SFY 2016 Native American Programs Subgrant Application

Title II Formula Grant

South Dakota Department of Corrections

APPLICATION DUE: May 22, 2015

Applicants with original signatures must be **submitted and received** by the Department of Corrections by the close of business on May 22, 2015. Faxed and emailed applications will not be accepted. Submit complete applications to:

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MAY 18 2015
DEPT. OF CORRECTIONS

Bridget Coppersmith
Juvenile Justice Specialist
Department of Corrections
3200 East Highway 34
Pierre, SD 57501-5070

The application must include a brief and clear description of each component. It is important to follow all directions, provide complete information, and submit the materials in the order requested. If you need additional room to respond to the components, please attach additional sheets. This is a competitive subgrant program and funding is not guaranteed to all those who apply. **Previous versions of applications will not be accepted.**

SECTION 1. APPLICANT INFORMATION

Applicant: Rosebud Sioux Tribe Juvenile Detention Center-Wanbli Wiconi Tipi		
Address: PO BOX 70		
City/State/Zip: Rosebud SD 57570	Phone: 605-856-8702	Fax: 605-856-5266
Email: Miskoo.petite@rstjustice.org	Federal Employer or Payee Identification Number (FEIN): 46-0248724	
Project Director Name: Miskoo Petite Sr.	Title: Facility Administrator	
Agency: Rosebud Sioux Tribe	Address: PO Box 70	
City/State/Zip: Rosebud SD 57570	Phone: 605-856-8702	Fax: 605-856-5266
Email: Miskoo.petite@rstjustice.org		
Please indicate the name of the service(s) implemented: Cultural & Community Service Delinquency Prevention Programs		
Project Title:	RST YOUTH DELINQUENCY PREVENTION PROGRAM	
Project Period:	**July 1, 2015 – June 30, 2016**	

SECTION 2. PROJECT BUDGET

The Council of Juvenile Services will award or not award funding based the extent to which program design addresses a recognized need and whether the proposal is financially responsible and efficient. Funds will be paid through a reimbursement process for items specifically outlined and approved in the application.

Applicants may apply for up to $20,000.

Non-supplanting Requirements: Funds or other resources of the applicant normally devoted to programs and activities designed to meet the needs of criminal justice will not be diminished in any way as a result of a grant award of federal funds. The project for which assistance is being requested will be in addition to, and not a substitute for, criminal justice services previously provided without federal assistance.

A. Personnel	**TOTAL**
Tribal Juvenile Detention Center Administrator - Miskoo Petite Sr.	$
Tribal Juvenile Detention Center Office Manager	
Employee Fringe Benefits	
TOTAL	**$ IN-KIND**
B. Contracted Services	**TOTAL**
Project Evaluator	$500.00
Cultural Instructor (s) – Lakota culture, Equine, Sicangu Pride Project	6,000.00
Youth Mentor (s)	1,600.00
TOTAL	$8,100.00
C. Travel and Per Diem	**TOTAL**
Fuel cost for outside home jurisdiction (JDC home base)	$1850.00
Instructor per diem for outside home jurisdiction (JDC home base)	$520.00
TOTAL	$2350.00
D. Equipment	**TOTAL**
1 set of portable coral panels with rack	2,200.00
TOTAL	$2,200.00
E. Operating Expenses	**TOTAL**
Hand drum kits	$2720.00
(Sicangu Pride) Paint brushed and paint	$570.00
(Community clean up) Garbage bags, gloves, sign	$475.00
Consumables: Snack & water	$2500.00
(Prayer ties) Cotton material , tobacco, sweet grass, string	$500.00
Cooking utensil	$500.00
TOTAL	$7265.00
Total Project Budget – *Combined totals for all columns*	**$19,935.00**

SECTION 3. BUDGET NARRATIVE

In the space provided, explain the relationship between budgeted items listed in Section 2 and project activities. Include information (data and criteria) as to how you arrived at budget estimates. Discuss all items by category and in full.

Personnel Narrative - Explain how the compensation and expenses were calculated, duties of the position, and any other information about personnel of the project. If proposed funding covers more than one position, you must identify the duties and estimated percent of time for duties that directly relate to the successful implementation of the program.

Position #1:	**Tribal Juvenile Detention Center Administrator - Miskoo Petite Sr.**
Justification for the position :	Detention Administration

Personnel Responsibilities & Duties *(must directly relate to the implementation of the program)*	Estimated % Time
1. Development and implementation	50 percent
2. Contractual services	50 percent
3.	
4.	

Compensation for services was calculated as follows *(if a position is established to cover multiple projects, you will need to estimate compensation for each duty)*:

Wage/Salary:	IN-KIND
Benefits:	IN-KIND

Position #2:	**Tribal Juvenile Detention Center Office Manager**
Justification for the position :	Assist Administrator with overall project goal, Purchase supplies for activities. Maintain all project evaluation data for project evaluator.

Personnel Responsibilities & Duties *(must directly relate to the implementation of the program)*	Estimated % Time
1. Managerial and data collection	50 percent
2. Purchasing agent	50 percent
3.	
4. Percent	

Compensation for services was calculated as follows *(if a position is established to cover multiple projects, you will need to estimate compensation for each duty)*:

Wage/Salary:	IN-KIND
Benefits:	IN-KIND

Please attach additional sheets for more than 2 positions

SECTION 3. BUDGET NARRATIVE CONTINUED

Contracted Services Narrative - Explain the consultant fees, consultant expenses, contracted services, the cost per service/per youth being served, and how the cost for services was calculated. **Contracted services fees cannot exceed $650 per day.**

Consultant #1:	Shane Red Hawk
Consultant Fees:	Maximum $650 per day Fee justification (base rate for services rendered for cultural services in the geographical location is 50.00 per hour) Travel and per diem (exceeding 20 miles from JDC-home base) # of youth to be served by each project activity = Unlimited Cost per person: flat rate Lakota Horsemanship Hand drum making Community Murals Prayer ties – Lakota Ceremony
Contracted Service:	Instructor is considered the expert in various activities. Experts have specific knowledge in cultural anthropology and the Lakota way of life. Expert abilities include: lifelong learning experiences, spiritual advisor with specific skills in cultural arts, music, ceremonies and Lakota Equine practices and concepts.
Consultant #2:	Noella Red Hawk
Consultant Fees:	Maximum $650 per day Fee justification (base rate for cultural services in the geographical location is 50.00 per hour) Travel and per diem (exceeding 20 miles from JDC-home base) # of youth to be served by each project activity = Unlimited Cost per person: flat rate Sicangu Pride- Community clean up Wana Wota Po – cooking class
Contracted Service:	Instructor is considered the expert in various activities. Experts have specific knowledge in cultural anthropology and other areas; with specific skills in cultural arts, music, ceremonies food and Lakota Equine practices and concepts.

Travel and Per Diem Narrative – Explain the calculation of travel costs for travel **outside the home jurisdiction**, (travel must be calculated at current state rates ($0.37 per mile and $26 per diem)), how the expenses are directly related to the implementation of the project, and if out-of-state travel is anticipated, give particulars (i.e., location, state, dates, purpose, cost).

Purpose of Travel:	The Rosebud Reservation consists of a land base of 5,000 square miles. The purpose of the travel and per diem is to provide project activities to tribal youth in their home communities. JDC is the designated home base and travel and per diem will be allocated if the travel extends beyond a one-way 20 mile radius.

[Mileage] *5000 x $0.37 = $1850.00*
[Number of Travel Days for per diem] *20 x $26.00 = $520*

Purpose of Travel:	

[Mileage] x $0.37 =
[Number of Travel Days for per diem] x $26.00 =

Equipment and Operating Expenses Narrative – Explain the supplies and equipment costs directly related to th implementation of the program or project. You must be specific regarding the items in which you intend to use federal funding. For example, a budget item of "office expenses" will not be accepted as these items must be detailed. You need to

identify what you anticipate for office expenses and list each item and the estimated costs. Items not specifically outlined will not be eligible for reimbursement.

Equipment – List nonexpendable items that are to be purchased and show how you calculated these costs. Nonexpendable equipment is tangible property having a useful life of more than 2 years.

1 set of portable coral panels with rack:

The panels are a vital part of providing equine services in the several communities that will be visited by this grant. These panels will provide a safe and secure area for youth to participate in equine services. The panels will also provide a portable classroom environment that instructors can use to teach in. Upon completion of the grant the panels will continue to be used at local equine camps and equine youth services.

Cost was calculated based on an online search of three comparable products.

Operating Expenses – List items by type (office supplies, postage, training materials, copying paper, and expendable equipment) and show how you calculated these costs. Generally, supplies include any materials that are expendable or consumed during the course of the project.

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Hand drum kits 68 youth @ $40.00 Per person Total $2720.00
Cost was calculated based on an online search of three comparable products

(Sicangu Pride) 60 each Paint brushes =$300.00
Paint 4.50 tube = $270.00 Total=$570.00
(Community clean up) Garbage bags 40 boxes at 7.00 each = $280.00
10 packs of gloves $5.00 = $50.00
1 sign (neon project safety sign) at 145.00
tal $475.00
Cost were calculated based on prices in the three local stores

Consumables: Snack (apples or oranges) & water $2.50 per person @ 1000 youth Total $2500.00

Cost were calculated based on three local grocery store prices

(Prayer ties) Cotton material 20 yards at 5 dollars per yard = $100.00
Raw tobacco 10 bags at 15.00 each - $150.00
20 sweet grass braids at 3.00 each = $60.00
6 cotton string rolls at 4.00 each = $24.00 Total $500.00

Cooking utensil: 100 youth at $5 per person
Spatula and spoon set $1.00
Pot and pan set $4.00 each
Cost were calculated based on prices in the three local stores Total $500.00

NOTE: If there is a change in the above budget narrative, programs will need to request an amendment to their budget. All amendments must be requested in writing **prior to the expenditure of funds**.

SECTION 4. APPLICATION NARRATIVE

A. ABSTRACT AND DEMONSTRATION OF NEED

Provide a narrative overview of the proposed service including a demonstration of need through findings of assessments and data. Explain why the proposed service is the best option to address delinquency.

Project narrative

The Wanbli Wiconi Tipi project will be called "Woihanble kuwa pe" which means "Chase your dreams". The project will help youth begin to understand their cultural identity and serve as role models and teachers of other youth, be contributing members in their community, their family, provide a change in perspective and improve their overall behavior. Each program component will uses "oral tradition" or hands-on learning methods. The project activities will be held throughout the Rosebud Reservation in the youth participant's home community. By providing services in the individual communities will increase access to service for potential youth violators that otherwise would not be able to participate due to poverty and a lack of transportation.

Needs statement

Historical trauma and poverty has had a devastating effect on tribal communities, tribal cultures and has created social conditions that contribute to the criminal activity. The poverty rate for Native Americans living on the Rosebud Reservation and on trust land in other counties is 57%, compared to 39% for all American Indians on U.S. reservations, and 13% for the state of South Dakota. The per capita income is $5,967, compared to $7,971 for American Indians on all reservations in the U.S., and compared to $26,697 for South Dakota. Todd County is the second poorest county in the nation. Data collected by the state reinforces this information: 48.3% of Todd's population is under 100% of poverty, and 73.4% of the population is under 200% of poverty (Northwest Area Foundation Indicators, 2007) The result of years of poverty is an absence of community based youth diversion services. To reduce juvenile offenders their needs to be an understanding of cultural identity and community connectedness in program participants to prevent future criminal activity.

Explain why the proposed service is the best option to address delinquency

Current research speaks to the need to ensure that juvenile justice and reentry programs for youth in tribal communities operate from a Native worldview and seek to strengthen assets already existing in AI/AN extended families, community, and traditional culture.

Research on juvenile delinquency illuminates many factors that protect high-risk youth from committing crimes or recidivating. These factors occur at the individual, family, community, and cultural level. Individual factors include life skills, aspirations, and commitment to education. Family factors include involved parental figures that display warmth combined with firm expectations for behavior and appropriate supervision. Factors that can promote well-being for youth at the community level include opportunities for prosocial involvement, healthy social norms, and mentoring by adults outside of the family. These protective factors are relevant for all youth regardless of race/ethnicity. There also are culturally-specific protective factors for AI/AN youth that may buffer them from life adversities. These include cultural identification and participation in traditional activities, bonding with extended family, and tribal/community involvement (Hawkins, Marlatt, & Cummins, 2004).

Cultural identification offers youth the chance to connect with the strengths and resources of their indigenous beliefs. It ties them to the resilience of prior generations and commits them to the responsibilities of the next generation. Research suggests that AI/AN youth who hold onto their traditions yet can operate effectively in the majority culture are most resilient (Oetting & Beauvais, 1990-91). Thus, integrating cultural teachings into juvenile justice interventions may be particularly fruitful. Examples of traditional cultural activities include traditional language immersion, song, dance, storytelling, sweat lodge, smudging, equine therapy, and traditional crafts. These approaches are

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Culturally-infused interventions have been associated with lower levels of dysfunction, alcohol use, antisocial behavior, and fewer suicide attempts (Chandler & Lalonde, 2008; Whitesell, 2008).

B. COMMUNITY READINESS

Describe your community's readiness to adopt your proposed service through specifically describing the following:

1. Community readiness and willingness to adopt the service;
2. Justice system readiness ;
3. School system readiness; and
4. Any barriers that may prevent change in your community.

Please attach letters of commitment from key leaders and agency partners describing their support and willingness to collaborate with you to implement the proposed service.

School system readiness:

Currently, the youth are monitored by 2 probation staff who visit the 2 local schools throughout the week to check in with students. WWT also provides educatitioanl opprotunities through partnership with the Todd County School District.

Justice system readiness:

The grant will be administered by the Wanbli Wiconi Tipi Youth Wellness and Renewal Center-Juvenile Detention Center Administrator. The budget and financial responsibilities will be organized and accounted for the by the Juvenile Detention Center Office Manager. The proposed project will also be utitilling the services of the JDC wellness court system. The goal of the Youth Wellness Court is to eliminate the problem of alcohol, drug abuse and delinquency for each youth and family. The program provides education, tools and experience necessary for each group member to make responsible choices, stop substance abuse and become a healthy member of the community.

Wellness court services: Screening, assessment/treatment plan, after-school preventive education, individual and group counseling, urine analysis, monitor school attendance, cultural activities and mentoring, referrals to inpatient treatment and other programs, graduated incentives/sanctions, expunging of criminal record after successful completion of the program, parent sessions.
Wellness court goals: To know yourself and your strengths and gifts, to understand your alcohol and drug use, to communicate your feelings, to learn how to live in recovery, to become familiar with your re-lapse "triggers," to identify your support system in the community.

Community Readiness:
Wellness court partners: RST Alcohol Treatment Program, RST Piyamani Otipi, RST Tribal Education, RST Wanbli Wiconi Tipi, Sicangu Child and Family Services, B.I.A. Social Services, I.H.S. Mental Health, Sinte Gleska University Reclaiming Futures, Community Volunteers/Mentors and Extended Families.

Community Readiness:
Commitment from the key instructors Shane and Noella Red Hawk – Shane and Noella Red Hawk are considered experts in their area of instruction and culturally relevant topics.
The Rosebud Sioux Tribe has community buildings located in all of the service areas for this project. The community buildings are available for the activities that are proposed in this grant.

C. ASSESSMENT OF DELINQUENCY RISK AND PROTECTIVE FACTORS

Include a summary of assessments that have been conducted in your community to assess the prevalence of delinquency risk factors and protective factors as well as information on baseline data established through completing the following components.

1. Demographics of juveniles in the community
2. Juvenile justice delinquency risk factors
    a. Juveniles taken into custody in the community
    b. Top offenses for juveniles
    c. Identify the top (2-5) delinquency risk factors and identify if they are related to the community, school, family, peers, individuals, or another source.
    d. Prioritize the list of top delinquency risk factors and explain the process used to prioritize them.
3. Juvenile Justice Protective Factors
    a. Identify protective factors and identify if they are related to the community, school, family, peers, individuals, or another source.
    b. Which protective factors correlate with the identified top delinquency risk factors?

Wanbli Wiconi Tipi--The RST Juvenile Detention Center (JDC)--serves incarcerated reservation youth who have committed a serious crime. The facility opened in 2005.
Typically, the RST Juvenile Judge determines the length of stay in the facility. The JDC most often serves youth from the ages of 12 to 17. The average length of stay during the school year is 72 days. Males typically outnumber female inmates 3:1. Recidivism is high at nearly 90%. Juvenile arrests leading to incarceration include vandalism, domestic violence or Driving Under the Influence (DUI). Youth may be referred to other programs for inpatient or outpatient treatment, and fines could be eliminated upon completion of treatment. Release may be to parents or grandparents, with probation, or the youth may be under a 'house arrest'.

C. ASSESSMENT OF DELINQUENCY RISK AND PROTECTIVE FACTORS CONTINUED

In 2008, the National Council on Crime and Delinquency reported that AI/AN youth are disproportionately involved with the juvenile justice system. AI/AN youth are represented among adjudicated youth at twice their representation in the general U.S. population (Hartney, 2008), and delinquency cases involving AI youth increased 52% between 1985 and 2007 (Sickmund, 2011). In 2008, AI/AN youth represented half the juvenile federal court caseload (Motivans & Snyder, 2011) with 65% comprising violent offenses, such as sexual abuse, assault and murder (Adams et al., 2011). As of midyear 2007, just 13% of AI youth detainees (n=253) were held in tribal jails or detention facilities (Minton, 2008). Thus, many youth are housed at detention and long-term facilities located at substantial distance from their home communities (Building Blocks for Youth, n.d.). In many states (including SD, AK, ND, and MT), AI/AN youth represent more than a quarter of securely confined youth (Building Blocks for Youth, n.d.). Comprehensive and culturally competent approaches are needed to reduce juvenile delinquency and improve youth reentry experiences in Indian Country

The Wanbli Wiconi Tipi reports monthly to the Rosebud Sioux Tribe Judiciary and Education committee and weekly planning meetings with the Rosebud Sioux Tribe Wellness Court which manages the cases for the program youth. It is through discussion with local service providers and tribal leadership that we are able to determine the areas which we fall short (gaps) and create strategies to address them. The Rosebud Sioux Tribe Juvenile Justice System took a look at recent statistics and made a decision to emphasis improvement in the 2 areas which are most pressing within the population of juveniles who we currently provide services.(RST OJJTDP)

Community Assessment:

Appendix A : RST Defending Childhood initiative (see attachment- section #7)

- Demographics
- delinquency risk factors
- protective factors

Appendix D: Wanbli Wiconi Tipi Youth Survey of Cultural Event Teaching Participation
(See attachment- section #7)

- Individual - protective factors
- Individual – impact finding (Green Re-entry)

Wanbli Wiconi Tipi/JDC: Sicangu Lakota Cultural Youth Questionnaire (see attachment- section #7)

Wanbli Wiconi Tipi/JDC: (see attachment- section #7)

- Top offenses for juveniles

Findings: 95% of all juveniles offended within the Rosebud Reservation boundaries

- Priority was determined based on the highest number of offenses

D. IDENTIFICATION OF AVAILABLE RESOURCES AND GAPS

Assess the gaps in resources needed to address delinquency risk factors by identifying what existing resources are available in the community (including Federal, State, local, and private providers) and which delinquency risk factors they address. Explain which top delinquency risk factors are not being addressed or could use more resources.

Explain which evidence-based program or service would be implemented based on the gaps in resources, needed protective factors, and data-driven decision making.

Cultural Education of our youth is the primary program that will determine success in the future of the juveniles that we serve. Currently there are no culturally relevant services such as the one being proposed in this project grant, being administered on the Rosebud Reservation in the communities.

Below is a list of Pilot Project Findings which reflect that out juvenile population in in tremendous need of assistance: 1) Youth are dealing with multiple traumas at multiple levels. 2) Youth are dealing with homelessness. 3) Youth lack a supportive mentor/significant helper in their life. 4) Youth have sparse attendance at religious or spiritual activities. 5) Many youth have never learned how to deal with their emotions. 6) Parents lack effective Parenting Skills. 7) Youth have difficulties with understanding death/grieving. 8) Youth need to learn value of counseling/therapy/sponsorship. 9) Many youth are not getting the counseling they need. 10) Lakota need to revalue the children & listen to their needs.
(WOASNIYE TA OAYE PROGRAM 9/2013)

As awareness and concern over the effectiveness and appropriateness of programs serving American Indian populations has grown (BigFoot & Braden, 2007), tribal programs are increasingly incorporating culture into prevention and intervention activities, and as a source of healing. Acquiring cultural knowledge, skills, abilities and experiences increases grounding and connectedness that some youth need to make changes in other aspects of their lives. Connectedness has been defined as the interrelated wellbeing of the individual, family, community, and the natural environment (Mohatt, Fok, Henry, Burket, & Allen, 2011). For youth, acquiring cultural knowledge provided insight into the ways their culture can help them understand themselves and their environment better. These changes in participants are in line with several studies citing cultural identity as a protective factor for Native youth that promotes personal and community resiliency (Oetting & Beauvais, 1990; Whitbeck, McMorris, Hoyt, Stubben, & Lafromboise, 2002; William, 2005; Lafromboise, Hoyt, Oliver, & Whitbeck, 2006; Gray, Wolf, Mays, Equihua, Gomez, Tellez, Tellez, Rappa, Jirsak, & Nye, 2008). Culturally infused interventions such as positive tribal community identity and participation are associated with lower depression, lower alcohol use, lower anti-social behavior, and lower levels of dysfunctional behaviors among Native youth (Whitesell, 2008).

Expanding justice-based interventions to include the larger community is consistent with AI/AN values that emphasize the group over the individual. Partnering with community members allows juvenile justice facilities to expand their resources and draw on the community's unique assets. Moreover, involvement in community events such as powwows and ceremonies offers an avenue for building resilience and restoring harmony. Contributing to the community through volunteer work or other forms of prosocial engagement provides youth with an opportunity to develop job-related skills and be viewed in a positive manner by others. Finally, many AI/AN researchers point to the need for healing to occur at the community level in recognition of the harmful impact of historical trauma (Brave Heart, 2013).

E. STRATEGY FOR IMPLEMENTATION

Describe your strategy for implementing the chosen service (including goals, objectives, and a timetable).

Prevention/Intervention: Cultural consultant will work with the JDC staff to purchase the necessary supplies needed to carry out the goal of the project. The project will travel to communities within the Rosebud Reservation boundaries on a weekly basis. Activities will happen after school and on designated weekends.

Implementation Schedule
Winter/Spring:
Community Clean up
Hand drums
Mural project

Summer/Fall
Lakota Horsemanship
Community clean up

There are four entities that will collaborate together to meet the overall project goal of juvenile wellness with their community and to reduce the incarceration rate:
1) The Rosebud Sioux Tribe Children's Court,
2) The Wanbli Wiconi Tipi Youth Wellness and Renewal Center
3) The Rosebud Sioux Tribe Education Department.
4) Cosultants

Currently, the Wanbli Wiconi Tipi Program Specialist currently conducts the evidence based Juvenile Assessment and Intervention System Assessments (JAIS) with all youth detained in the facility.

Goal : The "Woihanble Kuwa Pe" project goal is to offer Culturally-relevant workshops in the communities to the hard to reach youth through helping one another, Lakota horsemanship, cultural identity and in a safe and positive community atmosphere. Consultants and Youth mentors will teach the youth about the beauty and strength of the Lakota Culture. The project will develop a supportive relationship with the youth and build on the concept how to constructively self-reflect in their community.

Objective 1: Work with youth to promote change and restore harmony utilizing Lakota Horsemanship concepts. Concepts will empower through hands on experiences and assist the youth to take pride in their Lakota Culture.

Activity 1: Lakota Horsemanship concepts

Person responsible: Consultant -Shane Red Hawk

Estimated staff time:100 percent

Measurement of progress: Event evaluation and project participant list, community representative performance evaluation, decrease of juvenile offenses' in the activity specific community

Completion date: October 2015

Activity 2: 101 Horsemanship/care

Person responsible: Youth Mentor, Shane Red Hawk

Estimated staff time: 100 percent

Measurement of progress: Event evaluation and project participant list, community representative performance evaluation

Completion date: October 2015

Activity 3:

Activity: Positive native youth role models will inspire, empower and work with youth in their communities on their diversion activity.

Person responsible: Youth Mentor

Estimated staff time: 100 percent

Measurement of progress: Retention in the project, project participant list and event evaluation, decrease of juvenile offenses' in the activity specific community

Completion date: May 2016

Objective 2: Teach coping strategies to the hard to reach youth through helping one another, Lakota language, cultural identity and resources in a protective community atmosphere.

Activity 1: Sicangu Pride – community clean up, pick up garbage and assist community with removal of garbage

Person responsible: Consultant – Noella Red Hawk, Community Partners

Estimated staff time: 100 percent

Measurement of progress: Event evaluation and project participant list, community representative performance evaluation, decrease of juvenile offenses' in the activity specific community

Completion date: August 2015

Activity 2: Lakota Mural project – paint cultural murals where there are high area of gang graffiti

Person responsible: Consultant – Shane Red Hawk, Community Partners

Estimated staff time: 50 percent

Measurement of progress: Event evaluation and project participant list, community representative performance evaluation

Completion date: May 2016

Activity 3: Combine Oral traditions and Lakota cultural concepts while proving the diversion activities: Hand drum making and "Lakota Way of life", Wana Wota Po

Person responsible: Shane Red Hawk, youth mentor, Noella Red Hawk

Estimated staff time: 100 percent

Measurement of progress: Retention in the project, project participant list and event evaluation, decrease of juvenile offenses' in the activity specific community

Completion date: May 2016

E. DESCRIPTION OF PROGRAM TO BE IMPLEMENTED (IF APPLICABLE)

Provide or attach an overview of the evidence based program or other program to be implemented including the source, curriculum, and if the program would be implemented in the community or a school based setting. If you will be developing a curriculum, provide an explanation of why available evidence based programs would not work and a time table of the development and implementation. Services will be monitored for fidelity.

The projects will be implemented in communities located on the Rosebud Reservation boundaries.

Sicangu Pride: Community clean up and beautification projects (painting, Lakota murals over graffiti)

The Sicangu Pride project is a service learning type project. Students will work along with other youth and community members to pick up garbage. They will also be painting murals in community buildings and in other areas where there is graffiti.

Lakota Horsemanship: learn about the Lakota Horsemanship method, riding and horse safety. Students will be taught about the spiritual and cultural beliefs behind the horse. Youth will find a new purpose for the horse and how to faith and trust in the horse.

Wana Wota Po: learn how to cook traditional foods, foundational cooking and food safety. Students will learn how to prepare a meal for themselves. Students will learn the fundamentals of basic cooking.

Lakota drum making: learn the uses of the drum, how to make it and songs. Class is taught in 4 sessions. Students will learn how to make a drum. Students will also learn about the voice of the drum and how to care for it. Upon conclusion of the class students will learn a hand drum song.

Lakota way of life: learn how to make prayer ties and the traditional beliefs behind the use of prayer ties.

F. DESCRIPTION OF SERVICE GEOGRAPHIC BOUNDARIES

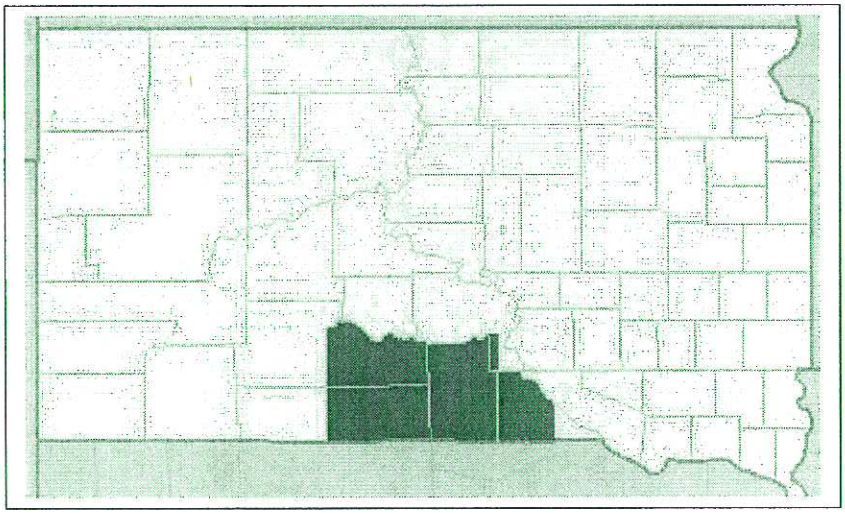
Briefly describe the neighborhood or community boundaries in which your service will operate. You may also include a map of the area served as an attachment.

Wanbli Wiconi Tipi (WWT) is a 36 bed Juvenile Detention Facility owned and operated by the Rosebud Sioux Tribe (RST) located in south-central South Dakota.
The Rosebud Reservation consists of 5000 square miles. The Rosebud Reservation is the sixth largest reservation in the country.

Tribal Headquarters: Rosebud, South Dakota
Number of Enrolled Members: 24,217
Time Zone: Central

Twenty Rosebud Sioux Tribe communities:

- Antelope
- Okreek
- Parmelee
- Rosebud
- Saint Francis
- Spring Creek
- Two Strike
- Milks Camp
- Corn Creek
- Butte Creek
- Soldier Creek
- Upper Cut Meat
- Ring Thunder
- Black Pipe
- Bull Creek
- Swift Bear
- Grass Mountain
- Ideal
- He Dog
- Horse Creek



G. PERFORMANCE MEASURES

If awarded, you will be required to report on output and outcome performance measures that are predetermined by federal regulations. Each subgrantee is responsible for collection and reporting this information on a quarterly basis.

As the project manager for the SFY2016 Native American Program subgrant, I agree to collect and report true and accurate data on a quarterly basis for the mandatory performance measures if awarded.

_____

(printed name) (signature) (date)

H. TARGET POPULATION

Provide an overview of the participants eligible for participation through using the table below.

Target Population Details (Place an "X" in the box to the *left* of all those that apply)							
Race(s):			**Offender Type(s):**			**Geography:**	
X	American Indian/Alaskan Native		X	At-Risk Population (no prior offense)			Rural
	Asian		X	First Time Offenders			Suburban
	Black/African American		X	Repeat Offenders		X	Tribal
	Hispanic or Latino (of any race)			Sex Offenders			Urban
	Other Race			Status Offenders		**Age:**	
	White/Caucasian			Violent Offenders			Under 11
Sex:		**Referral Source:**				X	12-13
X	Female		School	X	Court System	X	14-15
X	Male		State's Attorney	X	Other__JDC_____	X	16 -18

I. SUSTAINABILITY/FUTURE FUNDING PLAN

As with all grants, funding cannot be guaranteed each year, the budget may be smaller from year to year, the grant process may become competitive, and/or federal requirements may change. Explain how your project will be supported to sustain an existing or new program if your Tribe is not awarded NAP funds in SFY2016 or future funding years.

The success of the program will communicate the need for existing staff to get additional training in culturally relevant intervention strategies and hopefully base funding increases from the Department of Interior Bureau of Indian Affairs can be justified to hire the Lakota Culture staff permanently.

SECTION 5. JJDPA COMPLIANCE REQUIREMENTS

In order to access Formula Grant funds under the Native American Programs sub grant solicitation, Tribes performing their own law enforcement and operating secure facilities are required to submit youth custody information to determine compliance with the core requirements of the Juvenile Justice and Delinquency Prevention Act of 1974 (Act), as amended. The Act requires that these Tribes agree to comply with the requirements of removal of status offenders from secure custody, separation of juveniles from adult offenders and removal of juveniles from adult jails and lockups. The information collected here will be used to determine if the submitting Tribe is in compliance with the requirements of Act. Tribes that perform their own law enforcement and operate secure facilities that are not in compliance or not submitting information will NOT be eligible for funding under the Native American Programs solicitation.

Native American Programs Subgrant	
Facility Admission Data	
Period for Data:	January 1, 2014 – December 31, 2014
Tribe Submitting:	
Contact Name:	
Title:	
Contact Address:	
Contact City, State, & Zip:	
Contact Phone:	
Contact Fax:	
Contact Email:	

Provide a list of **ALL** locations that are located on the applying reservation which could be used to detain a juvenile or adult offender pursuant to public authority:

Juvenile Detention Facilities:	
Wanbli Wiconi Tipi Juvenile Detention Center	☒ Secure ☐ Non-Secure
	☐ Secure ☐ Non-Secure
	☐ Secure ☐ Non-Secure
	☐ Secure ☐ Non-Secure
Juvenile Correctional/Residential Facility:	
N/A	☐ Secure ☐ Non-Secure
	☐ Secure ☐ Non-Secure
	☐ Secure ☐ Non-Secure
	☐ Secure ☐ Non-Secure
Adult Jail:	
Rosebud Sioux Tribe Adult Correctional Facility	☒ Secure ☐ Non-Secure
	☐ Secure ☐ Non-Secure
	☐ Secure ☐ Non-Secure
	☐ Secure ☐ Non-Secure
Law Enforcement/Adult Lockup:	
N/A	☐ Secure ☐ Non-Secure
	☐ Secure ☐ Non-Secure
	☐ Secure ☐ Non-Secure
	☐ Secure ☐ Non-Secure

SECTION 5. JJDPA COMPLIANCE REQUIREMENTS CONTINUED

Please complete the Facility Admission Data forms for Calendar Year 2014 for **EACH secure facility** operated by the applying Tribe. If violations are identified, you will be required to provide a detailed plan outlining the steps the Tribe will take to prevent further violations of the JJDP Act. For the purposes of the data forms:

- Juveniles held in a secure juvenile detention or secure juvenile correctional/residential facility should be recorded under Secure Juvenile Facility.
- Juveniles held in jail should be recorded under Jail/Lockup.
- Juveniles held in a secure setting within a law enforcement agency should be recorded under Jail/Lockup.
- Juveniles held in a collocated facility (jail and detention located in the same building) should be recorded based on the physical location of the juvenile during the period held within the building (detention verses jail).

If the information on the Facility Admission Data forms cannot be completed, the following exceptions may be made:

1. If the Tribe does not operate a facility, please provide:
   - A written description of each location that is used to hold juveniles and define which juveniles are appropriate for placement in each of the locations.
   - A written plan which outlines the steps that will be taken to ensure compliance with the requirements of Deinstitutionalization of Status Offenders, Jail Removal, and Sight and Sound Separation when determining an outside placement.

OR

2. If your system does not currently have the ability to track some of the information, you must provide a detailed plan outlining what will be done in order to collect it in the next data collection cycle. Failure to submit a plan will be deemed as a finding of non-compliance and you will be ineligible to receive funding under the NAP subgrant solicitation.

If there are any questions regarding definitions they can be found at the website http://ojjdp.ncjrs.org/compliance/index.html.

2014 Facility Admissions – Secure Juvenile Facility

Secure Juvenile Facility: Wanbli Wiconi Tipi Juvenile Detention Center

Note: Facility admission information should come from the facility that admits offenders. If a Tribe does not have a facility, they should make a note of what facility is used and what entity runs it. Admissions to facilities run by an entity other than the Tribe should not be reported.

	Male	Female	Total
Number of juveniles that are admitted to the facility that have not committed a delinquent or status offense.*	0	0	0
Nonoffender: *A juvenile who is subject to the jurisdiction of the juvenile court, usually under abuse, dependency, or neglect statutes, for reasons other than legally prohibited conduct of the juvenile (28 CFR 31.304(i)). These cases are referred to by many names including Children in Need of Services (CHINS), Children in Protective Services (CHIPS), and Families in Need of Services (FINS).*			
Number of juveniles that are admitted to the facility that have committed a status offense.	0	0	0
Status Offender: A juvenile offender who has been charged with or adjudicated for conduct which would not, under the law of the jurisdiction in which the offense was committed, be a crime if committed by an adult (28 CFR 31.304(h)). The following are examples of status offenses: Truancy, Violations of curfew, Unruly. Runaway. Underage possession and/or consumption of tobacco products. Underage possession and/or consumption of alcohol. This offense is always considered a status offense, even though State or local law may consider it a delinquent offense.			
Number of juveniles held for status offenses that were in the facility for less than 24 hours.	0	0	0
Number of status offenders held under 24 hours when excluding weekends and holidays.	0	0	0
Number of juveniles held for status offenses that were in the facility for less than 24 hours when excluding weekends and holidays. Juveniles held over a typical weekend would fall into this category if they were held for less than 72 hours. Juveniles held over a three-day weekend would fall into this category if they were held for less than 96 hours.			
Number of status offenders held over 24 hours when excluding weekends and holidays*	0	0	0
Number of juveniles held for status offenses that were in the facility for more than 24 hours when excluding weekends and holidays. Juveniles held over a typical weekend would fall into this category if they were held for more than 72 hours. Juveniles held over a three-day weekend would fall into this category if they were held for more than 96 hours.			
Number of status offenders held over 24 that meet the valid court order exception	0	0	0
Number of juveniles held over 24 that meet the valid court order exception. In order to claim a valid court order exception, the facility must have notified an appropriate agency of the violation, an assessment of the juvenile's needs must be done within 24 hours of admission, and within 48 hours of the admission the assessment must be presented to the courts and a determination must be made as to whether there is reasonable cause to believe that the juvenile violated the court order.			
Number of juveniles that are admitted to the facility that have committed a delinquent offense.	185	102	287
Delinquent offender: A juvenile offender who has been charged with or adjudicated for conduct that would, under the law of the jurisdiction in which the offense was committed, be a crime if committed by an adult (28 CFR 31.304(g)).			
Total Number of juveniles admitted to detention	185	102	287

*If there are any situations identified as violations, a condition will be placed on the funding which requires the Tribe to work with DOC Formula Grant Staff to develop a detailed plan for providing alternative options for dealing with these youth in order to avoid future violations of the JJDP Act.

2014
Facility Admissions – Adult Jail/Lockup

Adult Jail/Lockup Name: Rosebud Adult Correctional Facility

Note: Facility admission information should come from the facility that admits offenders. If a Tribe does not have a facility, they should make a note of what facility is used and what entity runs it. Admissions to facilities run by an entity other than the Tribe should not be reported.

Is the facility able to provide sustained sight and sound separation between adult and juvenile detainees within the facility? (Answer yes or no.) _____No x___Yes
(If yes, what physical structures are in place to ensure sight/sound separation? In addition, what policies are in place to ensure the juveniles are separate?) No Juveniles are detained here.

	Male	Female	Total
Number of juveniles that are admitted to the facility that have not committed a delinquent or status offense.*	0	0	0
Nonoffender: A juvenile who is subject to the jurisdiction of the juvenile court, usually under abuse, dependency, or neglect statutes, for reasons other than legally prohibited conduct of the juvenile (28 CFR 31.304(i)). These cases are often referred to as Children in Need of Services (CHINS), Children in Protective Services (CHIPS), and Families in Need of Services (FINS).			
Number of juveniles that are admitted to the facility that have committed a status offense.*	0	0	0
Status Offender: A juvenile offender who has been charged with or adjudicated for conduct which would not, under the law of the jurisdiction in which the offense was committed, be a crime if committed by an adult (28 CFR 31.304(h)). The following are examples of status offenses: truancy, violations of curfew, unruly, runaway, underage possession and/or consumption of tobacco products, underage possession and/or consumption of alcohol. This offense is always considered a status offense, even though State or local law may consider it a delinquent offense.			
Number of juveniles that are admitted to the facility that have not committed a delinquent offense.	0	0	0
Delinquent offender: A juvenile offender who has been charged with or adjudicated for conduct that would, under the law of the jurisdiction in which the offense was committed, be a crime if committed by an adult (28 CFR 31.304(g)).			
Number of juveniles held for delinquent offenses that were in the facility for less than 6 hours.	0	0	0
Number of delinquent offenders held over 6 hours but under 48 hours*	0	0	0
Number of juveniles held for delinquent offenses that were in the facility for less than 48 hours.			
Number of delinquent offenders held over 48 hours.*	0	0	0
Number of juveniles held for delinquent offenses that were in the facility for more than 48 hours.			
Total Number of juveniles admitted to jail	0	0	0

*If there are any situations identified as violations, a condition will be placed on the funding which requires the Tribe to work with DOC Formula Grant Staff to develop a detailed plan for providing alternative options for dealing with these youth in order to avoid future violations of the JJDP Act.

11. In the event a Federal or State court or Federal or State administrative agency makes a finding of discrimination after a due process hearing on the grounds of race, color, religion, national origin, sex, disability, or age against a recipient of funds, the recipient will forward a copy of the finding to the Office of Civil Rights, Office of Justice Programs and to the SD Department of Corrections.
12. The Subgrantee agrees to hold harmless and indemnify the State of South Dakota, its officers, agents and employees, from and against any and all actions, suits, damages, liability or other proceedings which may arise as a result of performing services hereunder. This section does not require the Subgrantee to be responsible for or defend against claims of damages arising solely from acts or omissions of the State, its officers or employees. Nothing in this Agreement shall be construed as a waiver of sovereign immunity or consent to jurisdiction in any court other than the courts of the Unified Judicial System of the State of South Dakota.

The officials who certify this document agree to adhere to all terms and conditions relating to this application. Duplication of responsibilities by one individual for any position listed below is NOT acceptable. (Please refer to the NAP Guidelines regarding signatures.)

Original Signatures are Required

Chief Executive Officer (Tribal President, County Commission Chairperson, Mayor, Executive Director, President of the Board of Directors)		
Name William Kindle	Title Rosebud Sioux Tribe President	
Address PO Box 430	City/State/Zip Rosebud SD 57570	
E-mail William.kindle@rst-nsn.gov	Phone (605) 747-2381	Fax
Date 5/15/2015	Signature	

B. Project Director		
Name Miskoo Petite Sr.	Title Juvenile Detention Administrator	
Address PO Box 70	City/State/Zip Rosebud SD 57570	
E-mail Miskoo.petite@rstjustice.org	Phone 605-856-8702	Fax 605-856-5266
Date 5/15/15	Signature	

C. Financial Officer		
Name Byron Wright	Title Rosebud Sioux Tribe Treasurer	
Address PO Box 430	City/State/Zip Rosebud SD 57570	
E-mail Byron.wright@rst-nsn.gov	Phone 605-747-2381	Fax 605-747-4448
Date 5/15/15	Signature	

SECTION 7. ATTACHMENTS

Description of Attachments – Identify and describe the significance of all additional materials you include as attachments. Please limit additional materials to items such as program effectiveness documentation; pertinent letters of support or commitment; research documentation; factor, needs, and resource documentation; alternative DMC data; and any other materials. Attach all additional documents following this page.

Attachment 1
Appendix A : RST Defending Childhood initiative (see attachment- section #7)
Attachment 2
Appendix D: Wanbli Wiconi Tipi Youth Survey of Cultural Event Teaching Participation
Attachment 3
Wanbli Wiconi Tipi/JDC: Sicangu Lakota Cultural Youth Questionnaire
Attachment 4
Wanbli Wiconi Tipi/JDC 2014 Charges
Attachment 5
Attachment 6

ENCLOSE RELEVANT ATTACHMENTS AFTER THIS PAGE

October 18, 2012

Wanbli Wiconi Tipi/JDC

Sicangu Lakota Cultural Youth Questionnaire

Please choose the answer that best fits you.

Question	Not At All Important	Not Very Important	Somewhat Important	Very Important
1. How Important is it to you to have and practice American Indian values, such as respect for elders or generosity?	0	2	7	20

Question	Not At All	Not Much	Some	A Lot
2. Do you speak Lakota?	5	17	7	0
3. Do you want to learn Lakota Language?	1	3	12	13
4. Do you participate in traditional ceremonies such as sweatlodge?	3	9	12	5
5. Do you want to learn more about traditional ceremonies?	1	1	15	12
6. Do you know the history of the Sicangu Lakota people?	0	14	14	1
7. Do you want to learn about the history of the Sicangu Lakota people?	0	3	15	11
8. Do you know about Lakota star teachings?	7	16	5	1
9. Do you want to learn about Lakota star teachings?	0	5	15	9
10. Do you know the creation stories of the Sicangu Lakota people?	5	11	11	2
11. Do you want to learn about the creation stories of the Sicangu Lakota people?	3	3	12	11
12. Do you participate in social dancing or Pow-wows?	8	10	7	4
13. Do you want to learn about social dancing or Pow-wows?	4	7	10	8
14. Have you been taught any cultural arts such as beading, quill work, singing, drumming, drum-making, or painting?	2	7	15	5
15. Do you want to learn about cultural arts?	2	5	11	11
16. Do you know about traditional foods, herbs, and plants (such as Wasna, Bapa, and Timpsila)?	2	11	11	5
17. Do you want to learn about traditional foods, herbs, and plants?	1	5	13	10

Question	No	Yes
1. Do you know your Tiospaye?	12	14
2. Do you want to know your Tiospaye?	5	21
3. Do you have a Lakota name? Write it in: _____	19	7
4. Do you want a Lakota name?	5	23

Total Surveys Taken: 29

Appendix A – Full Results for All Rosebud Sioux Tribe Reservation Survey Questions

**These are the results of the weighted data.
N = 690 unless otherwise noted

DEMOGRAPHICS

Phone	N	%
Landline	275	39.8
Cell Phone	415	60.2

Gender	N	%
Male	334	48.4
Female	356	51.6

Age	Total
Minimum	18
Maximum	97
Mean	41.5

Age Categories (N=686)	N	%
18-24 years old	122	17.8
25-34 years old	167	24.4
35-44 years old	98	14.3
45-54 years old	125	18.2
55-64 years old	108	15.7
65 and older	66	9.6

Enrolled Member of the Rosebud Sioux Tribe (N=689)	N	%
Yes	532	77.2
No	157	22.8

Enrolled Member of Other Tribes	N	%
Yes	51	7.4
No	638	92.6

Highest Education Level Completed (n=685)	N	%
Less than a high school degree	143	20.9
High school degree or GED	227	33.2
Some college or Associate's degree	218	31.7
Bachelor's degree	64	9.3
Graduate school (Master's, Doctorate, or Other Professional)	34	4.9

# of children 17 and younger in household (n=680)	N	%
0	303	44.6
1	126	18.6
2	104	15.3
3	75	11.1
4	33	4.9
5	19	2.8
6	11	1.6
7 or more	7	1.1
Mean # = 1.3		

How long lived on the Rosebud Sioux reservation	N	%
Less than one year	14	2.0
1 to 3 years	22	3.2
4 to 6 years	17	2.5
7 to 10 years	26	3.8
More than 10 years	611	88.5

QUESTIONS FOR ALL RESPONDENTS

How much of a problem do you think _____ is on the Rosebud Sioux reservation?

Child abuse or neglect (n=682)	N	%
Not a problem	36	5.3
Somewhat of a problem	218	31.9
A big problem	428	62.8

Violence between people in a romantic relationship (n=678)	N	%
Not a problem	32	4.7
Somewhat of a problem	194	28.7
A big problem	452	66.7

Violent crime such as assaults, shootings, or sexual assaults (n=682)	N	%
Not a problem	24	3.5
Somewhat of a problem	167	24.5
A big problem	491	72.0

Bullying (n=655)	N	%
Not a problem	48	7.3
Somewhat of a problem	265	40.4
A big problem	342	52.3

Violence between teenagers in a dating relationship (n=647)	N	%
Not a problem	50	7.7
Somewhat of a problem	333	51.4
A big problem	264	40.9

Gang violence (n=684)	N	%
Not a problem	30	4.4
Somewhat of a problem	142	20.7
A big problem	512	74.9

Verbal and physical aggression by fans at sporting events (n=629)	N	%
Not a problem	230	36.5
Somewhat of a problem	327	52.0
A big problem	72	11.5

I feel safe in my community (n=684)	N	%
Strongly disagree	56	8.1
Disagree	140	20.5
Agree	375	54.8
Strongly agree	113	16.6

I can count on adults in my community to watch out that children are safe and don't get in trouble. (n=675)	N	%
Strongly disagree	115	17.1
Disagree	220	32.6
Agree	251	37.2
Strongly agree	89	13.2

People around here are willing to help their neighbors. (n=679)	N	%
Strongly disagree	70	10.3
Disagree	205	30.2
Agree	306	45.1
Strongly agree	98	14.4

There are adults in this community that children can look up to. (n=686)	N	%
Strongly disagree	31	4.6
Disagree	99	14.4
Agree	425	61.9
Strongly agree	132	19.2

If there were a fight in front of your home, how likely is it that your neighbors would try to help? (n=681)	N	%
Very unlikely	153	22.5
Unlikely	191	28.1
Likely	198	29.1
Very likely	138	20.3

Are there community or tribal organizations that deal with local issues or problems in your community? (n=668)	N	%
Yes	370	55.3
No	299	44.7

Is there a church, traditional healer, or other faith-based organization that you could go to in your community? (n=684)	N	%
Yes	527	77.1
No	157	22.9

How often do you participate in faith-based activities? (n=685)	N	%
Once a week or more	200	29.2
2 or 3 times a month	130	19.0
Once a month	104	15.2
A few times a year	148	21.6
Never	103	15.0

Can watching violent television shows, video games, or music videos make a child more aggressive? (n=689)	N	%
Yes	488	70.8
No	119	17.2
Not sure	83	12.0

Can being exposed to violence in childhood lead to health problems?	N	%
Yes	538	77.9
No	89	12.9
Not sure	63	9.1

Can being exposed to violence in childhood lead to psychological problems?	N	%
Yes	614	89.0
No	33	4.9
Not sure	43	6.2

Is yelling at someone an example of violent behavior?	N	%
Yes	534	77.5
No	103	14.9
Not sure	53	7.6

Is threatening to hurt someone an example of violent behavior? (n=687)	N	%
Yes	659	95.9
No	20	2.9
Not sure	9	1.2

Is spanking a child an example of violent behavior?	N	%
Yes	319	46.3
No	242	35.1
Not sure	129	18.7

Is insulting someone an example of violent behavior?	N	%
Yes	589	85.4
No	68	9.9
Not sure	32	4.7

Is sexual harassment an example of violent behavior?	N	%
Yes	649	94.1
No	25	3.7
Not sure	15	2.2

A person who walks away from a fight is a coward or 'chicken.' (n=686)	N	%
Strongly disagree	314	45.7
Disagree	311	45.4
Agree	39	5.7
Strongly agree	22	3.1

It's okay to hit someone who hits you first. (n=670)	N	%
Strongly disagree	138	20.6
Disagree	293	43.8
Agree	193	28.8
Strongly agree	46	6.9

It is sometimes OK for a woman to hit her husband or partner. (n=687)	N	%
Strongly disagree	304	44.2
Disagree	327	47.6
Agree	47	6.9
Strongly agree	9	1.4

People should not interfere in violence between romantic partners. (n=677)	N	%
Strongly disagree	166	24.6
Disagree	329	48.6
Agree	131	19.4
Strongly agree	50	7.4

If you wanted to get help for a child that had experienced or witnessed violence, who or where would you call?	N	%
Child Protective/Social Services	258	37.4
Police	207	30.0
Healthcare Provider/Facility	59	8.6
911	29	4.2
Clergy/Church/Spiritual Leader	17	2.5
School	14	2.0
Tribal Council or Elder	12	1.7
Hotline	9	1.3
Other	31	4.5
Don't know	54	7.8

*For this question, respondents offered their own responses without specific prompts. The responses were then coded into the above common categories. See "Other" responses in Appendix B.

The Rosebud Sioux Tribe is making an effort to address violence. (n=679)	N	%
Strongly disagree	107	15.7
Disagree	170	25.1
Agree	314	46.2
Strongly agree	88	13.0

Over the last two years, have you seen or heard any campaigns or advertisements about children experiencing or witnessing violence? (n=673)	N	%
Yes	325	48.3
No	348	51.7

Have you ever heard of the Defending Childhood Initiative? (n=679)	N	%
Yes	129	19.1
No	549	80.9

When you think about the violence you experienced or saw, did it happen MOSTLY: (n=597)	N	%
In the community	245	41.0
In many places	219	36.6
At pow-wows or other social events	63	10.5
At home	30	5.1
At work	21	3.5
At school	20	3.3

When you think about the violence you experienced or saw, did you report any of it to the authorities, such as law enforcement or child protective services: (n=605)	N	%
Yes	413	68.3
No	192	31.7

Number of adults who in the last year…	N	%
Were exposed to any type of violence*	605	87.7
Were a direct victim of violence	369	53.5
Were a witness to violence	592	85.7

*Exposure combines direct victimization and/or witnessing.

QUESTIONS FOR PARENTS/CAREGIVERS OF CHILDREN UNDER 18
(N = 441 unless otherwise noted – rebalanced weight for subgroup analysis)

CHILDREN'S EXPOSURE TO VIOLENCE (As reported by adult respondent)

In the last year, did anyone hit or attack your child on purpose with an object or weapon? Somewhere like: at home, at school, at a store, in a car, on the street, or anywhere else?	N	%
Yes	125	28.3
No	316	71.7

In the last year, did anyone hit or attack your child without using an object or weapon?	N	%
Yes	143	32.4
No	298	67.6

In the last year, has anyone ever used the Internet to bother or harass your child or to spread mean words or pictures about your child? (n=435)	N	%
Yes	110	25.3
No	324	74.7

In the last year, did your child get scared or feel really bad because kids were calling your child names, saying mean things to your child, or saying they didn't want your child around?	N	%
Yes	226	51.2
No	215	48.8

Sometimes groups of kids or gangs attack people. In the last year, did a group of kids or a gang hit, jump, or attack your child? (n=439)	N	%
Yes	76	17.2
No	363	82.8

In the last year, did any kid, even a brother or sister, hit your child? Somewhere like: at home, at school, out playing, in a store, or anywhere else? (n=435)	N	%
Yes	139	32.0
No	296	68.0

In the last year, did any kids, even a brother or sister, pick on your child by chasing him/her or grabbing his or her hair or clothes or by making him/her do something he/she didn't want to do? (n=437)	N	%
Yes	113	25.9
No	324	74.1

In the last year, did anyone pick on or tease your child because of the length of his/her hair or the clothes he/she wears? (n=436)	N	%
Yes	107	24.6
No	328	75.4

When someone is neglected, it means that the grown-ups in their life didn't take care of them the way they should. ... In the last year, was your child neglected by any of the grown-ups in your child's life? (n=438)	N	%
Yes	36	8.2
No	402	91.8

327 out of the 441 parent/caregiver respondents (75.6%) did not answer "No" to **all** *of the above questions.*

Child exposed to any violence in the last year*	N	%
Yes	327	75.6
No	105	24.4
Unsure	9	2.0

*Exposure combines direct victimization and/or witnessing.

When you think about your child's experiences with any of the things I've just mentioned, did it happen MOSTLY: (n=309)	N	%
In many places	107	34.7
In the community	85	27.4
At school	69	22.2
At home	45	14.7
At pow-wows or other social events	3	1.1

In the last year, have you talked to someone such as a family member, friend, spiritual leader, or a professional about your child's experiences with any of the things I've just mentioned? (n=334)	N	%
Yes	195	58.5
No	139	41.5

In the last year, did you report any of your child's experiences with violence to authorities, such as law enforcement or child protective services? (n=335)	N	%
Yes	126	37.6
No	209	62.4

In the last year, did your child receive any medical help because of their experiences with violence? (n=329)	N	%
Yes	38	11.6
No	291	88.4

In the last year, did your child receive any counseling or mental health services because of their experiences with violence? (n=329)	N	%
Yes	78	23.7
No	251	76.3

Appendix D

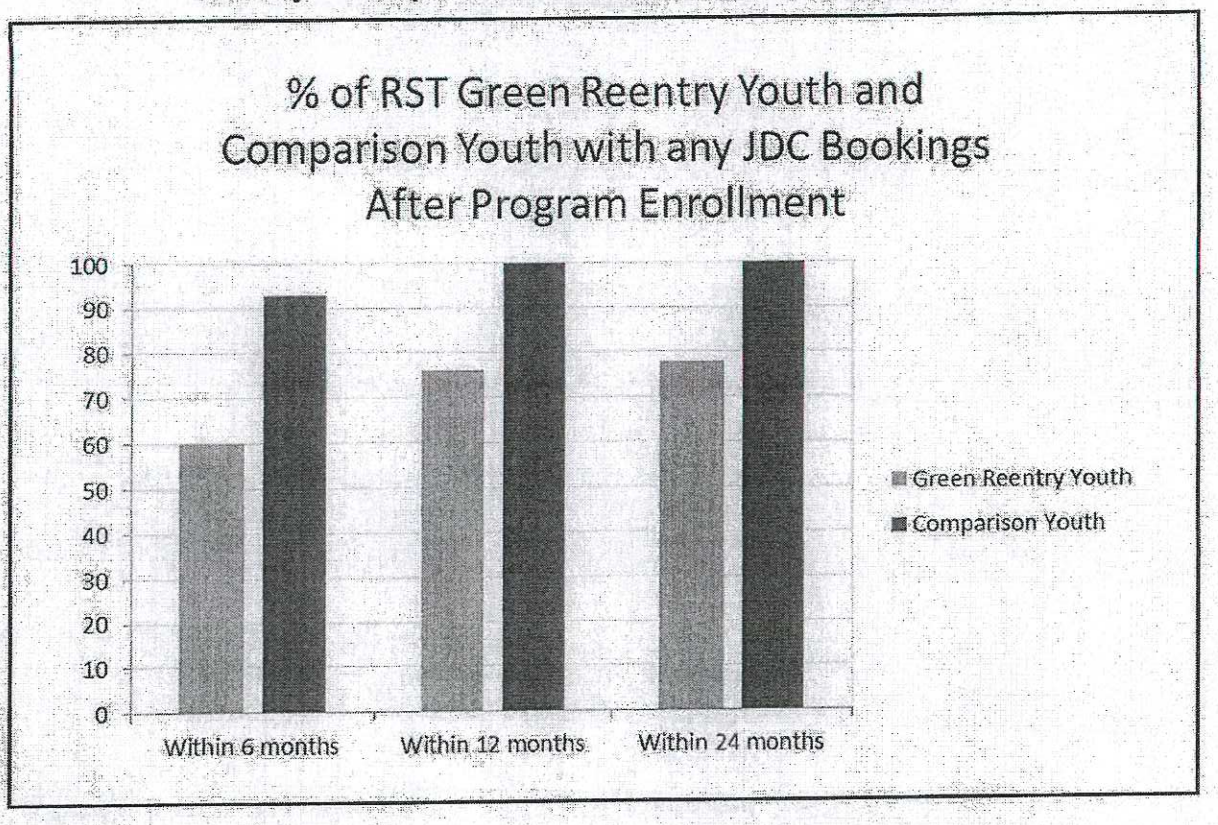
Wanbli Wiconi Tipi Youth Survey of Cultural Event Teaching Participation

Results of Youth Evaluations

Question	Agree/Yes		Disagree/No		Unsure/ undecided		No Response	
	#	%	#	%	#	%	#	%
The event that I participated in was helpful.	56/63	89%	0	0	7/63	11%	0	0
I believe my knowledge about this event/teaching was increased.	59/63	94%	1/63	2%	3/63	5%	0	0
I believe I was prepared for this event/teaching.	57/63	90%	0	0	6/63	10%	0	0
I would like more preparation before the teaching/event.	32/63	51%	8/63	13%	19/63	30%	4	6%
As a result of my participation, I believe I can make improvements in my life.	59/63	94%	0	0	4/63	6%	0	0
As a result of my participation, learning the Lakota Language seems to be more important to me.	55/63	87%	2/63	3%	6/63	10%	0	0
As a result of my participation, I would like to learn more about Lakota traditions.	54/63	86%	0	0	8/63	13%	1/63	2%
As a result of my participation, I would like to continue to attend this type of cultural teaching/event again.	57/63	90%	3/63	5%	1	2%	1	2%
As a result of my participation, I believe I have a stronger Lakota identity.	46/63	73%	2/63	3%	15/63	24%	0	0
As a result of participating in this event/teaching, I recommend that events/teachings like this be held regularly at the facility. *	55/57	97%	0	0	2/57	3%	0	0

*Six surveys did not have this question on it.

Exhibit 7-3. New JDC Bookings within 6, 12, and 24 Months for RST Green Reentry Participants and Comparison Group Members



2014 WWT CHARGES	January	February	March	April	May	June	July	August	September	October	November	December	Totals
Warrant of Arrest	6	5	5	15	10	3	6	4	3	11	5	10	83
Contempt of Court	10	4	12	9	5	3	3	9	8	9	3	5	80
Disorderly Conduct	8		3	6	5	1	3	6	2	6	2	4	46
Underage Consumption	4	1	1	5	7	2	5	5	1	3	4	3	41
Drug Possession	2	1	1	6	2		1		4	3	3	2	25
Riot	9				4		2	1	3	1	1	4	25
Huffing				4	3			1	4	4	1	2	19
Burglary	3			5		1		1		4	1	4	19
Resisting Arrest	2	1	1	1	3		1	1		4	1	3	18
Aggravated Assault	1		2	1				2	4	2	4	2	18
Vandalism	4		1	2				5	1	3	1		17
False Alarm	2			2	3		1	1			7		16
Theft	4			2		2		1		1	2	1	13
Simple Assualt	2		1		4	1			4				12
Domestic Abuse	1		1		1	1		1	1	3	2	1	12
DUI	1		1	1	2	2	1	1			1	1	11
No Driver License				2			1	1		1	1		6
Reckless Driving		1	1					1		2			5
Child Abuse/Neglect					2				1		2		5
Escape				1						1	1	1	4
Arson					2					1			3
Possession with intent to sell			1						1		1		3
Affravated Tresspass	1									1	1		3
Aiding, Abetting			1		1						1		3
Simple Tresspass			1							1			2
Possess Firearm intoxicated					1		1						2
Poss. Stolen Property												2	2
Speeding		1											1
Failure to Yield		1											1
Street Gang Activity	1												1
Bench Warrant	1												1
Hit and Run								1					1
Tampering with Evidence								1					1
Kidnapping									1				1
Charges per month	62	15	33	62	55	16	25	43	38	61	45	45	500

SFY 2016 Native American Programs Subgrant Application

Title II Formula Grant

South Dakota Department of Corrections

APPLICATION DUE: May 22, 2015

Applicants with original signatures must be **submitted and received** by the Department of Corrections by the close of business on May 22, 2015. Faxed and emailed applications will not be accepted. Submit complete applications to:

Bridget Coppersmith
Juvenile Justice Specialist
Department of Corrections
3200 East Highway 34
Pierre, SD 57501-5070

RECEIVED
MAY 19 2015
DEPT. OF CORRECTIONS

The application must include a brief and clear description of each component. It is important to follow all directions, provide complete information, and submit the materials in the order requested. If you need additional room to respond to the components, please attach additional sheets. This is a competitive subgrant program and funding is not guaranteed to all those who apply. **Previous versions of applications will not be accepted.**

SECTION 1. APPLICANT INFORMATION

Applicant: Lower Brule Sioux Tribal Court		
Address: 100 Akicita O'Tipi; PO box 122		
City/State/Zip: Lower Brule, SD 57548	Phone: 473-5528	Fax: 473-0619
Email: lorrieminer@lowerbrule.net	Federal Employer or Payee Identification Number (FEIN):46-0222351	
Project Director Name: Lorrie Miner	Title: Chief Judge	
Agency: LBST Court	Address: 100 Akicita O'Tipi	
City/State/Zip: Lower Brule, SD 57548	Phone: 473-5528	Fax: 473-0619
Email: lorrieminer@lowerbrule.net		
Please indicate the name of the service(s) implemented: Delinquency Prevention Services		
Project Title:	Juvenile Beading Class	
Project Period:	**July 1, 2015 – June 30, 2016**	

SECTION 2. PROJECT BUDGET

The Council of Juvenile Services will award or not award funding based the extent to which program design addresses a recognized need and whether the proposal is financially responsible and efficient. Funds will be paid through a reimbursement process for items specifically outlined and approved in the application.

Applicants may apply for up to $20,000.

Non-supplanting Requirements: Funds or other resources of the applicant normally devoted to programs and activities designed to meet the needs of criminal justice will not be diminished in any way as a result of a grant award of federal funds. The project for which assistance is being requested will be in addition to, and not a substitute for, criminal justice services previously provided without federal assistance.

A. Personnel	**TOTAL**
	$
Employee Fringe Benefits	
TOTAL	$
B. Contracted Services	**TOTAL**
2 Adult, Sober female experienced beaders to facilitate weekly 2 hr beading class	$
$2599,375/hour x 3 hrs x 50 weeks x 2 instructors	
TOTAL	$ $7,500.00
C. Travel and Per Diem	**TOTAL**
	$
TOTAL	$
D. Equipment	**TOTAL**
TOTAL	$9,375
E. Operating Expenses	**TOTAL**
Snack for beading participants as class will run from 5 -8 pm	$3,125.00
25 participants x $2.50/snack x 50 weeks	
Beading Supplies	9,375.00
Itemized start-up budget attached as Attachment 1, purchases continuing during the year	
TOTAL	12500
Total Project Budget -- ***Combined totals for all columns***	**$20,000**

SECTION 3. BUDGET NARRATIVE

In the space provided, explain the relationship between budgeted items listed in Section 2 and project activities. Include information (data and criteria) as to how you arrived at budget estimates. Discuss all items by category and in full.

Personnel Narrative - Explain how the compensation and expenses were calculated, duties of the position, and any other information about personnel of the project. If proposed funding covers more than one position, you must identify the duties and estimated percent of time for duties that directly relate to the successful implementation of the program.

Position #1:	
Justification for the position :	

Personnel Responsibilities & Duties *(must directly relate to the implementation of the program)*	Estimated % Time
1.	
2.	
3.	
4.	

Compensation for services was calculated as follows *(if a position is established to cover multiple projects, you will need to estimate compensation for each duty)*:

Wage/Salary:	
Benefits:	

Position #2:	
Justification for the position :	

Personnel Responsibilities & Duties *(must directly relate to the implementation of the program)*	Estimated % Time
1.	
2.	
3.	
4.	

Compensation for services was calculated as follows *(if a position is established to cover multiple projects, you will need to estimate compensation for each duty)*:

Wage/Salary:	
Benefits:	

Please attach additional sheets for more than 2 positions

SECTION 3. BUDGET NARRATIVE CONTINUED

Contracted Services Narrative - Explain the consultant fees, consultant expenses, contracted services, the cost per service/per youth being served, and how the cost for services was calculated. **Contracted services fees cannot exceed $650 per day.**

Consultant #1:	Adult female experienced in beading
Consultant Fees:	$25 / hour for 3 hours a week for 50 weeks = $,3750
Contracted Service:	To teach beading to juveniles in juvenile diversion program and jjuvenile probationers. The class will also be available to those youth not in the juvenile system that may want to attend. Anticipating minimum of 25 youth to participate (diversion has 6 youth, 46 currently on probation).
Consultant #2:	Adult female experienced in beading
Consultant Fees:	$25 / hour for 3 hours a week for 50 weeks = $,3750
Contracted Service:	To teach beading to juveniles in juvenile diversion program, on probation, and those youth not in the juvenile system that may want to learn how to bead. Anticipate minimum of 25 youth to participate

Travel and Per Diem Narrative – Explain the calculation of travel costs for travel **outside the home jurisdiction**, (travel must be calculated at current state rates ($0.37 per mile and $26 per diem)), how the expenses are directly related to the implementation of the project, and if out-of-state travel is anticipated, give particulars (i.e., location, state, dates, purpose, cost).

Purpose of Travel:	

[Mileage] x $0.37 =
[Number of Travel Days for per diem] x $26.00 =

Purpose of Travel:	

[Mileage] x $0.37 =
[Number of Travel Days for per diem] x $26.00 =

Equipment and Operating Expenses Narrative – Explain the supplies and equipment costs directly related to the implementation of the program or project. You must be specific regarding the items in which you intend to use federal funding. For example, a budget item of "office expenses" will not be accepted as these items must be detailed. You need to identify what you anticipate for office expenses and list each item and the estimated costs. Items not specifically outlined will not be eligible for reimbursement.

Equipment – List nonexpendable items that are to be purchased and show how you calculated these costs. Nonexpendable equipment is tangible property having a useful life of more than 2 years.

.

Operating Expenses – List items by type (office supplies, postage, training materials, copying paper, and expendable equipment) and show how you calculated these costs. Generally, supplies include any materials that are expendable or consumed during the course of the project.

Beading supplies: metal beads, glass beads, bone beads, sinew, thread, needles, plastic storage containers for the supplies and 1 for each participant's beading project, looms (for those that want to learn how to bead on loom vs. hand beading); fabric. The amount of beads and sizes of beads will vary as to the project and beader's stylist' preference. See Attachment 1

Light snack for participants as beading class will be held from 5 – 8 pm. 25 participants x $2.50/ snack x 50 weeks = 3,125. It is culturally appropriate to provide food when people gather. Further, this class will be held during supper time. Youth participating might not get a meal when they go home.

NOTE: If there is a change in the above budget narrative, programs will need to request an amendment to their budget. All amendments must be requested in writing **prior to the expenditure of funds**.

SECTION 4. APPLICATION NARRATIVE

A. ABSTRACT AND DEMONSTRATION OF NEED

Provide a narrative overview of the proposed service including a demonstration of need through findings of assessments and data. Explain why the proposed service is the best option to address delinquency.

Implementing and sustaining a coordinated culturally meaningful approach for tribal youth involved in the juvenile justice system is complex due to multiple challenges. At the core of delinquent tribal youth is multi-generational and oftentimes ongoing trauma that is directly connected to the negative health and life outcomes these youth face. It is important for these youth to have caring, responsible adult role models and mentors. To often, parents are experiencing their own trauma and challenges and unable to provide guidance or direction to their own children. The youth beading program offers a culturally appropriate skill building opportunity taught by adult women that have beading experience and traditional knowledge. Leslie Gipp speaks Lakota, has attend and participated in sun dance for several decades and is well-versed in Lakota culture. Both she and Marlys Langdeau do beadwork. Beading is an art form practiced by both men and women. Beading will provide an opportunity to talk and share while the youth are working on their own project.

I candidly admit I have no findings of assessments and data to support that a beading program is the best option to address delinquency. However, there is research supporting positive outcomes for youth involved in mentoring programs; this beading proposal is in the nature of a mentoring program. Mentoring is a process between young persons and older or more experienced person act in a non-professional helping capacity to provide support that benefits a young person's development. This beading proposal will allow for two mature adults to teach beading and traditional values in a setting where a young person can learn a life skill (that can provide income or a means to relax or distress without using alcohol or illegal substances).

B. COMMUNITY READINESS

Describe your community's readiness to adopt your proposed service through specifically describing the following:

1. Community readiness and willingness to adopt the service;
2. Justice system readiness ;
3. School system readiness; and
4. Any barriers that may prevent change in your community.

Please attach letters of commitment from key leaders and agency partners describing their support and willingness to collaborate with you to implement the proposed service.

Lower Brule is going through political turmoil following the death of long-time Chairman Michael B. Jandreau. The political turmoil is felt by both adults and the youth. When the young people see adults arguing and saying things on Facebook, the young people believe they can also engage in bullying behaviors. There needs to be a positive program for the youth to come talk about their concerns and worries while working on a project. Sometimes the best conversations can take place with a young person when doing something else. For example, with your own teenage, have you ever noticed the deep conversations and topics covered when riding in the car. The community realizes the youth are needing positive adult involvement and there are daily comments that "kids need something to do at night." Beading is such an activity, other than basketball at the gym, that can be provided. The community is supportive of tribal court's juvenile diversion program. Talking circles (which were previously funded through this grant program) continue to operate. The beading program will be another option for the court to utilize with both juveniles on probation and youth in the diversion program. Tribal court and Lower Brule School district have a strong working relationship. The prosecutor and juvenile probation officers meet every Wednesday afternoon with school principals, social worker, attendance officer and Lower Brule Counseling Services behavioral health professional to staff youth cases. This has increased school attendance with court-involved youth and participation in behavioral health programs for youth held at school during school hours. These meetings bring the stakeholders together and provides better use of limited resources.

C. ASSESSMENT OF DELINQUENCY RISK AND PROTECTIVE FACTORS

Include a summary of assessments that have been conducted in your community to assess the prevalence of delinquency risk factors and protective factors as well as information on baseline data established through completing the following components.

1. Demographics of juveniles in the community
2. Juvenile justice delinquency risk factors
   a. Juveniles taken into custody in the community
   b. Top offenses for juveniles
   c. Identify the top (2-5) delinquency risk factors and identify if they are related to the community, school, family, peers, individuals, or another source.
   d. Prioritize the list of top delinquency risk factors and explain the process used to prioritize them.
3. Juvenile Justice Protective Factors
   a. Identify protective factors and identify if they are related to the community, school, family, peers, individuals, or another source.
   b. Which protective factors correlate with the identified top delinquency risk factors?

1. **Demographics of the juveniles in the community.**
   Ages 12 – 17.
   55% male, 45% female
   Native American youth
2. **Juvenile Justice Delinquency Risk Factors:**
   a. **Juveniles taken into custody in the community:**

Juveniles taken into custody are initially booked in to the Lower Brule Justice Center. This is a tribally owned building that houses law enforcement, tribal court and corrections. Law enforcement and Corrections are operated by the BIA. Due to lack of staffing, the juvenile detention center is not operational. Detained juveniles are transported to Rosebud Juvenile Center. Thus, tribal court uses alternatives to detention as much as possible. Lower Brule's Correctional facility also takes youth in from other Tribes, and then the youth are transported on to another juvenile facility (Rosebud's facility, typically).

b. Top offenses for juveniles

1. Possession, Sale or Distribution of Substance, Except Alcohol, for the Purpose of Intoxication (synthetic marijuana)
2. Simple Assault
3. Burglary

c. Identify the top (2-5) delinquency risk factors and identify if they are related to the community, school, family, peers, individuals, or another source.

1. Lack of parental involvement and supervision.
2. Lack of positive adult role models; i.e., breakdown of traditional family roles and involvement of aunties and uncles with the youth.
3. Easy access to illegal drugs and alcohol.
4. Lack of resources for youth activities to encourage positive adult interaction and make youth feel wanted and needed.

d. Prioritize the list of top delinquency risk factors and explain the process used to prioritize them.

The risk factors were prioritized in the above list. The top delinquency risk factor is the lack of parental involvement and supervision. Lack of parental involvement and supervision is seen in the juvenile cases filed in court. The parents blame the school, law enforcement and the court for their child being in the system. Once a youth is placed on probation, parents want the probation officer to drive around in the community late at night looking for their child, expect probation to get their child to school and for probation to make the child behave at school. When parents blame everyone else for the child's conduct, the child learns to blame everyone else, too. There is not accountability; when there is accountability through the legal system, the court is cursed and cussed.

3. Juvenile Justice Protective Factors

a. Identify protective factors and identify if they are related to the community, school, family, peers, individuals, or another source.

At the request of the court (judge, probation, and prosecutor), the school established another building for students that were suspended, rather than sending them home for 5 – 10 days. Sending students home was a mini-vacation and provided time for suspended students to commit delinquent acts and cause havoc in the community. This separate building allowed for the suspended students to continue receiving an education, have breakfast and lunch and be supervised during school hours. This is an example of cooperation and communication between the school district and court system to try and create a safe environment for the youth. The main juvenile probation officer has young people come to her home when there's violence or partying at their home, when they are upset over a myriad of issues or when they are hungry. Juvenile probationers call her cell phone at all hours and she responds.

b. Which protective factors correlate with the identified top delinquency risk factors.

School and court system working together to provide a safe environment for youth when there is lack of parental involvement and supervision.

D. IDENTIFICATION OF AVAILABLE RESOURCES AND GAPS

Assess the gaps in resources needed to address delinquency risk factors by identifying what existing resources are available in the community (including Federal, State, local, and private providers) and which delinquency risk factors they address. Explain which top delinquency risk factors are not being addressed or could use more resources.

Explain which evidence-based program or service would be implemented based on the gaps in resources, needed protective factors, and data-driven decision making.

There is lack of parenting involvement and supervision often due to the parents own substance abuse. Synthetic marijuana use and methamphetamine use is destroying the community. Tribal court orders substance abuse evaluations (for both juveniles and adults), but there are only 2 certified substance abuse counselors to do the evaluations, provide out-patient services or to arrange in-patient treatment. A juvenile case manager to oversee the evaluations, attending treatment and arranging aftercare would be helpful. Adult court would require 3 – 4 case managers. Teaching or reminding people of culture and tradition would also be helpful, especially as to respect, humility, compassion, honesty and courage. There is a real in the community as to "traditional" ways or church teachings. The Circles of Care grant is a three-year planning grant to address the gaps in resources and it has just become operational. This grant will bring community members together to identify *community* wants and needs and develop solutions. The Circles of Care grant became operational earlier this year.

In January 2015, Lower Brule Counseling Services began juvenile MRT and juvenile Wellbriety at the school during the school day. This simple step increased youth attendance at both programs; youth that were not court ordered also attended.

Tribal court has a SAMHSA grant for adult drug court which provides for family behavioral therapy (FBT) for adult drug court participants. Given the success we are seeing with adult FBT, tribal court and Lower Brule Counseling Services are partnering to bring juvenile FBT training to Lower Brule. Family behavioral therapy is an evidence based program recognized by SAMHSA.

Parenting classes are being offered for the first time in 5 years. The participants are court-ordered to attend. It is hoped parenting classes will continue and be open to the community, not just court involved people.

E. STRATEGY FOR IMPLEMENTATION

Describe your strategy for implementing the chosen service (including goals, objectives, and a timetable).

Beading supplies will be ordered immediately with the intent to start classes mid-July 2015. Class will be held once a week from 5:00 – 8:00 p.m. The two women instructors will discuss beading and cultural significance of beadwork. They will then commence teaching young people how to bead both by hand and on the loom. This three-hour class will not only be about beading, but also about relationship building and sharing of cultural values and wisdom. This beading class will offer positive adult interaction and supervision (for at least one evening a week for three hours).

Goal :

Objective 1: Purchase beading supplies

Activity 1:

Person responsible: Marlys Langdeau

Estimated staff time: 4 – 8 hours

Measurement of progress: Beading supplies ordered and arrived

Completion date: First week – 10 days of grant and on-going throughout grant

Activity 2: Informing juvenile probationers and diversion participants of beading class

Person responsible: Bobbie Middletent, juvenile probation officer

Estimated staff time: 4 – 8 hours

Measurement of progress: Juvenile probationers/diversion youth aware of class

Completion date: on-going throughout the grant

Activity 3: Informing at-risk youth (those not in the system) of beading class

Person responsible: Jessica Shaffer, school social worker

Estimated staff time: 4 – 8 hours

Measurement of progress: At-risk students aware of class

Completion date: on-going throughout the grant

Objective 2: Beading Class Begins

Activity 1: Beading

Person responsible: Marlys Langdeau & Leslie Gipp

Estimated staff time: 3 hours per week

Measurement of progress: Beading Class is being held

Completion date: June 2016; on-going with other funding identified

Activity 2: Cultural values discussion during beading class

Person responsible: Leslie Gipp

Estimated staff time: 3 hours / week

Measurement of progress: Youth discussing values and applying in daily interactions

Completion date: June 2016

Activity 3:

Person responsible:

Estimated staff time:

Measurement of progress:

Completion date:

E. DESCRIPTION OF PROGRAM TO BE IMPLEMENTED (IF APPLICABLE)

Provide or attach an overview of the evidence based program or other program to be implemented including the source, curriculum, and if the program would be implemented in the community or a school based setting. If you will be developing a curriculum, provide an explanation of why available evidence based programs would not work and a time table of the development and implementation. Services will be monitored for fidelity.

N/A.

F. DESCRIPTION OF SERVICE GEOGRAPHIC BOUNDARIES

Briefly describe the neighborhood or community boundaries in which your service will operate. You may also include a map of the area served as an attachment.

Lower Brule, South Dakota.

G. PERFORMANCE MEASURES

If awarded, you will be required to report on output and outcome performance measures that are predetermined by federal regulations. Each subgrantee is responsible for collection and reporting this information on a quarterly basis.

As the project manager for the SFY2016 Native American Program subgrant, I agree to collect and report true and accurate data on a quarterly basis for the mandatory performance measures if awarded.

Lorrie A. Miner — Lorrie A. Miner — 5-18-15

(printed name) (signature) (date)

H. TARGET POPULATION

Provide an overview of the participants eligible for participation through using the table below.

Target Population Details (Place an "X" in the box to the *left* of all those that apply)							
Race(s):				**Offender Type(s):**		**Geography:**	
x	American Indian/Alaskan Native			x	At-Risk Population (no prior offense)		Rural
	Asian			x	First Time Offenders		Suburban
	Black/African American			x	Repeat Offenders	x	Tribal
	Hispanic or Latino (of any race)				Sex Offenders		Urban
	Other Race			x	Status Offenders	**Age:**	
	White/Caucasian				Violent Offenders		Under 11
Sex:		**Referral Source:**				x	12-13
x	Female	x	School	x	Court System	x	14-15
x	Male	x	State's Attorney		Other_____	x	16 -18

I. SUSTAINABILITY/FUTURE FUNDING PLAN

As with all grants, funding cannot be guaranteed each year, the budget may be smaller from year to year, the grant process may become competitive, and/or federal requirements may change. Explain how your project will be supported to sustain an existing or new program if your Tribe is not awarded NAP funds in SFY2016 or future funding years.

Tribal court has received prior NAP funding to implement juvenile Talking Circles. Talking Circles continue in existence through the support of Lower Brule Counseling Services, Lower Brule School district and Tribal Court. The beading program will have a unique opportunity to become self-sustaining as projects made by the youth can be sold, with a portion of proceeds to the youth and balance reinvested in beading materials.

SECTION 5. JJDPA COMPLIANCE REQUIREMENTS

In order to access Formula Grant funds under the Native American Programs sub grant solicitation, Tribes performing their own law enforcement and operating secure facilities are required to submit youth custody information to determine compliance with the core requirements of the Juvenile Justice and Delinquency Prevention Act of 1974 (Act), as amended. The Act requires that these Tribes agree to comply with the requirements of removal of status offenders from secure custody, separation of juveniles from adult offenders and removal of juveniles from adult jails and lockups. The information collected here will be used to determine if the submitting Tribe is in compliance with the requirements of Act. Tribes that perform their own law enforcement and operate secure facilities that are not in compliance or not submitting information will NOT be eligible for funding under the Native American Programs solicitation.

Native American Programs Subgrant	
Facility Admission Data	
Period for Data:	January 1, 2014 – December 31, 2014
Tribe Submitting:	Lower Brule Sioux Tribe
Contact Name:	Travis W. Thompson
Title:	Supervisory Correctional Specialist
Contact Address:	Po Box 806
Contact City, State, & Zip:	Lower Brule SD 57548
Contact Phone:	605-473-1301
Contact Fax:	605-473-8302
Contact Email:	travis.thompson@bia.gov

Provide a list of **ALL** locations that are located on the applying reservation which could be used to detain a juvenile or adult offender pursuant to public authority:

Juvenile Detention Facilities:	
Lower Brule Justice Center Juvenile Det.	☐ Secure ☐ Non-Secure
	☐ Secure ☐ Non-Secure
	☐ Secure ☐ Non-Secure
	☐ Secure ☐ Non-Secure
Juvenile Correctional/Residential Facility:	
	☐ Secure ☐ Non-Secure
	☐ Secure ☐ Non-Secure
	☐ Secure ☐ Non-Secure
	☐ Secure ☐ Non-Secure
Adult Jail:	
Lower Brule Justice Center Adult Det.	☐ Secure ☐ Non-Secure
	☐ Secure ☐ Non-Secure
	☐ Secure ☐ Non-Secure
	☐ Secure ☐ Non-Secure
Law Enforcement/Adult Lockup:	
	☐ Secure ☐ Non-Secure
	☐ Secure ☐ Non-Secure
	☐ Secure ☐ Non-Secure
	☐ Secure ☐ Non-Secure

SECTION 5. JJDPA COMPLIANCE REQUIREMENTS CONTINUED

Please complete the Facility Admission Data forms for Calendar Year 2014 for **EACH secure facility** operated by the applying Tribe. If violations are identified, you will be required to provide a detailed plan outlining the steps the Tribe will take to prevent further violations of the JJDP Act. For the purposes of the data forms:

- Juveniles held in a secure juvenile detention or secure juvenile correctional/residential facility should be recorded under Secure Juvenile Facility.
- Juveniles held in jail should be recorded under Jail/Lockup.
- Juveniles held in a secure setting within a law enforcement agency should be recorded under Jail/Lockup.
- Juveniles held in a collocated facility (jail and detention located in the same building) should be recorded based on the physical location of the juvenile during the period held within the building (detention verses jail).

If the information on the Facility Admission Data forms cannot be completed, the following exceptions may be made:

1. If the Tribe does not operate a facility, please provide:
   - A written description of each location that is used to hold juveniles and define which juveniles are appropriate for placement in each of the locations.
   - A written plan which outlines the steps that will be taken to ensure compliance with the requirements of Deinstitutionalization of Status Offenders, Jail Removal, and Sight and Sound Separation when determining an outside placement.

OR

2. If your system does not currently have the ability to track some of the information, you must provide a detailed plan outlining what will be done in order to collect it in the next data collection cycle. Failure to submit a plan will be deemed as a finding of non-compliance and you will be ineligible to receive funding under the NAP subgrant solicitation.

If there are any questions regarding definitions they can be found at the website http://ojjdp.ncjrs.org/compliance/index.html.

2014 Facility Admissions – Secure Juvenile Facility

Secure Juvenile Facility: Lower Brule Justice Center Juvenile Detention

Note: Facility admission information should come from the facility that admits offenders. If a Tribe does not have a facility, they should make a note of what facility is used and what entity runs it. Admissions to facilities run by an entity other than the Tribe should not be reported.

	Male	Female	Total
Number of juveniles that are admitted to the facility that have not committed a delinquent or status offense.*	0	0	0
Nonoffender: A juvenile who is subject to the jurisdiction of the juvenile court, usually under abuse, dependency, or neglect statutes, for reasons other than legally prohibited conduct of the juvenile (28 CFR 31.304(i)). These cases are referred to by many names including Children in Need of Services (CHINS), Children in Protective Services (CHIPS), and Families in Need of Services (FINS).			
Number of juveniles that are admitted to the facility that have committed a status offense.	0	0	0
Status Offender: A juvenile offender who has been charged with or adjudicated for conduct which would not, under the law of the jurisdiction in which the offense was committed, be a crime if committed by an adult (28 CFR 31.304(h)). The following are examples of status offenses: Truancy, Violations of curfew, Unruly. Runaway. Underage possession and/or consumption of tobacco products. Underage possession and/or consumption of alcohol. This offense is always considered a status offense, even though State or local law may consider it a delinquent offense.			
Number of juveniles held for status offenses that were in the facility for less than 24 hours.	0	0	0
Number of status offenders held under 24 hours when excluding weekends and holidays.	0	0	0
Number of juveniles held for status offenses that were in the facility for less than 24 hours when excluding weekends and holidays. Juveniles held over a typical weekend would fall into this category if they were held for less than 72 hours. Juveniles held over a three-day weekend would fall into this category if they were held for less than 96 hours.			
Number of status offenders held over 24 hours when excluding weekends and holidays*	0	0	0
Number of juveniles held for status offenses that were in the facility for more than 24 hours when excluding weekends and holidays. Juveniles held over a typical weekend would fall into this category if they were held for more than 72 hours. Juveniles held over a three-day weekend would fall into this category if they were held for more than 96 hours.			
Number of status offenders held over 24 that meet the valid court order exception	0	0	0
Number of juveniles held over 24 that meet the valid court order exception. In order to claim a valid court order exception, the facility must have notified an appropriate agency of the violation, an assessment of the juvenile's needs must be done within 24 hours of admission, and within 48 hours of the admission the assessment must be presented to the courts and a determination must be made as to whether there is reasonable cause to believe that the juvenile violated the court order.			
Number of juveniles that are admitted to the facility that have committed a delinquent offense.	111	68	179
Delinquent offender: A juvenile offender who has been charged with or adjudicated for conduct that would, under the law of the jurisdiction in which the offense was committed, be a crime if committed by an adult (28 CFR 31.304(g)).			
Total Number of juveniles admitted to detention	111	68	179

*If there are any situations identified as violations, a condition will be placed on the funding which requires the Tribe to work with DOC Formula Grant Staff to develop a detailed plan for providing alternative options for dealing with these youth in order to avoid future violations of the JJDP Act.

2014
Facility Admissions – Adult Jail/Lockup

Adult Jail/Lockup Name: Lower Brule Justice Center Adult Detention

Note: Facility admission information should come from the facility that admits offenders. If a Tribe does not have a facility, they should make a note of what facility is used and what entity runs it. Admissions to facilities run by an entity other than the Tribe should not be reported.

Is the facility able to provide sustained sight and sound separation between adult and juvenile detainees within the facility? (Answer yes or no.) _____No __X__ Yes
(If yes, what physical structures are in place to ensure sight/sound separation? In addition, what policies are in place to ensure the juveniles are separate?) Building Design + BIA Policy

	Male	Female	Total
Number of juveniles that are admitted to the facility that have not committed a delinquent or status offense.*	0	0	0
Nonoffender: *A juvenile who is subject to the jurisdiction of the juvenile court, usually under abuse, dependency, or neglect statutes, for reasons other than legally prohibited conduct of the juvenile (28 CFR 31.304(i)). These cases are often referred to as Children in Need of Services (CHINS), Children in Protective Services (CHIPS), and Families in Need of Services (FINS).*			
Number of juveniles that are admitted to the facility that have committed a status offense.*	0	0	0
Status Offender: A juvenile offender who has been charged with or adjudicated for conduct which would not, under the law of the jurisdiction in which the offense was committed, be a crime if committed by an adult (28 CFR 31.304(h)). The following are examples of status offenses: truancy, violations of curfew, unruly, runaway, underage possession and/or consumption of tobacco products, underage possession and/or consumption of alcohol. This offense is always considered a status offense, even though State or local law may consider it a delinquent offense.			
Number of juveniles that are admitted to the facility that have not committed a delinquent offense.	0	0	0
Delinquent offender: A juvenile offender who has been charged with or adjudicated for conduct that would, under the law of the jurisdiction in which the offense was committed, be a crime if committed by an adult (28 CFR 31.304(g)).			
Number of juveniles held for delinquent offenses that were in the facility for less than 6 hours.	0	0	0
Number of delinquent offenders held over 6 hours but under 48 hours*	0	0	0
Number of juveniles held for delinquent offenses that were in the facility for less than 48 hours.			
Number of delinquent offenders held over 48 hours.*	0	0	0
Number of juveniles held for delinquent offenses that were in the facility for more than 48 hours.			
Total Number of juveniles admitted to jail	0	0	0

*If there are any situations identified as violations, a condition will be placed on the funding which requires the Tribe to work with DOC Formula Grant Staff to develop a detailed plan for providing alternative options for dealing with these youth in order to avoid future violations of the JJDP Act.

11. In the event a Federal or State court or Federal or State administrative agency makes a finding of discrimination after a due process hearing on the grounds of race, color, religion, national origin, sex, disability, or age against a recipient of funds, the recipient will forward a copy of the finding to the Office of Civil Rights, Office of Justice Programs and to the SD Department of Corrections.
12. The Subgrantee agrees to hold harmless and indemnify the State of South Dakota, its officers, agents and employees, from and against any and all actions, suits, damages, liability or other proceedings which may arise as a result of performing services hereunder. This section does not require the Subgrantee to be responsible for or defend against claims of damages arising solely from acts or omissions of the State, its officers or employees. Nothing in this Agreement shall be construed as a waiver of sovereign immunity or consent to jurisdiction in any court other than the courts of the Unified Judicial System of the State of South Dakota.

The officials who certify this document agree to adhere to all terms and conditions relating to this application. Duplication of responsibilities by one individual for any position listed below is NOT acceptable. (Please refer to the NAP Guidelines regarding signatures.)

Original Signatures are Required

Chief Executive Officer (Tribal President, County Commission Chairperson, Mayor, Executive Director, President of the Board of Directors)		
Name	Title	
Address	City/State/Zip	
E-mail	Phone	Fax
Date	Signature	

B. Project Director		
Name Lorrie Miner	Title Chief Judge	
Address PO Box 122	City/State/Zip Lower Brule, SD 57548	
E-mail lorrieminer@lowerbrule.net	Phone 605-473-5528	Fax 473-2045
Date 5-18-15	Signature	

C. Financial Officer		
Name	Title	
Address	City/State/Zip	
E-mail	Phone	Fax
Date	Signature	

11. In the event a Federal or State court or Federal or State administrative agency makes a finding of discrimination after a due process hearing on the grounds of race, color, religion, national origin, sex, disability, or age against a recipient of funds, the recipient will forward a copy of the finding to the Office of Civil Rights, Office of Justice Programs and to the SD Department of Corrections.
12. The Subgrantee agrees to hold harmless and indemnify the State of South Dakota, its officers, agents and employees, from and against any and all actions, suits, damages, liability or other proceedings which may arise as a result of performing services hereunder. This section does not require the Subgrantee to be responsible for or defend against claims of damages arising solely from acts or omissions of the State, its officers or employees. Nothing in this Agreement shall be construed as a waiver of sovereign immunity or consent to jurisdiction in any court other than the courts of the Unified Judicial System of the State of South Dakota.

The officials who certify this document agree to adhere to all terms and conditions relating to this application. Duplication of responsibilities by one individual for any position listed below is NOT acceptable. (Please refer to the NAP Guidelines regarding signatures.)

Original Signatures are Required

Chief Executive Officer (Tribal President, County Commission Chairperson, Mayor, Executive Director, President of the Board of Directors)		
Name Orville "Red" Langdeau	Title Secretary/Treasurer	
Address 187 Oyate Circle	City/State/Zip Lower Brule, SD 57548	
E-mail redlangdeau@hotmail.com	Phone 605-230-1984	Fax 605-473-5606
Date 5-19-15	Signature	
B. Project Director		
Name Lorrie Miner	Title Chief Judge	
Address PO Box 122	City/State/Zip Lower Brule, SD 57548	
E-mail lorriminer@lowerbrule.net	Phone 605-473-5528	Fax 473-2045
Date 5-18-15	Signature	
C. Financial Officer		
Name Trish Lundell	Title MIS Mgr	
Address 187 Oyate Circle	City/State/Zip SD	
E-mail tlundell@lowerbrule.net	Phone 605-473-5561	Fax 473-5606
Date 5/18/15	Signature	

SECTION 7. ATTACHMENTS

Description of Attachments – Identify and describe the significance of all additional materials you include as attachments. Please limit additional materials to items such as program effectiveness documentation; pertinent letters of support or commitment; research documentation; factor, needs, and resource documentation; alternative DMC data; and any other materials. Attach all additional documents following this page.

Attachment 1
Beading Supplies Budget
Attachment 2
Attachment 3
Attachment 4
Attachment 5
Attachment 6

ENCLOSE RELEVANT ATTACHMENTS AFTER THIS PAGE

ATTACHMENT 1

Beadwork Supplies Budget

1. Beads Size 11 Seed and Cut Glass Beads 20 ½ kilo x $30.00:	$600.00
2. Beads Size 11 -15 hanks x 3.00 per hank:	$45.00
3. Beads Size 11 -15 hanks x 3.50 per hank:	$52.50
4. Beads: Size 13 Seed Beads, 9 ½ kilo x $30.00:	$270.00
5. Beads: Size 13 cut glass beads 24 hanks x $6.00 per hank:	$144.00
6. John James Size 12 Short Beading Needles, 20 packages x $ 3.50:	$70.00
7. John James Long Beading Needles, 20 packages x 4.80:	$96.00
8. Sharps Short Needles, 15 packages x $2.05:	$30.75
9. Assorted Big Eye Needles, 10 packages x $3.25:	$32.50
10. Curved Beading Needles, 10 packages x $2.55:	$25.50
11. Bees Wax (three pound): 1 x $30.00:	$30.00
12. Brass Thimbles, 10 x $1.10:	$11.00
13. Plastic Containers Set of 4 @ $2.50 x 15:	$37.50
14. Plastic Containers Set of 6 @ $2.25 x 20:	$45.00
15. Nylon Beading Thread Cones Size D: $24.00 x 6:	$100.50
16. Nylon Beading Thread Cones Size B: $24.00 x 6:	$112.50
17. Nylon Beading Thread Bobbins Size D: $2.95 x 15:	$44.25
18. Nylon Beading Thread Bobbins Size B: $2.95 x 15:	$44.25
19. Folding Metal Beading Loom $10.00 x 6:	$60.00
20. Expandable Beading Loom $27.00 x 1	$27.00
21. Leather Hole Punch $16.98 x 5	$84.90
22. Chinese Scissors $3.50 x 10	$35.00
Total:	**$1998.15**

This budget reflects start-up costs, and on-going beading supplies throughout the grant year.

SFY 2016 Native American Programs Subgrant Application

Title II Formula Grant

South Dakota Department of Corrections

APPLICATION DUE: May 22, 2015

Applicants with original signatures must be **submitted and received** by the Department of Corrections by the close of business on May 22, 2015. Faxed and emailed applications will not be accepted. Submit complete applications to:

Bridget Coppersmith
Juvenile Justice Specialist
Department of Corrections
3200 East Highway 34
Pierre, SD 57501-5070

RECEIVED
MAY 22 2015
DEPT. OF CORRECTIONS

The application must include a brief and clear description of each component. It is important to follow all directions, provide complete information, and submit the materials in the order requested. If you need additional room to respond to the components, please attach additional sheets. This is a competitive subgrant program and funding is not guaranteed to all those who apply. **Previous versions of applications will not be accepted.**

SECTION 1. APPLICANT INFORMATION

Applicant: Cheyenne River Sioux Tribe		
Address: PO Box 590		
City/State/Zip: Eagle Butte, SD 57625	Phone:	Fax:
Email:	Federal Employer or Payee Identification Number (FEIN): 460217757	
Project Director Name: Ms. Dale Charging Cloud	Title: Court Administrator	
Agency: Cheyenne River Sioux Tribe	Address: PO Box 590	
City/State/Zip: Eagle Butte, SD	Phone: 605-964-6602	Fax: 605-964-6603
Email: dlironlightning@yahoo.com		
Please indicate the name of the service(s) implemented: Monitor Court Ordered Delinquents		
Project Title:	Probation Supervision Services	
Project Period:	**July 1, 2015 – June 30, 2016**	

SECTION 2. PROJECT BUDGET

The Council of Juvenile Services will award or not award funding based the extent to which program design addresses a recognized need and whether the proposal is financially responsible and efficient. Funds will be paid through a reimbursement process for items specifically outlined and approved in the application.

Applicants may apply for up to $20,000.

Non-supplanting Requirements: Funds or other resources of the applicant normally devoted to programs and activities designed to meet the needs of criminal justice will not be diminished in any way as a result of a grant award of federal funds. The project for which assistance is being requested will be in addition to, and not a substitute for, criminal justice services previously provided without federal assistance.

	TOTAL
A. Personnel	$20,000
Juvenile Probation Officer	
Employee Fringe Benefits	
TOTAL	$20,000
	TOTAL
B. Contracted Services	$0
TOTAL	$0
	TOTAL
C. Travel and Per Diem	$0
TOTAL	$0
	TOTAL
D. Equipment	
TOTAL	$0
	TOTAL
E. Operating Expenses	$
TOTAL	$0
Total Project Budget -- *Combined totals for all columns*	$20,000

SECTION 3. BUDGET NARRATIVE

In the space provided, explain the relationship between budgeted items listed in Section 2 and project activities. Include information (data and criteria) as to how you arrived at budget estimates. Discuss all items by category and in full.

Personnel Narrative - Explain how the compensation and expenses were calculated, duties of the position, and any other information about personnel of the project. If proposed funding covers more than one position, you must identify the duties and estimated percent of time for duties that directly relate to the successful implementation of the program.

Position #1:	**Juvenile Probation Officer**
Justification for the position :	Salary rate for the Juvenile Probation Officer is determined by 26 pay periods annually. The salary for the Juvenile Probation Officer will exceed the $20,000; however the CRST Tribal Court will pay the balance from salary and for fringe benefits.

Personnel Responsibilities & Duties *(must directly relate to the implementation of the program)*	Estimated % Time
1. The Juvenile Probation Officer shall make preliminary; inquiries and social studies, keep records of such investigations or studies, and such other investigation as the Judge may direct.	25%
2. Upon the placement of any person under probation or protective supervision, the Juvenile Probation Officer shall explain to the child, the parents, and/or other persons concerned, what the meaning and conditions of probation or other protective supervision are and shall give them the necessary instructions.	25%
3. The Juvenile Probation Officer shall use all suitable methods to aid persons under probation or protective supervision to bring about improvements in their conduct or condition.	25%
4. The Juvenile Probation Officer shall make periodic home and school visits to the juveniles in order to provide the necessary counseling, guidance, or referrals that both the juvenile and family may need.	25%

Compensation for services was calculated as follows *(if a position is established to cover multiple projects, you will need to estimate compensation for each duty)*:

Wage/Salary:	
Benefits:	

Position #2:	**0**
Justification for the position :	

Personnel Responsibilities & Duties *(must directly relate to the implementation of the program)*	Estimated % Time
1.	
2.	
3.	
4.	

Compensation for services was calculated as follows *(if a position is established to cover multiple projects, you will need to estimate compensation for each duty)*:

Wage/Salary:	

Benefits:	

Please attach additional sheets for more than 2 positions

SECTION 3. BUDGET NARRATIVE CONTINUED

Contracted Services Narrative - Explain the consultant fees, consultant expenses, contracted services, the cost per service/per youth being served, and how the cost for services was calculated. **Contracted services fees cannot exceed $650 per day.**	
Consultant #1:	0
Consultant Fees:	
Contracted Service:	
Consultant #2:	0
Consultant Fees:	
Contracted Service:	
Travel and Per Diem Narrative – Explain the calculation of travel costs for travel **outside the home jurisdiction**, (travel must be calculated at current state rates ($0.37 per mile and $26 per diem)), how the expenses are directly related to the implementation of the project, and if out-of-state travel is anticipated, give particulars (i.e., location, state, dates, purpose, cost).	
Purpose of Travel:	**0**
[Mileage] x $0.37 = *[Number of Travel Days for per diem] x $26.00 =*	
Purpose of Travel:	**0**
[Mileage] x $0.37 = *[Number of Travel Days for per diem] x $26.00 =*	
Equipment and Operating Expenses Narrative – Explain the supplies and equipment costs directly related to the implementation of the program or project. You must be specific regarding the items in which you intend to use federal funding. For example, a budget item of "office expenses" will not be accepted as these items must be detailed. You need to identify what you anticipate for office expenses and list each item and the estimated costs. Items not specifically outlined will not be eligible for reimbursement.	
Equipment – List nonexpendable items that are to be purchased and show how you calculated these costs. Nonexpendable equipment is tangible property having a useful life of more than 2 years.	

Operating Expenses – List items by type (office supplies, postage, training materials, copying paper, and expendable equipment) and show how you calculated these costs. Generally, supplies include any materials that are expendable or consumed during the course of the project.

NOTE: If there is a change in the above budget narrative, programs will need to request an amendment to their budget. All amendments must be requested in writing **prior to the expenditure of funds**.

SECTION 4. APPLICATION NARRATIVE

A. ABSTRACT AND DEMONSTRATION OF NEED

Provide a narrative overview of the proposed service including a demonstration of need through findings of assessments and data. Explain why the proposed service is the best option to address delinquency.

The Cheyenne River Sioux Tribe (CRST) is requesting funding to hire a Juvenile Probation Officer to provide oversight for the juveniles sentenced to probation. The mission of the Tribal probation services is to plan, develop and implement a juvenile compliance program that is responsive, respectful, culturally competent and effective and which assists participants to become law-abiding citizens. Hiring a juvenile probation officer will strengthen the functioning of its Tribal Juvenile Probation Department by improving juvenile sentencing alternatives. A permanent juvenile probation officer will improve the functioning of the juvenile justice system by providing increased juvenile sentencing options and accountability.

B. COMMUNITY READINESS

Describe your community's readiness to adopt your proposed service through specifically describing the following:

1. Community readiness and willingness to adopt the service;
2. Justice system readiness ;
3. School system readiness; and
4. Any barriers that may prevent change in your community.

Please attach letters of commitment from key leaders and agency partners describing their support and willingness to collaborate with you to implement the proposed service.

The Juvenile Probation Officer will and continues to work closely with Four Bands Healing Center, Three Rivers Mental Health & Chemical Dependency Counseling, Cheyenne River Mental Health Services, and Bureau of Indian Affairs Department of Social Services. The Cheyenne River C-EB School system maintains a positive relationship with the Juvenile Probation Officer daily during the academic year. Barrier for the Cheyenne River Sioux Tribe is to increase their youth counseling staff, currently there is one youth counselor. Find sustainable funding and start a Resource Enter that address juvenile delinquency and status offenders.

C. ASSESSMENT OF DELINQUENCY RISK AND PROTECTIVE FACTORS

Include a summary of assessments that have been conducted in your community to assess the prevalence of delinquency risk factors and protective factors as well as information on baseline data established through completing the following components.

1. Demographics of juveniles in the community
2. Juvenile justice delinquency risk factors
    a. Juveniles taken into custody in the community
    b. Top offenses for juveniles
    c. Identify the top (2-5) delinquency risk factors and identify if they are related to the community, school, family, peers, individuals, or another source.
    d. Prioritize the list of top delinquency risk factors and explain the process used to prioritize them.
3. Juvenile Justice Protective Factors
    a. Identify protective factors and identify if they are related to the community, school, family, peers, individuals, or another source.
    b. Which protective factors correlate with the identified top delinquency risk factors?

The Cheyenne River Sioux Tribe has 1,989 + Takini, SD students in the school systems on the Cheyenne River Sioux Tribe reservation. The Juvenile Probation Officer supervises juveniles on probation in the surrounding communities on the Cheyenne River Sioux Tribe which include Bridger, Takini, Cherry Creek, Red Scaffold, Iron Lightning, Dupree, Bear Creek, Thunder Butte, Timber Lake, Green Grass, White Horse, Promise, Swiftbird, LaPlante, and Eagle Butte. Due to the high rate of juvenile offenders there is a need for a juvenile probation officer to actively and effectively monitor the juveniles placed on probation or under supervision. In 2014 there were 1616 cases filed in Juvenile Court, 606 cases were scheduled. The top delinquency offenses for youth were possession of alcohol, aggravated assault, ingestion, resisting arrest, contempt of court, disorderly conduct, public nuisance, burglary. The Juvenile Probation Department plan to increase monitoring of juveniles with activities such as weekly probation activity sheets, school attendance records, weekly attendance contracts from schools, semester report cards and unannounced personal contacts with juveniles at home and/or by phone, implement Ordinance 66 by requiring juveniles placed on probation to attend Lakota language and cultural activities.

C. ASSESSMENT OF DELINQUENCY RISK AND PROTECTIVE FACTORS CONTINUED

D. IDENTIFICATION OF AVAILABLE RESOURCES AND GAPS

Assess the gaps in resources needed to address delinquency risk factors by identifying what existing resources are available in the community (including Federal, State, local, and private providers) and which delinquency risk factors they address. Explain which top delinquency risk factors are not being addressed or could use more resources.

Explain which evidence-based program or service would be implemented based on the gaps in resources, needed protective factors, and data-driven decision making.

The Juvenile Probation Officer will and continues to work closely with Four Bands Healing Center, Three Rivers Mental Health & Chemical Dependency Counseling, Cheyenne River Mental Health Services, and Bureau of Indian Affairs Department of Social Services. The Cheyenne River C-EB School system maintains a positive relationship with the Juvenile Probation Officer daily during the academic year. Barrier for the Cheyenne River Sioux Tribe is to increase their youth counseling staff, currently there is one youth counselor.

E. STRATEGY FOR IMPLEMENTATION

Describe your strategy for implementing the chosen service (including goals, objectives, and a timetable).

The Juvenile Probation Officer will be working with the first time offenders by reducing recidivism on the Cheyenne River Sioux reservation by providing services that are appropriate. It will include Ordinance 66 which was passed by Cheyenne River Sioux Tribe "The Lakota Language and Cultural Education Code of the Cheyenne River Sioux Tribe." This ordinance will be implemented for the juvenile's on probation to attend Lakota language and culture classes offered on the reservation. The juveniles will learn the following Lakota values:

1. Woc'ekiya – Praying
2. Wa o'hola – Respect
3. Wa on'sila – Caring and Compassion
4. Wowijke – Honesty and Truth
5. Wawokiye – Generosity
6. Wah'wala – Humility
7. Woksape - Wisdom

Currently during the academic year a Lakota Language class is being offered on Tuesdays and Thursdays.

Goal : To reduce crime and recidivism in the next fiscal year among adjudicated juveniles between the ages of 10-17 that are currently on the Juvenile Probation caseload.

Objective 1: Monitor by collecting weekly activity sheets from juveniles; receive attendance contracts from the schools on a weekly basis as well as monitoring grades each semester through juvenile report cards.

Activity 1:

Person responsible: Juvenile Probation Officer

Estimated staff time: 100% adjudicated juveniles on probation.

Measurement of progress: Monthly reports from the Juvenile Probation Officer.

Completion date: Ongoing

Activity 2:

Person responsible:

Estimated staff time:

Measurement of progress:

Completion date:

Activity 3:

Person responsible:

Estimated staff time:

Measurement of progress:

Completion date:

Objective 2:

Activity 1:

Person responsible:

Estimated staff time:

Measurement of progress:

Completion date:

Activity 2:

Person responsible:

Estimated staff time:

Measurement of progress:

Completion date:

Activity 3:

Person responsible:

Estimated staff time:

E. DESCRIPTION OF PROGRAM TO BE IMPLEMENTED (IF APPLICABLE)

Provide or attach an overview of the evidence based program or other program to be implemented including the source, curriculum, and if the program would be implemented in the community or a school based setting. If you will be developing a curriculum, provide an explanation of why available evidence based programs would not work and a time table of the development and implementation. Services will be monitored for fidelity.

F. DESCRIPTION OF SERVICE GEOGRAPHIC BOUNDARIES

Briefly describe the neighborhood or community boundaries in which your service will operate. You may also include a map of the area served as an attachment.

The Cheyenne River Indian Reservation consists of 4,266 square miles, spanning most of Dewey and Ziebach counties in north central South Dakota. The Cheyenne River Sioux Tribe has 17,643 living members, and about 8,000 of those members live on the reservation. The Cheyenne River Sioux Tribe Agency is located in Eagle Butte, SD which is centrally located among the surrounding communities. The Juvenile Probation Officer has a large geographical area that he/she serves, it includes 6 districts on the Cheyenne River Sioux Reservation.

this information on a quarterly basis.

As the project manager for the SFY2016 Native American Program subgrant, I agree to collect and report true and accurate data on a quarterly basis for the mandatory performance measures if awarded.

Dale Chargingclouds. Dale Chargingclouds. 5-22-15

(printed name) (signature) (date)

H. TARGET POPULATION

Provide an overview of the participants eligible for participation through using the table below.

Target Population Details (Place an "X" in the box to the *left* of all those that apply)							
Race(s):		**Offender Type(s):**		**Geography:**			
x	American Indian/Alaskan Native	x	At-Risk Population (no prior offense)		Rural		
	Asian	x	First Time Offenders		Suburban		
	Black/African American	x	Repeat Offenders		Tribal x		
	Hispanic or Latino (of any race)	x	Sex Offenders		Urban		
	Other Race	x	Status Offenders	**Age:**			
	White/Caucasian	x	Violent Offenders	x	Under 11		
Sex:		**Referral Source:**		x	12-13		
x	Female	x	School	x	Court System	x	14-15
x	Male		State's Attorney		Other_____	x	16 -18

I. SUSTAINABILITY/FUTURE FUNDING PLAN

As with all grants, funding cannot be guaranteed each year, the budget may be smaller from year to year, the grant process may become competitive, and/or federal requirements may change. Explain how your project will be supported to sustain an existing or new program if your Tribe is not awarded NAP funds in SFY2016 or future funding years.

Sustainability for these continued efforts will be pursued through other funding sources.

SECTION 5. JJDPA COMPLIANCE REQUIREMENTS

In order to access Formula Grant funds under the Native American Programs sub grant solicitation, Tribes performing their own law enforcement and operating secure facilities are required to submit youth custody information to determine compliance with the core requirements of the Juvenile Justice and Delinquency Prevention Act of 1974 (Act), as amended. The Act requires that these Tribes agree to comply with the requirements of removal of status offenders from secure custody, separation of juveniles from adult offenders and removal of juveniles from adult jails and lockups. The information collected here will be used to determine if the submitting Tribe is in compliance with the requirements of Act. Tribes that perform their own law enforcement and operate secure facilities that are not in compliance or not submitting information will NOT be eligible for funding under the Native American Programs solicitation.

Native American Programs Subgrant	
Facility Admission Data	
Period for Data:	January 1, 2014 – December 31, 2014
Tribe Submitting:	Cheyenne River Sioux Tribe
Contact Name:	Frank Cavanaugh
Title:	Deputy Chief of Detention
Contact Address:	PO Box 590
	2105 North D. Street
Contact City, State, & Zip:	Eagle Butte, South Dakota 57625
Contact Phone:	605-964-4561
Contact Fax:	605-964-1023
Contact Email:	

Provide a list of **ALL** locations that are located on the applying reservation which could be used to detain a juvenile or adult offender pursuant to public authority:

Juvenile Detention Facilities:		
	☑ Secure	☐ Non-Secure
	☐ Secure	☐ Non-Secure
	☐ Secure	☐ Non-Secure
	☐ Secure	☐ Non-Secure
Juvenile Correctional/Residential Facility:		
	☐ Secure	☐ Non-Secure
	☐ Secure	☐ Non-Secure
	☐ Secure	☐ Non-Secure
	☐ Secure	☐ Non-Secure
Adult Jail:		
	☐ Secure	☐ Non-Secure
	☐ Secure	☐ Non-Secure
	☐ Secure	☐ Non-Secure
	☐ Secure	☐ Non-Secure
Law Enforcement/Adult Lockup:		
	☐ Secure	☐ Non-Secure
	☐ Secure	☐ Non-Secure
	☐ Secure	☐ Non-Secure
	☐ Secure	☐ Non-Secure

SECTION 5. JJDPA COMPLIANCE REQUIREMENTS CONTINUED

Please complete the Facility Admission Data forms for Calendar Year 2014 for **EACH secure facility** operated by the applying Tribe. If violations are identified, you will be required to provide a detailed plan outlining the steps the Tribe will take to prevent further violations of the JJDP Act. For the purposes of the data forms:

- Juveniles held in a secure juvenile detention or secure juvenile correctional/residential facility should be recorded under Secure Juvenile Facility.
- Juveniles held in jail should be recorded under Jail/Lockup.
- Juveniles held in a secure setting within a law enforcement agency should be recorded under Jail/Lockup.
- Juveniles held in a collocated facility (jail and detention located in the same building) should be recorded based on the physical location of the juvenile during the period held within the building (detention verses jail).

If the information on the Facility Admission Data forms cannot be completed, the following exceptions may be made:

1. If the Tribe does not operate a facility, please provide:
   - A written description of each location that is used to hold juveniles and define which juveniles are appropriate for placement in each of the locations.
   - A written plan which outlines the steps that will be taken to ensure compliance with the requirements of Deinstitutionalization of Status Offenders, Jail Removal, and Sight and Sound Separation when determining an outside placement.

OR

2. If your system does not currently have the ability to track some of the information, you must provide a detailed plan outlining what will be done in order to collect it in the next data collection cycle. Failure to submit a plan will be deemed as a finding of non-compliance and you will be ineligible to receive funding under the NAP subgrant solicitation.

If there are any questions regarding definitions they can be found at the website http://ojjdp.ncjrs.org/compliance/index.html.

2014 Facility Admissions – Secure Juvenile Facility

Secure Juvenile Facility: Cheyenne River Sioux Tribe Juvenile Detention

Note: Facility admission information should come from the facility that admits offenders. If a Tribe does not have a facility, they should make a note of what facility is used and what entity runs it. Admissions to facilities run by an entity other than the Tribe should not be reported.

	Male	Female	Total
Number of juveniles that are admitted to the facility that have not committed a delinquent or status offense.*	0	0	0
Nonoffender: A juvenile who is subject to the jurisdiction of the juvenile court, usually under abuse, dependency, or neglect statutes, for reasons other than legally prohibited conduct of the juvenile (28 CFR 31.304(i)). These cases are referred to by many names including Children in Need of Services (CHINS), Children in Protective Services (CHIPS), and Families in Need of Services (FINS).			
Number of juveniles that are admitted to the facility that have committed a status offense.	0	0	0
Status Offender: A juvenile offender who has been charged with or adjudicated for conduct which would not, under the law of the jurisdiction in which the offense was committed, be a crime if committed by an adult (28 CFR 31.304(h)). The following are examples of status offenses: Truancy, Violations of curfew, Unruly. Runaway. Underage possession and/or consumption of tobacco products. Underage possession and/or consumption of alcohol. This offense is always considered a status offense, even though State or local law may consider it a delinquent offense.			
Number of juveniles held for status offenses that were in the facility for less than 24 hours.	93	147	240
Number of status offenders held under 24 hours when excluding weekends and holidays.	93	147	240
Number of juveniles held for status offenses that were in the facility for less than 24 hours when excluding weekends and holidays. Juveniles held over a typical weekend would fall into this category if they were held for less than 72 hours. Juveniles held over a three-day weekend would fall into this category if they were held for less than 96 hours.			
Number of status offenders held over 24 hours when excluding weekends and holidays*	0	0	0
Number of juveniles held for status offenses that were in the facility for more than 24 hours when excluding weekends and holidays. Juveniles held over a typical weekend would fall into this category if they were held for more than 72 hours. Juveniles held over a three-day weekend would fall into this category if they were held for more than 96 hours.			
Number of status offenders held over 24 that meet the valid court order exception	2	2	4
Number of juveniles held over 24 that meet the valid court order exception. In order to claim a valid court order exception, the facility must have notified an appropriate agency of the violation, an assessment of the juvenile's needs must be done within 24 hours of admission, and within 48 hours of the admission the assessment must be presented to the courts and a determination must be made as to whether there is reasonable cause to believe that the juvenile violated the court order.			
Number of juveniles that are admitted to the facility that have committed a delinquent offense.	147	68	215
Delinquent offender: A juvenile offender who has been charged with or adjudicated for conduct that would, under the law of the jurisdiction in which the offense was committed, be a crime if committed by an adult (28 CFR 31.304(g)).			
Total Number of juveniles admitted to detention	310	270	580

*If there are any situations identified as violations, a condition will be placed on the funding which requires the Tribe to work with DOC Formula Grant Staff to develop a detailed plan for providing alternative options for dealing with these youth in order to avoid future violations of the JJDP Act.

2014
Facility Admissions – Adult Jail/Lockup

Adult Jail/Lockup Name: N/A

Note: Facility admission information should come from the facility that admits offenders. If a Tribe does not have a facility, they should make a note of what facility is used and what entity runs it. Admissions to facilities run by an entity other than the Tribe should not be reported.

Is the facility able to provide sustained sight and sound separation between adult and juvenile detainees within the facility? (Answer yes or no.) _____No_____Yes
(If yes, what physical structures are in place to ensure sight/sound separation? In addition, what policies are in place to ensure the juveniles are separate?) _____

	Male	Female	Total
Number of juveniles that are admitted to the facility that have not committed a delinquent or status offense.*			
Nonoffender: A juvenile who is subject to the jurisdiction of the juvenile court, usually under abuse, dependency, or neglect statutes, for reasons other than legally prohibited conduct of the juvenile (28 CFR 31.304(i)). These cases are often referred to as Children in Need of Services (CHINS), Children in Protective Services (CHIPS), and Families in Need of Services (FINS).			
Number of juveniles that are admitted to the facility that have committed a status offense.*			
Status Offender: A juvenile offender who has been charged with or adjudicated for conduct which would not, under the law of the jurisdiction in which the offense was committed, be a crime if committed by an adult (28 CFR 31.304(h)). The following are examples of status offenses: truancy, violations of curfew, unruly, runaway, underage possession and/or consumption of tobacco products, underage possession and/or consumption of alcohol. This offense is always considered a status offense, even though State or local law may consider it a delinquent offense.			
Number of juveniles that are admitted to the facility that have not committed a delinquent offense.			
Delinquent offender: A juvenile offender who has been charged with or adjudicated for conduct that would, under the law of the jurisdiction in which the offense was committed, be a crime if committed by an adult (28 CFR 31.304(g)).			
Number of juveniles held for delinquent offenses that were in the facility for less than 6 hours.			
Number of delinquent offenders held over 6 hours but under 48 hours*			
Number of juveniles held for delinquent offenses that were in the facility for less than 48 hours.			
Number of delinquent offenders held over 48 hours.*			
Number of juveniles held for delinquent offenses that were in the facility for more than 48 hours.			
Total Number of juveniles admitted to jail			

*If there are any situations identified as violations, a condition will be placed on the funding which requires the Tribe to work with DOC Formula Grant Staff to develop a detailed plan for providing alternative options for dealing with these youth in order to avoid future violations of the JJDP Act.

11. In the event a Federal or State court or Federal or State administrative agency makes a finding of discrimination after a due process hearing on the grounds of race, color, religion, national origin, sex, disability, or age against a recipient of funds, the recipient will forward a copy of the finding to the Office of Civil Rights, Office of Justice Programs and to the SD Department of Corrections.
12. The Subgrantee agrees to hold harmless and indemnify the State of South Dakota, its officers, agents and employees, from and against any and all actions, suits, damages, liability or other proceedings which may arise as a result of performing services hereunder. This section does not require the Subgrantee to be responsible for or defend against claims of damages arising solely from acts or omissions of the State, its officers or employees. Nothing in this Agreement shall be construed as a waiver of sovereign immunity or consent to jurisdiction in any court other than the courts of the Unified Judicial System of the State of South Dakota.

The officials who certify this document agree to adhere to all terms and conditions relating to this application. Duplication of responsibilities by one individual for any position listed below is NOT acceptable. (Please refer to the NAP Guidelines regarding signatures.)

Original Signatures are Required

Chief Executive Officer **(Tribal President, County Commission Chairperson, Mayor, Executive Director, President of the Board of Directors)**

Name: Harold C. Frazier	Title: CRST Chairman	
Address PO Box 590	City/State/Zip: Eagle Butte, SD 57625	
E-mail	Phone: 605-964-4155	Fax: 605-964-4151
Date	Signature HCF	

B. Project Director

Name: Ms. Dale Charging Cloud	Title: Court Administrator	
Address: PO Box 590	City/State/Zip: Eagle Butte, SD 57625	
E-mail: dlironlightning@yahoo.com	Phone: 605-964-6602	Fax: 605-964-6603
Date	Signature Dale Charging Cloud	

C. Financial Officer

Name: Kelly LeBeau	Title: Contracting Specialist	
Address: PO Box 590	City/State/Zip: Eagle Butte, SD 57625	
E-mail	Phone: 605-964-8344	Fax: 605-964-8399
Date	Signature Kelly LeBeau	

SECTION 7. ATTACHMENTS

Description of Attachments – Identify and describe the significance of all additional materials you include as attachments. Please limit additional materials to items such as program effectiveness documentation; pertinent letters of support or commitment; research documentation; factor, needs, and resource documentation; alternative DMC data; and any other materials. Attach all additional documents following this page.

Attachment 1
Juvenile Probation Officer Job Description
Attachment 2
CRST Ordinance No. 66
Attachment 3
Attachment 4
Attachment 5
Attachment 6

ENCLOSE RELEVANT ATTACHMENTS AFTER THIS PAGE

EXECUTIVE RESOLUTION NO. E-125-2015-CR

WHEREAS, the Cheyenne River Sioux Tribe of South Dakota is an unincorporated Tribe of Indians, having accepted the provisions of the Act of June 18, 1934, (48 Stat. 984); and

WHEREAS, the Tribe, in order to establish its Tribal organizations, to conserve its Tribal property, to develop its common resources, and to promote the general welfare of its people, has ordained and established a Constitution and By-Laws; and

WHEREAS, the nine South Dakota tribes share a common interest in the welfare of their children; and

WHEREAS, the South Dakota Tribal Juvenile Justice Advisory Group has identified a longstanding chronic lack of adequate, sustainable funding and a lack of intergovernmental coordination for holistic services to our children; and

WHEREAS, there are policy barriers that impede sustainable funding and coordination; and

WHEREAS, the South Dakota Tribal Juvenile Justice Advisory Group has identified priority areas of need to assure the welfare of our children; and

WHEREAS, the South Dakota Tribal Justice Advisory Group is seeking the support and assistance of South Dakota state, tribal and congressional leaders, including the Cheyenne River Sioux Tribe, in addressing these concerns for our children; now

THEREFORE BE IT RESOLVED, the CRST Law & Order Committee held a meeting on April 24, 2015, hereby authorizes and recommends approval to Tribal Council the FY 2016 Native American Program grant for the supplement of salary for the Juvenile Probation officer position; and

BE IT FURTHER RESOLVED, that the Cheyenne River Sioux Tribe makes it a priority to address these concerns for the welfare of our children, and will support and assist the Tribal Juvenile Justice Advisory Group by asking other organizations with which it participate to also address these concerns for our children; and

BE IT FINALLY RESOLVED, that nothing in this resolution diminishes, divests, alters, or otherwise affects any inherent, treaty, statutory, or other rights of the Cheyenne River Sioux Tribe over the property or activities described herein. The Cheyenne River Sioux Tribe expressly retains all rights and authority over the property and activities described herein, including but not limited to legislative, regulatory, adjudicatory and taxing powers.

CERTIFICATION

This is to certify that the foregoing resolution has been reviewed and approved by the undersigned Executive Committee of the Cheyenne River Sioux Tribal Council, acting under the duly delegated executive authority and in the best interest of the Cheyenne River Sioux Tribe, this 22nd day of May, 2015, at Eagle Butte, South Dakota.

Harold C. Frazier,
Tribal Chairman

Ev Ann White Feather,
Tribal Secretary

Benita Clark,
Tribal Treasurer

CHEYENNE RIVER SIOUX TRIBAL COURT
JUVENILE PROBATION OFFICER – JUDICIAL DEPARTMENT

DESCRIPTION OF WORK

General Statement of Duties: The Juvenile Probation Officer for the Children's Court shall be responsible for supervising all juveniles that encounter the Children's Court and that are placed under his/her supervision.

Supervision Received: Incumbent is under the immediate supervision of the Court Administrator.

Supervision exercised: None.

EXAMPLE OF DUTIES: (Duties may include but are not limited to the following)

Shall make preliminary inquiries and social studies and such other investigation as the Judge may direct.

Shall keep written records of such investigations or studies, and shall make reports to the judge as Provided in the Law and Order Code or as directed by the judge.

Upon the placement of any person under probation or protective supervision, the Juvenile Probation Officer shall explain to the child (if old enough), the parents, and/or other persons concerned, what the meaning and conditions of probation or other protective supervision are and shall give them the necessary instructions.

Shall keep informed concerning the conduct and conditions of each person under probation or protective supervision and shall report thereon to the judge as he/she may direct.

Shall use all suitable methods to aid persons under probation or protective supervision to bring about improvements in their conduct or condition.

Shall perform such other duties in connection with the care, custody, or transportation of children as the court may require.

Shall have the powers of police officers for purposes of the Children's Code but shall, whenever possible, refrain from exercising such powers except in urgent situations in which a regular police officer is not immediately available.

Make periodic home and school visits to the juveniles in order to provide the necessary counseling, guidance, or referrals that both the juvenile and family may need.

Required to work a 40-hour week and be on call 24 hours a day.

Is responsible for maintenance of such case records as are required by the Children's Court or the Juvenile Probation Office itself.

Must keep informed of new developments and techniques in the correctional field and participate in any relevant training offered by supervisors, and where advisable and appropriate, apply these to daily routine.

Must refrain from disclosing any confidential information about cases and general operation of the department.

Must be able to assume the duties of the Adult Probation Officer if absent.

MINIMUM QUALIFICATIONS

Required Knowledge, Skills, and Abilities: Knowledge of juvenile law and the tribal constitution, codes and ordinances, rules, precedents, and relationships affecting jurisdiction on juvenile cases in Indian Territory. Knowledge of tribal customs, traditions, constitution and ordinances to be able to protect the sovereignty and customs of the Tribe and protect the rights of the people. Must be at least 21 years of age. Prefer incumbent to a non-drinker. Must possess a valid driver's license. Must be familiar with the court system. Must be able to communicate with school officials, state officials and federal officials. Must be sensitive to the problems of reservation youth.

Must have experience working with computers.

Education: Must possess a high school diploma or GED equivalent. Knowledge of the Cheyenne River Sioux Tribal Constitution, Codes and ordinances, policies, all applicable federal laws and rules of evidence.

Experience: Must possess some post high school education or experience in the areas of counseling, chemical dependency awareness, social science, and criminal justice.

Special Requirements: Must have a valid South Dakota driver's license. Subject to CRST Drug Testing Policy, subject to Tribal/Local, Federal and State background checks in accordance with P.L. 101-630, P.L. 101-647, and Executive Resolution E-235-97.

C.R.S.T. ORDINANCE NO. 66

THE LAKOTA LANGUAGE AND CULTURE EDUCATION CODE OF THE CHEYENNE RIVE SIOUX TRIBE

Section 1. Title.

The title of this Ordinance shall be "The Lakota Language and Cultural Education Code of the Cheyenne River Sioux Tribe."

Section 2. Findings and Declaration of Policy.

After a thorough review of the need to teach Lakota Language, History and Culture, general educational needs of tribal members and resident Indians, the Tribe's duty to provide for the welfare of our people, and the trust responsibility of the United Sates, the Tribal Council of the Cheyenne River Sioux Tribe (Wakpa Waste Lakota Oyate) finds and declares:

(1) The Cheyenne River Sioux Tribe is a sovereign, federally recognized Indian Tribe composed of four of the traditional seven council fires of the Lakota Nation: Minnecoujou (Planters by the Water), Itazipco (Without Bows), Siha Sapa (Blackfoot) and Oohenumpa (Two Kettle).

(2) Our people fought to defend our Lakota way of life, our people and our sacred lands in many wars and battle, including the Powder River War of 1866-1868, the Battle of the Little Bighorn and the so-called Great Sioux War of 1876-1877.

(3) Our people have suffered persecution by the United States for speaking our language, practicing our culture and following our own religion. Our people were massacred at Wound Knee for using one of our religious ceremonies, the Ghost Dance. Yet, our people have always maintained our Lakota language, culture, and religion despite persecution.

(4) Despite wrongs visited upon us by the Federal Government, the United States recognized the status of the Cheyenne River Sioux Tribe as a sovereign Indian tribe and a division of the Great Sioux Nation in the Treaties of 1815, 1825, 1851, 1865, and 1868 with the Sioux, the Act of March 2, 1889, and the Indian Reorganization Act of 1935. In these Treaties and Acts, the United States undertook a sacred trust relation to protect the Great Sioux Nation and its constituent tribes as sovereigns and undertook corresponding duties to provide for the educational needs of Indian people.

(5) In recent years, the United States Congress reaffirmed and recognized its trust duties in the Indian Self-Determination and Education Assistance Act of 1975, Tribally Controlled Schools Act of 1988, The Native American Languages Act of 1990, and other enactments.

(6) In the Native American Languages Act of 1990, Congress found that: *"the status of the cultures and languages of Native Americans is unique and the United States ha the responsibility to act together with Native Americans to ensure the survival of these unique cultures and languages," 25 U.S.C. § 2901(8).*

(7) Based on expert testimony and research, Congress found that in the Bilingual Education Act that:

> A primary means by which a child learns is through use of the child's native language and cultural heritage [and] instructional use and development of a child's non-English native language promotes student self-esteem, subject matter achievement and English language proficiency.

20 U.S.C. § 3282. Recently, the United States Senate reaffirmed those findings in the Bilingual Education Act Amendments of 1994, as follows:

The use of a child's or youth's native language and culture to classroom instruction can - -

(i) promote self-esteem and contribute to academic achievement and learning English by limited-English proficient children and youth;

(ii) benefit English proficient children and youth who also participate in such programs; and

(iii) Develop our Nation's national language resources, thus promoting our Nation's competitiveness in the global economy.

S. 1513, § 7103(5)(C). Thus, based on research and expert opinion in the field of education, the Tribe anticipates that instruction for our Indian children and youth in our Lakota language will help improve academic in other areas.

(8) Today, the status of the Cheyenne River Sioux Tribe as a sovereign Indian tribe, our rights to self-determination, survival of our history, values, and political institutions, and our future self-sufficiency, are directly related to, and dependent on, the vitality of our Lakota language and culture. In rec0gnition of this fact, Congress declared, "the traditional languages of Native American cultures, literatures, histories, religions, political institutions, and values." 25 U.S.C. § 2901(3).

(9) The Secretary of Interior has been directed by Congress to *"take into account the special needs of Indian students and the support and reinforcement of the specific cultural heritage of each tribe" in promulgating standards of education for B.I.A. Schools. 25 U.S.C. §2001.* To fulfill this mandate, the B.I.A. declared its policy:

> to provide for a comprehensive, multicultural and multilingual education program including . . . teaching and learning strategies that will reinforce, preserve and maintain Indian . . . languages, cultures and history.

25 C.F.R. § 32.4.

(10) Consonant with overall federal Indian education laws and regulations, the policy of the Untied States stated in the Native American Languages Act is to:

> *Preserve, protect, and promote the rights and freedom of Native Americans to use, practice, and develop Native American languages; . . . encourage and support the use of Native American languages as a medium of instruction; . . . encourage all institutions of elementary, secondary and higher education, where appropriate, to include Native American languages in the curriculum in the same manner as foreign languages and to grant proficiency in Native American languages in the same full academic credit as proficiency in foreign languages.*

25 U.S.C. §§ 2903(1) & 2903(8).

(11) Lakota is the traditional, historical native language of the Cheyenne River Sioux Tribe, 25 U.S.C. § 2902(6), and the Tribal Council mandates that the Constitution and by-Laws of the Cheyenne River Sioux Tribe, as amended, shall be published in both Lakota and English. Additionally, the official business of the Cheyenne River Sioux Tribe may be conducted in Lakota and English. Thus, the Cheyenne River Indian Reservation is a "jurisdiction where the native language has official status." See Bilingual Education Act.

(12) The education of our children as fluent Lakota speakers is vital to maintaining Lakota as a living language and education of our children in our Lakota culture is vital to the maintenance of our culture for the next seven generation. Therefore, Indian children educated on the Cheyenne River Sioux Reservation should be fluent Lakota speakers and well versed in our Lakota culture, and history, including political institutions, upon their graduation from High School. [1]

(13) Lakota language and culture equal or surpass any language or culture in the world in their beauty and expressiveness. Indian students are fully capable of fluency in both the Lakota and the English languages and complimentary instruction I both Lakota language and culture and English language and culture will enhance the overall education skills and achievement of our students.

(14) The Tribal Council has the duty to enact minimum standards for education in Lakota language and culture for Bureau of Indian Affairs schools on the reservation to provide the same curriculum to our Indian students in attendance there. *See* 25 U.S.C. §2903(4). The Bureau has a duty to comply with minimum education standards for Lakota language and Culture promulgated by the Tribal Council. 25 U.S.C. § 2903 (5) (*recognizing tribal right to use its native language as medium of instruction*): *see also* 25 U.S.C. § 2001 (d) (*recognizing tribal right to review curriculum*).

[1] The mandate to educate Indian students as Lakota speakers recognizes that so-called non-member Indians share close ties with our Indian community and to actively participate in our community life, they need an opportunity to understand and speak Lakota.

Section 3. Policies for Instruction in Lakota language, Culture and History; Certification of Instructors.

(1) *Fluency in Lakota Language; Knowledge of Lakota Culture and History.* The goal of instruction in Lakota language, culture and history shall be to enable Indian students to be fluent Lakota speakers and well versed in Lakota culture and history, including our tribal political institutions, by the time of their graduation from high school.

(2) *Parental Involvement and Participation in Public Events.* It shall be the policy of the Bureau of Indian Affairs schools and the tribal schools to encourage parents of Indian Students to teach their children and youths Lakota language and culture and provide opportunities for our Indian children to use Lakota language in day-to-day conversation and to practice Lakota culture at public and cultural events. 25 U.S.C. § 2903 (4).

(3) *Eminent Tribal Leaders and Elders.* The Tribal Council recognizes that among the Cheyenne River Sioux Tribe and the Great Sioux Nation, there are eminent tribal leaders and elders who have knowledge above and beyond that attained by academics with degrees. These tribal leaders and elders, possessed of fluent understanding of the Lakota language and in depth knowledge of our culture, may be certified by the Tribal Council or authorized school board as qualified to teach Lakota language, culture and history studies in the B.I.A. and tribal schools. 25 U.S.C. §2903 (2).

Section 4. *Requirement for Instruction in Lakota Language, Culture and History.*

(1) *Head start.* Head start programs within the territory of the Cheyenne River Sioux Tribe shall provide a program of beginning instruction in Lakota language and culture for Indian students and other interested students.

(2) *Kindergarten through 6th Grade.* Bureau of Indian Affairs schools and tribal schools within the territory of the Cheyenne River Sioux Tribe shall provide a minimum of one class period per day of instruction in Lakota language and culture for Indian students in kindergarten through 6th grade, and

(a) Kindergarten through 3rd Grade. Bureau of Indian Affairs schools and tribal schools within the territory of the Cheyenne River Sioux Tribe shall emphasize basic conversational use of Lakota language and Lakota stories, music and dance for students in kindergarten through 3rd grade.

(b) 4th through 6th Grade. Bureau of Indian Affairs schools and trial schools within the territory of the Cheyenne River Sioux Tribe shall emphasize conversational use of Lakota language and Lakota stories, music and dance for students in 4th through 6th grade.

(3) 7th through 12th Grade. Bureau of Indian Affairs schools and tribal schools within the territory of the Cheyenne River Sioux Tribe shall provide the following courses to Indian Students in the following grades:

(a) *Lakota Language.* A minimum of one class per day shall be devoted to instruction in Lakota language instruction for all Indian students.

(1) *7th and 8th Grade.* Lakota language instruction for Indian students in the 7th and 8th grade shall continue to emphasize conversational use of Lakota language.

(2) *9th and 10th Grade.* Lakota language instruction for students in the 9th and 10th grade shall emphasize instruction in Lakota grammar and reading of Lakota or Dakota texts.

(3) *11th and 12th Grade.* Lakota language instruction for students in the 11th and 12th grade shall emphasize instruction in writing in Lakota language and reading of Lakota or Dakota texts.

(b) *Lakota Culture and History.* A minimum of five class periods per week shall be devoted to instruction in Lakota culture or history; provided, however, that the required period of instruction for Lakota culture or history may overlap by one-half instruction in Lakota language.[2]

(1) *7th and 8th Grade.* Instruction in Lakota culture for Indian students in the 7th and 8th grade shall cover Dakota and Lakota history both prior to the first contact with the United States and history from that contact to the present day.

(2) *9th and 10th Grade.* Instruction in Lakota culture for Indian Students in the 7th and 8th grade shall emphasize the public events and the ceremonies that are central to Lakota culture.

(3) *11th and 12th Grade.* Instruction in Lakota history and culture for students in the 11th and 12th grade shall emphasize the significance of the Treaties between the United States and the Great Sioux Nation, the Interrelation between the United Sates and the Cheyenne River Sioux Tribe, and the structure and functions of the tribal government.

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[2] For example, if one half of a Lakota language class is devoted to instruction related to required Lakota culture subjects, total instruction for that day in both Lakota language and culture could be one and one-half class periods. Additionally, required Lakota culture instruction may be integrated into general courses, such as South Dakota History

Section 5. *Other Required Language Instruction.*

Instruction in Lakota language shall fulfill any instruction requirements which might be required by the United States through the Bureau of Indian Affairs in a language other than English.

Section 6. *Instruction for Non-Indian Students.*

Non-Indian students in attendance at Bureau of Indian Affairs schools or tribal schools may participate in Lakota language and culture and history courses at their option.

Section 7. *Effective Date.*

The effective date of this Code shall be January 1, 1995 and this Code shall be implemented to the maximum extent practicable on that date.

(1) *Initial Implementation Period __ January to June, 1995.*
The tribe recognizes that there will be some variance in the level of implementation in the initial period of instruction from January through June, 1995. For example:

(a)The Tribe is informed that Takini School will be prepared to fully implement the Code on January 1, 1995.

(b)The Tribe is informed that the Cheyenne-Eagle Butte School System will implement the Code to the greatest possible extent beginning January 1, 1995, and the Tribe expects that this will include instruction in all grades for the greatest number of Indian Students possible.

(2) *Instruction for All Indian Students by September 1, 1995.*
Bureau of Indian Affairs Schools and Tribal Schools shall plan and implement instruction in Lakota language and culture for all Indian students in all grades by September 1, 1995.

(3) *Tribal Assistance and Cooperation in Implementation.* The Tribal Council hereby pledges to devote the resources of the Tribal Council Cultural Preservation Committee to assist all reservation schools to meet the requirements of this Code and to plan a long-term project on curriculum development.

CERTIFICATION

I, the undersigned, as Secretary of the Cheyenne River Sioux Tribe, certify that the Tribal Council is composed of fifteen (15) members of whom 11, constituting a quorum, were present at a meeting, duly and regularly called, noticed, convened and held this 8th day of September, 1994, regular session; and that the foregoing resolution was duly adopted at such meeting by an affirmative vote of 11 for, 0 against, 0 not voting and 4 absent.

(signature affixed here)
Arlene Thompson, Secretary
CHEYENNE RIVER SIOUX TRIBE