

SFY 2017 Native American Programs Subgrant Application

Title II Formula Grant

South Dakota Department of Corrections

APPLICATION DUE: June 3, 2016

Applicants with original signatures must be **submitted and received** by the Department of Corrections by the close of business on June 3, 2016. Faxed and emailed applications will not be accepted. Submit complete applications to:

*Bridget Coppersmith
Department of Corrections
3200 East Highway 34
Pierre, SD 57501-5070*

RECEIVED

JUN 03 2016

DEPT. OF CORRECTIONS

Completed applications submitted by the due date will be presented to the Council of Juvenile Services for action at their next meeting in **Brookings, SD on June 15th and 16th**. Applicants will be invited to attend and present their proposals in Brookings following the receipt of a completed application.

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.

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: (605) 473-5528	Fax: (605) 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: (605) 473-5534	Fax: (605) 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, 2016 – June 30, 2017	

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
	\$
<i>Employee Fringe Benefits</i>	
TOTAL	\$
B. Contracted Services	TOTAL
2 Adult, sober females, experienced beaders to facilitate weekly 2 hour beading classes	\$
\$25/hr x 4 hours x 50 weeks x 2 instructors	
TOTAL	\$10,000.00
C. Travel and Per Diem	TOTAL
	\$
TOTAL	\$
D. Equipment	TOTAL
TOTAL	\$
E. Operating Expenses	TOTAL
Snacks for participants; class will run 5-7 pm (25 participants x \$2.50/snack x 50 weeks)	\$3,125.00
Beading/Sewing Supplies	\$6,875.00
TOTAL	\$10,000.00
Total Project Budget -- Combined totals for all columns	\$20,000.00

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

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(s).		
Position #1:		
Justification for the position :		
If the position is existing staff , explain how duties associated with this award are outside the current scope of their position and a provide a plan explaining how all duties associated with the position will continue to be provided and funded during this award:		
Personnel Responsibilities & Duties <i>(must directly relate to the implementation of the program)</i>		Estimated % Time
1.		
2.		
3.		
4.		
Wage/Salary:		
Benefits:		
Position #2:		
Justification for the position :		
If the position is existing staff , explain how duties associated with this award are outside the current scope of their position and a provide a plan explaining how all duties associated with the position will continue to be provided and funded during this award:		
Personnel Responsibilities & Duties <i>(must directly relate to the implementation of the program)</i>		Estimated % Time
1.		
2.		
3.		
4.		
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, how the cost for services was calculated, and the process that would be or has been conducted to select the consultant. Contracted services fees cannot exceed \$650 per day.

Consultant #1: Adult female who is experienced in beading and sewing.

Consultant Fees: \$25/hour; 4 hours a week; 50 weeks= \$5,000

Contracted Service: To continue to teach beading to juveniles and also add a sewing component. The class welcomes all youth willing to learn, i.e. juvenile diversion, juvenile probationers and those not in the court system.

Selection Process: We would like to continue with the same instructors due to: lack of building space in the community as well as sober adults. We are utilizing the courthouse after hours, therefore it is necessary to have trusted individuals occupying the building and maintaining confidentiality.

Consultant #2: Adult female who is experienced in beading and sewing.

Consultant Fees: \$25/hour; 4 hours a week; 50 weeks= \$5,000

Contracted Service: To continue to teach beading (and add sewing) to all youth in the community who are willing to learn. The first class consisted of approximately 6 youth and attendance has risen to 21 per class.

Selection Process: We would like to continue with the same instructors due to: lack of building space in the community as well as sober adults. We are utilizing the courthouse after hours, therefore it is necessary to have trusted individuals occupying the building and maintaining confidentiality.

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 (\$0.42 per mile and \$32 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 \$0.42 =

[Number of Travel Days for per diem] x \$32.00 =

Purpose of Travel:

[Mileage] x \$0.42 =

[Number of Travel Days for per diem] x \$32.00 =

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.

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.

This program will help sustain a culturally meaningful approach for tribal youth and youth involved in the juvenile justice system. Behavior of adolescents with deep rooted trauma reflects in their everyday life with acts of violence. This is directly connected to unhealthy lifestyles these youth face. It is important for young adolescent adults to have caring and responsible role models while doing activities in a safe and controlled environment. We see it more often than not, parents and relatives who are going through their own trauma and personal struggles and are unable to provide guidance or sense of direction to their own children. The juvenile beading program will offer different opportunities to help with skill building taught by adults with life experience and traditional knowledge.

The previous instructors were Leslie Gipp, Standing Rock Sioux Tribe and Marlys Langdeau, Lower Brule Sioux Tribe. Leslie speaks Lakota, partakes in tribal ceremonies and is well- versed in Lakota culture.

Marlys Langdeau is a traditional dancer that participates in powwows and other community events within the Lower Brule community. Both Marlys and Leslie are experienced in bead work and have taught many generations of kids and grandkids. We would like to continue having them instruct this class as they provide a place for youth to learn and share their personal experiences while working on their own projects.

B. COMMUNITY READINESS

Describe your community's readiness to adopt a comprehensive juvenile delinquency prevention or supervision strategy specifically describing the following:

1. Community readiness and willingness to adopt the strategy;
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 juvenile delinquency prevention or supervision efforts.

The juvenile beading program has been an asset to our youth; allowing this program to continue will help our youth improve their outlook on life here on the reservation. With this program growing from 6 participants to 21, these teenagers are learning patience and self-esteem with every project they complete. This program provides a safe place for teens to go after school, many of which show up early to get started on their projects and talk with the instructors. With school being out, this program is needed for the teens to have a place to work on their projects, talk/vent with the instructors and relate to the other participants in the class. This program creates an environment for the instructors to teach the participants a traditional craft and at the same time help bring down barriers and walls for the kids to feel comfortable and talk in ways they are unable to at home or in school.

Courthouse staff members also attend the class on occasion to interact with the kids and show them support. This provides more adults available for the kids to talk with and get to know as community members and not just people who are part of the court system.

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 into 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.

b.) Top offenses for juveniles.

1. Simple Assault
2. Possession of an Alcoholic Beverage by a Person Under 18
3. Truancy

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. Family—lack of parent involvement; kids are either being raised by older siblings or grandparents.
2. Community—lack of positive role models and guidance from community members; not enough community activities for families.
3. Community—relatively easy access to drugs and alcohol within the community; people within the community openly using drugs and alcohol for youth to witness and eventually get involved in.
4. Other—lack of adequate housing availability contributes to multiple family homes with drug and alcohol use becoming the norm for youth to see. This exposure leads to children believing alcohol and drug use is acceptable.

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 risk factor involves family.

C. ASSESSMENT OF DELINQUENCY RISK AND PROTECTIVE FACTORS CONTINUED

Parents are not taking on the full responsibility of raising their children. Many kids are left home, taken to babysitters or are being raised by grandparents or older siblings. These children are not properly supervised, are not given consequences or praise for their behavior and seek out attention wherever they can find it. When children are not taught respect and rules in the home they are unable to show respect and follow rules in school or the court system. The parents who are not spending time raising their children and neglecting to teach them right from wrong are the same parents who defend their children's behavior in school and in the community. They are setting their children up for failure in adulthood and life off the reservation.

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.

With school being out for the summer, a current protective factor in the community is the Boys & Girls Club. The club accepts kids 6-12 years old and teaches them respect for the staff, their peers and the community. There is a set of rules the kids must follow while at the club and any negative behavior is addressed immediately and consistently.

The high school provides a summer foods program where breakfast and lunch is served to all kids up to the age of 18. This program is a huge asset to the kids who are not being provided for at home and have at least two meals a day.

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

Both protective factors correlate with the lack of parent involvement. The Boys & Girls Club is working to teach children what they are not learning at home i.e. discipline, rules, routine, positive praise, consequences and pride in the community. The summer foods program provides meals for all kids in the community. A school bus provides rides for kids to and from the school for breakfast and lunch; in most cases older siblings are riding the bus with young children to make sure they get to the school to eat.

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 a lack of parent involvement with youth in Lower Brule, with is often due to a cycle of substance abuse. Some of the drugs that are destroying the community include but not limited to: synthetic marijuana, methamphetamine and alcohol. Unfortunately the drug habits are so strong that many parents sell their SNAP (food stamps), commodities and even their children's electronics for money to support their drug/alcohol habits.

The tribal court orders substance abuse evaluations (for both juveniles and adults), but there are only two (2) certified substance abuse counselors available at this time. The counselors provide out-patient services and arrange in-patient treatment. More resources in substance abuse would help, such as a juvenile case manager to oversee the evaluations, arrange treatment and aftercare with follow up on clients. The adult court would require at a minimum of three (3) case managers to teach traditional values, Lakota culture and some life skills. Lower Brule Counseling Service does provide parenting classes but not on a consistent schedule.

E. STRATEGY FOR IMPLEMENTATION

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

The beading class has already been ongoing. Leslie Gipp and Marlys Langdeau hold two classes a week, Tuesdays and Thursdays from 5-7 pm. Some of the beading projects they have already taught the class: earrings, medallions, hats, pens, moccasins and bracelets.

Upcoming projects will be to add a sewing aspect to teach the kids' how to make their own regalias (traditional dancing outfits), star quilts, belts and shawls.

There are other community elders who have taken interest and are willing to volunteer their time and be a part of the class.

Goal :

Objective 1: Continue purchasing beading supplies

Activity 1:

Person responsible: Marlys Langdeau, Leslie Gipp

Estimated staff time: 4hrs weekly

Measurement of progress: Beading supplies ordered and arrived

Completion date: first week – ten (10) days of grant and on-going throughout grant

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

Person responsible: Bobbie Middleton, Juvenile probation officer

Estimated staff time: 4hrs weekly

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

Completion date: On-going throughout grant

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

Person responsible: Marlys Langdeau

Estimated staff time: 4hrs weekly

Measurement of progress: At-risk youth aware of class

Completion date: On-going throughout the grant

Objective 2: continuation beading class

Activity 1: Beading

Person responsible: Marlys Langdeau & Leslie Gipp

Estimated staff time: 4hrs weekly

Measurement of progress: Beading class is already being held

Completion date: 50 weeks from start

Activity 2: Cultural value discussion during beading class

Person responsible: Leslie Gipp

Estimated staff time: 4hrs weekly

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

Completion date: 50 weeks from start

Activity 3: Sewing

Person responsible: Leslie Gipp, Marlys Langdeau

Estimated staff time: 4hrs weekly

Measurement of progress: Projects worked on by youth

Completion date: 50 weeks from start

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.

N/A.

F. DESCRIPTION OF PROGRAM 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 SFY2017 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

(printed name)

Lorrie A. Miner

(signature)

6-3-16

(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 <i>left</i> 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 would be supported if your Tribe is not awarded NAP funds in future funding years.

The kids have already learned and completed beading projects of their own. As they continue to attend and learn new projects the class can become self-sustaining as finished items can be sold. Continuation of this project will allow these skills to be passed down to generations of kids over time.

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.

<i>Native American Programs Subgrant</i>	
Facility Admission Data	
Period for Data:	January 1, 2015 – December 31, 2015
Tribe Submitting:	Lower Brule Sioux Tribe
Contact Name:	Mekko Wolf
Title:	Supervisory Correctional Specialist
Contact Address:	100 Akicita O'Tipi
Contact City, State, & Zip:	Lower Brule, SD 57548
Contact Phone:	605-473-5112
Contact Fax:	605-473-8302
Contact Email:	Lbjc.bia1@gmail.com

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 Detention (currently not open)	<input type="checkbox"/> Secure	<input type="checkbox"/> Non-Secure
	<input type="checkbox"/> Secure	<input type="checkbox"/> Non-Secure
	<input type="checkbox"/> Secure	<input type="checkbox"/> Non-Secure
	<input type="checkbox"/> Secure	<input type="checkbox"/> Non-Secure
Juvenile Correctional/Residential Facility:		
	<input type="checkbox"/> Secure	<input type="checkbox"/> Non-Secure
	<input type="checkbox"/> Secure	<input type="checkbox"/> Non-Secure
	<input type="checkbox"/> Secure	<input type="checkbox"/> Non-Secure
	<input type="checkbox"/> Secure	<input type="checkbox"/> Non-Secure
Adult Jail:		
Lower Brule Justice Center Adult Detention	<input type="checkbox"/> Secure	<input type="checkbox"/> Non-Secure
	<input type="checkbox"/> Secure	<input type="checkbox"/> Non-Secure
	<input type="checkbox"/> Secure	<input type="checkbox"/> Non-Secure
	<input type="checkbox"/> Secure	<input type="checkbox"/> Non-Secure
Law Enforcement/Adult Lockup:		
	<input type="checkbox"/> Secure	<input type="checkbox"/> Non-Secure
	<input type="checkbox"/> Secure	<input type="checkbox"/> Non-Secure
	<input type="checkbox"/> Secure	<input type="checkbox"/> Non-Secure
	<input type="checkbox"/> Secure	<input type="checkbox"/> Non-Secure

SECTION 5. JJDP COMPLIANCE REQUIREMENTS CONTINUED

Please complete the Facility Admission Data forms for Calendar Year 2015 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 colocated 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.

2015 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
<i>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).</i>			
Number of juveniles that are admitted to the facility that have committed a status offense.	0	0	0
<i>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.</i>			
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
<i>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.</i>			
Number of status offenders held over 24 hours when excluding weekends and holidays*	0	0	0
<i>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.</i>			
Number of status offenders held over 24 that meet the valid court order exception	0	0	0
<i>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.</i>			
Number of juveniles that are admitted to the facility that have committed a delinquent offense.	0	0	0
<i>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)).</i>			
Total Number of juveniles admitted to detention	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.

2015
Facility Admissions – Adult Jail/Lockup

Adult Jail/Lockup Name: Lower Brule Justice 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.

Is the facility able to provide sustained sight and sound separation between adult and juvenile detainees within the facility? (Answer yes or no.) X 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?) Juveniles are placed in contract facility or BIA facility

	Male	Female	Total
Number of juveniles that are admitted to the facility that have not committed a delinquent or status offense.*	0	0	0
<i>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).</i>			
Number of juveniles that are admitted to the facility that have committed a status offense.*	0	0	0
<i>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.</i>			
Number of juveniles that are admitted to the facility that have not committed a delinquent offense.	0	0	0
<i>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)).</i>			
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
<i>Number of juveniles held for delinquent offenses that were in the facility for less than 48 hours.</i>			
Number of delinquent offenders held over 48 hours.*	0	0	0
<i>Number of juveniles held for delinquent offenses that were in the facility for more than 48 hours.</i>			
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.

SECTION 6. SPECIAL CONDITIONS AND ASSURANCES

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.

Original Signatures are Required

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

Name: Orville Langdeau Jr

Title: Secretary/Treasurer of Tribal Council

Address: 187 Oyate Circle

City/State/Zip: Lower Brule, SD 57548

E-mail: redlangdeau@hotmail.com

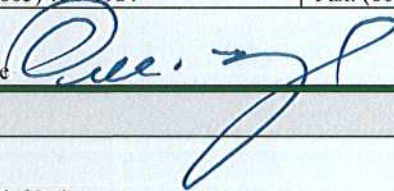
Phone: (605) 730-1984

Fax: (605) 473-5606

Date

6-3-16

Signature



B. Project Director

Name: Lorrie Miner

Title: Chief Judge

Address: 100 Akicita O'Tipi, PO Box 122

City/State/Zip: Lower Brule, SD 57548

E-mail: lorrieminer@lowerbrule.net

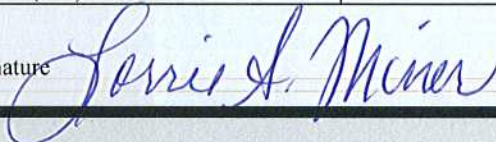
Phone: (605) 473-5534

Fax

Date

6-3-16

Signature



C. Financial Officer

Name: Trish Lundell

Title: MIS Manager

Address: 187 Oyate Circle

City/State/Zip: Lower Brule, SD 57548

E-mail: tlundell@lowerbrule.net

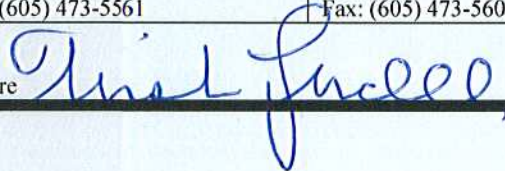
Phone: (605) 473-5561

Fax: (605) 473-5606

Date

6/3/16

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; resource documentation; 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 2017 Native American Programs

Subgrant Application

Title II Formula Grant

South Dakota Department of Corrections

APPLICATION DUE: June 3, 2016

Applicants with original signatures must be **submitted and received** by the Department of Corrections by the close of business on June 3, 2016. Faxed and emailed applications will not be accepted. Submit complete applications to:

*Bridget Coppersmith
Department of Corrections
3200 East Highway 34
Pierre, SD 57501-5070*

RECEIVED
JUN 08 2016
DEPT. OF CORRECTIONS

Completed applications submitted by the due date will be presented to the Council of Juvenile Services for action at their next meeting in **Brookings, SD on June 15th and 16th**. Applicants will be invited to attend and present their proposals in Brookings following the receipt of a completed application.

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.

SECTION 1. APPLICANT INFORMATION

Applicant: Cheyenne River Sioux Tribe		
Address: PO Box 590		
City/State/Zip: Eagle Butte, SD 57625		Phone: 605-964-4155 Fax: 605-964-1166
Email:	Federal Employer or Payee Identification Number (FEIN): 460217757	
Project Director Name: Ms. Dale Iron Lightning		Title: Court Administrator
Agency: Cheyenne River Sioux Tribe		Address: PO Box 590
City/State/Zip: Eagle Butte, SD 57625		Phone: 605-964-6602 Fax: 605-964-2998
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, 2016 – June 30, 2017	

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

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

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(s).

Position #1: Juvenile Probation Officer

Justification for the position :

The salary rate is determined by the amount of pay periods in one year (26) pay periods. The budgeted amount of \$20,000 will be used primarily towards salary for the Juvenile Probation Officer. The annual salary of the Juvenile Probation Officer exceeds the amount of \$20,000 however CRST Tribal Court budget will be responsible for the additional amount and fringe benefits.

If the position is **existing staff**, explain how duties associated with this award are **outside the current scope** of their position and a provide a **plan** explaining how all duties associated with the position will continue to be provided and funded during this award:

N/A

Personnel Responsibilities & Duties *(must directly relate to the implementation of the program)*

Estimated % Time

1. The Juvenile Probation Officer shall make preliminary inquiries, 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%

Wage/Salary:

\$13.17 per hr. for 26 pay periods annually

Benefits:

None

Position #2:

Justification for the position :

If the position is existing staff , explain how duties associated with this award are outside the current scope of their position and provide a plan explaining how all duties associated with the position will continue to be provided and funded during this award:		
Personnel Responsibilities & Duties <i>(must directly relate to the implementation of the program)</i>		Estimated % Time
1.		
2.		
3.		
4.		
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, how the cost for services was calculated, and the process that would be or has been conducted to select the consultant. <u>Contracted services fees cannot exceed \$650 per day.</u>	
Consultant #1:	
Consultant Fees:	
Contracted Service:	
Selection Process:	
Consultant #2:	
Consultant Fees:	
Contracted Service:	
Selection Process:	
Travel and Per Diem Narrative – Explain the calculation of travel costs for travel <u>outside the home jurisdiction</u> , (travel must be calculated at current state rates (\$0.42 per mile and \$32 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:	
$[Mileage] \times \$0.42 =$ $[Number\ of\ Travel\ Days\ for\ per\ diem] \times \$32.00 =$	
Purpose of Travel:	

$[Mileage] \times \$0.42 =$

$[Number\ of\ Travel\ Days\ for\ per\ diem] \times \$32.00 =$

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.

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 CRST Tribal Court is requesting \$20,000 to improve the Juvenile Probation Department to supervise juvenile youth who are court ordered for probation and community service. The juvenile probation officer will improve the functioning of the juvenile justice system by providing increased juvenile sentencing options and accountability. Alternative sentences, like probation, will provide the Tribe with an range of juvenile sentencing options which are responsive to varying juvenile risk levels, which hold juvenile's accounting for their actions, and which better address individual needs in an effort to facilitate behavioral change and enhance public safety. There were a total of 494 juvenile petitions filed for FY2014 and 541 juvenile petitions for FY2015. The amount of petitions filed has increased

B. COMMUNITY READINESS

Describe your community's readiness to adopt a comprehensive juvenile delinquency prevention or supervision strategy specifically describing the following:

1. Community readiness and willingness to adopt the strategy;
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 juvenile delinquency prevention or supervision efforts.

The Juvenile Probation Officer will continue working closely with the following key stake holder groups:

- Four Bands Healing Center
- CRST Law Enforcement
- Cheyenne Eagle Butte School System
- South Dakota Department of Social Services
- Three Rivers Mental Health
- Cheyenne River Sioux Tribe Counseling Services

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 2,000 plus Takini, SD students in the school systems on the CRST Reservation. The Juvenile Probation Officer supervises juveniles on probation in the surrounding communities on the CRST Tribe which includes 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 juvenile probation officer to actively and effectively monitor juveniles placed on probation or supervision. In 2014 a total of 580 juveniles were arrested, in 2015 total of 484 were arrested. The top offenses for FY2015 as follows:

- | | |
|-------------------------|-----|
| • Child in need of care | 362 |
| • Possession of alcohol | 195 |
| • Disorderly Conduct | 139 |
| • School Attendance | 120 |

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.

- Four Bands Healing Center – Drugs, Alcohol, Counseling
- CRST Law Enforcement
- Cheyenne Eagle Butte School System
- South Dakota Department of Social Services
- Three Rivers Mental Health
- Cheyenne River Sioux Tribe Counseling Services

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 Tribe 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 CRST. This ordinance will be implanted for the juvenile's on probation to attend Lakota language classes and culture classes offered on the CRST reservation. The juveniles will be taught to observe 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

Classes are held on Tuesdays and Thursday during the academic year.

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:

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.

No curriculum being developed at this time.

F. DESCRIPTION OF PROGRAM 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 5,400 square miles, spanning most of Dewey and Ziebach counties in north central South Dakota. The Cheyenne River Sioux Tribe has 19,836 living members, and about 8,000 of those members live on the reservation. The Cheyenne River Sioux Tribe is located in north-central South Dakota. Due to the high rate of Juvenile Offenders there is a need for a Juvenile Probation Officer to actively and effectively monitor the amount of juveniles placed on probation or under supervision. In 2015 there were a total of 541 juvenile petitions filed; this number has increased from 2014 with a total of 494 juvenile petitions filed. The Cheyenne River Juvenile Probation Department plan to increase monitoring of juveniles with activities such as: weekly probation activity sheets, school attendance records, and weekly attendance contracts from schools, semester report cards for juveniles on probation and/or supervision, and unannounced personal contacts with juveniles at home and by phone.

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 <i>left</i> 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)	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	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 would be supported if your Tribe is not awarded NAP funds in future funding years.

Sustainability 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.

<i>Native American Programs Subgrant</i>	
Facility Admission Data	
Period for Data:	January 1, 2015 -- December 31, 2015
Tribe Submitting:	Cheyenne River Sioux Tribe
Contact Name:	Frank Cavanaugh
Title:	Deputy of 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:		
Cheyenne River Sioux Tribe Juvenile Detention	<input type="checkbox"/> Secure	<input type="checkbox"/> Non-Secure
	<input type="checkbox"/> Secure	<input type="checkbox"/> Non-Secure
	<input type="checkbox"/> Secure	<input type="checkbox"/> Non-Secure
	<input type="checkbox"/> Secure	<input type="checkbox"/> Non-Secure
Juvenile Correctional/Residential Facility:		
N/A	<input type="checkbox"/> Secure	<input type="checkbox"/> Non-Secure
	<input type="checkbox"/> Secure	<input type="checkbox"/> Non-Secure
	<input type="checkbox"/> Secure	<input type="checkbox"/> Non-Secure
	<input type="checkbox"/> Secure	<input type="checkbox"/> Non-Secure
Adult Jail:		
N/A	<input type="checkbox"/> Secure	<input type="checkbox"/> Non-Secure
	<input type="checkbox"/> Secure	<input type="checkbox"/> Non-Secure
	<input type="checkbox"/> Secure	<input type="checkbox"/> Non-Secure
	<input type="checkbox"/> Secure	<input type="checkbox"/> Non-Secure
Law Enforcement/Adult Lockup:		
N/A	<input type="checkbox"/> Secure	<input type="checkbox"/> Non-Secure
	<input type="checkbox"/> Secure	<input type="checkbox"/> Non-Secure
	<input type="checkbox"/> Secure	<input type="checkbox"/> Non-Secure
	<input type="checkbox"/> Secure	<input type="checkbox"/> Non-Secure

SECTION 5. JJDP COMPLIANCE REQUIREMENTS CONTINUED

Please complete the Facility Admission Data forms for Calendar Year 2015 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 colocated 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.

2015 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
<i>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).</i>			
Number of juveniles that are admitted to the facility that have committed a status offense.	74	76	150
<i>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.</i>			
Number of juveniles held for status offenses that were in the facility for less than 24 hours.	74	76	150
Number of status offenders held under 24 hours when excluding weekends and holidays.	0	0	0
<i>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.</i>			
Number of status offenders held over 24 hours when excluding weekends and holidays*	0	0	0
<i>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.</i>			
Number of status offenders held over 24 that meet the valid court order exception	0	0	0
<i>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.</i>			
Number of juveniles that are admitted to the facility that have committed a delinquent offense.	189	145	334
<i>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)).</i>			
Total Number of juveniles admitted to detention	263	221	484

*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.

2015
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?) _____

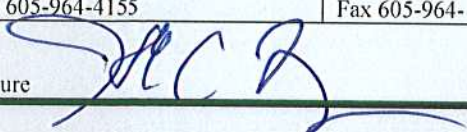
	Male	Female	Total
Number of juveniles that are admitted to the facility that have not committed a delinquent or status offense.*			
<i>Nonoffender: A juvenile who is subject to the jurisdiction of the juvenile court, usually under abuse, dependency, or neglect statutes, for reasons other than legally 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).</i>			
Number of juveniles that are admitted to the facility that have committed a status offense.*			
<i>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.</i>			
Number of juveniles that are admitted to the facility that have not committed a delinquent offense.			
<i>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)).</i>			
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*			
<i>Number of juveniles held for delinquent offenses that were in the facility for less than 48 hours.</i>			
Number of delinquent offenders held over 48 hours.*			
<i>Number of juveniles held for delinquent offenses that were in the facility for more than 48 hours.</i>			
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.

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.

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 Cheyenne River Sioux Tribe Chairman	
Address PO Box 590	City/State/Zip Eagle Butte, SD 57625	
E-mail	Phone 605-964-4155	Fax 605-964- 4151
Date	Signature 	

B. Project Director

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

C. Financial Officer

Name Kellie 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 6/3/14	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; resource documentation; and any other materials. Attach all additional documents following this page.

Attachment 1
Juvenile Probation Officer
Attachment 2
Ordinance 66
Attachment 3
Attachment 4
Attachment 5
Attachment 6

ENCLOSE RELEVANT ATTACHMENTS AFTER THIS PAGE

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 RIVER 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 States, 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 has 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 recognition 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 United 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 in 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 States and the Cheyenne River Sioux Tribe, and the structure and functions of the tribal government.

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



Tribal Equitable Compensation Act Office
Cheyenne River Sioux Tribe
Holly A. Annis
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ATTORNEY WORK PRODUCT

PRIVILEGED AND CONFIDENTIAL

MEMORANDUM

To: Dale Iron Lightning, CRST Court Administrator
Hon. Brenda Claymore, CRST Chief Judge
From: Holly A. Annis, TECA In-House Counsel
Date: June 1, 2016
Re: Legal Review of Proposed Grant Application by and between the Cheyenne River Sioux Tribe Judicial Department and the South Dakota Department of Corrections

This memorandum documents this writer's review of the following Proposed Grant Proposal by and between the Cheyenne River Sioux Tribe Judicial Department and the South Dakota Department of Corrections whose address is as following: 415 North Dakota Avenue, Sioux Falls, South Dakota 57104.

The purpose of the proposed Native American Pass Through Grant is to hire a full-time Juvenile Probation Officer. This employee will be responsible for monitoring and supervising adjudicated youth placed on probation by the CRST Children's Court and will spend 100 percent of their time on the duties required. The Cheyenne River Sioux Tribal Juvenile Probation Department plans to increase monitoring of the juveniles placed on probation with activities such as: weekly probation activity sheets, make unannounced personal contacts with juveniles at home and by phone, school attendance records, and weekly attendance contracts from schools, semester report cards for juveniles on probation and/or supervision during the school year. The Juvenile Probation Officer will track and monitor the youth actively and to assure compliance with their probation contracts and keep the youth out of the Detention Facility.

The Proposed Grant Application is consistent with the Grants and Contracts Checklist that is currently being utilized by the CRST Financial Services Department. This is the seventh (7th) year that the CRST Judicial Department has submitted this grant application. Accordingly, the said Proposed Grant Application is approved as presented.

In the event there are questions, comments or concerns regarding this memorandum, please contact this writer telephonically or by e-mail at your earliest convenience.

Cc: file