

Pierre Indian Learning Center

21st Century Community Learning Center Grant Proposal

BIE Discretionary Grant Competition

January 2013



SOAR

SUMMER OPPORTUNITIES AND RECREATION

11/24



APPLICATION FOR FEDERAL ASSISTANCE

1. TYPE OF SUBMISSION: Application		2. DATE SUBMITTED January 14, 2013	Applicant Identifier A01E14
<input type="checkbox"/> Construction	<input type="checkbox"/> Construction	3. DATE RECEIVED BY STATE	State Application Identifier
<input checked="" type="checkbox"/> Non-Construction	<input checked="" type="checkbox"/> Non-Construction	4. DATE RECEIVED BY FEDERAL AGENCY	Federal Identifier

5. APPLICANT INFORMATION	
Legal Name: Pierre Indian Learning Center	Organizational Unit: Department: School
Organizational DUNS: 030003032	Division:
Address: Street: 3001 East Sully Avenue	Name and telephone number of person to be contacted on matters involving this application (give area code) Prefix: Mr. First Name: Darrell
City: Pierre	Middle Name
County: Hughes	Last Name Jeanotte
State: SD Zip Code 57501	Suffix:
Country: USA	Email: jeanotte@dakota2k.net

6. EMPLOYER IDENTIFICATION NUMBER (EIN): 4 6 - 0 3 1 5 5 3	Phone Number (give area code) 605-224-8661 x115	Fax Number (give area code) 605-224-8465
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8. TYPE OF APPLICATION: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision If Revision, enter appropriate letter(s) in box(es) (See back of form for description of letters.) Other (specify)	7. TYPE OF APPLICANT: (See back of form for Application Types) N (Other) Other (specify) Grant School
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10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: □□-□□□	11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: PILC SOAR (Summer Opportunities and Recreation) Program 21st CCLC
12. AREAS AFFECTED BY PROJECT (Cities, Counties, States, etc.): Pierre, Ft. Pierre, 15 Reservations (ND, SD, NE)	9. NAME OF FEDERAL AGENCY: DOI-BIE Office of Indian Education Programs 21st CCLC

13. PROPOSED PROJECT Start Date: 1/30/2013 Ending Date: 1/29/2014	14. CONGRESSIONAL DISTRICTS OF: a. Applicant SD-001 b. Project SD-001
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15. ESTIMATED FUNDING:	16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?
a. Federal \$ 127,287. ⁰⁰	a. Yes. <input type="checkbox"/> THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON DATE:
b. Applicant \$ 36,000. ⁰⁰	b. No. <input checked="" type="checkbox"/> PROGRAM IS NOT COVERED BY E. O. 12372
c. State \$. ⁰⁰	<input type="checkbox"/> OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW
d. Local \$. ⁰⁰	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?
e. Other \$. ⁰⁰	<input type="checkbox"/> Yes If "Yes" attach an explanation. <input checked="" type="checkbox"/> No
f. Program Income \$. ⁰⁰	
g. TOTAL \$ 163,287. ⁰⁰	

18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.

a. Authorized Representative		
Prefix Dr.	First Name Veronica	Middle Name Connolly
Last Name Pietz		Suffix
b. Title Principal		c. Telephone Number (give area code) 605-224-8661 x137
Signature of Authorized Representative <i>Dr. Veronica C. Pietz</i>		e. Date Signed 1/14/2013

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

Pierre Indian Learning Center
Organization

Dr. Veronica Pietz
Name of Contact Person

605-224-8661 x137
Telephone

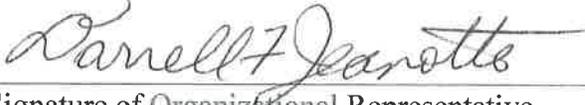
Veronica.Pietz@k12.sd.us
E-mail Address

605-945-0853
Fax Number


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

January 14, 2013
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

January 14, 2013
Date

Superintendent
Title

\$ **125,287.00**
Total Funding Requested Per Year

\$ **375,862.00**
Total Funding Requested for Three Years

BIE Use Only Project Number: _____ Date Received: _____

Project Approval: _____ Amount Awarded: \$ _____



SOAR 21st CCLC TABLE OF CONTENTS

<u>REQUIREMENT</u>	<u>TAB</u>
PROGRAM SUMMARY AND ABSTRACT	A
PROGRAM NARRATIVE	B
NEED FOR PROJECT	2
QUALITY OF PROJECT DESIGN	9
ADEQUACY OF RESOURCES	22
QUALITY OF MANAGEMENT PLAN	25
SCHOOL IMPROVEMENT STATUS	33
BUDGET NARRATIVE	33
COMPETITIVE PRIORITY POINTS.....	36
PARTICIPANTS SERVED CHART.....	C
PERFORMANCE MEASURES TEMPLATE.....	D
SCHEDULE OF OPERATIONS	E
BUDGET FORM	F
ASSURANCES FORM.....	G
APPENDICES	
Job Descriptions	H
Document of Support from School	I
Letters of Support from Key Partners	J
Assessment of Objective Data	K
Letters of Support from School Board	L

PROGRAM SUMMARY AND ABSTRACT

NAME AND ADDRESS OF APPLICANT

Pierre Indian Learning Center
 3001 East Sully Avenue
 Pierre, SD 57501

CONTACT INFORMATION

Name: Darrell Jeanotte
 Phone: 605-224-8661, x 115
 email: jeanotte@dakota2k.net

Name of each school that will become a CCLC	Designation— School Status	% Free or Reduced Lunch	# of Students to be Served by CLC	# of Family Members to be Served by CLC	Grade Levels Served
Pierre Indian Learning Center	Restructuring	100%	70	N/A	1 st - 8 th
For the entire grant—	Total # of centers: 1	Average %: 100%	Average : 70	Total: N/A	Total: 8 Grades (Elementary/Jr. High)

The Pierre Indian Learning Center, in cooperation with numerous community agencies, organizations, and volunteers, aspires to implement a 21st Century Community Learning Center in the area of Pierre, South Dakota. The proposed activities will untie two communities and fifteen reservations in a community-wide investment in our future, and will bridge the cultural, economic, and service divides that often plague our most at-risk students.

The Pierre Indian Learning Center is an off-reservation boarding school for children in grades one through eight, who because of excessive abuse, neglect, and social disruptions have not succeeded at other schools. These children come from a three-state area, and for nine months of the year are residents of the Pierre Community.

The SOAR (Summer Opportunities and Recreation) program will provide an array of educational, recreational, social, and developmental programs for children and youth in a summer therapeutic program which will offer significant learning opportunities and will contribute to reduced drug use and violence.

The summer program will operate for five weeks during the summer, for 24 hours per day. The cost for each participant exceeds the typical amount because the program operates around the clock. It is residential in nature, and is targeted toward serving our homeless and most at-risk students. It is anticipated that a total of 70 students will be served yearly by the SOAR 21st CCLC.

Introductory Statement:

This proposal is submitted by the Pierre Indian Learning Center (PILC), located in Pierre, South Dakota, for services to be delivered to approximately seventy (70) Native American Students during the summer months. This project will ultimately enable the PILC to provide quality academic, social, recreational, and emotional services to students who are homeless, in need of a safe summer placement, or who lack an adequate, stable, and nurturing environment. This project will help to close the gap between isolated services and cultural and economic divides, and will form a comprehensive linkage among the Pierre Indian Learning Center, local service agencies, and the reservation communities.

1. NEED FOR THE PROJECT

1A:

Name of each school that will become a CCLC	Designation— School Status	% Free or Reduced Lunch	# of Students to be Served by CLC	# of Family Members to be Served by CLC	Grade Levels Served
Pierre Indian Learning Center	Restructuring	100%	70	N/A	1 st - 8 th
For the entire grant—	Total # of centers: 1	Average %: 100%	Average : 70	Total: N/A	Total: 8 Grades (Elementary/Jr. High)

The Pierre Indian Learning Center, in cooperation with numerous community agencies, organizations, and volunteers, aspires to continue its 21st Century Community Learning Center in the rural area of Pierre, South Dakota. The proposed programs and activities will unite two communities and fifteen reservations in a community-wide investment in our future, and will bridge the cultural, economic, and service divides that often plague our most at-risk students.

The Pierre Indian Learning Center is a residential boarding school for Native American children in grades one through eight, who because of excessive neglect, abuse, and social disruptions have not succeeded at other schools. These children come from a three-state area, and for nine months of the year are residents of the Pierre community.

The SOAR (Summer Opportunities and Recreation) 21st Century Community Learning Center will provide a wide array of educational, recreational, social, and developmental programs for children, youth, and adults in a summer therapeutic program which will offer **significant learning opportunities and will contribute to reduced drug use and violence.** The PILC has

successfully operated a summer 21st CCLC program for the past ten years, and seeks to continue providing students with this greatly needed service.

The summer program will operate for 5 weeks during the summer, for 24 hours per day. It is residential in nature, and is targeted toward serving our homeless and most at-risk students. It is anticipated that a total of 70 participants will be served yearly by the *SOAR 21st CCLC*.

(A) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.

The Pierre Indian Learning Center (PILC) is an off-reservation boarding school, located on the eastern edge of the capital city of Pierre, South Dakota, serving Native American students in grades one through eight. The PILC covers approximately 190 acres and serves students from fifteen (15) reservations from North Dakota, South Dakota, and Nebraska. In North Dakota these reservations include the Standing Rock Sioux, Spirit Lake Nation, Three Affiliated Tribes, and the Turtle Mountain Band of Chippewa; in South Dakota they include the Cheyenne River Sioux, Crow Creek Sioux, Flandreau-Santee Sioux, Lower Brule Sioux, Oglala Sioux, Rosebud Sioux, Sisseton-Wahpeton Sioux, and Yankton Sioux; and in Nebraska they include the Santee Sioux and the Winnebago and Omaha Tribes. One hundred percent of our enrollment is children of Native American descent.



A significant percentage of students at Pierre Indian Learning Center come from dysfunctional families. As a result of their home environment, the students have been raised within homes lacking parental guidance and nurturing, and have been victimized spiritually, physically, sexually, and emotionally. In addition, many of our children are homeless, have been incredibly neglected, or have become “parentified”, meaning they assume the role of family caregiver and need desperately to be relieved of burdens not appropriate for a child to carry.

For many students, PILC is the last educational resort. At least 63% of our students may be classified under “Conduct Disorder- Aggressive Type or Oppositional Defiant Disorder” according to the Diagnostic and Statistical Manual of the American Psychiatric Association. Consequently, a significant percentage of our students exhibit periodic outbursts or extreme acting out. Prior to their arrival at our school, many of these children are not diagnosed as emotionally disturbed, but are rather regarded as incorrigible. Our special education students transcend various levels of disabilities, including those who require speech language therapy, are learning disabled, are classified as cognitively impaired, are certified as emotionally disturbed, and those certified as having other health impairments, including ADHD and ADD. Currently, there is no other facility in the area willing to provide the needed services to these students.

1B: Because the PILC exclusively serves a severely at-risk population, applications for admission to the SOAR program will be extended to all students. The Project Director will send application and informational materials home to each parent/ guardian with the third quarter report card mailings. However, our school social worker will work to ensure that students who are officially deemed as homeless or in extremely volatile home environments receive admissions priority; students currently designated as Tier 3 students according to academic proficiency data generated by the AIMS-Web Curriculum-Based Measurement system will additionally be given admissions priority. Curriculum-Based Measurement is administered three times yearly to all students, while Tier 3 students receive weekly progress monitoring. In the past ten years of the current SOAR program, this type of application and recruitment process has worked effectively and efficiently; for the past six years, a significant percentage of the summer program composite has included returning SOAR students.

A comprehensive needs assessment, encompassing data from 2005-2012, has been conducted. This assessment included the social, emotional, and physical data, language proficiency, and academic performance levels of students. Academic data included all content areas: Language arts, reading, mathematics, science, and social studies for grades one through eight (1-8). The assessment process included the entire academic staff, residential staff, the Board of Education representing the fifteen reservation communities which we serve, the Office of Indian Education Programs, and PILC administrators. The data reviewed were: (1) standardized achievement tests, (2) AIMS-Web Curriculum-Based Measurement in all content areas, (3) teacher observations, (4) student work samples, (5) criterion-referenced testing, (6) conduct referrals, (7) incident reports, (8) cumulative files (including social history summaries and medical records), and (9) annual reports from the past five years.

The detailed analysis has mirrored the conclusions of the last comprehensive needs assessment conducted five years ago, as the following social disruptions plaguing our children once again emerged:

- Significant academic deficiencies
- Drug/ alcohol abuse
- Voluntary abuse of inhalants/ self-inflicted injuries
- Theft
- Fighting/ violent aggressiveness
- Truancy
- Social withdrawal
- Lack of positive self-esteem
- Lack of positive peer relationships
- Lack of assertiveness
- Lack of appreciation for school
- Excessive profanity
- Gang involvement
- Lack of hygiene and general health care
- Hunger and nutrition deficiency

- Family neglect and/or abandonment
- 77% of female students and 12% of male students had a history of sexual abuse
- 30% of children received medication for ADHD, depression, and other mental health disorders
- 89% of the student body is documented as homeless for the 2012-2013 school year
- 100% of students receive free or reduced lunch

1C: Critical analysis of academic deficiencies via results from the Dakota-STEP over the past six (6) years indicate consistent areas of student need; schoolwide, students consistently perform below average in the following subtests: reading vocabulary, synonyms, multiple meanings, reading comprehension, process strategies, interpretation, critical analysis, mathematical problem solving, computation and symbolic notation, prewriting, editing, composing, spelling, mechanics and usage, life science, civics and government, and listening comprehension. Ultimately, the intense poverty, truancy, neglect, and related issues experienced by our students have taken a tremendous toll on their academic achievement, as the results from various standardized tests, curriculum-based measurement, informal inventories, and language assessment screening instruments, indicate performance consistently below average proficiency levels.

Dakota-STEP testing from the 2011-2012 school year revealed the following statistics:

- of the 160 students tested, 38.75% were Proficient or Advanced in Reading
- of the 160 students tested, 56.88% were Proficient or Advanced in Mathematics
- 15.09% of special education students tested in the Proficient or Advanced range in Reading (decrease of 8% from 2011)
- 32.08% of special education students scored in the Proficient or Advanced range in Mathematics (increase of 3.95% from 2011)
- 37.70% of homeless students were proficient or advanced in reading, 59.02% of homeless students were proficient or advanced in math, and 28.89 % of homeless students were proficient or advanced in science

The drug, alcohol, domestic violence issues, and gang related activities which plague our students are often perpetuated by parents and other family members in the home communities. Unfortunately, our children are facing seemingly insurmountable odds, and are often characterized as being some of the most at-risk children in the nation due to poverty levels, unemployment, geographic isolation, poor life expectancy, and criminal activity. Twenty-two percent (22%) of our students are from the Oglala Sioux Reservation in Pine Ridge, South Dakota, which is among the poorest counties in the nation and is designated as a *rural empowerment zone*.

The Pierre Indian Learning Center administration does not aspire to transform our current program, as it has resulted in measurable and remarkable academic, social, spiritual, and

emotional gains for our students. Rather, we desire to improve our existing model by expanding the services we presently offer to students, increasing the number of qualified staff working with our children, and fortifying our therapeutic programs to more effectively empower our children. We wish to continue to provide a safe and nurturing community environment during the summer months when our students are often subject to the drug, alcohol, domestic violence issues, abuse, neglect, and uncertainty that often jeopardize their well-being. The primary focus of this project includes an emphasis on academic remediation, academic enrichment, career awareness, community service, and making appropriate use of leisure time. The continuation of a 21st Century Community Learning Center will allow us to do this.

1D: The PILC has operated a successful 21st CCLC for the past two funding cycles. The Dakota-STEP is the state standardized test used to determine AYP, and the following tables illustrate the documentation of progress and achievements made by 21st CCLC students on the state assessment (please be advised that 1st and 2nd grade students do not take the state assessment):

State Assessments - Current Year					
Description: State Assessment data (current year) indicate the proficiency levels of students attending the program, and can be used to gauge whether the program is targeting the intended student population and whether the program goals are properly aligned with the needs of student attendees.					
Math Proficiency Scores	APR Year				
	2008	2009	2010	2011	2012
Total number of regular attendees with math proficiency scores reported	39	51	45	42	40
Percentage of students scoring in Advanced	5.13%	1.96%	0.00%	2.38%	2.50%
Percentage of students scoring in Proficient	33.33%	37.25%	53.33%	57.14%	67.50%
Percentage of students scoring in Basic	61.54%	60.78%	46.67%	40.48%	30.00%
Reading/Language Arts Proficiency Scores					
Total number of regular attendees with reading/language arts proficiency scores reported	39	51	45	42	40
Percentage of students scoring in Advanced	2.56%	1.96%	2.22%	0.00%	2.50%
Percentage of students scoring in Proficient	38.46%	50.98%	33.33%	38.10%	40.00%
Percentage of students scoring in Basic	58.97%	47.06%	64.44%	61.90%	57.50%

State Assessment - Disaggregated					
Description: Assessment data are presented in terms of the number of students for whom assessment data were available as compared to the total number of attendees and the number of regular attendees. The number of students who were below proficient in the previous year is reported, as well as the subset of this number who improved their proficiency score in the current year relative to the previous year.					
Math Proficiency	APR Year				
	2008	2009	2010	2011	2012
Total number of regular attendees with math proficiency scores for both the previous year and the current year	16	19	15	30	15
Total number of regular attendees scoring below proficient in math in the previous year	10	15	7	14	4
Percentage of regular attendees below proficient in math in the previous year who improved from the previous year to the current year	10%	13.33%	42.86%	35.71%	25%
Percentage of regular attendees below proficient in math in the previous year who achieved proficiency or higher in the current year	10%	13.33%	42.86%	35.71%	25%
Reading/Language Arts Proficiency					
Total number of regular attendees with reading/language arts proficiency scores for both the previous year and the current year	16	19	15	30	15
Total number of regular attendees scoring below proficient in reading/language arts in the previous year	12	15	6	17	7
Percentage of regular attendees below proficient in reading/language arts in the previous year who improved from the previous year to the current year	16.67%	20%	0%	17.65%	14.29%
Percentage of regular attendees below proficient in reading/language arts in the previous year who achieved proficiency or higher in the current year	16.67%	20%	0%	17.65%	14.29%

In terms of behavioral data, students attending the SOAR Program experienced a 2% decrease in incidents of violence between the 2011 and 2012 school years, and a 4% decrease in the number of students admitting to using drugs or alcohol (as measured by the ADAS.) The PILC has not previously administered the NWEA MAP to its students; the MAP will be given in the Winter and the Spring of the 2012-2013 school year, and three times per academic calendar in subsequent years. Similarly, the PILC is new to the Native Star improvement tool, having received initial training in November of 2012. The Native Star Leadership Team at PILC has been formed, and the PILC will be beginning its first indicators in the system in January, 2013. The goals established in the PILC's Section 1114 Plan and Restructuring Plan according to Title I requirements are in accordance with Native Star SMART goals.

1E: Fall CBM results generally indicate that academic regression transpiring over the summer months significantly affects students' present level of performances; lack of academic enrichment for students and exposure to reading materials impacts proficiency levels. We have evidence at the PILC that our SOAR 21st CCLC is positively impacting student regression issues. Statistical analysis of CBM data using the SPSS statistical program revealed that the fluency regression of students not attending the program experienced an average regression of 18.96 words correct per minute. Conversely, SOAR program participants experienced a regression of only 9.30 words correct per minute, despite the fact that the mean IQ for this group was nearly an entire standard deviation below the norm. Ultimately, less regression impacts the amount of re-teaching and review that needs to transpire in the fall.

1F: A great deal of evidence now exists among educators suggesting that a strong sense of community in schools has benefits for both staff members and students, and provides a necessary foundation for school improvement. Researchers have indicated the following attributes of healthy and vital school communities: the communally organized school is characterized by a system of shared values related to the school and education in general, shares common activities that link school members to each other and to the school's traditions, reflects an ethos of caring in interpersonal relations, and supports an extended role for teachers that encompasses more than classroom instruction. In addition, the characteristics of respect, inclusiveness, trust, empowerment, and commitment are intrinsic to an effective therapeutic community.

PILC has worked diligently over the past ten years to surround our students with beauty; to love, to form relationships; to educate spiritually, educationally, and emotionally; and to teach values. Our program is inherently centered in Indian culture, as we strive to teach significance, competence, power, and virtue. Belonging, mastery, independence, and generosity are displayed in a number of ways throughout our Learning Center. It is the core of our program.

Although many of our students have suffered traumatic experiences in their young lives, they have continued to make substantial social, emotional, and academic gains while immersed in our therapeutic community. The Pierre Indian Learning Center has proven that despite the overwhelming odds against academic and social success facing our children, achievement is attainable.

Many of our students express sincere concern over their own well-being over the summer months; for administration and staff, the premise of sending some of these children back into an environment of neglect, abuse, and violence is an enormous strain on one's conscience. Pierre Indian Learning Center aspires to continue a comprehensive program for students who are especially at-risk over the summer months. Our students have faced an overabundance of abandonment issues, and it is our obligation to end the cycle of neglect. **S.O.A.R. (Summer Opportunities and Recreation)** 21st Century Community Learning Center will allow these children to engage in recreational activities, an intense reading program, tutoring activities, and community service projects. **S.O.A.R.** will also ensure that these children are fed nutritious meals, are given the opportunity to develop and maintain positive relationships, and are provided with a safe environment that encourages them to achieve a wide variety of cognitive, emotional, social, educational, and behavioral goals.

Nine agencies have presently agreed to work cooperatively within the **S.O.A.R.** 21st Century Community Learning Center Project. Letters of support and commitment are indicated in the appendix section of this document. Essentially, funding of this proposal will allow the PILC, the Pierre community, and in some instances the reservation communities to cohesively connect, to expand, and to make accessible several embryonic and isolated existing programs. Additionally, successful implementation of this project will allow us to become a true learning community that provides a safe and nurturing environment and sense of stability for children who have been identified as homeless, transient, neglected, or otherwise severely at-risk for academic and social failure.

2. QUALITY OF PROJECT DESIGN

The vision of S.O.A.R. as advocated by the Pierre Indian Learning Center, the Partnership Advisory Board, and the community agencies involved is to establish a community learning center at the PILC which will provide an exciting, safe, and richly diverse program of educational, health, recreational, and social/family services for the children of the PILC, who represent fifteen different reservations in a three-state area. Ultimately, the proposed activities will offer significant expanded learning opportunities for children that contribute to reduced drug use and violence, and improved academic achievement.

S.O.A.R. proposes one (1) overall goal and two objectives to meet the needs of students of the Pierre Indian Learning Center. The objectives will involve the following program activities:

- **Literacy and remediation-based education programs**
- **Art and drama education activities**
- **Integrated education, health, social service, recreational, and cultural programs**
- **Summer school programs in conjunction with recreation programs**
- **Nutrition and health programs**
- **Expanded library service hours to serve student needs**
- **Technology education programs for students**
- **Employment counseling, training, and placement**
- **Services for individuals with disabilities**

2A: The goal of S.O.A.R. is to plan, implement, expand, coordinate, and evaluate the integrated educational, health, safety, recreational, social services, and cultural services provided to 70 students of the Pierre Indian Learning Center during the summer months.

<p>Project Objectives and Outcomes</p> <p>Component #1: Children will be empowered to make appropriate personal and career choices. (Increase students' career preparation skills.)</p> <p>Objective 1: As a result of participation in integrated character education, recreation, health and nutrition activities as supported by the project, all students will be less likely to engage in violent behavior and will be prepared to be alcohol and drug free.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> ✓ Reduction in number of violent incidents and use of tobacco, alcohol, and drugs among participants. 65% of 1-8 clients will not engage in drug use or violent acts in project year 1, 75% will not engage in drug use or violent activities in project year 2, 85% will not engage in drug use or violent activities by the end of project year 3, 90% will not engage in drug use or violent activities by the end of project year 4, and 95% will not engage in drug use or violent activities by the end of project year 5. ✓ 65% of project participants will not be suspended (in-school or out of school) during the school year by end of project year 1; 75% will not be suspended by the end of project year 2, 85% will not be suspended by the end of project year 3, 90% will not be suspended by the end of project year 4, 95% will not be suspended by the end of project year 5. ✓ 100% of the participants will be exposed to real-life problem-solving and technology-education strategies. <th data-bbox="188 1060 370 1543"> <p>(A) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.</p> <p>The objective specifically describes the population to be served (70 1st-8th grade students) and quantitatively measures the degree of completion (one grant year).</p> <p>The outcomes clearly outline the percentage of students who will exhibit a positive change in behavior. In addition, the outcomes delineate the percentage of clients who will receive program services each grant year.</p> <p>Data Source: NASIS: Attendance records, in-school suspension records, incident report counts, survey analysis.</p> <th data-bbox="188 535 370 1060"> <p>(B) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.</p> <ul style="list-style-type: none"> ✓ 89% of the PILC student population is homeless. ✓ PILC school needs assessments indicate overwhelming instances of fighting and violent aggressiveness, excessive profanity, social withdrawal, and lack of positive self-esteem. ✓ Student intake records indicate that many children attending the PILC suffer from lack of hygiene and general health care, hunger and nutrition deficiency, and family neglect and/or abandonment. ✓ Gang involvement and gang-related activities plague our students during the summer months. ✓ Intake evaluations reflect that the most significant percentage of voluntary use of inhalants and self-inflicted injuries occur during the months of the year when school is not in session <th data-bbox="188 94 370 535"> <p>(C) The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.</p> <ul style="list-style-type: none"> ✓ PILC facilities, utilities, staff, curriculum, and technology. ✓ SD Highway Patrol-mentoring and volunteer coordination ✓ Pierre YMCA-recreation services collaboration ✓ St. Mary's Foundation-health care, health education ✓ SD Discovery Center-curriculum, presentations, and staff training ✓ SD Game Fish and Parks Department-recreation services collaboration, and inquiry-based community service learning projects ✓ SD Cultural Heritage Center-Access to cultural exhibits, education, and experiential learning opportunities ✓ SD Retired Seniors Volunteer Program (RSVP)-self-esteem and leadership capacity building instruction and mentoring ✓ Rawlins Municipal Library-Access to literacy programs, guest speakers/presenters </th></th></th>	<p>(A) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.</p> <p>The objective specifically describes the population to be served (70 1st-8th grade students) and quantitatively measures the degree of completion (one grant year).</p> <p>The outcomes clearly outline the percentage of students who will exhibit a positive change in behavior. 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2A: The goal of S.O.A.R. is to plan, implement, expand, coordinate, and evaluate the integrated educational, health, safety, recreational, social services, and cultural services provided to 70 students of the Pierre Indian Learning Center during the summer months.

<p>Project Objectives and Outcomes</p> <p>Component #2: Children will be immersed in an intense academic and career awareness education program geared toward improving their academic achievement.</p> <p>Objective 2: As a result of participation in the activities supported by this summer project, all students should increase their literacy skills, mathematical knowledge base, and career-preparation skills.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> ✓ 100% of participants will increase academic achievement in reading and across the content areas. Students will improve 3% points in total reading, and total math for each project year as indicated by results of the Dakota-STEP administered each spring. ✓ Participants will increase their knowledge about personal health, safety, technology, employability, and community resources and services. ✓ 100% of participants will be exposed to real-life problem-solving and technology-education strategies. 	<p>(A) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.</p> <p>The objective specifically describes the population to be served (70 1st–8th grade students) and quantitatively measures the degree of completion (one grant year).</p> <p>The outcomes clearly outline the percentage of students who will demonstrate improvement in academic performance. In addition, the outcomes delineate the percentage of students who will successfully complete required coursework for the program.</p> <p>Data Source: NANSIS: Attendance records, Dakota-STEP results, NWEA MAP, disaggregated CBM assessments, Native Star, individualized student progress reports for tutorial programs as well as career awareness programs, student survey analysis and participation logs, pre and post observation check list on students' skill levels in designated areas of remediation, analysis of volunteer outreach participation logs.</p>	<p>(B) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.</p> <ul style="list-style-type: none"> ✓ Only 54% of 7th and 8th grade students indicated that they are optimistic about their personal future. ✓ PILC Community Member Needs Analysis Survey (Feb. 2012) cited the following needs: tutors/ mentors, reading and mathematics enrichment, recreational activities, technology education, and career counseling for older at-risk students. ✓ PILC Restructuring Plan indicates across-the-board need for improvement in reading, mathematics, and writing. ✓ Comprehensive needs assessment determined that students express a lack of appreciation for school and social withdrawal. ✓ 46% of the PILC population receives special education services, and 100% of the students are eligible for Title I services. 	<p>(C) The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.</p> <ul style="list-style-type: none"> ✓ PILC facilities, utilities, curriculum, staff, and technology. ✓ St. Mary's Foundation- teen suicide prevention coalition, financial support. ✓ Career Program- transition planning awareness and career counseling ✓ Morningside Academy- curriculum resource and training geared toward improving student achievement ✓ AIMS-Web CBM, intense reading tutoring remediation services- individualized student instruction and remediation programs as monitored by certified staff, progress monitoring ✓ Various Local Businesses- volunteer coordination, tutoring assistance, community service learning projects ✓ SD Game Fish and Parks Department- recreation services collaboration, and inquiry-based community service learning projects
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2A: The goal of SOAR is to plan, implement, expand, coordinate, and evaluate the integrated educational, health, safety, recreational, social services, and cultural services provided to 70 students of the Pierre Indian Learning Center during the summer months.

Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/ Evaluation
<p>To increase student achievement in the areas of reading and language arts so that at least 5% of all students attending the SOAR Program move from the basic range to the proficient range of functioning as measured by the Dakota STEP. (Make AYP under Safe Harbor.)</p>	<p>Continue instruction in reading and writing program, which includes the use of SBR materials Language for Learning, Learning for Thinking, Read Well, Corrective Reading (Levels A & B), and Scott Foresman; continuation of Generative Instruction Model.</p>	<p>Principal, Project Director, Teachers</p>	<p>June- August Yearly</p>	<p>Curriculum use evidenced in lesson plans and instructional observations, as well as coaching forms</p>
	<p>Continued allocation of manpower to diversify reading groups and instruction according to student need</p>	<p>Principal, Project Director</p>	<p>June-August Yearly</p>	<p>Individual Development Portfolios for each instructor, complete with schedules, instructional feedback documentation, and lesson plan evidence</p>
	<p>Remediation activities for students who are significantly behind grade level and require intense intervention in specific areas of the reading process</p>	<p>Principal, Project Director, Teachers</p>	<p>June-August Yearly</p>	<p>Teacher schedules, charting data, word goal sheets, prose goal sheets, RAN timings, Phonological Coding timings, SAFMED data</p>
	<p>Any student who goes for 2 consecutive weeks without making progress in reading fluency will receive specialized intervention</p>	<p>Principal, Project Director, Teachers</p>	<p>June-August Yearly</p>	<p>Aim line evaluation/ celeration chart/ individualized intervention plan</p>
	<p>Norm-referenced CBM administered August, January, May, June (NWEA MAP administered 3 x during school year)</p>	<p>Principal, Special Services Monitor, Project Director</p>	<p>During school year: August, January, April—During Summer Program June and August, with weekly progress monitoring for those in Tier 3 or on IEPs.</p>	<p>CBM results- charted and plotted again national norm comparisons; results in incremental and specific measurable objectives for AYP aim line; MAP Survey with Goals; Native Star</p>

2A: The goal of SOAR is to plan, implement, expand, coordinate, and evaluate the integrated educational, health, safety, recreational, social services, and cultural services provided to 70 students of the Pierre Indian Learning Center during the summer months.

Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/ Evaluation
<p>To increase student achievement in the area of mathematics so that at least 5% of all students attending the SOAR Program move from the basic to proficient range of functioning as measured by the Dakota STEP.</p>	<p>Continued use of SRB mathematics curriculum (Saxon) and use of homogeneous student groupings to accelerate the pace of remediation or growth; focus on principles of diagnostic-prescriptive teaching as well as CGI methodologies. Exposure to technology and science applications.</p>	<p>Principal, Project Director, Teachers</p>	<p>June-August Yearly</p>	<p>Curriculum use evidenced in lesson plans and instructional observations; Improved student proficiency levels as measured by CBM data submission</p>
<p>To reduce drug and violence incidents by 2% annually. Students will be introduced to the skills necessary for them to be free from alcohol, illegal drugs, tobacco and to help prevent violence and promote a safe environment for our students to live and learn.</p>	<p>All will receive intervention services in the form of counseling sessions in the group/ individual settings and discuss alcohol abstinence.</p>	<p>Residential Director, Dorm Staff</p>	<p>Over the 2012-2013 school year. Beginning June 2013 for SOAR.</p>	<p>Reported use of alcohol by 13 students will decrease from 57% to 55% according to the ADAS.</p>
<p>The number of reported student violence cases will decrease by 2% during this upcoming school year.</p>	<p>Students will exhibit healthier strategies in their ability to cope with anger and frustration.</p>	<p>Residential Director, Dorm Staff, Counselors</p>	<p>Over the 2012-2013 school year. Beginning June 2013 for SOAR.</p>	<p>Decrease in behavioral incidences (as reported in-house as well as in NASIS); according to the ADAS for this upcoming school year, the evidence in the area of student reported violence will decrease.</p>
<p>Students will report a greater sense of hope for the future, as assessed by the ADAS.</p>	<p>Students will perform better academically due to a safer learning environment.</p>	<p>Principal, Project Director</p>	<p>As measured yearly on the Dakota-STEP (Administered each April) and CBM (administered 3x each school year, and 2x each summer for SOAR participants); NWEA MAP</p>	<p>AIMS-Web CBM documentation and data analysis; Dakota-STEP results</p>
<p>Students will report a greater sense of hope for the future, as assessed by the ADAS.</p>	<p>Students will be provided with a comprehensive career education program, receive exposure to collaborative school-community partnerships, and learn about appropriate use of leisure time.</p>	<p>Project Director, Residential Director</p>	<p>Daily during project</p>	<p>As measured by the ADAS; evidenced in schedules and lesson plans</p>

2B: Instructional Techniques and Curriculum Aligned with Scientifically-Based Research

Based upon standardized testing data, analysis has consistently indicated that fewer than thirty (30) percent of our students fall into the proficient to advanced proficient range of functioning in the subtests of reading vocabulary, synonyms, multiple meanings, reading comprehension, process strategies, interpretation, critical analysis, spelling, mechanics, and usage. Our school is currently in School Improvement Status according to our state accountability plan, and teachers experience a high burn-out rate.

The PILC conducted a comprehensive, two-year long evaluation of current school reform efforts with the assistance of an external support specialist, and the endeavor echoed the hypotheses of the PILC administration in terms of facilitating improvement in student achievement. The process additionally provided some insight on some previously unidentified needs that required the generalized improvement of teaching and learning. Specifically, the PILC needed to:

1. Work to provide more instructional leadership in classrooms with individual staff and teams to support school improvement goals.
2. Develop action plans for administration that include professional development in areas such as instructional leadership, curriculum assessment, data-driven classroom instruction and learning practices, and outreach program development.
3. Provide professional development opportunities for staff that are comprehensive, and utilize data findings and data analysis to support student performance outcomes.
4. Support staff development efforts that encourage teachers to use various scientifically-based methodologies and instructional practices; diverse learning styles should be acknowledged in daily lesson plan presentation.

Dramatic and significant changes have transpired at the PILC in response to this organizational evaluation. For the past eleven academic years, administrative leadership has remained consistent. The teacher attrition rate has declined from 34% to 0%, and climate assessments have revealed that teachers perceive themselves to be working in a supportive environment, with high expectations for student achievement. Significant changes in curricular implementation, pedagogy, and clinically-proven methods of instruction have become woven throughout our core programs. Nevertheless, our students arrive at the PILC significantly behind grade level, and nearly half of the students are new to the school each year.

The priorities of the 21st Century Community Learning Center Program align cohesively with the steps that the PILC has undertaken in an effort to improve the quality of educational services for its children. Discussion with teachers and further data analysis has indicated that although progress has been made in the areas of improving teaching and learning, there is still much that needs to be accomplished in terms of sustaining a comprehensive and coordinated instructional program. Because our students arrive at our school at extremely diverse levels, we have learned that it has become imperative to design our instructional programs in a systematic manner through which the curriculum becomes accessible to all children, and through which extended learning times are made available.

The ultimate goal of the objectives and activities identified within our Restructuring Plan are designed to improve instructional and pedagogical methodologies, to diversify instruction according to student need, to consistently demonstrate effective research-based methodologies into classroom instruction and data analysis, and to continue to provide staff with high quality professional development on-site in an authentic setting.

No Child Left Behind has established an expectation that all children will be independent readers at the end of third grade. To achieve this goal, the PILC continues to reevaluate its curriculum, improve its system of screening, diagnosis, and monitoring of performance, adopt more effective instructional strategies, and promote intense and comprehensive training in the methods of intervention and remediation. Specifically, the PILC proposes to implement scientifically-based reading research supported curriculum, assessment, and pedagogy during the summer months and hereby applies for funding to support this endeavor according to the 21st CCLC application process.

This request and planned interventions are based upon a needs assessment of students and teachers which reveals that a large percentage of students are performing below grade level in reading, that the effects of reading performance in grades one through three are cumulative, and that teachers benefit from explicit training in scientifically-based reading research supported curriculum, assessment, and pedagogy.

To assist PILC in this process, the administration has partnered with Morningside Teacher's Academy, a Seattle-based organization that has produced impressive results with struggling readers at sites throughout the United States and Canada. Morningside overlays scientifically-proven technologies onto effective programs, and implements continuous monitoring of achievement to ensure that every child benefits from reading instruction. One hundred percent of our teachers have been extensively trained in the Morningside Model of Generative Instruction; these same teachers are those who will ultimately be providing services to students during the S.O.A.R. program.

The PILC uses a placement system for students, which takes into account diverse needs and strengths. We operate under the presumption that a core curriculum, supplemental curriculum, and alternate curriculum must be accessible to students based upon proficiency levels and diagnostically-identified areas of weakness. Our SBR program includes the following programs for grades one through three (which is in alignment with the BIE approved programs for Reading First.)

	Grade 1	Grade 2	Grade 3
Core Program	Read Well	Horizons	Horizons
Supplemental Programs			Haughton Auditory Analysis
	Haughton Phonological Coding	Haughton Phonological Coding	Scott Foresman
	RAN (Rapid Auditory Naming)	RAN (Rapid Auditory Naming)	SRA Spelling
	Strong Rhythm & Rhymes Language & Literacy Development	Strong Rhythm & Rhymes Language & Literacy Development	

	Grade 1	Grade 2	Grade 3
Intervention Programs	Language for Learning	Language for Learning	Language for Thinking
	Headsprout	Headsprout	Strong Rhythm & Rhymes Language & Literacy Development
Replacement Programs	Corrective Reading: Decoding A	Corrective Reading: Decoding B1 & B2	Corrective Reading: Decoding B1 & B2

The reading curriculum for grades four through eight is located in the Appendix section of this document.

The mathematics curriculum in use at the PILC is Saxon Math. Recognized as the nation's best-selling and most thoroughly researched mathematics curriculum for grades K-12, Saxon Math strives to provide students and educators with a truly pedagogical approach. Based on instruction, practice, and assessment distributed across the grade level, Saxon Math programs incorporate more than 25 years of research and classroom experience. Each day, students work toward mastery in three ways: by reviewing, maintaining, and building upon previously learned skills; through direct, explicit instruction of new content, mathematical thinking and vocabulary; and by applying, reinforcing, and demonstrating cumulative learning.

2C: The PILC uses the AIMS-Web system of Curriculum-Based Measurement for all students enrolled at the school. Students are assessed each August, January, and April during the regular school year. Additionally, students who fall into the Tier 3 category of the RTI model or who are on IEP's receive weekly progress monitoring. Students who attend the S.O.A.R. program will be pre-tested using the AIMS-Web CBM system in June, as well as in the beginning of August. Tier 3 students attending the summer program will continue to receive weekly progress monitoring through the AIMS-Web probes, and will receive intervention services as progress (or lack of) dictates.

In addition to CBM, students will be assessed weekly in terms of reading fluency and comprehension using a battery of assessments designed to align with the basic building blocks of reading acquisition. The PILC will be utilizing screening, diagnostic, and classroom-based assessments that are reliable and valid, and which are similarly aligned with the essential components of reading. In addition, assessments will be connected to the school's standards, benchmarks, and learning goals. All PILC teachers and administrative staff are committed to and have been comprehensively trained in the DIBELS, Woodcock Johnson Diagnostic Reading Battery, the Gray Oral Reading Test, the Peabody Picture Vocabulary Test, and Read Well and Teach Your Children to Read Well assessments. Not only will staff be trained to administer these assessments in a reliable fashion, they will be equipped to enlist decision-making skills to inform instruction. All resulting data required within the evaluation plan will be submitted as indicated by the BIE.

Screening Assessments will provide information leading to the identification of children who may be at risk for experiencing difficulty in learning to read or who are at risk of not achieving grade level standards and benchmarks in reading and math. AIMS-Web CBM will be administered at the beginning of the summer program, and assessment results will be reported to the BIE. Recommendations will be followed in terms of phonemic awareness, phonics, and

fluency measures. Specific mathematics skill deficits will be addressed via specialized instructional intervention.

2D: All assessment data, attendance data, behavioral incidents, and progress monitoring will be entered into NASIS as required; the academic department administrative assistant, who has been fully trained in the use of this system, will be responsible for entering this information. **2E:** In addition to the student information entered into NASIS, the PILC will enter all project data into the PPICS system. The Project Director has completed this reporting for the past ten years, and is proficient in the use of this data collection tool. The ADAS (American Drug and Alcohol Survey) is administered to all of our sixth through eighth grade students; data from this instrument is used to flag students for substance abuse/prevention counseling and is subsequently compared to NASIS reporting data for campus drug and alcohol violations.

2F: The overall curricular pedagogy and instructional methodologies used during the regular academic year will be carried over into the summer programming. As previously stated, the PILC does not wish to transform our current program, but rather to improve our existing model by expanding the services we presently offer to students, increasing the number of qualified staff working with our students while simultaneously decreasing the student to teacher ratio, and fortifying our therapeutic program to more effectively empower our children. In addition to reinforcing our existing academic practices, the PILC seeks to expand the quantity and quality of opportunities available to our students. This will be accomplished through exposure to leisure and recreational activities, immersion in career-awareness programs through the collaborative endeavor of myriad business/community partnerships, experience in various technological and scientific activities, contacts with health education providers, and the opportunity to engage in several cultural activities, including attending two major powwows in the regional area.

2G: Schedule of Operations

The proposed S.O.A.R. 21st CCLC is a 24-hour, five-week residential program to be offered at the Pierre Indian Learning Center during the summer months. Academic and recreational programming transpires from 8:30 am until 4:00 pm Monday through Friday; residential programming operates from 4:00 pm until 8:30 am Monday through Friday, and operates 24-hours per day on Saturday and Sunday. The general residential program schedule is as follows:

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7:00-8:00 AM	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00-9:00	Room Care	N/A	N/A	N/A	N/A	N/A	Room Care
9:00-10:00	Rec	N/A	N/A	N/A	N/A	N/A	Kid Pick/Rec
10:00-11:00	Rec	N/A	N/A	N/A	N/A	N/A	Kid Pic/ Rec
11:00-12:00	Counseling Groups	N/A	N/A	N/A	N/A	N/A	Free Time
12:00-1:00 PM	Lunch	N/A	N/A	N/A	N/A	N/A	Lunch
1:00-2:00	Kid Picks	N/A	N/A	N/A	N/A	N/A	Trip/Culture
2:00-3:00	Kid Picks	N/A	N/A	N/A	N/A	N/A	Trip/Culture

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
3:00-4:00	Kid Picks	N/A	N/A	N/A	N/A	N/A	Trip/Culture
4:00-5:00	Kid Picks	Free Time	Trip/Culture				
5:00-6:00	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Trip/ Dinner
6:00-7:00	Kid Picks	Counseling Groups	Ropes Course	Horses	Kid Picks	Rec	Trip/Rec
8:00-9:00	Kid Picks	Kid Picks	Kid Picks	Kid Picks	Kid Picks	Kid Picks	Kid Picks
9:00-10:00	Hygiene	Hygiene/ Room Care					
10:00-7:00 AM	Lights Out/Sleep	Lights Out/Sleep	Lights Out/Sleep	Lights Out/Sleep	Lights Out/Sleep	Lights Out/Sleep	Lights Out/Sleep

Academic Programming Schedule:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:30-9:15	1A - Math 1B - Careers 2A - Reading 2B - Reading 3A - Science 3B - Leatherworks	1A - Reading 1B - Reading 2A - Keyboarding 2B - Careers 3A - Rec. 3B - Leatherworks	1A - Keyboarding 1B - Careers 2A - Reading 2B - Reading 3A - Math 3B - Leatherworks	1A - Science 1B - Reading 2A - Keyboarding 2B - Careers 3A - Math 3B - Leatherworks	1A - Keyboarding 1B - Math 2A - Culture 2B - Careers 3A - Math 3B - Science
9:15-10:00	1A - Careers 1B - Math 2A - Reading 2B - Reading 3A - Leatherworks 3B - Science	1A - Reading 1B - Reading 2A - Careers 2B - Keyboarding 3A - Leatherworks 3B - Rec.	1A - Careers 1B - Keyboarding 2A - Reading 2B - Reading 3A - Leatherworks 3B - Math	1A - Reading 1B - Science 2A - Careers 2B - Keyboarding 3A - Leatherworks 3B - Math	1A - Math 1B - Keyboarding 2A - Careers 2B - Culture 3A - Science 3B - Math
10:00-10:45	1A - Reading Buddies 1B - Reading Buddies 2A - Leatherworks 2B - Science 3A - Reading 3B - Reading	1A - Math 1B - Science 2A - Leatherworks 2B - Rec. 3A - Keyboarding 3B - Careers	1A - Culture 1B - Rec. 2A - Keyboarding 2B - Math 3A - Reading 3B - Reading	1A - Reading @ Rawlin's 1B - Reading @ Rawlin's 2A - Leatherworks 2B - Math 3A - Reading 3B - Reading	1A - Swimming Lessons 1B - Swimming Lessons 2A - Science 2B - Math 3A - Culture 3B - Careers
10:45-11:30	1A - Reading Buddies 1B - Reading Buddies 2A - Science 2B - Leatherworks 3A - Reading 3B - Reading	1A - Science 1B - Math 2A - Rec. 2B - Leatherworks 3A - Careers 3B - Keyboarding	1A - Careers 1B - Culture 2A - Math 2B - Leatherworks 3A - Reading 3B - Reading	1A - Reading @ Rawlin's 1B - Reading @ Rawlin's 2A - Math 2B - Leatherworks 3A - Careers 3B - Keyboarding	1A - Swimming Lessons 1B - Swimming Lessons 2A - Math 2B - Science 3A - Careers 3B - Culture
11:30-12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-1:00	Kid Picks	Kid Picks	Kid Picks	Kid Picks	Kid Picks
1:00-2:00	Swimming	Kid Picks	Swimming	Kid Picks	Swimming
2:00-3:00	Swimming	Kid Picks	Swimming	Kid Picks	Swimming
3:00-4:00	Swimming	Kid Picks	Swimming	Kid Picks	Swimming

2H: Key Community Partners

City of Pierre

Type: Park/Recreation District

Contributions: Programming/Activity-Related Services; Volunteer Staffing

South Dakota Highway Patrol Police Academy

Type: Other Unit of City or County Government

Contributions: Programming/Activity-Related Services; Volunteer Staffing

DARE

Type: Nationally Affiliated Non-Profit Agency - Other

Contributions: Programming/Activity-Related Services; Volunteer Staffing

South Dakota Department of Game, Fish, and Parks

Type: Park/Recreation District

Contributions: Programming/Activity-Related Services; Goods/Materials; Volunteer Staffing

Fort Pierre Fire Department

Type: Other Unit of City or County Government

Contributions: Programming/Activity-Related Services; Goods/Materials; Volunteer Staffing

Fun at Rawlins Library

Type: Library

Contributions: Programming/Activity-Related Services; Goods/Materials; Volunteer Staffing; Municipal Library

Pierre City Recreation Department

Type: Park/Recreation District

Contributions: Programming/Activity-Related Services; Goods/Materials; Volunteer Staffing

SD Discovery Center

Type: Non-Profit Educational Resource Center

Contributions: Programming/Activity-Related Services

SD RSVP

Type: Nationally Affiliated Non-Profit Agency - Other

Contributions: Programming/Activity-Related Services

South Dakota National Guard

Type: Other

Contributions: Programming/Activity-Related Services; Goods/Materials

OAHE YMCA

Type: Nationally Affiliated Non-Profit Agency

Contributions: Programming/Activity-Related Services

St. Mary's Foundation

Type: Health-Based Organization (hospital, clinic, etc.)

Contributions: Programming/Activity-Related Services

Starbase

Type: Science Education Organization

Contributions: Programming/Activity-Related Services; Goods/Materials; Volunteer Staffing

2I: Although the SOAR 21st CCLC takes place during the summer months, there is a direct correlation to basic academic programming. Curricular resources, instructional methodologies,

and progress monitoring practices mirror those that transpire at the PILC during the regular school day. SOAR counseling services, cultural activities, and enrichment opportunities are extensions of those used during the school year; however, the project's community involvement and partnerships with outside agencies exceeds those existing during the primary academic calendar.

2J: The school board of the PILC as well as reservation communities and key stakeholders were involved in the development of this proposal. The Principal developed the grant with input from the Project Directors, the Superintendent, the Program Coordinator, and many staff. Copies of the intent to apply letter for this grant were distributed to all reservations from which our students come. A movie of all summer activities and endeavors is created upon the conclusion of each project year, sent home with students, and disseminated to various agencies. These efforts generally attract students and their families to the SOAR program. In addition, myriad newspaper articles featuring the project and its activities have been completed and published in local newspapers, and it is anticipated that this same type of publicity will be received in subsequent project years. Calendars of project events, as well as progress reports, will be mailed home to all parents and guardians who have children enrolled in the program. Finally, all parents and guardians will be mailed surveys regarding perceptions of the quality and variety of services offered by the SOAR program.

2K: Many of our students express sincere concern over their own well-being over the summer months; for administration and staff, the premise of sending some of these children back into an environment of neglect, abuse, and violence is an enormous strain on one's conscience. Pierre Indian Learning Center aspires to continue a comprehensive program for students who are especially at-risk over the summer months. Our students have faced an overabundance of abandonment issues, and it is our obligation to end the cycle of neglect. SOAR 21st Century Community Learning Center will allow these children to engage in recreational activities, an intense reading program, tutoring activities, and community service projects. SOAR will also ensure that these children are fed nutritious meals, are given the opportunity to develop and maintain positive relationships, and are provided with a safe environment that encourages them to achieve a wide variety of cognitive, emotional, social, educational, and behavioral goals.

2L: The SOAR 21st CCLC will coordinate with several other providers of after-school/summer activities, many of whom have partnered with the PILC in the development of this proposal. Summer programming offered by the YMCA, Rawlins Library, SD Game, Fish and Parks, the SD Highway Patrol, Starbase, and the South Dakota Discovery Center will be made available to our students, and reflected in SOAR lesson and activity plans.

2M: The SD RSVP (Retired Senior Volunteer Program) has partnered with the PILC SOAR Program for the eleventh consecutive year. Through this partnership, Senior citizens come to the PILC campus weekly and serve as "Reading Buddies" for our younger students. On their culminating visit to our school, the PILC invites the Reading Buddies to participate in an entire day of SOAR programming, including a community lunch held in the school cafeteria.

2N: The Pierre Indian Learning Center has a comprehensive evaluation plan in place to evaluate the effectiveness of implementation of the core, supplemental, and intervention academic programs. Specific coaching and feedback forms have been developed in key procedural areas, including the general fluency block, re-telling procedures, boardwork, and comprehension procedures. The Principal and the Project Director will make visits to individual classrooms, written reports will be generated, and verbal discussion will transpire. Additionally, one-on-one evaluation on process strategies will transpire in a triangular fashion, and will include the Reading Coach, the teacher, and the Principal.

Weekly fluency results will be submitted to the Reading Coach, who will cooperatively analyze the data in concert with the Principal. Most importantly, students will be instructed in how to become actively involved in their own learning program; students will engage in the standard celeration process, and will learn to determine if they are making progress, or if an intervention needs to transpire.

The Pierre Indian Learning Center's evaluation plan provides for specific intervention to groups that are not making adequate progress in implementing the comprehensive reading program. Intervention examples include reducing timing duration, providing additional practice during the fluency block, assigning homework that involves timed practices, expressive reading exercises with a fluent reader, words grouped into phrases, establishment of a daily wpm goal, additional practice on error words (i.e. boardwork), and slicing to a smaller chunk of the curriculum. Similarly, the strategies of switching groups and providing Remediation Tutoring based upon diagnostic-prescriptive principles will be implemented. Diagnostic Error Analysis will be completed weekly for students in their assigned math groups, as all teachers have additionally been trained in this process.

Furthermore, overall evaluation of the operative functions of the program will be determined by parent surveys, student surveys, focus groups, and the comprehensive data aggregation which will transpire through the APR data to be entered in the PPICS system. We intend to comply with all documentation requirements mandated by the BIE Division of Performance and Accountability, and have done so for the past ten years of the program.

2O: The PILC has formed many solid working relationships with collaborative partners throughout the Pierre community. Nearly all of these organizations are currently providing services to our summer program free of charge; the Retired and Senior Volunteer Program (RSVP) Reading Buddies Program not only operates during our regular academic year, but additionally operates during the summer program. Funds have previously been donated from Capital Area Counseling's Youth Assessment and Assistance Program in the amount of \$200 per student for participation in community-wide recreation and educational activities. The PILC is providing a considerable amount of money per year of the program in in-kind contributions, and all curricular and professional development costs will have been absorbed by the school during the academic year. There is potential for many of the elements of the summer programming to be continued should discretionary funding expire.

2P: There are several programs operating in the Pierre/Ft. Pierre communities which target at-risk youth; these include mentoring through the SD Highway Patrol and DARE Officers Training

Program, and experiential learning opportunities provided through Game, Fish, and Parks. As is indicated in our partnering letters of support located in the Appendix section of this proposal, the PILC SOAR Program has coordinated its activities and program offerings with these organizations.

2Q: The SOAR evaluation plan includes full implementation of all required assessments and strategies to increase student achievement as indicated within our in our School Restructuring Plan. Assessments include administration of the NWEA MAP, AIMS-Web CBM, and the Dakota-STEP. Ongoing progress monitoring will transpire weekly. In addition, the 21st CCLC is built into our school's Section 1114 Plan in terms of extended learning times and opportunities for remediation of specific skill deficits. The Native Star team consists of teachers, the Reading Coach, the Principal, and the school's Diagnostician. All 21st CCLC activities will be reflected in the Native Star File Cabinet. Specific SOAR training activities devoted to the administration and subsequent analysis of data are planned for the immediate onset of the planning day in June. Follow-up, support, and guidance will be provided to teachers by the individuals identified.

3. ADEQUACY OF RESOURCES

3A: The Project Director for this program has been operating in this capacity for the past ten project years, and the majority of staff who have been selected to work in either the residential or academic portions of the program are veterans to the program. Only staff who have been employed at the PILC during the preceding school year are eligible for employment with the SOAR program. Applications are extended to all staff in March for the upcoming project year; final employee selections and schedules are available in May. Staff to student ratios do not exceed 1:5 during academic programming, and do not exceed 1:10 during residential programming. Human resources available and utilized beyond the regular staff, and used on a daily, weekly, or monthly basis, consist of a behavioral/developmental pediatrician and psychiatrist, and a Ph. D. psychologist. In addition to the outside mental and professional health services available, community agencies and personnel are also utilized as needed. These agencies include, but are not limited to the State of South Dakota Department of Social Services, BIA Social Services, Court Services, Tribal Agencies, D.A.R.E program, Indian Health Services, and various medical health professionals including dental, medical, EMT's, and other emergency services. PILC has a partnership with several colleges, including Penn State University, Elizabethtown College, Kutztown University, and California University of Pennsylvania. These schools send student teachers and other counseling interns to the PILC campus each semester to complete their practicums.

3B: The following table illustrates the job descriptions of relevant project staff; the Project Director works 8:00 am until 4:00 pm Monday through Friday for a total of 400 hours. The Residential Manager works 3:00 pm until 11:00 pm on varying days according to the number of residential staff assigned to a given shift. Additionally, certified teachers and residential staff are scheduled on either a part-time or full-time basis according to the needs of students enrolled in the program. Staff schedules are located on file with the Project Director.

Staff Title	Responsibilities	Qualifications
Project Director 1 (.25 FTE) @ \$11,000	Coordinates all program activities and services, and supervises project staff at all sites. Will be responsible for the hiring of all subordinate project staff with assistance from the Superintendent, works collaboratively with the Project Advisory Board to revise complete policy and procedures manual for program. Will develop application materials for program enrollment, and will additionally determine program schedules of operation.	Minimum education of Bachelor's degree; experience with grant programs; knowledge of curriculum, interdisciplinary teaching, and experience working with children and adults of various ages, abilities, and cultural backgrounds; strong interpersonal and communication skills, knowledge of community agencies, demographics; programmatic and scheduling experience; strong computer skills; valid SD drivers' license; ability to work with little supervision.
Certified Teachers 14 part-time (avg. 25 hrs/week) @ \$14.00/hr	Responsible for providing direct instruction/ tutorial services to students in after-school/ summer programs; will generate specific lesson plans for each day of project operation which reflect the needs and ability levels of project participants.	Valid South Dakota teaching certificate; evidence of strong interdisciplinary teaching methodologies; experience working with students of various learning styles and cultural backgrounds; extensive knowledge of the community.
Internal Project Evaluator (10 hours per project week) (in-kind cost to PILC)	Comprehensive internal program evaluation and analysis; responsible for ongoing formative and summative analyses of project performance; responsible for Annual Performance Report to US DOE/ BIE and completion of File Cabinet in Native Star. Additionally, candidate will be responsible for conducting interviews with project participants, staff, and students to assess perceptions of project effectiveness. Responsible for making alterations to program design on the basis of Partnership Advisory Board recommendations.	Master's Degree required. Extensive experience with federal programs, discretionary grant awards, principles of quality of project design and analysis; knowledge of school law, state curriculum, and various teaching methodologies; ability to compare and contrast data and determine effectiveness of outcomes based on projected goals and objectives; ability to profile large amounts of data generated by project surveys, participation logs, standardized achievement tests, etc; ability to write effectively and manage large amounts of data; ability to work with a local university to develop a qualitative and quantitative data-gathering process for precise measurement.
Residential Manager 1 full-time during summer program @ \$14.00/ hr	Responsible for all staff scheduling, supervision, program development, activity planning, and transportation coordination within the Residential Program. Will work with the Project Director regarding required documentation and file maintenance for program assurances.	Minimum of High School Degree. Experience working with children and adults of various ages, abilities, and cultural backgrounds; strong interpersonal and communication skills, knowledge of community agencies, demographics; programmatic and scheduling experience; strong computer skills; valid SD drivers' license; ability to work with little supervision.
Recreational Assistants/ Residential Staff 12 full-time during summer program @ \$10.50/ hr	Responsible for assisting staff with the tutorial/ literacy enrichment activities of project as well as with recreational activities; required to develop concrete and measurable lesson plans for all recreational/enrichment activities.	Minimum HS Degree; extensive experience working with children, youth, and adolescents required. Evidence of strong character, teamwork, and leadership skills. Ability to work cooperatively with other project staff; extensive knowledge of the community required.

Staff Title	Responsibilities	Qualifications
Nutrition Staff 3 FTE during summer program @ \$10.50/hr	Responsible for preparing and distributing meals and snacks to project participants. (Three meals per day Sunday through Monday; preparing snacks for use on residential wings.	Enthusiastic attitude, ability to work as a team. Experience with menu planning, food preparation, and safety procedures.

3C: Our transportation fleet, which will be used by the 21st CCLC project, consists of three 72-passenger buses, one SUV, and one passenger vehicle. Students will be transported to the school, returned to their home communities, and transported to all activities during the five-week span at a projected cost of \$6,000 (as some of our children are coming as far as 400 miles one way); this expense will be in-kind of the PILC.

3D: The Pierre Indian Learning Center is an attractive, tree-lined campus facility situated near the Missouri River. Adequate space is available for children, programs, and staff, as the central physical plant consists of some 126,594 square feet of building space with structures in good to excellent condition. All normal school amenities are in place with multi-purpose, library, office, computer laboratory, and classrooms to comfortably accommodate staff and students. All learning areas offer the latest in technological innovations for educational use. Additionally, a state of the art nutrition center and a student health services facility complement our residential facilities. At the heart of the campus and the SOAR CCLC is a ten year-old multi-purpose recreation center which was constructed by the school at a cost of 1.5 million dollars. The facility boasts approximately 21,600 square feet of space, and houses a kitchen, canteen, a large gymnasium seating five hundred persons with expansion capabilities for 1000 persons, a multi-purpose room which seats 200 persons, and two offices.

The Pierre Indian Learning Center also maintains superb recreational facilities, which are an essential and intrinsic element of our therapeutic model. These facilities include soccer fields, playground areas, sandpit volleyball courts, outdoor basketball courts, a challenge ropes course, a paintball field, and a therapeutic riding arena with approximately fifteen (15) horses for student use. The comprehensive program already in place at the PILC is designed to meet the emotional, physical, intellectual, and cultural needs of all students; our mission is to provide students with the necessary tools to make positive changes in their lives, and consequently to provide them with opportunities to form sustained and trusting relationships with caring adults. *The S.O.A.R.* community learning center will utilize the strong foundation of the therapeutic model currently employed by the PILC, which has already demonstrated that with community involvement, partnership, and collaboration, success for children is eminent.

3E: The PILC has partnered with a myriad of community agencies, which have offered to provide space, volunteers, expertise, training, and financial support to the SOAR program. Specific commitments are identified in the letters of support section of this proposal.

This proposal targets 70 participants yearly, meets the needs of children from ages six to fourteen, provides services for individuals with disabilities, and fills an enormous gap in the infrastructure of the lives of these students. The costs are reasonable in relation to the number of persons served, as quality, low participant to staff ratios have been ensured by our staff composition. The PILC is providing in-kind services of \$10,500 for use of the multipurpose facility (which rents for \$300 per day to outside agencies), \$6,000 in-kind in leased vehicles for student transportation on a yearly basis, \$6,000 in-kind for security and maintenance services, \$2,000 in-kind nutrition services, \$3,500 in-kind with the school's purchase of all SRB math and reading curriculum, \$6,000 indirect costs (electricity, water, cleaning services), \$5,000 in-kind for the external evaluator, and \$3,750 in-kind for the Superintendent's hours. This totals \$36,750 provided in in-kind services to the project yearly. Additionally, the Partnership Advisory Board has agreed to donate their time to serve on this important steering committee, and to ensure sustainability once federal funding has expired. Essentially, for 70 children to attend the summer program, requested BIE funding breaks down to a cost of \$2.13 per hour (per student) for a 24-hour a day residential community learning center. A detailed and comprehensive budget justification follows the narrative section of this proposal.

3F: The school board of the PILC as well as reservation communities and key stakeholders were involved in the development of this proposal. The Principal developed the grant with input from the Project Directors, the Superintendent, the Program Coordinator, and many staff. Copies of the intent to apply letter for this grant were distributed to all reservations from which our students come. A movie of all summer activities and endeavors is created upon the conclusion of each project year, sent home with students, and disseminated to various agencies. In addition, myriad newspaper articles featuring the project and its activities have been completed and published in local newspapers, and it is anticipated that this same type of publicity will be received in subsequent project years. Calendars of project events, as well as progress reports, will be mailed home to all parents and guardians who have children enrolled in the program. Finally, all parents and guardians will be mailed surveys regarding perceptions of the quality and variety of services offered by the SOAR program.

4. QUALITY OF MANAGEMENT PLAN

4A: The S.O.A.R. 21st CCLC will concentrate on achieving specific objectives at specific times, yet will remain flexible enough to allow consistent delivery of services to students who enter the program at any time over the course of the five year project span. It is imperative to note that the proposed management structure is essential to effectively and efficiently meet the needs of the target population. Because all activities and programs will be open to individuals of all ability levels, it is vital that qualified staff are employed to deliver the highest quality services to all students.

4A: The goal of SOAR is to plan, implement, expand, coordinate, and evaluate the integrated educational, health, safety, recreational, social services, and cultural services provided to 70 students of the Pierre Indian Learning Center during the summer months.

Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/ Evaluation
<p>To increase student achievement in the areas of reading and language arts so that at least 5% of all students attending the SOAR Program move from the basic range to the proficient range of functioning as measured by the Dakota STEP. (Make AYP under Safe Harbor.)</p>	<p>Continue instruction in reading and writing program, which includes the use of SBR materials Language for Learning, Learning for Thinking, Read Well, Corrective Reading (Levels A & B), and Scott Foresman; continuation of Generative Instruction Model.</p> <p>Continued allocation of manpower to diversify reading groups and instruction according to student need</p> <p>Remediation activities for students who are significantly behind grade level and require intense intervention in specific areas of the reading process</p> <p>Any student who goes for 2 consecutive weeks without making progress in reading fluency will receive specialized intervention</p> <p>Norm-referenced CBM administered August, January, May, June (NWEA MAP administered 3 x during school year)</p>	<p>Principal, Project Director, Teachers</p> <p>Principal, Project Director</p> <p>Principal, Project Director, Teachers</p> <p>Principal, Project Director, Teachers</p> <p>Principal, Special Services Monitor, Project Director</p>	<p>June- August Yearly</p> <p>June-August Yearly</p> <p>June-August Yearly</p> <p>June-August Yearly</p> <p>During school year: August, January, April—During Summer Program June and August, with weekly progress monitoring for those in Tier 3 or on IEPs.</p>	<p>Curriculum use evidenced in lesson plans and instructional observations, as well as coaching forms</p> <p>Individual Development Portfolios for each instructor, complete with schedules, instructional feedback documentation, and lesson plan evidence</p> <p>Teacher schedules, charting data, word goal sheets, prose goal sheets, RAN timings, Phonological Coding timings, SAFMED data</p> <p>Aim line evaluation/ celeration chart/ individualized intervention plan</p> <p>CBM results- charted and plotted again national norm comparisons; results in incremental and specific measurable objectives for AYP aim line; MAP Survey with Goals; Native Star</p>

4A: The goal of SOAR is to plan, implement, expand, coordinate, and evaluate the integrated educational, health, safety, recreational, social services, and cultural services provided to 70 students of the Pierre Indian Learning Center during the summer months.

Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/ Evaluation
<p>To increase student achievement in the area of mathematics so that at least 5% of all students attending the SOAR Program move from the basic to proficient range of functioning as measured by the Dakota STEP.</p>	<p>Continued use of SRB mathematics curriculum (Saxon) and use of homogeneous student groupings to accelerate the pace of remediation or growth; focus on principles of diagnostic-prescriptive teaching as well as CGI methodologies. Exposure to technology and science applications.</p>	<p>Principal, Project Director, Teachers</p>	<p>June-August Yearly</p>	<p>Curriculum use evidenced in lesson plans and instructional observations; Improved student proficiency levels as measured by CBM data submission</p>
<p>To reduce drug and violence incidents by 2% annually. Students will be introduced to the skills necessary for them to be free from alcohol, illegal drugs, tobacco and to help prevent violence and promote a safe environment for our students to live and learn.</p>	<p>All will receive intervention services in the form of counseling sessions in the group/ individual settings and discuss alcohol abstinence.</p>	<p>Residential Director, Dorm Staff</p>	<p>Over the 2012-2013 school year. Beginning June 2013 for SOAR.</p>	<p>Reported use of alcohol by 27 students will decrease from 57% to 55% according to the ADAS.</p>
<p>The number of reported student violence cases will decrease by 2% during this upcoming school year.</p>	<p>Students will exhibit healthier strategies in their ability to cope with anger and frustration.</p>	<p>Residential Director, Dorm Staff, Counselors</p>	<p>Over the 2012-2013 school year. Beginning June 2013 for SOAR.</p>	<p>Decrease in behavioral incidences (as reported in-house as well as in NASIS); according to the ADAS for this upcoming school year, the evidence in the area of student reported violence will decrease.</p>
<p>Students will report a greater sense of hope for the future, as assessed by the ADAS.</p>	<p>Students will perform better academically due to a safer learning environment.</p> <p>Students will be provided with a comprehensive career education program, receive exposure to collaborative school-community partnerships, and learn about appropriate use of leisure time.</p>	<p>Principal, Project Director</p> <p>Project Director, Residential Director</p>	<p>As measured yearly on the Dakota-STEP (Administered each April) and CBM (administered 3x each school year, and 2x each summer for SOAR participants); NWEA MAP</p> <p>Daily during project</p>	<p>AIMS-Web CBM documentation and data analysis; Dakota-STEP results</p> <p>As measured by the ADAS; evidenced in schedules and lesson plans</p>

4B: The activity schedule for the onset of project year one (1) of S.O.A.R. may be illustrated as follows:

Timeline	Activity	Person(s) Responsible
Month 1	<ul style="list-style-type: none"> ✓ Inform partners and community of the award ✓ Staff recruitment and selection begins ✓ Curriculum development begins ✓ Partnership Advisory Board (PAB) meets 	<ul style="list-style-type: none"> ✓ Superintendent ✓ Superintendent/ Project Director ✓ Project Director ✓ Project Director/ Advisory Board
Month 2	<ul style="list-style-type: none"> ✓ Dissemination and application materials developed ✓ Staff training initiated ✓ Curriculum development finalized 	<ul style="list-style-type: none"> ✓ Co-Directors ✓ Co-Directors/ Individual Coordinators ✓ Co-Directors/ Special Education Monitor/ PAB
Month 3	<ul style="list-style-type: none"> ✓ Data collection initiated ✓ Weekly staff meetings begin ✓ Summer participants screened 	<ul style="list-style-type: none"> ✓ Internal evaluator ✓ Directors/ Asst. to Director/ Teaching staff/ Ind. Coordinators
Month 4	<ul style="list-style-type: none"> ✓ PAB meets ✓ Continued recruitment efforts ✓ Weekly staff meetings continue ✓ Continuation of evaluation activities ✓ Summer participants finalized 	<ul style="list-style-type: none"> ✓ Director/ PAB ✓ Director ✓ Core components* ✓ Project Evaluator
Month 5	<ul style="list-style-type: none"> ✓ Weekly staff meetings continue ✓ Training for summer program staff begins 	<ul style="list-style-type: none"> ✓ Directors/ Core components* ✓ Directors/ Project evaluator
Month 6	<ul style="list-style-type: none"> ✓ Summer program begins ✓ Weekly staff meetings/ PAB meets ✓ Continuation of summer evaluation activities 	<ul style="list-style-type: none"> ✓ Director/ All project staff ✓ Director/Core components*/ PAB ✓ Director/Project Evaluator

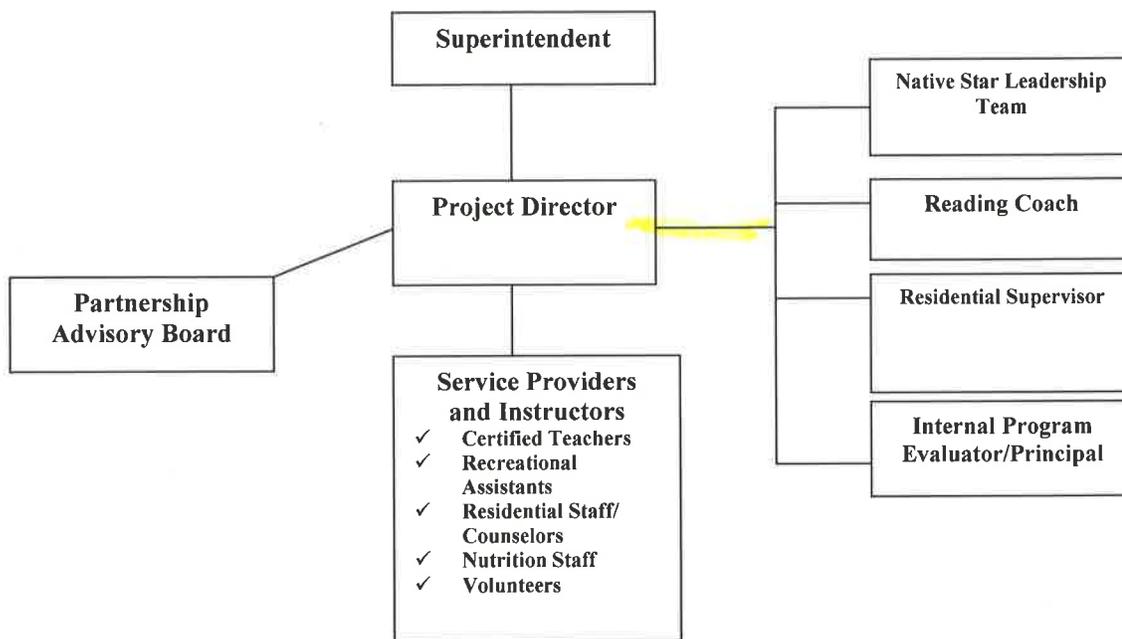
*Core components are: Superintendent, Project Director, Special Education Monitor, Reading Coach, Principal, and Internal Program Evaluator

The Partnership Advisory Board will assist program administrators in effectively managing the project and will meet monthly. Members will primarily serve as a policies and procedures board, and will serve four (4) specific functions:

1. Will provide volunteers, services, and in-kind contributions
2. Will inform and involve the community in the project and assist in dissemination efforts
3. Will provide feedback, objectivity, and make policy recommendations
4. Will plan for project sustainability

4C: The PILC has developed application forms for student admission to the program, lesson plan templates for certified teachers instructing during SOAR programming, residential activity plan templates, progress report templates, a SOAR Policies and Procedures Manual, SOAR Staff Handbook, and data collection tracking sheets for individual student files. All of these management materials are available for inspection, and have been used effectively for the past ten years.

4D: The PILC has designed and used an effective management plan to ensure that the stated goal, objectives, and outcomes will be met. Additionally, program quality and service delivery will be monitored through the improvement tool Native Star. The organizational structure of the program management may be illustrated as follows:



Pierre Indian Learning Center has extensive experience managing federal programs, and additionally employs an extremely qualified Superintendent whose responsibility, in part, is to monitor all supplemental project activities for compliance and effectiveness. All project staff will report to the Project Director, who will report directly to the Superintendent and the Partnership Advisory Board. It shall be the responsibility of the leadership team to schedule meetings and record data within Native Star in compliance with the statement of assurances. The financial management of the project will be controlled by the business officer of the PILC and all financial disbursements will have approval of the Project Director before the business officer releases any funds. The business office of the PILC is a centralized accounting system, computerized by account, and can provide daily output of budget information. PILC meets all federal budget audit requirements every year.

The SOAR 21st CCLC will concentrate on achieving specific objectives at specific times, yet will remain flexible enough to allow consistent delivery of services to students who enter the program at any time over the course of the five year project span. It is imperative to note that the proposed management structure is essential to effectively and efficiently meet the needs of the target population. Because all activities and programs will be open to individuals of all ability levels, it is vital that qualified staff are employed to deliver the highest quality services to all students.

The Pierre Indian Learning Center has a comprehensive evaluation plan in place to evaluate the effectiveness of implementation of the core, supplemental, and intervention academic programs. Specific coaching and feedback forms have been developed in key procedural areas, including the general fluency block, re-telling procedures, boardwork, and comprehension procedures. The Principal and the Reading Coach will make visits to individual classrooms, written reports will be generated, and verbal discussion will transpire. Additionally, one-on-one weekly evaluation on process strategies will transpire in a triangular fashion, and will include the Reading Coach, the teacher, and the Principal.

Weekly fluency results will be submitted to the Reading Coach, who will cooperatively analyze the data in concert with the Principal. Most importantly, students will be instructed in how to become actively involved in their own learning program; students will engage in the standard celeration process, and will learn to determine if they are making progress, or if an intervention needs to transpire.

Additionally, all 21st CCLC staff will be evaluated by the Project Director. Competencies indicated on the evaluation protocol for academic staff include instructional area expectations, curriculum knowledge, instructional skill, classroom management, instructional alignment with content standards, and assessment techniques. Residential staff will be evaluated using the PILC standard evaluation instrument approved by the Indian Board of Education.

4E: In addition to the process used by the PAB for capacity-building, the PILC SOAR staff will participate in a day-long orientation session to be held the Monday before students are picked up for the summer program. During this orientation, instructional and curricular expectations will be discussed, program policies and procedures will be addressed, schedules will be explained, and the behavior management program will be presented. The Principal will participate in this endeavor, and will explain the instructional expectations and access to existing curricular materials. Progress monitoring for Tier 3 students and the AIMS-Web CBM process will be delineated.

At the conclusion of program activities yearly, staff will complete their own evaluations of the program in written form, and will present their findings and recommendations in an open forum led by the Project Directors. This will take place during a second inservice day immediately following completion of program activities for the project year. These results will be combined with the survey results of the parents/guardians and those of the PAB, as well as other partner agencies.

Although the preceding professional development activities transpire during the summer months, it is imperative to note that because the PILC only hires existing employees to work within the SOAR program, professional development efforts and opportunities which have transpired during the school year have a direct impact on the quality and capabilities of project programming. Examples of professional development that has occurred during the 2012-2013 school year to date include Common Core Standards training, Applied Humanism training, Gang Awareness Training, IDEA Legal Requirements, in-classroom Cognitively Guided Instruction coaching, and Reading coaching by our on-staff personnel as well as by outside consultants from Morningside Academy.

4F: A wide range of community groups and local government entities have pledged to provide volunteer support for the out of school time activities including support for transportation, tutoring, and mentoring programs, physical and recreational opportunities, and snacks for participants. Please see the letters of commitment contained within the Appendix section of this proposal. Ongoing needs assessments, such as the comprehensive intake evaluations, will continue, and programming changes will be based entirely on student need. Several members of

the Pierre Indian Learning Center Board of Education (representing the reservation communities from which our students come) will serve on the Partnership Advisory Board.

4G: As previously described, the school board of the PILC as well as reservation communities and key stakeholders were involved in the development of this proposal. Copies of the intent to apply letter for this grant were distributed to all reservations from which our students come. A movie of all summer activities and endeavors is created upon the conclusion of each project year, sent home with students, and disseminated to various agencies. In addition, myriad newspaper articles featuring the project and its activities have been completed and published in local newspapers, and it is anticipated that this same type of publicity will be received in subsequent project years. Calendars of project events, as well as progress reports, will be mailed home to all parents and guardians who have children enrolled in the program, as well as be posted on the PILC website. Finally, all parents and guardians will be mailed surveys regarding perceptions of the quality and variety of services offered by the SOAR program.

4H: The SOAR evaluation plan is based on two (2) supporting models and involves both an internal program evaluation and an external program evaluation. The plan will address both formative and summative evaluation concerns, and is based on direct assessment of the project's effectiveness in meeting the goal, objectives, and outcomes indicated in the Quality of Project Design. Additionally, the evaluation plan correlates the 21st Century Community Learning Centers Performance Indicators.

The proposed evaluation plan requires a comprehensive system of analysis, provided by both an internal and external program evaluator. For each year of the project there will be a formative evaluation conducted by the Internal Evaluator with assistance from the Project Director and Partnership Advisory Board. This will consist of collection, verification, and interpretation of all data associated with each of the objectives. A project year-end report will be compiled by the Internal Evaluator and submitted to the Partnership Advisory Board and the Bureau of Indian Education. Yearly evaluations may provide for altering elements of the project, either programmatic or fiscal, and these alterations will be reported directly to the BIE. The PILC has familiarity with the components and indicators identified and contained within the PPICS system, including data submission for partnering agencies, behavioral data, student achievement, hours of operation, and other requirements of the APR, and will continue to submit this information as required in the statement of assurances.

The proposed Internal Evaluator will be the Principal at the Pierre Indian Learning Center. This individual will assist staff with ongoing monitoring, assessment, and evaluation. This person is familiar with grant writing and monitoring grants at the local, state, and federal levels. Additionally, she has experience with special education and school law, school curriculum, and various teaching and instructional methodologies.

The 21st CCLC program has specifically identified three (3) performance indicators. The first performance indicator requires that participants in 21st Century Community Learning Center programs will demonstrate educational and social benefits and exhibit positive changes; the second indicator requires that 21st CCLC's will offer a wide range of high quality educational,

developmental, and recreational services; the third indicator requires that 21st CCLC's will serve children and community members with the greatest needs for expanded learning opportunities.

SOAR 21st CCLC's evaluation plan seeks to measure the performance indicators in the following manner, and to record the resulting data within Native Star:

1.1 Achievement: A formal process of comprehensive, standards-based student performance assessment will be utilized (such as the required Dakota-STEP and the MAP) to determine proficiency levels in the areas of mathematics and reading. Baseline data (both achievement test and performance-based) will be determined from assessments yearly (i.e. CBM results, informal inventories, improvements in student report cards as indicated by school records). Samples collected as the project progresses will be evaluated holistically and analytically, comparing students with norm-referenced and performance-based assessments.

1.2 Behavior: Data on grade retention, absenteeism, referral rates, and disciplinary actions will be maintained and analyzed to determine impact of programming, both in the formative analysis and summative analysis phases.

2.1 Core Educational Services/ 2.2 Enrichment and Support Activities: Data on program activities, attendance logs, recreational and tutorial lesson plans will be assessed. Additionally, newly developed and implemented health education, prevention and intervention, and family support curriculum will be analyzed and evaluated based on effectiveness (via participant surveys) and project enrollment.

2.2 Community Involvement/ 2.4 Services to Parents and Other Adult Community Members: An annual survey of staff, parents, participants, and community members will be administered by the Project Co-Directors and disaggregated by the Project Evaluator. The survey is intended to address both formative and summative evaluation concerns, and will be used for project improvement. This data will additionally be used to further define the project's goals, objectives, and activities, and to determine the project's effectiveness.

3.1 High-need Communities: Demographic data will be collected via project participant applications. These applications contain data that will document the income and poverty level of the students served.

It is anticipated that the BIE will provide an external evaluator/monitor upon the conclusion of each session of this project, and each year thereafter. As a non-project participant, he or she will provide a reliability check to the program's internal evaluation, both in analysis and interpretation of data collected as a result of the program. For the summative evaluation, the PILC hopes that the evaluator makes judgments about the overall impact of the project on students, the project staff, and the community. The external evaluator will most likely design his or her own data and review instruments based on the objectives of the program, the requirements of the BIE, and the available data.

5. SCHOOL IMPROVEMENT STATUS:

The Pierre Indian Learning Center is an off-reservation boarding school (ORBS). We are currently in Restructuring Status. The goal, objectives, and outcomes identified for SOAR programming are in alignment and in accordance with the SMART Goals identified in Native Star, in the school's Section 1114 Plan, and in the school's Restructuring Plan. We are not SIG recipients. Curricular materials, instructional methodologies, data collection methods, instructional support, and behavior management programs and systems used during summer programming are the same as those used at the PILC during the school year.

This project will ultimately enable the PILC to provide quality academic, social, recreational, and emotional services to students who are homeless, in need of a safe summer placement, or who lack an adequate, stable, and nurturing environment. It is our intent to minimize or eliminate the academic regression that generally transpires with our students over the summer months. This project will help to close the gap between isolated services and cultural and economic divides, and will form a comprehensive linkage among the Pierre Indian Learning Center, local service agencies, and the reservation communities.

6. BUDGET NARRATIVE

A. PERSONNEL

Salaries for personnel will be based on the current approved salary schedule for positions of similar magnitude with comparable responsibilities and qualifications.

- 1. Project Director (1) .25 FTE:** Because of the comprehensive nature of this project, number of participants to be served, and intense collaboration with community agencies intrinsic to the success of the overall project, a .25 project director is essential for the academic programming. The PILC S.O.A.R. operates 24-hours for five weeks during the summer months, yet program activities, staff selection, application process, and data collection require many weeks of work prior to and after the program's dates of operation.
- 2. Internal Project Evaluator (10 hours/project week/in-kind):** This individual will be responsible for all evaluation activities identified in the Quality of Project Management section of this proposal. The position requires a minimum of ten (10) hours per week for performance-based assessments, data collection, and participant interviews.
- 3. Certified Teachers (part-time-- avg. 25 hrs/week):** Fourteen (14) certified teachers will be employed in the summer program. These persons will be responsible for providing direct services to students, in the capacities of instructors, literacy enrichment facilitators, technology enrichment facilitators, service learning projects leads, and through implementing the Morningside Model of Generative Instruction for reading and writing.

4. **Residential Workers and Recreational Assistants (12 full-time) and 1 FTE Residential Manager:** Recreational assistants will develop recreation plans for the summer program, and will educate participants in appropriate use of leisure time, essential components of teamwork and cooperation, and will additionally supervise participants. Residential workers will be responsible for providing direct child care to participants, counseling services, and supervising children in the residential capacity. These individuals will include night attendants, who will ensure the safety and well-being of students during the hours of 10:00 pm until 7:00 am daily.
5. **Nutrition Staff (full-time):** In addition to the in-kind contributions of the PILC nutrition staff, three (3) employees will be hired to prepare the three meals and one snack to be served daily during the summer program schedule.
6. **Bus Drivers (in-kind):** Two (2) drivers will be used within the existing CCLC staff to transport students in fleets to and from the PILC campus as well as to program activities. All drivers are currently certified CDL individuals.

B. FRINGE BENEFITS

All amounts are approved by the Pierre Indian Learning Center Board of Education, and follow state, local, and federal guidelines.

C. TRAVEL

All travel expenditures are based on Board of Education approved rates. This figure includes resources for two (2) staff to travel for a mandatory annual 21st CCLC conference meeting, and for two (2) staff to travel to a regional/national conference activity as required by the BIE for this grant program.

Student Travel: \$8,000 is requested to take students to off-campus cultural and educational activities. This includes two regional powwows, an aeronautics presentation in Sioux Falls, and a trip to a major regional waterpark (see p.17, section 2F.). The travel amounts include all admissions, transportation costs, food and beverages, and incidentals.

D. EQUIPMENT

The cost of the main reading, writing, and math programs to be used at the site has been absorbed by the PILC as an in-kind cost. Additionally, locking, portable storage cabinets will be housed in the various buildings and will contain miscellaneous program materials, consumables, books, etc.

E. SUPPLIES

Recreation supplies, such as cards, games, sporting equipment, water safety equipment, etc. will also be partially provided as an in-kind cost by the PILC; \$3,000 per project year is requested to replenish consumable recreation items, such as swimsuits, paintballs, sunscreen, towels, soap, shampoo, and insect repellent.

Requested consumables include paper, pencils, pens, notebooks, art supplies, etc. for student and office staff use. Postage is calculated at the rate of five (5) mailings to 70 families; dissemination efforts will include an in-house published monthly newsletter/activity calendar.

Based on amounts calculated over the past five project years, approximately \$14,000 is requested to provide meals and snacks to project participants. (3 meals/day + 1 snack/day)

$\$14,000 / (70 \text{ participants} * 35 \text{ days}) = \$5.71 \text{ per student per day}$

F. CONTRACTUAL

N/A

G. INDIRECT COSTS

Indirect costs are calculated at a PILC Board of Education Rate of 10% of the budget total and are included as in-kind contributions.

H. TRAINING STIPENDS

\$2,000 is requested for staff training (2 days) during non-program hours. This amount covers all employees regardless of number of hours worked, and includes all academic, residential, and food services staff. Volunteers will not be compensated.

Coordinated Funding: Funds have been verbally pledged from the Pierre Retired Teacher's Association and the South Dakota AARP for student participation in community-wide recreation, service-learning, and educational activities. Unfortunately, this pledge was made to the PILC less than a week before the proposal was due to be submitted, and consequently a letter of support was unable to be written because of the Thanksgiving Holiday. Monies will additionally be levied from the PILC's general fund to absorb the remaining program costs. The PILC is providing nearly \$36,750 per year of the program in in-kind contributions, and all curricular and professional development costs will have been absorbed by the school during the academic year. There is potential for many of the elements of the summer programming to be continued should federal funding expire.

PRIORITY POINTS

- **Partnerships:** As evidenced by letters of commitment and support, the PILC has officially partnered with eight agencies/community organizations in the development of this proposal. Partners include the South Dakota State Department of Game, Fish, and Parks, the Rawlins Municipal Library, the NASA Starbase Program, the Fort Pierre Fire Department, the SD Law Enforcement Standards and Training Commission, the SD Discovery Center, the SD RSVP, the Oahe Family YMCA, and the City of Pierre.
- **Wellness Activities:** The academic and residential programming provided by the SOAR 21st CCLC Program consists of a wide array of health, wellness, prevention, and social service activities. Please see schedules of operations on pages 17-18 of this proposal. Additionally, page 19 identifies the specific activities and types of programming to be provided or facilitated by each of the partnering agencies. Specifically, the Oahe Family YMCA, the SD Discovery Center, and the City of Pierre provide student opportunities heavily based upon the premise of preventative wellness and healthy lifestyle choices. The Kid Picks Programming which takes place in both the academic and residential programming schedules incorporates counseling, prevention and intervention activities, and career awareness.
- **Service-Learning Projects:** Students participating in SOAR 21st CCLC programming have the opportunity to engage in mentorship and youth development projects with the SD Law Enforcement and Standards Commission (DARE Officer Training), with the SD Game, Fish, and Parks Department (Wildlife Habitation Preservation and experiential/service learning projects), and through the SD RSVP programming (reading buddies and adopt-a grandparent). The SOAR also incorporates service-learning experiences through a community garden Kid Pick activity, joining the City of Pierre on weekend community clean-up efforts, and through career awareness opportunities within the communities of Pierre and Ft. Pierre (private businesses). All of these activities are documented via lesson plans, activity plans, calendars, and attendance records.
- **School Climate:** The PILC has designed a project management plan that ensures that all school staff, administrators, school board, community service providers, and partnering agencies are focused on establishing and maintaining a healthy school climate. To that end, the project has established a Partnership Advisory Board, which will assist program administrators in effectively managing the project and will meet monthly. Members will primarily serve as a policies and procedures board, and will serve four (4) specific functions:
 1. Will provide volunteers, services, and in-kind contributions
 2. Will inform and involve the community in the project and assist in dissemination efforts
 3. Will provide feedback, objectivity, and make policy recommendations
 4. Will plan for project sustainability

GEPA 427 STATEMENT

The Pierre Indian Learning Center routinely complies with all mandates imposed by the Americans with Disabilities Act. The activities proposed by the S.O.A.R. 21st Century Community Learning Center Project include the use of assistive technology and other materials for use by individuals with disabilities, so that all students will have equitable access to and participation in planned project activities.

After consulting with special education staff and parents of students with disabilities, the PAB Committee will make recommendations for specific assistive technology devices, large-print books, additional books on tape or CD-ROMS, and necessary software packages to maximize the project involvement of individuals with disabilities if warranted. The PAB will additionally consult with South Dakota Advocacy Services and the South Dakota Council on Developmental Disabilities as necessary to ensure equitable access to project endeavors.

PARTICIPANTS SERVED CHART

Name of each school that will become a CCLC	Designation— School Status	% Free or Reduced Lunch	# of Students to be Served by CLC	# of Family Members to be Served by CLC	Grade Levels Served
Pierre Indian Learning Center	Restructuring	100%	70	N/A	1 st - 8 th
For the entire grant—	Total # of centers: 1	Average %: 100%	Average : 70	Total: N/A	Total: 8 Grades (Elementary/Jr. High)

The goal of SOAR is to plan, implement, expand, coordinate, and evaluate the integrated educational, health, safety, recreational, social services, and cultural services provided to 70 students of the Pierre Indian Learning Center during the summer months.

Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/ Evaluation
<p>To increase student achievement in the areas of reading and language arts so that at least 5% of all students attending the SOAR Program move from the basic range to the proficient range of functioning as measured by the Dakota STEP. (Make AYP under Safe Harbor.)</p>	<p>Continue instruction in reading and writing program, which includes the use of SBR materials Language for Learning, Learning for Thinking, Read Well, Corrective Reading (Levels A & B), and Scott Foresman; continuation of Generative Instruction Model.</p> <p>Continued allocation of manpower to diversify reading groups and instruction according to student need</p> <p>Remediation activities for students who are significantly behind grade level and require intense intervention in specific areas of the reading process</p> <p>Any student who goes for 2 consecutive weeks without making progress in reading fluency will receive specialized intervention</p> <p>Norm-referenced CBM administered August, January, May, June (NWEA MAP administered 3 x during school year)</p>	<p>Principal, Project Director, Teachers</p> <p>Principal, Project Director</p> <p>Principal, Project Director, Teachers</p> <p>Principal, Project Director, Teachers</p>	<p>June- August Yearly</p> <p>June-August Yearly</p> <p>June-August Yearly</p> <p>June-August Yearly</p>	<p>Curriculum use evidenced in lesson plans and instructional observations, as well as coaching forms</p> <p>Individual Development Portfolios for each instructor, complete with schedules, instructional feedback documentation, and lesson plan evidence</p> <p>Teacher schedules, charting data, word goal sheets, prose goal sheets, RAN timings, Phonological Coding timings, SAFMED data</p> <p>Aim line evaluation/ celeration chart/ individualized intervention plan</p> <p>CBM results- charted and plotted again national norm comparisons; results in incremental and specific measurable objectives for AYP aim line; MAP Survey with Goals; Native Star</p>

The goal of SOAR is to plan, implement, expand, coordinate, and evaluate the integrated educational, health, safety, recreational, social services, and cultural services provided to 70 students of the Pierre Indian Learning Center during the summer months.

Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/ Evaluation
<p>To increase student achievement in the area of mathematics so that at least 5% of all students attending the SOAR Program move from the basic to proficient range of functioning as measured by the Dakota STEP.</p>	<p>Continued use of SRB mathematics curriculum (Saxon) and use of homogeneous student groupings to accelerate the pace of remediation or growth; focus on principles of diagnostic-prescriptive teaching as well as CGI methodologies. Exposure to technology and science applications.</p>	<p>Principal, Project Director, Teachers</p>	<p>June-August Yearly</p>	<p>Curriculum use evidenced in lesson plans and instructional observations; Improved student proficiency levels as measured by CBM data submission</p>
<p>To reduce drug and violence incidents by 2% annually. Students will be introduced to the skills necessary for them to be free from alcohol, illegal drugs, tobacco and to help prevent violence and promote a safe environment for our students to live and learn.</p>	<p>All will receive intervention services in the form of counseling sessions in the group/ individual settings and discuss alcohol abstinence.</p>	<p>Residential Director, Dorm Staff</p>	<p>Over the 2012-2013 school year. Beginning June 2013 for SOAR.</p>	<p>Reported use of alcohol by students will decrease from 57% to 55% according to the ADAS.</p>
<p>The number of reported student violence cases will decrease by 2% during this upcoming school year.</p>	<p>Students will exhibit healthier strategies in their ability to cope with anger and frustration.</p>	<p>Residential Director, Dorm Staff, Counselors</p>	<p>Over the 2012-2013 school year. Beginning June 2013 for SOAR.</p>	<p>Decrease in behavioral incidences (as reported in-house as well as in NASIS); according to the ADAS for this upcoming school year, the evidence in the area of student reported violence will decrease.</p>
<p>Students will report a greater sense of hope for the future, as assessed by the ADAS.</p>	<p>Students will perform better academically due to a safer learning environment.</p> <p>Students will be provided with a comprehensive career education program, receive exposure to collaborative school-community partnerships, and learn about appropriate use of leisure time.</p>	<p>Principal, Project Director</p> <p>Project Director, Residential Director</p>	<p>As measured yearly on the Dakota-STEP (Administered each April) and CBM (administered 3x each school year, and 2x each summer for SOAR participants); NWEA MAP</p> <p>Daily during project</p>	<p>AIMS-Web CBM documentation and data analysis; Dakota-STEP results</p> <p>As measured by the ADAS; evidenced in schedules and lesson plans</p>

APPENDIX VI: Schedule of Operations

Schedule of Operations

SCHOOL(S) SERVED: Pierre Indian Learning Center

Directions: Complete a typical Schedule of Operations form for each proposed site. If the schedule is the same for each site you may use one form to include all sites.

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

Number of Weeks during the school year: N/A

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU

SUMMER (Dates-e.g. 06-12-2013 to 07-17-2013):

Number of Weeks during the summer: 5

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Academic Programming	8:00 am - 11:30 am	Teachers/ School	X	X	X	X	X	X	X
Exploration Projects/ Kid Picks	12:00 pm- 1:00 pm	Teachers/ School	X	X	X	X	X	X	X
Recreation/ Community Service	1:00 pm- 4:00 pm	Teachers/ School/ Community Partners	X	X	X	X	X	X	X
Residential Programming	4:00 pm- 5:00 pm	Residential Staff/ Recreation Staff/ On Campus	X	X	X	X	X	X	X
Kid Picks/ Counseling/ Horses/ Ropes Course	6:00 pm- 10:00 pm	Residential Staff/ Recreation Staff/ On Campus	X	X	X	X	X	X	X
Hygiene/ Lights Out	10:00 pm- 7:30 am	Residential Staff/ Night Attendants	X	X	X	X	X	X	X

*This is a 24-hour residential program. Items indicated in blue are weekend programming that includes off-campus activities, trips, and cultural and educational activities. Please see proposal narrative for more detail.

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

ADD	ADD East- Ms. Roxanne Brown
ELO	Dr. Cherie Farlee
Name of School	Pierre Indian Learning Center
Grant Name	21 st Century Community Learning Centers
Award Number	
Project Start Date	1/2013
Project End Date	12/2013

PREVIOUS SCHOOL YEAR ALLOCATION	\$167,050
EXPENDED PREVIOUS SY ALLOCATION	\$167,050
TOTAL CARRYOVER AVAILABLE	\$0.00
CURRENT SCHOOL YEAR ALLOCATION (@ 75% of previous year's award)	\$127,287
TOTAL AVAILABLE	\$127,287

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			\$ 35,500
			-
Project Director	1 (.25 FTE)	11000	11000
Certified Teachers	14@ 25 hrs/week * 5 weeks	24500	24500
Employee Benefits			\$ 10,169
			-
	25%	\$ -	
Professional Development			\$ 2,000
			-
Inservice Training	2 days (stipends)	2000	2000
Purchased Services			\$ -
N/A			

Equipment			\$
N/A			-
Materials and Supplies			\$ 2,849
Educational Consumables	School supplies, art supplies, postage	2849	2849
Other Expenses:			\$ 14,000
Student Meals	3 meals/1 snack daily	14000	14000
Instructional Support			
Personnel Services			\$34,300
Residential Manager and Residential Workers	(1 FTE and 12 FTE)	28000	28000
Nutrition Staff	3 FTE	6,300	6300
Employee Benefits			\$ 9,869.00
	25%	\$ -	
Professional Development			\$ -
Purchased Services			\$ -
N/A		\$ -	
Equipment			\$ -
N/A		\$ -	
Materials and Supplies			\$4100
Residential/Recreation Supplies	Life jackets, insect repellent, sporting goods	3000	3000

Student Allowances	\$15 per student for entire program	1100	1100
Other Expenses:			\$8,000
Student Travel	See p. 17	8,000	8,000
Non-Instructional Services			
Material and Supplies			\$6,500
Travel- Conferences	2 Staff to 2 Mandatory 21 st CCLC Conferences	6500	6500
TOTAL BUDGET			\$127,287.00
			-

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).

Darrell Jeanotte, Superintendent

Typed Name and Title of Authorized Representative

Darrell Jeanotte

Signature of Authorized Representative

01-15-13

Date

INDIAN BOARD OF EDUCATION
PIERRE INDIAN LEARNING CENTER

JOB TITLE 21st CENTURY COMMUNITY LEARNING CENTER PROJECT
DIRECTOR

DEPARTMENT ACADEMIC

SUPERVISOR SUPERINTENDENT

QUALIFICATIONS: (List minimal requirements, education & experience)

Bachelor of Science degree experience with grant programs; knowledge of curriculum, interdisciplinary teaching, and experience working with children and adults of various ages, abilities, and cultural backgrounds; strong interpersonal and communication skills, knowledge of community agencies, demographics; programmatic and scheduling experience; strong computer skills; valid SD drivers' license; ability to work with little supervision.

NATIVE AMERICAN PREFERRED

JOB OBJECTIVES: (Give summary statement of specific area of work).

Coordinates all program activities and services, and supervises project staff at the academic site. Will be responsible for the hiring of all subordinate project staff with assistance from the Superintendent, works collaboratively with the Project Advisory Board to develop complete policy and procedures manual for program. Will develop application materials for program enrollment, and will additionally determine program schedules of operation.

NORMAL WORKING SCHEDULE FOR THIS POSITION:

8:00 a.m. to 4:00 p.m. Monday through Friday or as scheduled during length of program operation.

GENERAL GUIDELINES:

Incumbent will work within the general guidelines set forth in the Policies and Procedures established for the Pierre Indian Learning Center by the Indian Board of Education, under the general direction of the designated official of the Learning Center or his/her authorized representative.

ACCOUNTABILITY:

Incumbent will be directly responsible to the supervisor named above or his/her successor and shall be expected to exercise independent judgement and initiative in regard to work functions.

CONFIDENTIALITY:

Incumbent shall maintain a professional stance on all occasions, shall maintain appropriate professional confidentiality, and shall follow the Procedural Safeguards established by the Pierre Indian Learning Center within the student handbook.

INSERVICE TRAINING REQUIREMENTS:

Incumbent shall attend all training sessions scheduled for his/her component or for the full staff of the Center to broaden his/her knowledge and understanding of PILC programs and operations and to contribute to program development.

REPRESENTATIVE DUTIES:

- Responsible for coordinating all classes and activities for the academic programming of the PILC's 21st CCLC Summer Program.
- Is responsible for designing a schedule that incorporates the absolute priorities of the grant proposal, including literacy and remediation-based activities, art and drama education activities, integrated education, health, social service, recreational, and cultural programs, and technology education programs for students.
- Responsible for the selection and hiring of all teachers and assistants to work during the academic programming of the 21st CCLC; this includes selecting and supervising approximately eight (8) reading teachers, eight (8) math teachers, a social studies teacher, a science and propulsion instructor, a technology coordinator, and various career and social skills staff.
- Responsible for ensuring that project staff abide under the regulations for temporary employees as described in the Pierre Indian Learning Center Personnel Policies and Procedures.
- Will work cooperatively with the Partnership Advisory Board to develop a complete policy and procedures manual for the program.
- Responsible for developing application materials for the program, accepting students for enrollment, and coordinating group placement.
- Responsible for determining program schedules of operation based on student need and academic proficiency.

- Responsible for completing performance evaluations on all 21st CCLC personnel in accordance with grant requirements.
- Responsible for completing all required documentation for the 21st CCLC as mandated by the BIE; this includes performance measures tracking forms, student achievement monitoring, attendance, lesson plans, tutor notes, the coordinator's schedule, student files, parent surveys, APR data in the PPICS System, student surveys, budget and expenditure reconciliation, internal performance improvement checklist, and other data required by the US Department of Education through the PPICS System.
- All other duties as assigned by supervisor

INDIAN BOARD OF EDUCATION
PIERRE INDIAN LEARNING CENTER

JOB TITLE TEACHER- 21st CCLC Program

DEPARTMENT ACADEMIC

SUPERVISOR PROJECT DIRECTOR

QUALIFICATIONS: (List minimal requirements, education & experience)

Bachelor of Science Degree in Elementary Education. South Dakota Teacher Certification with proper endorsement required for position.

JOB OBJECTIVES: (Give summary statement of specific area of work).

To work within the guidelines set forth in the Policies and Procedures established for the Pierre Indian Learning Center by the Indian Board of Education. To develop teaching materials and techniques responding to students' specific Indian Cultural background and special needs.

NORMAL WORKING SCHEDULE FOR THIS POSITION:

8:00 a.m. to 4:30 p.m. Monday through Friday, or as scheduled.

GENERAL GUIDELINES:

Incumbent will work within the general guidelines set forth in the Policies and Procedures established for the Pierre Indian Learning Center by the Indian Board of Education, under the general direction of the designated official of the Learning Center or his/her authorized representative.

ACCOUNTABILITY:

Incumbent will be directly responsible to the supervisor named above or his/her successor and shall be expected to exercise independent judgement and initiative in regard to work functions.

CONFIDENTIALITY:

Incumbent shall maintain a professional stance on all occasions, shall maintain appropriate professional confidentiality.

INSERVICE TRAINING REQUIREMENTS:

Incumbent shall attend all training sessions scheduled for his/her component or for the full staff of the Center to broaden his/her knowledge and understanding of PILC programs and operations and to contribute to program development.

REPRESENTATIVE DUTIES:

Close supervision is received from the Principal or his/her designee, who advises of changes or modification in objectives of the program, new materials or training aids available.

Incumbent teaches students in special needs groups (multigraded elementary) at the Pierre Indian Learning Center, utilizing a variety of teaching techniques, is fully responsible for independently planning and performing the following normal range of teaching functions:

Studies prescribed course objectives, texts, training aids, and materials. based on this study, develops objectives to meet the specific goals of the curriculum and IEP, the specific methods and techniques to be used in teaching the objectives. Makes use of any outside resource materials appropriate to the subject area.

Conducts individualized instruction using the daily lesson plans as a guide.

Teaches towards each student's learning difficulties, except where the problem involves disorders of a very complicated, deep-seated or highly specialized nature.

Evaluates student progress at stated intervals as designed by supervisor.

Maintains all necessary individual student records.

Draws on personal experience and judgement and a knowledge of the background, attitudes, habits and interests of individual students in advising them of their progress in the subject taught, their conduct in class, or other problems on which the students seek their counsel. Makes referrals as necessary.

Teacher will attend weekly staff meetings and scheduled training sessions.

Will be required to monitor students which will include, but not be limited to: recess, dinner, breakfast, activities, etc., as per schedule.

May be required to transport students with a GSA car/van/bus. May be required to have a valid South Dakota driver's license.

Performs other duties as assigned by the supervisor.

INDIAN BOARD OF EDUCATION

PIERRE INDIAN LEARNING CENTER

JOB TITLE DIRECT CARE COUNSELOR- 21st CCLC
DEPARTMENT RESIDENTIAL
SUPERVISOR PROJECT DIRECTOR

QUALIFICATIONS: (List minimal requirements, education & experience)

High school diploma or GED and one year experience in working with children in a residential setting or combination of education and experience. Some knowledge of child development and parenting skills. Ability to interact with adults and students. Extend consistency in student supervision and active listening skills. Must have the ability to relate in an effective professional manner. Experience or training in the field of youth services. May be required to hold a valid South Dakota driver's license.

JOB OBJECTIVES: (Give summary statement of specific area of work).

See representative duties.

NORMAL WORKING SCHEDULE FOR THIS POSITION:

40 hours per week as scheduled.

GENERAL GUIDELINES:

Incumbent will work within the general guidelines set forth in the Policies and Procedures established for the Pierre Indian Learning Center by the Indian Board of Education, under the general direction of the designated official of the Learning Center or his/her authorized representative.

ACCOUNTABILITY:

Incumbent will be directly responsible to the supervisor named above or his/her successor and shall be expected to exercise independent judgement and initiative in regard to work functions.

INSERVICE TRAINING REQUIREMENTS:

Incumbent shall attend all training sessions scheduled for his/her component or for the full staff of the Center to broaden his/her knowledge and understanding of PILC programs and operations and to contribute to program development.

CONFIDENTIALITY:

Incumbent shall maintain a professional stance on all occasions and shall maintain appropriate professional confidentiality.

REPRESENTATIVE DUTIES:

Works with the children on an individualized basis when necessary and assists the children with their homework, group activities, personal conduct and behavioral problems.

Follows student ITP's, and documents progress as required.

Insures that the students perform their tasks as assigned and supervises in the proper performance of routine household duties. Inspects all assigned work when completed and insures that the work is done properly and everyone does his fair share.

Supervises student activities as scheduled by the supervisor.

Provides guidance in the personal appearance and cleanliness of the youth residents. Serves as a positive role model as well as teaches appropriate table manners, courtesy, respect and overall good health habits. Encourages and follows up on daily care of their personal effects while at the Pierre Indian Learning Center.

Responsible for immediate follow-ups on student incident reports on an individualized basis, and submits accurate and precise reports.

May, on occasion, be required to physically manage emotionally disturbed children through the ages of 6 and 16.

May be required to have a South Dakota driver's license.

May be required to transport students with a GSA van/bus.

Performs other duties as assigned by the supervisor.

Rev. 6/2011

INDIAN BOARD OF EDUCATION

PIERRE INDIAN LEARNING CENTER

JOB TITLE RECREATION SPECIALIST- 21st CCLC
DEPARTMENT RESIDENTIAL
SUPERVISOR PROJECT DIRECTOR

QUALIFICATIONS: (List minimal requirements, education & experience)

High school diploma or GED and one year experience in areas of recreation or equivalent experience. Prefer related experience in working with Native American children. Must have the ability to relate in an effective professional manner. Will be required to hold a valid South Dakota driver's license and have a good driving record. Will have to obtain a bus driver's license. Must be able to physically restrain student in a crisis situation.

JOB OBJECTIVES: (Give summary statement of specific area of work).

Knowledge of child development, teaching and recreational techniques. Ability to develop recreational programming and schedules. Ability to teach and conduct recreational activities in a therapeutic manner.

NORMAL WORKING SCHEDULE FOR THIS POSITION:

As per schedule.

GENERAL GUIDELINES:

Incumbent will work within the general guidelines set forth in the Policies and Procedures established for the Pierre Indian Learning Center by the Indian Board of Education, under the general direction of the designated official of the Learning Center or his/her authorized representative.

ACCOUNTABILITY:

Incumbent will be directly responsible to the supervisor named above or his/her successor and shall be expected to exercise independent judgement and initiative in regard to work functions.

INSERVICE TRAINING REQUIREMENTS:

Incumbent shall attend all training sessions scheduled for his/her component or for the full staff of the Center to broaden his/her knowledge and understanding of PILC programs and operations and to contribute to program development.

CONFIDENTIALITY:

Incumbent shall maintain a professional stance on all occasions and shall maintain appropriate professional confidentiality.

REPRESENTATIVE DUTIES:

Shall carry out the comprehensive recreation schedule that is developed for the Pierre Indian Learning Center students.

Insures that all recreation equipment is maintained, kept serviceable and a complete inventory is on hand at all times.

Shall supervise students on and off campus for recreation activities.

Shall transport students to off campus activities.

Shall be required to have a South Dakota Driver's license and have a good driving record.

Will be required to have a bus driver's license.

Shall immediately write and submit accurately completed incident reports regarding students' behavior.

Shall assist dorm staff when needed to conduct AWOL searches or various emergencies.

Performs other duties as assigned.

Revised 6/2010

Pierre Indian Learning Center
3001 E. Sully Avenue
Pierre, South Dakota 57501-4419
Phone: (605) 224-8661 Fax: (605) 224-8465

November 20, 2012

Cheyenne River Sioux Tribe
Crow Creek Sioux Tribe
Flandreau-Santee Sioux Tribe
Lower Brule Sioux Tribe
Oglala Lakota Nation
Omaha Nation
Rosebud Sioux Tribe
Santee Sioux Tribe of Nebraska
Sisseton-Wahpeton Oyate
Spirit Lake Nation
Standing Rock Sioux Tribe
Mandan, Hidatsa & Arikara Nation
Turtle Mountain Band
of Chippewa Indians
Winnebago Tribe of Nebraska
Yankton Sioux Tribe

To Whom It May Concern:

The Pierre Indian Learning Center is assiduously committed to the proposed 21st Century Community Learning Center Project, S.O.A.R. Implementation of such a project will enable us to continue providing students with a therapeutic environments most conducive to their well-being and personal growth, and additionally will be a catalyst for keeping our most at-risk students safe.

Student profile analyses have indicated that the majority of our students come from dysfunctional families, were experiencing or had experienced physical, mental, and sexual abuse, are suffering from low self-esteem, depression, suicide ideation or attempts, anger, drug and alcohol addition, violence, unemployment, poverty, and family neglect or abandonment. The Pierre Indian Learning Center strives to foster a stable and positive community environment, focused primarily on supporting the social, emotional, spiritual, intellectual, and physical health of all students.

The S.O.A.R. 21st century Community Learning Center project will unite the populations of the Pierre Indian Learning Center, and Pierre and Ft. Pierre community agencies. Ultimately, this strong sense of community will provide a necessary foundation for school improvement, and will utilize the talents and contributions of school age children, mentors, teachers, local businesses, and service clubs.

The Pierre Indian Learning Center will be providing classroom, kitchen, and recreational space for this project, transportation, fiscal management, program management, development of a policies and procedures manual, and training for the staff. Additionally, the school will offer the services of its Safe and Drug Free Schools Coordinator, staff certified in Crisis Prevention and Intervention, curriculum relating to bullying and character, abuse issues, and sexual con games.

The Pierre Indian Learning Center welcomes the challenge proposed by the 21st Century Community Learning Center Project.

Sincerely,



Darrell F. Jeanotte

Superintendent



DEPARTMENT of GAME, FISH, AND PARKS

20641 SD Highway 1806
Fort Pierre, South Dakota 57532-6100

November 19, 2012

Dear Sirs:

South Dakota Game Fish and Parks worked with the 2012 summer program at PILC organizing and conducting hands-on learning fishing events. The events consisted of teaching the kids how to fish, taking them fishing, then teaching them how to clean the fish they caught and take care of their catch. The lessons included fish biology, fish identification, fish habits, fishery regulations, and how to catch fish. The classes were limited to 20 students to keep it a quality experience and allow one on one teaching. The class was offered as an option to the students. They had choices of different classes but so many kids wanted to sign up for the fishing classes that we decided to offer multiple classes so all the students could participate.

The fishing classes that we taught focused on hands-on learning. Research has confirmed many of the seemingly intuitive benefits of hands-on learning and has also documented a variety of unanticipated benefits. Students in a hands-on science program will remember the material better, feel a sense of accomplishment when the task is completed, and be able to transfer that experience easier to other learning situations. When more than one method of learning is accessed as in hands-on learning, the information has a better chance of being stored in the memory for useful retrieval. Students who have difficulty in the learning arena for reasons of ESL barriers, auditory deficiencies, or behavioral interference can be found to be on task more often because they are *part of* the learning process and not just spectators. Hands-on learning is also fun – not just for the student but for the teachers as well.

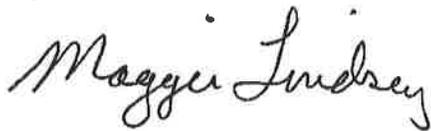
The classes also connected kids to the outdoors which is critical in this day and age of electronics. Our students of today suffer from nature-deficit disorder which is having a negative effect on our society. Being active outside make a happier, healthier child. Teaching children to fish gives them a healthy wholesome activity they can enjoy the rest of their lives.

I thoroughly enjoyed working with this group of kids. They were extremely polite and very enthusiastic about the event – in fact they did not want to leave when it was over. It was clear that they loved what they were doing. From their attitude and feedback I felt the whole program was a success. I can still hear the excited squeals of the kids as they caught fish and see their radiant smiles. There was one particular boy that stands out in my mind that I will call Ben to protect his identity. I was told that he sometimes has a hard time connecting with

other kids, but on this outing he shined. One of our staff took him under his wing and showed him some secret fishing tips and suddenly Ben was catching fish while others were not. Not only did he catch lots of fish, but he caught big fish. Soon the other kids were gathering around him, and he was able to positively interact with the other students and show them how to catch fish. It was a big day for Ben, and he finally connected with the other kids – something so critically important at that age.

I would love to continue this partnership with PILC to continue this positive experience for other students. I would like to continue to have fishing events as well as hands on teaching in the classroom. Thanks for considering sharing with our program.

Sincerely,

A handwritten signature in cursive script that reads "Maggie Lindsey".

Maggie Lindsey
Education Services Coordinator
South Dakota Game Fish and Parks
605-223-7667



Rawlins Municipal Library
Pierre, South Dakota 57501
605-773-7421

1000 East Church Street

November 16, 2012

Darrell Jeanotte, Superintendent
Pierre Indian Learning Center
3001 E. Sully
Pierre, South Dakota 57501

RE: Support for Grant Application from Pierre Indian Learning Center for a
21st Century Community Learning Center Grant

This letter is written in support of the proposal from Pierre Indian Learning Center for Rawlins Municipal Library to provide literacy programs that meet the goals noted in the 21st Century Community Learning Center Grant Application.

Rawlins Municipal Library is well positioned to provide meaningful literacy programs and activities for those students who attend the Pierre Indian Learning Center (PILC) in the summertime as well as throughout the year. The reading activities in the Library enable the students to practice their literacy skills in a nurturing, safe and structured environment while at the same time learning that "Reading is FUNdamental". We have been providing interesting, motivating and fun literature based program designed especially for PILC students for many years, especially in the summertime; and we believe this is an important, mutually beneficial service that should be continued.

Information is a powerful tool that assists young people in making wise life choices and having adequate literacy skills is the means by which to successfully access and utilize information. We know that practicing literacy skills is necessary and, therefore, we support the PILC proposal to provide educational literacy opportunities for its students.

Very truly yours,

Beverly Lewis
Library Director

and

Pat Weeldreyer
Children's Librarian



To Whom It May Concern:

I am writing to offer our support of Pierre Indian Learning Center in obtaining and continuing their successful implementation of the 21st Century Learning Grant.

Last summer, I was invited to share our STARBASE STEM curriculum with their summer students. Their enthusiasm towards learning was refreshing to see in the middle of summer and without the grant, they couldn't offer all of the amazing opportunities to their Native American students.

I hope to continue sharing our program with both the students and staff.

Sincerely,

A handwritten signature in black ink that reads "Lori Jeffery-Kirk". The signature is written in a cursive style.

Lori Jeffery-Kirk
Deputy Director
Starbase NOVA Honor
www.starbasedod.com
www.sdstarbase.org



Fort Pierre Fire Department

Box 123

Fort Pierre, South Dakota, 57532

Phone (605) 223-7698

Fax (605) 223-7688



November 20, 2012

To Whom it May Concern:

I am proud to announce my support of the Pierre Indian Learning Center's summer SOAR program. Through the years the students from the Pierre Indian Learning Center have worked with our firefighters on fire safety, personal protective equipment, apparatus and fire ground evolutions. The students when they come to our fire hall or if we take apparatus to them have always been cooperative and respectful towards our firefighters and property. The students show extreme interest in learning about the duties performed by firefighters. The students demonstrate skills in knocking down targets with a hose stream. They would be excellent candidates to join our cadet program if they were sixteen years old. I know of three young alumni of the Pierre Indian Learning Center that our serving as wildland firefighters or are in training for the profession. I personally am looking forward to continuing our relationship with the summer program at the Pierre Indian Learning Center.

Sincerely,

David LaRoche

Director Fort Pierre Fire Department



LAWRENCE E. LONG
ATTORNEY GENERAL

STATE OF SOUTH DAKOTA
LAW ENFORCEMENT STANDARDS AND TRAINING COMMISSION

DIVISION OF CRIMINAL INVESTIGATION
GEORGE S. MICKELSON CRIMINAL JUSTICE CENTER
1302 EAST HIGHWAY 14 - SUITE 5
PIERRE, SOUTH DAKOTA 57501-8505
PHONE (605) 773-3584
FAX (605) 773-7203

November 20, 2012

Darrell Jeanotte
Pierre Indian Learning Center
3001 E. Sully
Pierre, South Dakota 57501

Dear Mr. Jeanotte:

This letter is to show support for the Pierre Indian Learning Center's grant application for the 21st Century Community Learning Project. For the past several years, the DARE program has utilized the students at the PILC as an integral part of our training program for new officers.

While we can spend many hours in the classroom trying to educate police officers on how to teach, the practical experience that they receive through direct interaction with the children is priceless. Many of my officers get their first exposure to Native culture, as well as a concept of what it takes to establish rapport and relationships with the children, through this program. During our training, this time at the PILC is always by far the highlight for our officers. It always touches their hearts deeply, and firmly establishes the sense of purpose and drive that is necessary to become dedicated DARE Officers when they return to their own communities. Through the mentorship of these students, I believe they are also reinforced with a positive message from law enforcement officers as well, setting the groundwork for future positive relationships that may not have been within the students' past experience.

To conclude, I would like to add the DARE program's support for your grant application with the hope of continuing this valuable relationship between the DARE program and the PILC. If there are any questions, please feel free to contact me at 773-3584.

Sincerely,

Shannon Hinrichs
State Coordinator
South Dakota DARE Program



South Dakota
**DISCOVERY
CENTER**
Pierre, SD
www.sd-discovery.com

November 20, 2012

To Whom It May Concern:

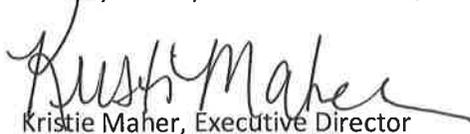
The SD Discovery Center is happy to be a partner with the Pierre Indian Learning Center in their 21Century Community Learning Center programming.

As a partner the SD Discovery Center is able to offer hands-on science training & teaching kits for educators, workshops for students and on-site programming for students, and traveling exhibits.

Over the past 21CCLC grant cycle, the SD Discovery Center has conducted summer Lego robotics programs for students. We trained two teachers on school gardening and the Harvest of the Month nutrition program – this program is now instituted in the school's programming. Mr. LaRoche has used our Great Explorations in Math & Science teaching kits. Additionally, students attend our Water Festival, Women in Science conference and visit our exhibit hall.

We are eager to have PILC students continue to benefit from the science, engineering, math and technology resources available from the SD Discovery Center. Additional opportunities available during the new grant cycle could be establishing a PILC FIRST Lego League team, participation in our NASA Summers of Innovation summer camp program and training for students to conduct Lakota Star Knowledge programs in our digital planetarium.

Thank you for your consideration.


Kristie Maher, Executive Director

South Dakota Discovery Center



Central South Dakota RSVP

800 East Dakota • Pierre • South Dakota 57501
(605)224-3456 • fax (605)224-3459 • www.rsvpsd.org

November 19, 2012

Darrell Jeanotte, Superintendent
Pierre Indian Learning Center
3001 E. Sully
Pierre, SD 57501

Dear Mr. Jeanotte,

The Central South Dakota Retired Senior Volunteer Program (RSVP) is writing to offer support of the renewal of the 21st Century Grant for the Pierre Indian Learning Center.

RSVP has partnered with the Pierre Indian Learning Center (PILC) for five years on a Reading Buddy Program that matches RSVP Volunteers with students at PILC. The relationship is beneficial to both the volunteer and the students. Continued funding of the 21st Century Grant will benefit the intergenerational relationship of the reading program offered to PILC students.

The program content has the students reading to the volunteer, they work on reading skills and social interaction skills. Benefits of the program are two-fold; as volunteers speak highly of the outcomes they receive by participating in the program. They feel connected to the community by giving their time to a worthwhile program.

The students are given pre and post-tests, which measure reading abilities and help the teacher gauge success or needs for improving reading skills. Please contact me with any questions regarding the Reading Buddy Program with PILC.

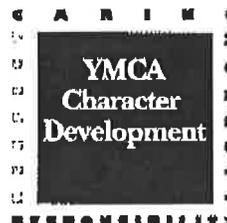
Sincerely,

Kathleen Nagle
Project Director
Central SD RSVP



OAHE FAMILY YMCA

900 E. CHURCH
PIERRE, SD 57501
605-224-1683
WWW.OAHEYMCA.ORG



November 21, 2012

To: Pierre Indian Learning Center
From: Sallie Collins
Aquatics Director, Oahe Family YMCA

This letter is written to show full support of the Pierre Learning Center's application to continue 21st Century Community Learning Center Grant.

The Pierre Indian Learning Center is a very important part of the Pierre community and the surrounding area. The opportunities it provides to the students are impressive and very important to the development of the individuals and families involved. The Center fills a great need in our area and does it in a supportive, professional manner.

The Oahe Family YMCA is happy to work with the Center in many areas especially in recreational and health related services for the students. This relationship has been strong for years and will continue to grow. We would be happy to work with the Center's staff on developing new programs to better serve the students as the needs arise.

Again, the Oahe Family YMCA fully supports the staff and programs of the Pierre Indian Learning Center. We are happy to be part of that effort.

Thank you for your time and consideration in this request. Should you have any questions, please feel free to contact me.

Respectfully,

Sallie Collins
Aquatics Director

November 22, 2012

To Whom It May Concern,

I am writing this letter in regards to the Pierre Indian Learning Center Summer School. My Name is Paula Weeldreyer and I am the manager at the Outdoor Pierre City Pool. I have worked with this wonderful program for many years.

The students from PILC summer school come to the Pierre Pool for recreational swimming. The lifeguards and the students, over the years, have built a wonderful relationship. We call each other by name and visit with each other. The lifeguards take many of the students under their wing. They are positive role models to these students. It does not just end at the pool. As a staff we go eat lunch with them and go to some of their other activities on our day off from the pool. I even have guards who come to the pool on their day off to hang out and swim with some of the students!

Some of the lifeguards also teach swimming lessons to the students on Friday mornings. This is where we get to know some of the new young students that come to summer school. Many of our relationships begin at these lessons. It gives us a chance to work with the students in a small group setting. It also teaches them the life skill of swimming and to be safe around water.

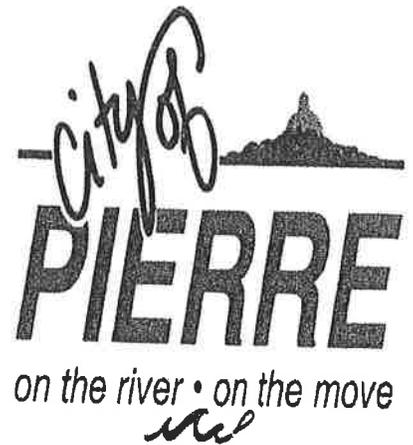
The lifeguards are excited to see the students at the start of summer every year! We get to renew old friendships and make new ones! I believe that the students are excited to see us too!

Please consider to continue to support the Pierre Indian Learning Center Summer School. I truly believe that it benefits both the kids and the young adults that work at the Pierre City Pool.

Thank you for your consideration,



Paula Weeldreyer



December 6, 2012

United States Department of Education
21st Century Grant Review Committee
400 Maryland Ave., SW
Washington, DC, 20202

Dear Grant Review Committee,

As Mayor, I ensure you that the City of Pierre recognizes the importance of developing and maintaining programs which support academic enrichment opportunities, and recreational opportunities, for at risk students during non-school hours.

For the last ten years, the Pierre Indian Learning Center has provided academic enrichment and recreational opportunities for at risk students through their Student Opportunities and Recreation (SOAR) program. The SOAR program targets students who are at risk, homeless or those who are in the custody of the South Dakota Department of Social Services. In addition, this outstanding program is provided at no cost to parents.

Through the SOAR program, at risk students have experienced a variety of positive educational, recreational, social, and community-based opportunities that have provided knowledge and memories that will not be soon forgot.

I applaud the efforts of staff at the Pierre Indian Learning Center to provide enriching educational and recreational opportunities to at risk students who have a desire and passion to grow and learn. I strongly support the use of the designated grant dollars to improve the lives our children and I hope you will look favorably upon this application.

If I can be of any further assistance, please feel free to contact me at (605)-773-7341.

Sincerely,

Laurie R. Gill
Mayor, City of Pierre

Assessment of Objective Data

The PILC has operated a successful 21st CCLC for the past two funding cycles. The Dakota-STEP is the state standardized test used to determine AYP, and the following tables illustrate the documentation of progress and achievements made by 21st CCLC students on the state assessment (please be advised that 1st and 2nd grade students do not take the state assessment):

State Assessments - Current Year					
Description: State Assessment data (current year) indicate the proficiency levels of students attending the program, and can be used to gauge whether the program is targeting the intended student population and whether the program goals are properly aligned with the needs of student attendees.					
Math Proficiency Scores	APR Year				
	2008	2009	2010	2011	2012
Total number of regular attendees with math proficiency scores reported	39	51	45	42	40
Percentage of students scoring in Advanced	5.13%	1.96%	0.00%	2.38%	2.50%
Percentage of students scoring in Proficient	33.33%	37.25%	53.33%	57.14%	67.50%
Percentage of students scoring in Basic	61.54%	60.78%	46.67%	40.48%	30.00%
Reading/Language Arts Proficiency Scores					
Total number of regular attendees with reading/language arts proficiency scores reported	39	51	45	42	40
Percentage of students scoring in Advanced	2.56%	1.96%	2.22%	0.00%	2.50%
Percentage of students scoring in Proficient	38.46%	50.98%	33.33%	38.10%	40.00%
Percentage of students scoring in Basic	58.97%	47.06%	64.44%	61.90%	57.50%

As indicated by the data, the number of SOAR participants achieving *proficiency* in mathematics has *increased* consistently from 2008-2012. Additionally, the number of SOAR participants scoring in the *basic* range of proficiency in reading has *decreased* over the past three years. Furthermore, 96% of students who attend the SOAR Program over the summer complete the subsequent school year at the PILC. This demonstrates that the 21st CCLC has a direct impact on student retention.

Pierre Indian Learning Center
3001 E. Sully Avenue
Pierre, South Dakota 57501-4419
Phone: (605) 224-8661 Fax: (605) 224-8465

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Sisseton-Wahpeton Oyate
Spirit Lake Nation
Standing Rock Sioux Tribe
Mandan, Hidatsa & Arikara Nation
Turtle Mountain Band
of the Ojibwa Indians
Winnebago Tribe of Nebraska
Yankton Sioux Tribe

November 15, 2012

Jack Edmo
BIE/ASC/DPA
BIA Building 2
1011 Indian School Road, NW
3rd Floor, Suite 332
Albuquerque, NM 87104

Dear Mr. Edmo:

The purpose of this letter is to confirm that the Indian Board of Education for the Pierre Indian Learning Center is aware of and has participated in the development of this proposal submitted for the Division of Performance and Accountability's 21st Century Community Learning Center Grant Competition.

If funded, the PILC will adhere to all stated performance requirements, and has knowledge of and will be compliant with the provisions stated in the RFP and in the school's proposal.

Sincerely,



Roger Trudell
Indian Board of Education for the Pierre Indian Learning Center
Chairman