summer Youth Program participants; partnering with the schools for Red Ribbon Week and Alcohol/Drug Prevention month activities; providing community events at the school, including New Year's Eve Sobriety powwow. We are available 24 hours per day for intervention, referral, and assessment of the schools' substance abuse needs.

If you have any further questions, feel free to personally contact me at (641) 484-9420 Thank you for your time.

Sincerely,

Clem Crazy Thunder, IADC  
MADAC Program Director  
Sac & Fox of the Mississippi in Iowa

67



## Meskwaki High School

1608 305<sup>th</sup> Street, Tama, Iowa 52339-9629  
Phone (641)484-9000 Fax (641)484-9090  
Administrator: Mr. Jerry Stephens  
Principal: Mrs. Jill Herink  
[www.meskwaki.bie.edu](http://www.meskwaki.bie.edu)

November 20, 2012

TO: Ms. Ann Stark

FR: Claude Sampson

RE: Meskwaki After School Program (MAP) Grant

Dear Ms. Stark:

Thank you for your support of the Meskwaki High School Driver Education Program. As you know, the driver education program is conducted once each year, on site, after school and in the evenings. In addition to being a full time faculty member, I am the driver education instructor as well.

The assistance you and your staff provide coordinating after school activities for those students in driver education has been a tangible benefit to the driver education program. The behind the wheel portion of the driver education course is conducted in the afternoon. Behind the wheel activities can be provided to only two students at a time. MAP provides a place for those students who are waiting for their behind the wheel lesson to spend their time productively under adequate supervision.

I appreciate the ease with which you and your staff provide coordination through MAP in helping me integrate the driver education program into the school's afternoon activities with minimal disruption.

Sincerely yours,

Claude Sampson  
Driver Education Instructor



# Meskwaki Settlement School

1610 305<sup>th</sup> Street, Tama, Iowa 52339-9629

Phone (641)484-4990

Fax (641)484-3264

Administrator: Mr. Jerry Stephens

Principal: Mrs. Jill Herink

## Resolution supporting the Organization of the Terra Rouge UNITY (TRU Council) Youth Council

WHEREAS, the youth of the Meskwaki Middle/High School represent a great natural resource, and

WHEREAS, today's youth of the Meskwaki Middle/High School will be leaders of tomorrow, and

WHEREAS, the youth need leadership training and experience to better prepare them for these important roles, and

WHEREAS, the youth should be given the opportunity to bring about positive changes in the existing conditions within the Meskwaki Nation, and

WHEREAS, the young people between the ages of twelve to nineteen should have a greater voice in matters concerning them, and

WHEREAS, the youth, through their collective action, can serve as a catalyst to bring about more unity and harmony within the Meskwaki Nation, and

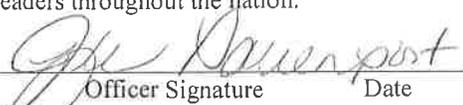
WHEREAS, there is a need for a mechanism which will allow for the distribution of information, coordination of activities, and sharing of resources, and

WHEREAS, there is a need for interaction and communication among the youth representing the Meskwaki Middle/High School and the Meskwaki community.

NOW, THEREFORE, BE IT RESOVLED BY THE Meskwaki Middle/High Administration that the spiritual, mental, physical and social well-being of our youth is of the highest priority.

BE IT FURTHER RESOLVED that in order to provide a greater voice for our youth and to give them greater opportunities to develop as leaders, the Meskwaki Middle/High Administration authorizes the formation of the Terra Rouge UNITY. This organization will operate under the supervision and with the support and encouragement of the Meskwaki Middle/High School.

BE IT FURTHER RESOLVED that the youth council is approved to join the UNITY Network, sponsored by United National Indian Tribal Youth, Inc. in an effort to bring about positive change in Native America and to provide youth with greater opportunities to work with other youth leaders throughout the nation.

  
\_\_\_\_\_  
Officer Signature                      Date

 11-20-12  
\_\_\_\_\_  
Lead Advisor                              Date

 11-20-12  
\_\_\_\_\_  
MBS Superintendent                      Date

Ann Stark  
Meskwaki After School Program Coordinator  
1610 305<sup>th</sup> St  
Tama, IA 52339

November 20, 2012

Ann Stark,

I am writing this letter in support of the Meskwaki After School Program (MAP). It is my opinion that MAP is a much needed and wonderful program available to students in elementary through 12<sup>th</sup> grade at the Meskwaki Settlement Schools. The program provides that extra help students need and gives them something to do after school when parents may still be at work.

It also provides new experiences students may not receive otherwise. For example with the MAP program we would be able to provide financial literacy education to students at an earlier age. Many children are not provided with financial education at home for various reasons.

With the *Building Native Communities Financial Literacy for Families* curriculum we are able to provide basic financial literacy education to families and children with information geared towards Native people. As part of the Financial Literacy Committee, we have provided classes within the community for families and graduating high school seniors using the same material. We feel that teaching these skills to graduating seniors may be too late as spending habits have already been instilled. It is our hope that we find a way to start earlier with students in teaching them healthier spending, saving, and investing habits, and MAP would be an excellent place to start.

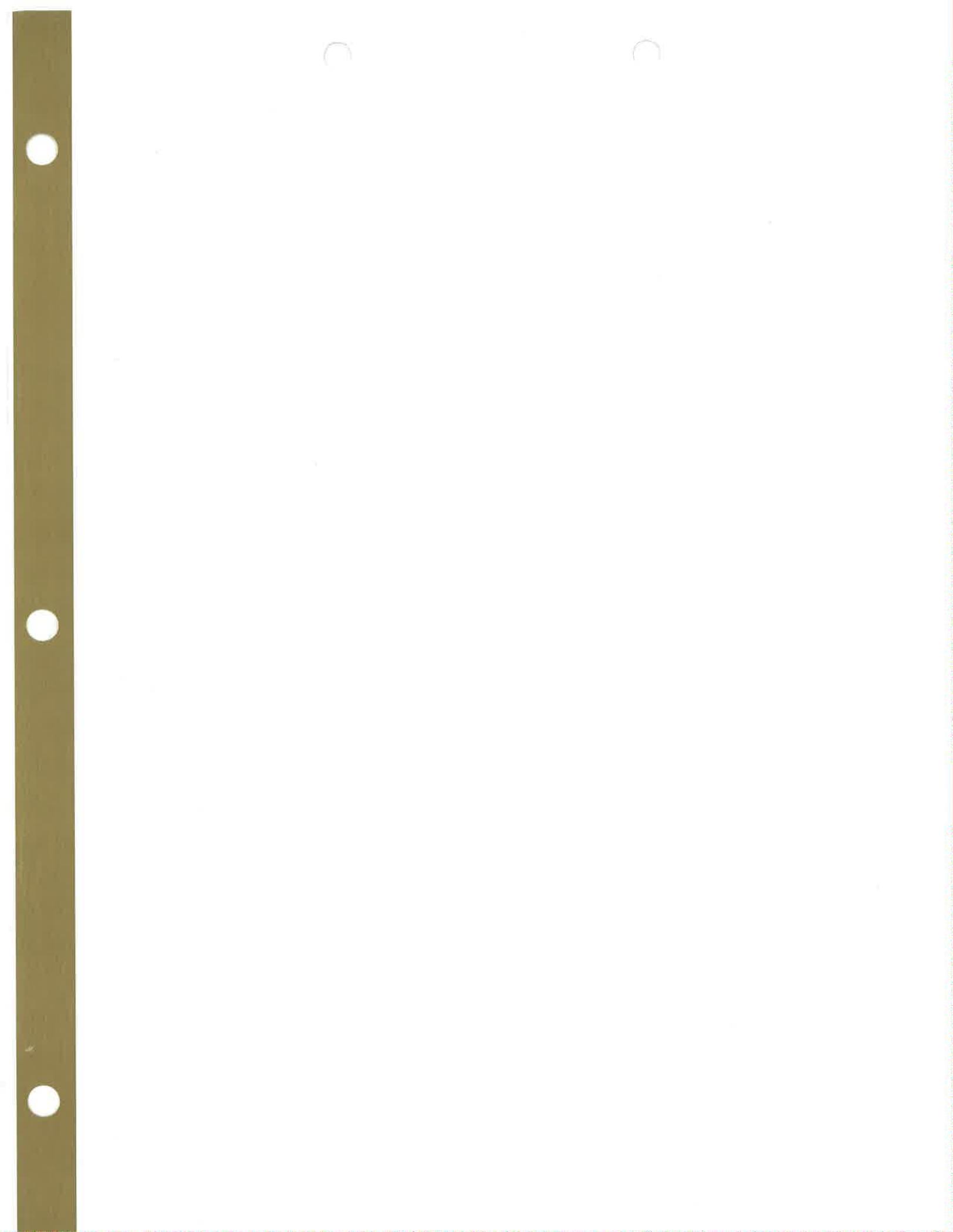
As the Meskwaki High School Business teacher I am able to teach the students in grades 9<sup>th</sup> through 12<sup>th</sup> that elect to take my Personal Finance class the skills they need regarding finances, but with MAP I could begin teaching students at an earlier age than high school where spending habits are still being formed.

My hope is that we will be able to provide students with the financial skills needed to begin a life of healthy spending, saving, and investing through the Meskwaki After School Program, and teach them at an earlier age than we do currently.

Thank you,

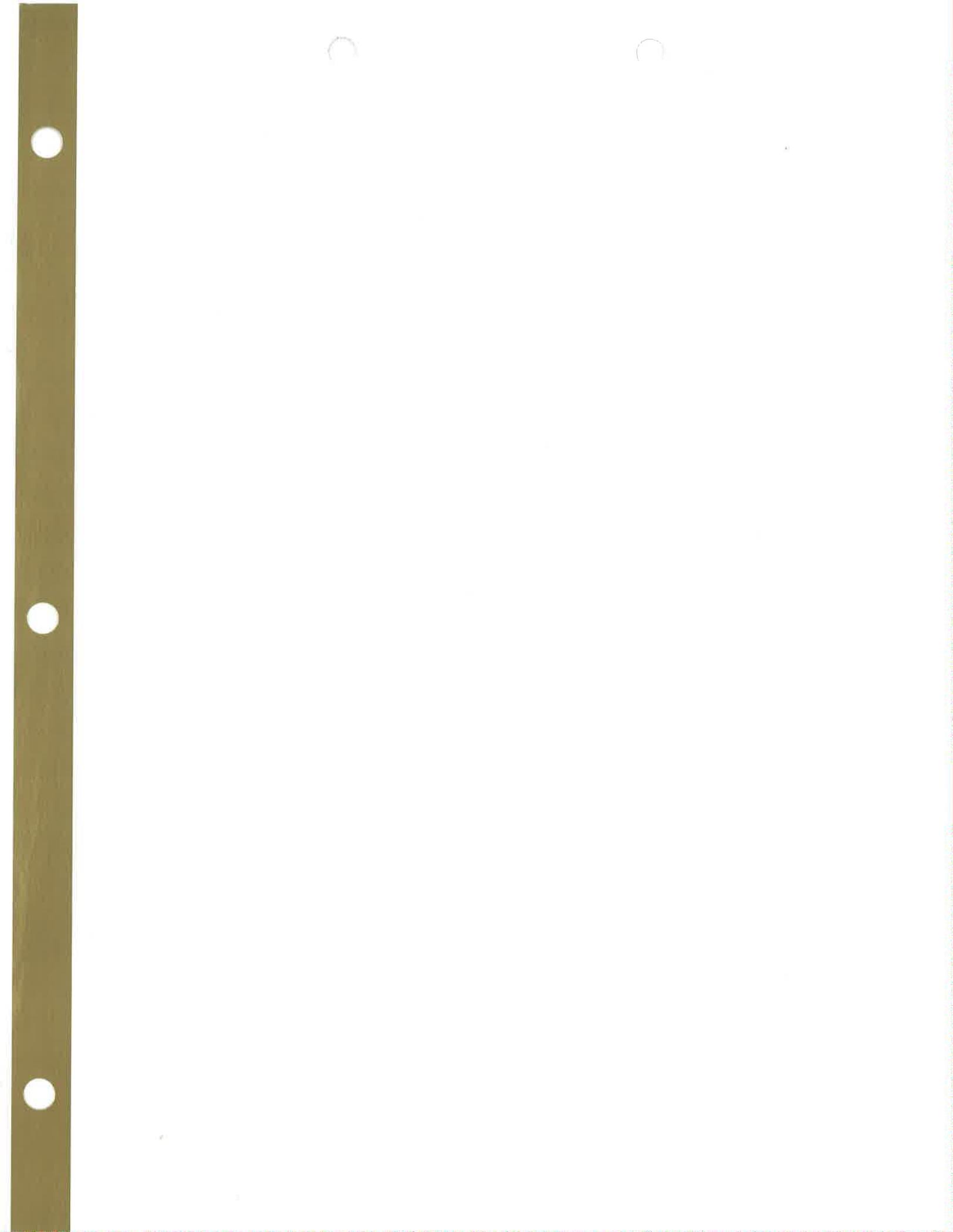


Delonda Pushetonequa  
Meskwaki High School Business Teacher



## Assessment of Objective Data

| Need for Programming            | Description                                                                                                                                                                                                                                    |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Academic Need                   | Although the academics at the Meskwaki Settlement school are higher than among most Native American schools the proficiency rate in reading, math and science is significantly less than the state average.                                    |
| Health Need                     | Out of 243 tested 23% of the students were overweight and 17% were at risk for developing diabetes. The Settlement has no parks or playgrounds and most physical and health related activities are held at the school.                         |
| Exposure to Outside Experiences | Tama county has no culture centers, art centers, civic centers, performing arts theatres, or valuable venues for teaching students about the larger world.                                                                                     |
| Rural Location                  | Tama county has less than 18,000 people and the closest town is more than 7 miles away and has a population of fewer than 3,000 people with limited activities.                                                                                |
| Drug/Alcohol Use                | There is statistically a higher use of drug and alcohol among Native Americans and this is reflected on the Settlement as well.                                                                                                                |
| Community Need                  | There are no clubs/ organizations on the Settlement other than provided by the school for children to take part in after school hours.                                                                                                         |
| Parent/ Guardian Request        | There is significant interest from parents and guardians for their students to attend the after-school program 80% of the student body, PK-12, attend after school program and the program has had a waiting list every year.                  |
| Teacher Recommendation          | Students needing additional academic skill work, mentoring, social skill and relationship building, enrichment and those that are supported by Individual Educational Plans (IEP) and/or need homework assistance are recommended by teachers. |





**Meskwaki High School**  
**1608 305<sup>th</sup> Street, Tama, Iowa 52339-9629**  
**Phone (641)484-9000 Fax (641)484-9090**  
**Administrator: Mr. Jerry Stephens**  
**Principal: Mrs. Jill Herink**  
**[www.msswarriors.org](http://www.msswarriors.org)**

January 11, 2013

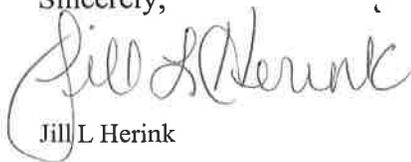
To whom it may concern,

Please accept this letter as a letter of support and assurance for the 21<sup>st</sup> Century Community Learning Centers application for grant funding and programming. In my administrative position I am responsible for the supervision and evaluation of the 21<sup>st</sup> Century Community Learning Centers Program Coordinator and the program compliance including the financial integrity with the grant, the data reporting and the alignment and communication between the day school and afterschool programs.

The Meskwaki Settlement School students and community have benefited greatly from having the 21<sup>st</sup> Century Community Learning Centers Program, called Meskwaki After-school Program (MAP). The MAP program benefits our students academically, physically, socially, emotionally, and culturally. The parent and community involvement components of the program are well attended and supported by the Meskwaki families in the community.

I look forward to the ability to continue to partner with the 21<sup>st</sup> Century Community Learning Centers Meskwaki After-school Program to meet the needs of our students and community with the awarding of the new grant.

Sincerely,

  
Jill L Herink