

**Formula Grant Electronic Application System for
Indian Education (EASIE Allocation 1 - Initial) School Year 2020-21**

OMB #: 1810-0021 OMB Expiration Date: 02/29/2020

Type of applicant:	LEA (Not part of a Consortium)
Type of application:	Regular formula grant program
Applicant name:	Timber Lake School District
Address:	500 Main Street
City, State, Zip	Timber Lake, SD 57656
Applicant DUNS Number:	100670538
Applicant NCES Number:	4671880
Applicant PR Award number:	S060A200185

Allocation 1 - Initial 2020-21 Allocation:	\$36,451
Grant award start date:	July 01, 2020 12:00 AM
Grant award end date:	June 30, 2021 12:00 AM
Application Part II version:	1.0
Total Indian student count:	178
Total student enrollment:	356

Participating LEAs:

LEA name:	Timber Lake School District
City, State:	Timber Lake, SD
NCES number:	4671880
Grades offered:	PK,K,1,2,3,4,5,6,7,8,9,10,11,12
Student enrollment:	356
Indian student count:	178
Increase of 10% or more:	N

Application Timeframe:	Single-Year
Current Application Cycle:	Year 1 Of 1

2.1.5.1 Project Director and Authorized Representative Information

Applicant Demographics:		Project Director:	
Applicant Name:	Timber Lake School District	First Name:	Daniel
Address:	500 Main Street	Last Name:	Martin
Address 2:		Phone:	6058653654 Ext: 101
City:	Timber Lake	FAX:	6058653294
State:	SD	E-Mail:	dan.martin@k12.sd.us
Zip:	57656		
Applicant Identification:		Authorized Representative of the Applicant Agency:	
PR Award Number:	S060A200185	First Name:	Amanda
DUNS Number:	100670538	Last Name:	Hermes
NCES Number:	4671880	Phone:	6058653654 Ext: 103
		FAX:	6058653294
		E-Mail:	amanda.hermes@k12.sd.us

2.2 Coordination of Service

2.2.1 Coordination of Services with Formula Grant Programs

Programs	(a) Is this Program Available?	(b) Is this Program coordinated with Title VII Services?	Program Type
Title I	Yes	Yes	Federal
Homeless Child and Youth	No	No	Federal
Title III: English Language Acquisition	No	No	Federal
School Improvement Grants	No	No	Federal
Rural and Low-Income School Program	No	No	Federal
Impact Aid	Yes	No	Federal
Migrant Education	No	No	Federal

2.2.2.1 Description of Coordination of Services for American Indian/Alaska Native Students

The Timber Lake School District provides many opportunities for Native American students to advance academically. We pay a staff member to oversee our Johnson O'Malley program. This program ensures that our Native American students have the supplies necessary to be successful in the educational environment each school year.

Paraprofessional Position- We do use these funds to provide direct instruction in our primary grades as well as providing intervention services for students in the bottom 20%. These funds are used to provide early intervention for all students that enter the elementary and support the needs of the whole child. Through guidance and best practices of other schools, Timber Lake School is continually working toward narrowing the learning gap between Native American students and non-Native American Students. We are focusing on building a solid academic foundation for Native American Students in the primary grades.

We plan to fund Exact Path and Study Island which are Intervention and Enrichment programs for students in kindergarten through ninth grade. We utilize NWEA Map scores to identify students' strengths and weaknesses in the areas of reading, math, and language usage. NWEA MAP data is used to create individualized learning paths and customized lessons through both the Exact Path and Study Island Programs.

We will also utilize funds to execute our ICU program for middle and high school students. ICU stands for an intensive care unit. We have instituted the ICU program to help students improve their learning to help with "sick" grades. ICU creates high expectations for student accountability. It encourages students to complete their best work instead of rushing and handing in poorly completed work.

2.2.3 Coordination of Services Professional Development

Staff	Professional Development Opportunity	Content
All teachers and other school professionals	Pre-service training or orientation	Use of Data/ Data-driven decision making
Subset of teachers	Workshops/Sessions	Use of Data/ Data-driven decision making

2.2.4.1 - 2.2.4.3 Dissemination and Use of Assessment Data

Timeframe of Last Assessment(s) Conducted:	School Year: 2020-21
Method of Dissemination to Indian Community and Parent Committee	<input checked="" type="checkbox"/> Public hearing for application <input checked="" type="checkbox"/> Parent Committee meeting <input checked="" type="checkbox"/> Within a written report <input checked="" type="checkbox"/> Posted on website <input type="checkbox"/> Other open meeting <input checked="" type="checkbox"/> Sent home with student <input type="checkbox"/> Radio Broadcast <input type="checkbox"/> Newsletter
How is LEA responding to findings of previous assessment(s)?	<input checked="" type="checkbox"/> No changes in services/programs <input type="checkbox"/> Modifications to services/programs at LEA level <p>Please describe : The Timber Lake School District utilizes its data leadership team to review and evaluate test scores and other available data every year. The data leadership team presents its findings and facilitates the development of goals with the entire teaching staff for improvement in student achievement. Our Native American population and strategies to increase academic achievement is a key component of those sessions. Goals are developed, monitored, and reviewed on a regular basis throughout the school year. Using NWEA MAPS assessments has enhanced our intervention process.</p> <input type="checkbox"/> Modification to services/programs within project <p>Please describe :</p>
Public Hearing Date : 4/1/2020	

2.2.5.1 Description of Meaningful Collaboration with Tribes

The superintendent regularly attends both Cheyenne River Sioux Tribe and Standing Rock Sioux Tribe consultations for both Title funds and Impact Aid. In addition, Timber Lake School has two community-input meetings to disseminate information and seek timely input regarding Title programs and Impact Aid. The completed applications, evaluations, and program planning are made available to Tribal officials, the Native American Education Committee, and parents. A summary is placed on the school website with hard copies available in the main office. They are to be prepared and available for dissemination two weeks prior to the community input meetings in October and April. The school district notifies parents regarding dissemination of information for the community input meetings through a letter sent home with their students to advise the location of dissemination. These community input meetings are publicly advertised via school reach, the official school newspaper, letters sent home, and on our website to allow all interested patrons to attend. In addition, representatives from the District schedule meetings with both the Cheyenne River Sioux Tribe and Standing Rock Sioux Tribe education agencies to seek input.

2.3 Indian Education Project Description

2.3.1.1 Indian Education Formula Grant Objectives and Data Sources

Objective: Increase academic achievement

Objective Target Grade Levels: Pre-K, Elementary school grades, Middle school grades, High school grades

Services Provided

Service	DataSource
Culturally-responsive academic support	State standardized test
Culturally-responsive counseling	Classroom observations

2.4 Budget

2.4.1.0.1 Supplemental Information

☒ By Checking this box, I will ensure that the Indian Education formula grant funds will supplement and not supplant other funding for the education of Indian children, with the goal of providing culturally-responsive education to meet the academic needs of American Indian/Alaska Native students and to assist those students in meeting State achievement standards. See FAQs for guidance and examples.

2.4.9 Budget Summary

Allocated Funds: \$36,451	Total Admin %: 0.0% Total Admin Funds: \$0 Waiver Applied For: <input type="checkbox"/>	Budgeted Funds: \$36,451	Unbudgeted Funds: \$0
Budget Category	Status	Category Subtotal	% of Overall Allocation
Supplemental Information	Finished	\$0	0.0%
Personnel	Finished	\$31,451	86.3%
Travel	Finished	\$0	0.0%
Equipment	Finished	\$0	0.0%
Supplies	Finished	\$5,000	13.7%
Contractual	Finished	\$0	0.0%
Other	Finished	\$0	0.0%
Indirect Costs	Finished	\$0	0.00%
Budget Total		\$36,451	100%

2.4.1.1 Budget-Personnel

Type of Personnel	#	% of Time	Admin Cost	Prog. Cost	Fringe Cost	Total
Project Director						\$0
Project Coordinator	1	100%		\$16,500	\$9,951	\$26,451
Other:						\$0
Teachers	34	0%		\$5,000		\$5,000
Category Totals	35		\$0	\$21,500	\$9,951	\$31,451

2.4.2.1 Budget-Travel

Type of Travel	Admin Cost	Program Cost	Totals
In-District			\$0
Out of District			\$0
Professional Development			\$0
Category Subtotals	\$0	\$0	\$0

2.4.3.1 Budget-Equipment

Item	Admin Cost	Program Cost	Totals
			\$0
Category Subtotals	\$0	\$0	\$0

2.4.4.1 Budget-Supplies

Item	Admin Cost	Program Cost	Totals
Direct Instructional Delivery		\$5,000	\$5,000
Student Consumables			\$0
Program Management			\$0
Category Subtotals	\$0	\$5,000	\$5,000

2.4.5.1 Budget-Contractual

Purpose	Admin Cost	Program Cost	Totals
Direct Instructional Delivery			\$0
Student Evaluations			\$0
Category Subtotals	\$0	\$0	\$0

2.4.6.1 Budget-Other

Purpose	Admin Cost	Program Cost	Totals
Direct Instructional Delivery			\$0
Student Activities Related to Services			\$0
Professional Development			\$0
Category Subtotals	\$0	\$0	\$0

2.4.7.1 Budget-Indirect Costs

Rate %	Total

2.6 GEPA Section 427

Our school offers many services to students with special needs. We have three special education teachers; elementary, middle school and high school who are case managers and instructors for our students. Through their IEPs, a program is created for each special education student that best fits their academic needs. We also have a special education director who oversees our special education staff including paraprofessionals who work with our students. Parent surveys are also conducted to give us feedback and help us to continually improve.

2.7 Comments

We believe that the goals we have set and the budget provided will make a positive impact on the education of our Native American students.

☒ I, the legal authorized representative, have read both program assurance forms, Standard Form 424B Assurances – Non–Construction Programs and Additional Program Assurances for 84.060–Indian Education Formula Grants, and agree to their provisions. **NOTE: You do not need to sign and mail–in program assurances to the program office. Checking the checkbox is equivalent to a signature. You should keep a signed copy on file for your project records.**

☒ All of the required student forms (ED 506 Forms) are on file with the LEA and will be provided to the Office of Indian Education upon request.

☒ I certify that the Parent Committee participated in the development of the application submitted and approves the proposed application. I have uploaded the Parent Committee Approval form.

☒ I certify that I am an employee authorized to legally bind this entity, and that by accepting the award for the Indian Education Formula Grant Program, this grantee will comply with all program assurances, agrees to carry out the program and meet all applicable requirements described herein. I certify that, to the best of my knowledge, the information in this application is true, reliable, and valid and I understand that any false statement provided herein that I have made is subject to penalties under The False Claims Act, 18 U.S.C. 1001.

Applicant Contact Name: Dan Martin
Applicant Contact E-mail: Dan.martin@k12.sd.us
Applicant Contact Title: Superintendent
Applicant Contact Telephone: (605) 865-3654

User 1: Amanda Hermes
E-mail: amanda.hermes@k12.sd.us
Title: Business Manager

User 2: Dan Martin
E-mail: dan.martin@k12.sd.us
Title: Superintendent

User 3: Julie Marshall
E-mail: Julie.marshall@k12.sd.us
Title: Principal

If you have any questions regarding your SY 2020-21 EASIE Formula Grant application or need to report changes of EASIE system users for your LEA prior to the close of the application submission, review, and approval period (approximately July 1, 2020), please contact the Partner Support Center. PSC is available between 8:00 a.m. and 6:00 p.m., Eastern Time. PSC is closed on federal holidays.

EDFacts Partner Support Center (PSC)
Voice: 877-457-3336 (877-HLP-EDEN)
Fax: 888-329-3336 (888-FAX-EDEN)
E-mail: eden_OIE@ed.gov

Hearing impaired persons may contact the Partner Support Center via the Federal Relay Service: 800-877-0996 (Voice/TTY) / federalrelay@sprint.com.

If you have questions or need to make changes to SY 2019-20 or prior grants or need information after July 1, 2020, please contact the Office of Indian Education.

Office of Indian Education
Telephone: 202-260-1454
E-mail: Indian.education@ed.gov