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Application for Federal Assistance SF-424

Version 02

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

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

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

* a. Legal Name: Penobscot Indian School Committee	
* b. Employer/Taxpayer Identification Number (EIN/TIN): 01052144	*c. Organizational DUNS: 15946513

d. Address:

*Street1: 10 Wabanaki Way
Street 2:
*City: Indian Island
County: Penobscot
*State: maine
Province:
Country: U.S. *Zip/ Postal Code: 04468

e. Organizational Unit:

Department Name: Maine Indian Education	Division Name:
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f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	First Name: Harper
Middle Name:	
*Last Name: Dean	
Suffix:	
Title: After School Director	

Organizational Affiliation:
Penobscot Indian School Committee (Indian Island School)-Maine Indian Education

*Telephone Number: (207) 454-2126	Fax Number: (207) 454-3772
*Email: william.harper@bie.edu	

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Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type: **K. Indian/Native American Tribally Designated Organization**

Type of Applicant 2: Select Applicant Type:
- Select One -

Type of Applicant 3: Select Applicant Type:
- Select One -

*Other (specify):

*10. Name of Federal Agency:
Bureau of Indian Education, Division of Performance and Accountability

11. Catalog of Federal Domestic Assistance Number:

84.287

CFDA Title:

21st Century Community Learning Center Grant

*12. Funding Opportunity Number:

*Title:

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

*15. Descriptive Title of Applicant's Project:

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of: ME-002

*a. Applicant

*b. Program/Project: After School Program

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

*a. Start Date: 02/04/2013

*b. End Date: 06/30/2016

18. Estimated Funding (\$):

*a. Federal \$108,606.00

*b. Applicant \$5,000.00

*c. State

*d. Local

*e. Other

*f. Program Income

*g. TOTAL \$113,606.00

***19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372

*20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)

Yes

No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

**I AGREE

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

Authorized Representative:

Prefix:

*First Name: Ronald

Middle Name:

*Last Name: Jenkins

Suffix:

*Title: Superintendent of Schools

*Telephone Number: 207-454-2126

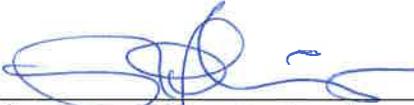
Fax Number: 207-454-3772

*Email: ronald.jenkins@bie.edu

*Signature of Authorized Representative: 

Date Signed: 1/11/2013

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

Penobscot Indian School Committee – Indian Island School	
Organization Harper Dean	(207) 454-2126
Name of Contact Person William.harper@bie.edu	Telephone (207) 454-3772
E-mail Address	Fax Number
	January 11, 2013
Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures	Date
<i>■ Note: The general certifications and assurances that are signed and submitted by the district each spring (or provided by the applicant to EED) will apply to this federally funded program.</i>	
	January 11, 2013
Signature of Organizational Representative Superintendent of Schools—Maine Indian Education	Date
Title	

\$ <u>108,606</u>
Total Funding Requested Per Year
\$ <u>325,820</u>
Total Funding Requested for Three Years

BIE Use Only Project Number: _____	Date Received: _____
Project Approval: _____	Amount Awarded: \$ _____

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Indian Island School Competitive Preference Points

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- **Partnerships**—Our application is submitted in partnership with the following Tribal, community organizations, post-secondary institutions, and high schools (that our students attend); Penobscot Nation Youth and Recreation Department; University of Maine Art Department; Penobscot Nation Health Center; Orono High School; and the Wabanaki Writers' Project. In each case, the relationships that Indian Island has with these organizations is long standing and includes a commitment to continue and grow those relationships. Some of the activities that have been discussed thus far include: a collaboration between the After School Program and the Penobscot Nation Youth and Recreation Department to extend the length and number of program sessions as well as available offerings; providing students with the opportunity to attend art classes on the University of Maine campus; hosting family events that target parent education as well as emphasize the importance of overall wellness for the individual as well as the family; and providing students with the opportunity to attend a camp that is focused on writing with an infusion of culture, history, and storytelling.
- **Health & Wellness**—Indian Island has initiated a pre-school walk each morning for 20 minutes in the gym. The walk is open to all students, teachers and community members and sends a message of the importance of building in exercise into our lives. This is an opportunity for staff and students to talk with one another as they are walking. Each morning the school principal along with many of the teachers make it a practice to participate in the “walk” and use the time to “catch up” with others. In addition, Indian Island’s After School Program staff is working on adding “swimming” to the available choices students have in the afternoons and on weekends. The Wellness Team will continue to focus on ways to incorporate healthy activities into the school program, specifically targeting opportunities for both before and after school hours.
- **Service Learning**-- Indian Island Community Learning Center is involved with a number of different Service Learning Projects throughout the year. The first is the October “Walk” for Breast Cancer, where students solicit donations and participate in the “Walk”. During Domestic Violence Awareness month (October), the After School Program and entire school support the efforts of the Penobscot Nation and its Domestic Assault and Sexual Assault Services through raising funds and awareness for this important cause. In addition, the After School Program participates in the 3K run for Domestic Violence Awareness. The After School Program, along with the rest of the school, are an integral part of the community and seek out ways to support Service Learning Projects. This commitment sends a powerful message early on to all students: the health and welfare of the community are everyone’s responsibility.
- **School Climate**—Indian Island has chosen to highlight the successes of individuals who have graduated from Indian Island Elementary School. In choosing to emphasize the positives, the Community Learning Center is sending the message that all things are possible for our students, and the evidence is seen in the many, many examples of students who have succeeded and excelled. The medium to launch this

Program Summary and Abstract

The 21st Century After School and Summer Program at **Indian Island School** will serve students in grades K-12 through a continuum of programming that addresses social, emotional, and academic needs as well as addresses students' needs for a sense of belonging. Students will participate in academic programming based on a variety of assessments as well as on their academic performance. The day school program has incorporated a number of on-going formative assessments as a means of identifying and targeting student needs. In coordination with the day school, the After School Program is able to access this data and offer the most appropriate programming possible.

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data*

Referral forms for the After School Program will accompany each student and will document students' areas of need with accompanying assessment results and the associated Common Core State Standard(s). The referral forms will also the appropriate RIT bands from the Des Carte to support instructional planning. Information will also be provided regarding students' strengths, challenges, and strategies for enhancing learning. For those students who are at grade level academically, programming will include learning opportunities that capitalize on students' interests and provide real-world challenges and emphasize hands-on learning.

Academic supports vary in form and include but are not limited to: small group instruction; tutoring; support with homework/work assigned outside of class time; support from the College and Career Ready Coach who monitors students' progress as they move through the K-8 program and while they are in high school; STEM oriented, hands-on projects and centers as well as a number of others. The enrichment and physical activity programming will also occur during each session. Students will select from a number of "electives" that will include recreational activities/games, culturally-based projects and activities, and personal interest programs. The 21st Century After School Program will target students' academic success through quality educational programming as well as provide many opportunities for students to make choices regarding how they spend their time. Student voice and choice are important components of program planning and strategies for eliciting feedback.

The Program will serve approximately 80 students and 90 family members through a number of program offerings. Families will be encouraged to participate in monthly activities that are designed to benefit parents/guardians as well as children. In addition, the 21st Century After School Program is enhanced through a number of partnerships that have been established in support of quality programming. These include: University of Maine Art Department, Orono High School, Penobscot Nation Health Department, Wabanaki Writer's Project, and Penobscot Youth and Recreation. It is through these partnerships that we plan to develop community participation and collaboration on a variety of projects and activities.

Partnerships

effort is the monthly newsletter produced through a collaborative effort between the Indian Island School and After School Program and is sent to all families and community members. Each month the Newsletter focuses on the achievements of students who graduated from Indian Island School, highlighting their lives, choices, and accomplishments after leaving the elementary school. This includes: their high school experiences, college choices, career choices, and career experiences. Each month a different youth or adult is chosen to highlight. Along the main corridor of the school, we will archive the photos and stories of each individual which will be accessible for all who enter the school. The message to all students, families and community members is that all things are possible, and that there is much to celebrate in the accomplishments of students and adults in the community.

Another initiative that has been a focus for the Wellness Team is bullying prevention. During the past two years, there have been staff trainings, student assemblies, a parent information session, and other activities relating to this topic. As one enters the school, there is a placard announcing that Indian Island School is a "No bullying Zone." There are also posters and other materials visible throughout the school that reinforces the importance of a healthy learning environment for all. The After School Program and the Wellness Team will look for opportunities that can continue to build on this momentum.

1. Need for Project

1A. Annual growth and addressing catch-up growth

The 21st Century After School Program will work collaboratively with the regular school day program to provide services to all students. Students' needs are identified through a variety of measures including academic assessments (e.g. NWEA MAP's, DIBELS, AIMSweb); rates of absenteeism; and numbers of behavioral infractions. Referral forms for the After School Program will accompany each student and will document students' areas of need with accompanying assessment results and the associated Common Core State Standard(s). The referral forms will also the appropriate RIT bands from the Des Carte to support instructional planning. Information will also be provided regarding students' strengths, challenges, and strategies for enhancing learning. For those students who are at grade level academically, programming will include learning opportunities that capitalize on students' interests and provide real-world challenges and emphasize hands-on learning. All students will also participate in enrichment programming activities daily. These will occur at the conclusion of the "academic" portion of the session.

The After School Program is designed to provide the most appropriate and effective instruction or learning experiences for students. The ongoing and continuous assessments students participate in will ensure that skill attainment and advancement are supported and planned for by After School Program staff. At the conclusion of each six week session, the After School Program will receive and provide updated information for all students which will include data about formative assessments that have been administered during the previous session. This provides the regular school day staff with the means to communicate successes, focus instruction on specific learning targets, and provide additional information

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as needed. This ongoing and frequent update on students' progress will position the After School Program staff in supporting both annual growth target goals as well as address catch-up growth for those students who are significantly below grade level.

Not supported

1B. Identify, target, and recruit students and/or families most in need

Name of Each After School Site	Designation – School Status	% Free or Reduced Lunch	Estimated # of Students to be Served	Percentage of Day School population Served	# of Family Members to be Served, if Appropriate	Grade Levels to be Served
<i>Example: Chief Elementary School</i>	<i>Example: Restructuring</i>	<i>Example: 100%</i>	<i>Example: 80 students</i>	<i>Example: 50%</i>	<i>Example: 25 adults</i>	<i>Example: K-8</i>
Indian Island School	Monitor status	85%	80	50%	90 Family members	Grades K-12

All students attending the regular school day at Indian Island School are assessed three times yearly on the NWEA MAP's for both reading and mathematics. This data provides a critical foundation for determining what needs students have beyond the core programming in reading and mathematics. In addition, student progress is monitored with DIBELS (K-6) and AIMSweb for computational skills in mathematics (K-8). These progress monitoring tools provide teachers with frequent check-ins during the periods between the fall, winter, and spring administration of the MAP's. Students who are not meeting grade level expectations, receive RtI Tier II or Tier III interventions as necessary. Any students receiving either Tier II or Tier III interventions are targeted for additional instruction and support during the After School Program. Classroom teachers identify students in need and contact parents/guardians by phone or in person to share their concerns about their child's academic progress or lack thereof. The teacher also recommends that the child attend the After School Program to receive additional help. The parent/guardian is also provided with information about the enrichment programs that are offered after school when the academic interventions/ extensions have been completed. Parents/ guardians are also assured that transportation will be provided to ensure that students get to their homes or designated drop-off locations following the program.

3x
3x
yr
Tier II
III

Targeted

The After School Program and the regular school day programming (K-8) provide a seamless transition for students who participate. In the past, a number of classroom teachers have provided the academic interventions that occur during the first 45 minutes of the After School Program. Students' needs are already documented based on classroom data as well as formative assessment data. This information is relayed to the Program staff members who are directing the interventions. Students who are not meeting expected learning targets

Stanley
Tranter

participate in weekly or biweekly progress monitor assessments during the regular school day. This ongoing and frequent formative data supports teachers and After School Program staff in providing the most appropriate interventions possible.

Our high school students, who generally attend one of four schools, also receive After School Program support. The College and Career Ready Coach (CCRC) is constantly monitoring the progress of all high school students. As a result, there is direct communication between the high schools, the students, and the CCRC. The NWEA MAP's data is also an important source of identifying the areas in which there are gaps or weaknesses. As needs arise, the CCRC discusses options for support with the student and the student's parent/guardian and arranges for tutoring services or other appropriate interventions. When possible, tutoring occurs at the Indian Island School during the After School Program hours. All tutors have a bachelor's degree and/or are competent in mathematics or reading instruction. The CCRC communicates regularly with the tutor or other intervention specialist and student to ensure an effective intervention is in place. The CCRC also communicates with content area teachers at the student's high school to provide updates and receive input. Progress is monitored through student success on classroom work and assessments.

Summer programming includes academic instruction as well as reinforcement and enrichment programming. During this three week session, students engage in daily academic-oriented sessions in the morning and then participate in enrichment activities that focus on physical activities (e.g. swimming, hiking, recreational games), culturally based programming (e.g. dancing, drumming, learning about medicinal properties of plants), and enrichment activities (e.g. gardening, robotics, cooking). In addition to preventing students from losing significant ground academically, the Summer Program assists students in advancing to higher levels of achievement as evidenced by their growth on DIBELS and AIMSweb assessments administered at the end of the regular school year and at the conclusion of the Summer Program. In addition, students benefit from the emphasis on life-long pursuits such as physical activities and the expansion of background experiences and content knowledge.

Along with targeting students who are most in need of service, the After School Program provides monthly activities for families. The partnership with the Penobscot Nation Health Department will enhance connections with parents/guardians through the provision of parent education sessions in combination with student programming (K-8) and childcare for preschoolers. During the structured portion of the program, each population engages in targeted activities; information about literacy and mathematics development for parents/guardians and activities with a STEM-related focus. Once these sessions are completed, the children, parents, guardians, staff, etc. will come back together for a common intergenerational activity (e.g. games, stories, singing, healthy cooking, etc.). The partnership with the Penobscot Nation Health Department will have opportunities to reinforce the concepts shared during the monthly sessions as they meet with families on a regular basis. Additional partnerships will be explored during the first year of grant implementation.

*Monthly parent
meeting*

1C. Risk factors linked to academic failure

- Students with Attendance Issues

The After School Program is able to address the significant gaps that often times arise because of students' failure to consistently attend school. As students get further and further behind in their academic programs, feelings of being overwhelmed can dominate and intensify their withdrawal from school. Regardless of a student's age or grade level, the After School Program is well-positioned to provide instruction and support that will permit a student to "re-enter" their academic program without delay. For those students who have chronic attendance issues, the After School Program can be used as a bridge to support a student in re-engaging through regular school attendance. The After School Site Coordinator can refer the family of a student in grades K-8 to the school's Guidance Counselor or provide the student's family with a listing of available resources that can be contacted for support. High School students' attendance is monitored by the CCRC.

re engaging

- Special Education Students

The After School Program works closely with the school staff to determine appropriate levels of support in order to guarantee access by all students. Individual needs are monitored and addressed. An example of this is the need for a paraprofessional to provide support to a student with an IEP in order for him to attend the After School Summer Program. These students needs dictate the additional support and guidance. Our practices insure universal access by all students.

- Students With Behavioral Issues

The literature on Response to Interventions is clear that student behaviors can impede students' abilities to learn. It is critical that students receive support through the development of a behavior plan and its implementation. Students' behavioral infractions are monitored through NASIS and new plans can be created or existing plans can be modified based on students' needs. The data gathered through NASIS will be analyzed and monitored by staff from the regular school day, and plans will be developed by them. Any programming that is instituted during the regular school day will be communicated to the After School Site Coordinator to ensure continuity for all involved students. Any programming that is instituted during the regular school day will be communicated to the After School Site Coordinator to ensure continuity for all involved students. The After School Program is also in a unique position to provide reinforcements for students as part of their accomplishments relating to their goals.

NASIS

1D. Documentation of progress and achievements

Indian Island Community Learning Center has operated a 21st CCLC after school program for the past 5 years. They have offered programming 5 days a week before and after school, weekends and summers providing programming in academics, culture and the arts. Students have met and exceeded their Grant identified goals and objectives for after school participation and improvement in academic performance (math and reading), in particular:

- Students participating in after school programming (average of 85% of student body);
- Students participating over 30 days (average of 42% of all students);

- Demonstrated progress on Math performance on NWEAs (average of 75% of Regular After School students improved);
- Demonstrated progress on Reading performance on NWEAs (average of 77% of Regular After School students improved).

Positive outcomes were documented on Year End Teacher Surveys (required of the PPICS reporting). Specifically:

- 65% of the students improved on “Turning in Homework” and “Completing Homework”;
- 60% improved their “Academic Performance”

At the end of the 5-Year Grant period, parents were surveyed to see what they liked about the program and ways to improve future programs. Overwhelmingly, parents said the most important part of the program was the tutoring and homework help and third was providing cultural activities. And, when asked about ways to improve the program, they said that wanted more tutoring, homework help and cultural activities.

1E. Goals of supporting academic achievement and the relationship to assessment data

As the teachers at the Indian Island School reviewed the mathematics data from the NWEA MAP's and DIBELS, they determined that students have a weakness in the area of computation across many grade levels. As a result, the teachers have been using Tier II time for additional work in this area. The After School Program provides additional opportunities for consistent extensions of this emphasis. Similarly, students are showing deficits with their abilities to comprehend informational text. Again, the After School Program provides students with additional exposure and opportunities to interact with informational texts as well as have experiences with situations and associated tools and artifacts. Because of the tremendous continuity between the regular day and the after-hours program, it is a seamless process to tie goals to the established weaknesses. Other areas of consideration such as Child Study Teams and the Drop-out Prevention Committee provide further information and support to assist students enrolled in the After School Program. As changes in student needs occur, interventions can be adjusted.

As was mentioned earlier, the high school students needing interventions will be monitored by the CCRC. This close contact with students and their teachers supports timely and effective instructional interventions. The NWEA MAP's data is also an important source of identifying the areas that necessitate additional support. Tutoring, high school course credits, dual credit with area colleges, as well as other interventions and supports can be implemented as needs arise.

1F. Additional factors that place students at-risk

The students at the Indian Island School are at-risk of school failure for a multitude of reasons including: high poverty rates; unyielding rates of unemployment as well as significant issues with drug and alcohol addictions. Given all of these challenges, the After School Program is providing a tremendous service to the children and the community. Students have a safe, predictable, welcoming environment in which they can receive

academic support and extended opportunities for learning as well as opportunities for participation in culturally responsive, health/wellness oriented and engaging enrichment programming. The After School Program also makes a strong connection with families through outreach as student needs arise as well as through planned programming in collaboration with 21st Century partners (e.g. University of Maine Art Department, Orono High School, Penobscot Nation Health Department, Penobscot Youth and Recreation, etc.).

Partners

As was mentioned earlier, the CCRC is a key ally for high school students. This advocate and mentor provides a lifeline for those students who find themselves on the outside looking in. Those who are failing a course or courses and can participate in alternative programming as well as those who need the added challenge that a community college or university can provide are well served by the CCRC. This person can support students in gaining access to needed resources as well as provide or arrange transportation to programs located away from the high school campus. Those who are failing a course or courses as well as those who need the added challenge that a community college or university can provide are well served by the CCRC. This person can support students in gaining access to needed resources as well as provide transportation to programs located away from the high school campus. Recent efforts in other states (e.g., Georgia, California, and Alabama) to implement a “Graduation Coach” model are promising in promoting profound and sustained individual as well as systems change, as evidenced by Georgia’s significant improvements in the graduation rates of at-risk students in large part resulting from this important strategy” (Broome, 2010; Hunter, 2011). We see the CCRC as a critical partner in our efforts to ensure that all students graduate from high school “college and career ready.”

2. Quality of Project Design

2A. Goals, performance measures, and activities

APPENDIX V: Performance Measures Template

Goal 1: Increase performance in reading and mathematics in accordance with Common Core State Standards (reading and mathematics) through academically oriented After School programming.

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
1.1: Using MAP data as evidence, 78% of students will meet or exceed Maine’s minimum cut-score for	Based on assessment data gathered from the day school, a variety of services will be provided including tutoring for individuals and small groups, skill-appropriate mathematics centers	After School Site Coordinator in conjunction with After School Staff	June 2013	Students will meet their growth target goal in mathematics as indicated on the NWEA MAP’s assessments.

Advanced and Proficient in mathematics by the spring of 2013 (Baseline of 66% in the fall of 2012).	for groups of students, and opportunities to provide students with meaningful, relevant connections to mathematics (e.g. cooking activities, gardening projects, etc.)			
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Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/ Evaluation
1.2: Using MAP data as evidence, the percentage of students that fall below Maine's minimum cut-scores for Nearing Proficient and Below Nearing Proficient in mathematics will decline from 34% in the fall of 2012 to 22% by the spring of 2013.	Based on assessment data gathered from the day school, a variety of services will be provided including tutoring for individuals and small groups, skill-appropriate mathematics centers for groups of students, and opportunities to provide students with meaningful, relevant connections to mathematics (e.g. cooking activities, gardening projects, etc.)	After School Site Coordinator in conjunction with After School Staff	June 2013	Students will meet their growth target goal in mathematics as indicated on the NWEA MAP's assessments.

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/ Evaluation
1.3: Using MAP data as evidence, 78% of students will meet or exceed Maine's	Based on assessment data gathered from the day school, a variety of services will be provided including tutoring for individuals and	After School Site Coordinator in conjunction with After School Staff	June, 2013	Students will meet their growth targets in reading as indicated on the NWEA MAP's

<p>1.5: The percentage of truant students will remain below 5% during the 2012-2013 school year.</p>	<p>Attendance will be monitored by the CCR Coach and a log will document interventions taken with students and their parents/ guardians as students approach 10 cumulative days of being absent and for each day thereafter. Consultation will be ongoing with the principals.</p> <p>The CCR Coach will collaborate with school counselors, principals and service providers on the Reservation to address chronic absenteeism. Additional strategies will be implemented as needed.</p>	<p>College and Career Ready Coach</p>	<p>Continuous</p>	<p>The CCR Coach will provide monthly reports (including intervention log) to the Principal and After School Program Director. These data will be reviewed and assessed in light of levels of truancy and goals for end of year 1.</p>
	<p>The After School Site Coordinator will be notified by the CCR Coach when a student reaches 10 cumulative days of being absent. These individuals will consult with the Principal to determine what supports might be offered through the After School Program (e.g. provision of tutoring, support in catching up with assignments, providing individuals with a mentor who will take an active role in seeking out the student to make</p>	<p>College and Career Ready Coach</p> <p>After School Site Coordinator</p>	<p>Continuous</p>	<p>The After School Site Coordinator and the CCR Coach will meet with the Principal to review the student intervention log and make additional plans for further actions.</p>

	connections and be a caring adult in the student's school life etc.).			
	When an After School student has missed five days of After School Programming with no notification to the After School Site Coordinator, he/she will contact the parent/guardian to offer supports and interventions.	After School Site Coordinator	Continuous	The After School Site Coordinator and the CCR Coach will meet with the Principal to review the student intervention log and make additional plans for further actions.

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
1.6: The percentage of students committing behavioral infractions as documented through NASIS will remain below 3% during the 2012-2013 school year.	When a student who participates in the After School Program commits a behavioral infraction during the regular day program, he or she will be asked to process the incident with the After School Site Coordinator. A plan for reducing the likelihood of a future infraction will be discussed and agreed upon.	After School Site Coordinator	Continuous	Processing sheets from students' reflections about the behavioral infraction which contain information about the infraction and the plan for the student changing his or her behavior NASIS 3

	The After School Site Coordinator will monitor the student's behavior in the future to determine if additional interventions are necessary.	After School Site Coordinator	Continuous	Progress monitored through NASIS records for student behavioral infractions
	If a third infraction occurs, the After School Site Coordinator will collaborate with the regular school day classroom teacher and social worker to brainstorm a behavior plan and agree to strategies for implementation.	After School Site Coordinator	Continuous	Minutes from meetings with After School Site Coordinator, School Counselor, and classroom teacher which are shared with the Principal and Program Director
	The After School Site Coordinator, School Counselor, classroom teacher, and Principal will consult when a student shows continuing challenges with complicity to school policies and rules.	After School Site Coordinator	Continuous	Minutes from meetings with After School Site Coordinator, School Counselor, and classroom teacher which are shared with the Program Director

Goal 2: Manage 21st Century Learning Center consistent with services to at-risk students characterized by well-trained staff, broad range of choices, universal accessibility, consistent links with day school, community integration, and principles of Continuous Quality Improvement.

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/ Evaluation
2.1: Coordinate program and implement Continuous	After School Site Coordinator (ASSC) will meet with program staff to confer weekly.	After School Site Coordinator	Weekly	ASSC to document meetings and their goals and outcomes, with "Action Minutes" kept for

Quality Improvement through regular meetings.				planning sessions
	After School Site Coordinator will meet with Program staff to conduct a program review and planning session quarterly.	After School Site Coordinator	Quarterly	ASSC to document meetings and their goals and outcomes, with "Action Minutes" kept for planning sessions
	After School Site Coordinator will meet with Principal monthly	After School Site Coordinator	Monthly	ASSC to document meetings and their goals and outcomes, with "Action Minutes" kept for planning sessions
	After School Site Coordinator will meet with Maine Indian Education Project Director for quarterly site visits.	After School Site Coordinator	Quarterly	ASSC to document meetings and their goals and outcomes, with "Action Minutes" kept for planning sessions

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/ Evaluation
2.2: Leverage community resources to enhance program quality through contracts or MOA's with local organizations to provide services	U of Maine Art Department Orono High School Penobscot Nation Health Department Penobscot Youth and Recreation Wabanaki Writers' Project	Program Director	Signed and in effect as of the first day of the grant award	Contracts or MOA's produced

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/ Evaluation
2.3: Assure adequate program planning and guidance	Student and teacher surveys to probe for levels of agreement or satisfaction in statements about	Program Director	Annually	Confirmation of events from agendas and/or minutes; surveys and discussions to

	evaluation input			
	Biannual presentations to the Maine Indian Education Joint School Committee	Program Director	Biannually	Confirmation of events from agendas and/or minutes; surveys and discussions to garner input on satisfaction and perceived effectiveness of program element and needs for change

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
2.4: Enhance capacity of program staff through professional and/or in-service development trainings	<p>Trainings planned for the first year include:</p> <p>Professional standards for confidentiality, safety protocols, record keeping procedures, etc.</p> <p>Instructional strategies that address the continuum of learners across content areas and settings (small group, centers, independent projects, etc.)</p> <p>Addressing students with behavioral challenges; including the development of behavior plans and limit setting</p> <p>Strategies that enhance student motivation and</p>	Program Director	At least three times per year	Implementation of satisfaction/effectiveness surveys to assess perceived presentation quality, knowledge gained, and intention to make use of skills or knowledge

<p>through annual student and teacher surveys, biannual Parent/Guardian/Community Suppers, quarterly 21st Century Staff Meetings, biannual 21st Century Local Advisory Team (LAT) meetings, and biannual presentations to Maine Indian Education Joint School Committee.</p>	<p>program effectiveness, quality of delivery and coordination, and recommendations on program content and delivery</p>			<p>garner input on satisfaction and perceived effectiveness of program element and needs for change</p>
	<p>Biannual Parent/Guardian/Community Suppers to investigate levels of satisfaction in program effectiveness, quality of delivery and coordination, and garner recommendations on program content and delivery</p>	<p>Program Director</p>	<p>Biannually</p>	<p>Confirmation of events from agendas and/or minutes; surveys and discussions to garner input on satisfaction and perceived effectiveness of program element and needs for change</p>
	<p>21st Century Staff Meetings to review programs of prior 6-week segment and planning for subsequent period or summer session</p>	<p>Program Director</p>	<p>Quarterly</p>	<p>Confirmation of events from agendas and/or minutes; surveys and discussions to garner input on satisfaction and perceived effectiveness of program element and needs for change</p>
	<p>Local Advisory Teams (LAT's), composed of at least one teacher, School Committee member, student, parent, and the Principal, to meet with Program Director and/or liaisons for program update presentations, needs assessment, and gathering of</p>	<p>Program Director</p>	<p>Biannually</p>	<p>Confirmation of events from agendas and/or minutes; surveys and discussions to garner input on satisfaction and perceived effectiveness of program element and needs for change</p>

strategies for interventions. They also note the importance of an effective Tier I program that “demonstrates that progress is commensurate with typically developing students.” Tier II (secondary) interventions contain a number of key elements. The following is from the Vaughn Gross Center for Reading and Language Arts, 2005:

- Conduct an initial assessment to identify students who need intervention and to determine students’ needs.
- Form same-ability small groups.
- Provide daily, targeted instruction that is explicit, systematic, and provides ample practice opportunities with immediate feedback.
- Focus on the most important instructional elements based on the students’ grade level and expertise.
- Determine the readability of texts to ensure that students are reading texts at the appropriate level of difficulty.
- Match reading levels to the purpose for reading.
- Provide many opportunities for struggling readers to apply what they are learning as they read words, word lists, and sentences in texts.
- Include a writing component based on students’ abilities.
- Involve parents and other caregivers so that they can support their students’ efforts by listening to them read and discuss with them what they are reading.
- Conduct frequent progress monitoring (e.g., every 2 weeks) to track student progress and inform instruction and grouping.

Many of these same elements are also components of secondary interventions for mathematics.

According to Reschly (2005), the primary differences between the tiers are “intervention intensity and measurement precision.” Because of the increased intensity of the intervention for students receiving Tier III interventions, the instruction is given in a group of no more than three students as opposed to in a small group and progress monitoring is done as frequently as once each week as opposed to every other week to determine the effects of the intervention.

For several years now, educational experts such as Bea McGarvey and Robert Marzano have been clear about the need for educational reform. For students who need to make catch-up growth, learning has to be the constant and time must be the variable. After school programming plays a key role in extending the learning opportunities for students beyond the time allotted during the regular school day.

Finally, our After School Program relies heavily on the recommendations made by Southwest Educational Development Laboratory. They are as follows:

- Develop thoughtful, fun, accessible, activities
- Survey and build on students' interests
- Motivate and engage all students to participate
- Connect to grade-level benchmarks, standards, and the school-day curriculum to increase achievement
- Provide real-world activities that connect to the broader community

2B. Description of all research that supports programming and teaching strategies and how they are linked to measurable objectives and the needs previously identified

The interventions and programming planned for the 21st Century Community Learning Center are well documented in the research as being evidenced based and/or scientifically based. As stated in the recommendations in “Literacy in After School Programs,” a literature review by NWREL, in Issue Brief #54 from After School Alliance, students need to experience “student-centered learning opportunities that are project-based and promote a collaborative environment.” In addition, we have capitalized on the teachers and paraprofessionals participation with BIE Reads as well as through other professional development activities focused on providing effective interventions for students who are not meeting grade level expectations.

reflect

The foundation of both the educational program provided by the Indian Island School and the After School Program are solidly based on the Response to Intervention (RtI) model promoted during the reauthorization of IDEA (2004) and mandated by the State of Maine’s Department of Education.

“RtI is a process that focuses on every student achieving to high levels. RtI implementation reaches students of diverse backgrounds including English language learners, children of low socio-economic status, minority students, those struggling with social/emotional. Behavioral issues, students with special needs, and the gifted and talented students. Improving outcomes for all students has the potential to result in overall school improvement.” <http://www.ideapartnership.org>

RTI

Given that programmatic interventions are already in place during the regular school day for reading and mathematics, the After School Program is poised to provide a seamless extension of effective content and skill specific interventions after the regular school day has ended. As was noted in the “needs section,” students currently participate in a number of progress monitoring assessments that are designed to provide frequent and timely feedback to students and teachers about progress or lack thereof. This feedback (ALEKS, DIBELS, etc.) provides critical information to those responsible for educational programming, both during and after the regular school day. “The teacher can change instruction in any of several ways. For example, he or she might increase instructional time, change a teaching technique or way of presenting the material, or change a grouping arrangement (for example, individual instruction instead of small-group instruction.)” www.studentprogress.org

Students who have been identified as needing additional learning opportunities participate in planned programming that is specifically geared to address their identified challenges. After School Program staff members, in collaboration with content area teachers from the Indian Island School, determine whether small group instruction or tutoring is warranted and plans for progress monitoring are discussed. As was noted above, the strategies implemented are based on those that are evidence based or scientifically research based.

Lynn S. Fuchs and Douglas Fuchs have done extensive work with RtI which includes research, writing, and implementation. In their article, “A Model for Implementing Responsiveness to Intervention” (2007), they provide numerous examples of effective

	<p>promote continuing and expanding participation in the After School Program</p> <p>Additional training topics as needs indicate</p>			
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Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/ Evaluation
<p>2.5: Assure programs are maximally accessible</p>	<p>Daily activities on weekdays, summer and vacation programming, and efforts to expand evening and weekend activities</p> <p>The School will provide school buses to take participants to their designated location at the conclusion of the After School Program during the school year as well as in the summer, and buses will be used for field trips</p> <p>Nutritious snacks will be provided as will lunches during summer programming; Federal After School Snack Program funds and USDA commodities will be utilized wherever possible</p> <p>All program services will be made available (with accommodations as needed) to children regardless of disability or special needs</p>	<p>After School Site Coordinator (ASSC)</p>	<p>Continuous</p>	<p>Quarterly assessment from program logs and checklist used on quarterly site visits by Program Director; access limitations reviewed annually in probe question responses and open comments sections in parent/guardian, teachers, and student surveys</p>

minimum cut-score for Advanced and Proficient in reading by the spring of 2013 (Baseline of 66% in the fall of 2012).	small groups, skill-appropriate reading and writing centers for groups of students, and opportunities for students to engage with meaningful, relevant connections to reading and writing (e.g. read alouds, reader's theater, gardening projects, content area challenges, etc.)			assessments.
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Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/ Evaluation
1.4: Using MAP data as evidence, the percentage of students that fall below Maine's minimum cut-scores for Nearing Proficient and Below Nearing Proficient in reading will decline from 34% in the fall of 2012 to 22% by the spring of 2013.	Based on assessment data gathered from the day school, a variety of services will be provided including tutoring for individuals and small groups, skill-appropriate reading and writing centers for groups of students, and opportunities for students to engage with meaningful, relevant connections to reading and writing (e.g. read alouds, reader's theater, gardening projects, content area challenges, etc.)	After School Site Coordinator in conjunction with After School Staff	June, 2013	Students will meet their growth targets in reading as indicated on the NWEA MAP's assessments.

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/ Evaluation
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- Provide effective tutoring and differentiated instruction for all skill levels
- Integrate technology
- Provide homework help
- Plan activities that engage students and enhance skills across the curriculum
- Provide staff training and professional development

By including these objectives in our After School Program planning, we plan to “engage students in fun activities that create a desire to learn, and ... build on what students are learning during the school day to extend the knowledge they already have.” With this foundation in place, all will benefit from their participation.

2C. Monitoring of students’ academic progress to meet growth targets

The Indian Island School currently uses progress monitoring with its students in the areas of reading and mathematics. As was noted above, this frequent and timely feedback plays a critical role in planning and providing appropriate instruction. Students identified at the “strategic level,” or slightly below grade level, are assessed using curriculum based measures (CBM) such as AIMSweb and DIBLES on a biweekly basis. For those students who are identified as being substantially below grade level or “intensive”, CBM’s are administered weekly. As data points are collected and analyzed, instruction is modified. This same data is critical for the After School Program staff. This same information informs programming that occurs after the regular school day. Because the collaboration is so strong between the Indian Island School and After School staff, students, especially those who are expected to make catch-up growth in order to be on grade level, are provided with the most appropriate and up-to-date instruction based on the results of the most recent progress monitoring.

p. neher

collab

CBM

The ongoing and continuous assessments students participate in will ensure that skill attainment and advancement are supported and planned for by After School Program staff. At the conclusion of each six week session, the After School Program will receive updated referral forms for all students which will include information about formative assessments that have been administered during the previous session. This provides the regular school day staff with the means to communicate successes, focus instruction on specific learning targets, and provide additional information as needed. This ongoing and frequent update on students’ progress will position the After School Program staff in supporting both annual growth target goals as well as address catch-up growth for those students who are significantly below grade level.

2D. Use of NASIS for the collection of student data for reporting purposes

NASIS is a significant repository for numerous categories of student. In addition to student demographics, the Indian Island School records attendance, behavioral infractions (e.g. timing of incident, infraction, disciplinary consequence, etc.), health alerts, immunizations, information regarding special education students’ IEP’s, etc. Having this information in a central location has been and continues to be an important tool for the Child Study Teams. As these meetings are held, the Teams can consult assessment data, attendance information, behavioral concerns, and so on when determining what supports might be beneficial for student who is at-risk.

The number of individuals who have the capability of entering data is limited by function. The classroom teachers enter attendance information and grades for report cards. The School Secretary and Principal enter attendance, behavioral data, run student reports and so on. The Child Study Teams have access to the information as needed.

2E. Planned data collection methods (i.e. PPICS, NASIS behavior rates, Native Star)

The After School Program will collect and report on all demographic, attendance, behavior data, and teacher survey data and report in a timely manner. Additional data that will be collected and will be the basis for continual program improvements will include: parent/guardian surveys; student surveys; staff surveys; focus group discussion points; and input from the school principal and regular school day staff relating to program improvements and initiatives.

2F. Strategies to expand opportunities and/or increase student motivation

The After School Program at Indian Island School has had tremendous success with respect to participation rates. During the past five years, our average participation rate was 85%. It has been our experience that students are far more invested in the Program when they have opportunities for choice. The After School Program begins at the close of the regular school day with students participating in their intervention programs (as appropriate), or they are engaging in student-centered learning opportunities. Once this portion of the program has concluded, the students are provided with options; selecting from a number of experientially based activities. In the past, these have included physical activities (e.g. walking club, volley ball, dance programs, etc.), culturally-based activities (e.g. basket making, drumming, making moccasins, etc.), craft and hobby types of activities (e.g. cooking, karaoke, painting ceramics, etc.), science activities (e.g. robotics, gardening, web based explorations, etc.) along with a number of others.

Schwahn and McGarvey articulate important factors in student motivation in *Inevitable Mass Customized Learning* (2011). They contend that motivation is inextricably linked to the following statements:

- Learning rates vary and prior knowledge is significant to learning new knowledge.
- Motivation spikes with learner interest.
- Learning styles differ and intelligence is multi-dimensional.
- Success breeds success and influences esteem, attitude, and motivation.

Schwahn and McGarvey believe that, "Motivation is key to nearly everything." They note, "When motivation doesn't come from the inside, we attempt to create it from the outside." They advocate for, "Creating the conditions that support intrinsic motivation." (Page 82)

The After School Program is based on these premises. We recognize that our students have had a continuum of previous life experiences. We recognize the impact this can and does have on students' abilities to access new knowledge. In addition, we try to capitalize on providing our students with choices in an effort to spur their interests and increase motivation. We also recognize that students' strengths vary considerably. Some of our students are very successful in a traditional learning environment while others are much more accomplished in an experientially based learning opportunity. By providing our students

with experiences that support multiple intelligences as well as learning styles, there are avenues that all students find compelling. Finally, we know our students' best rewards are those that are the direct result of a personal achievement. As students' skill levels increase and they meet new challenges with a "can do" attitude, their belief in themselves and their abilities for future triumphs. The After School Program is poised to provide just these kinds of opportunities and supports.

2G. Schedule of operations

SCHOOL(S) SERVED: **Indian Island School**

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

SCHOOL YEAR (Dates-e.g. 08-26-2012 to 06-14-2013):

Number of Weeks during the school year: 34

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Walking and Homework Hall	7:00-7:30AM	Staff/School	X	X	X	X	X		
Academic Support	1:30PM			X					
Snack	3:00PM	Staff/School	X	X	X	X	X		
Academics	3:15PM	Staff/School	X	X	X	X	X		
Enrichment	4:00PM	Staff/School	X	X	X	X	X		
Dismissal	5:00PM	Staff/School	X	X	X	X	X		

SUMMER (Dates-e.g. 07-1-2013 to 07-23-2013):

Number of Weeks during the summer: 3

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Breakfast	8:00AM	Staff/School	X	X	X	X	Field Trip		
Culture and Enrichment	9:00-noon	Staff/School	X	X	X	X	Field Trip		
Lunch	Noon	Staff/School	X	X	X	X	Field Trip		

2H. Key community partners and their specific roles

The After School Program will collaborate with the following community partners:

- Orono High School—will provide: space for our College and Career Ready Coach to meet with students; collaboration (Orono teachers and administrators) on student needs; and referrals to the CCLC After School tutoring and homework help.
- University of Maine, Art Department—will provide 5-week classes in Art for twenty-five (25) CCLC students twice a year (fall and spring). They will provide the space, staff, and supplies for this program. Approximate cost \$650/year (this represents half the regular cost).
- Penobscot Health Department—will provide consultation to CCLC staff to support the selection of nutritional snacks; offer a healthy cooking class for After School students; and provide planning and consultation for future health-related activities.
- Penobscot Nation Youth and Recreation Department—will provide tutors for the After School program at the Youth and Rec Center; facilities for the CCLC to provide programming; collaboration in planning and implementing activities with the CCLC.
- Wabanaki Writers' Project—will provide the Writers' camp three times a year for students in grades 6-12. Native American students from the 5 Reservations around the state (Penobscot, Pleasant Point Passamaquoddy, Indian Township Passamaquoddy, Mic Mac and Maliseet) get together to reflect, create, write and share their experiences with other students. Camps range in length from one day to one week. For some students, this has been a life changing experience. Sessions are held in the winter, spring and summer and are open to 7 students per session from Indian Island. Approximate cost \$2,100.

Resentins

2I. Links between the school day program and the After School Program

As has been previously mentioned, the After School Program and the Indian Island School have a history of strong collaboration. At the close of the school day, a number of teachers and paraprofessionals provide targeted interventions to their students for the first 45 minutes of the After School Program. Tier II or Tier III instruction is skill based and specific to the learner's needs as determined by the on-going use of curriculum based measures. For those students who do not require additional interventions, activities focused on mathematics, reading and science/technology based activities are available. At the end of this 45 minute session, students are dismissed to one of several enrichment programs that they have self-selected for a period of six weeks. Ideas for the enrichment programming have been solicited from the students through interest surveys as well as placing their ideas in the After School "suggestion box." The students complete the surveys during their homeroom time to insure that all students have the opportunity to participate and the teachers are asked to share any insights from the administration of the survey with After School Program staff in order to have the most accurate information possible.

2J. Attracting youth and/or families

Students who are in need of academic interventions are personally invited to attend the After School Program. In addition, the parent/guardian is contacted by the classroom or content area teacher to convey the importance of providing the student with additional instructional time. Parents/guardians learn about the importance of the student making growth toward grade level expectations; which in some cases requires catch-up growth. Beyond this, the students and the parents receive information about the structure of the academic portion of

the program as well as the topics and activities students are able to select from during the second half of the session.

For those students who are meeting grade level expectations, the After School Program provides opportunities for them to pursue academic interests in a number of different formats including: center activities, problem-solving sessions, project-based activities, etc. These students will also self-select the enrichment activity they will participate in.

The four hallmarks of our Program that attract students and their families revolve around meeting the students where they are with respect to their levels of learning and their particular needs, capitalizing on students' interests, recognizing that learning styles and intelligences vary among students, and we know that students' achievement and meeting genuine success are the critical factors in motivating students to continue their participation in programming. Families also contribute to the continued success of the Program by attending performances of After School activities as well as participating in Family Literacy Nights, Math Merriment Mondays, and the like. *July*

2K. Students' sustained enrollment in programs/services

As was discussed above, students choose to participate in the After School Program because they recognize the academic gains they are able to make and the activities they choose to participate in area of high interest. We have programming in place to address student needs as well as provide a variety of opportunities for students to engage in solving culturally relevant, real-world math problems and participating in a variety of mathematics activities such as centers, games, skill-building sessions, and math projects. Students who have been identified as needing additional learning opportunities participate in planned programming that is specifically geared to address their identified challenges. This targeted focus makes growth and progress tangible for students and staff. Students are also motivated to participate in After School Programming because their ideas for the enrichment programming have been solicited through interest surveys as well as providing a process for them to anonymously place their ideas in the After School "suggestion box." As the feedback indicates a need for a change in offerings, the After School Program is able to quickly make adjustments. *Motivated*

2L. Coordination with other after school program providers

The after-hours programming students currently participate in is intramural sports. The coaches and After School Program staff make arrangements, whenever possible, for students to participate in the academic interventions or academic extensions prior to practices or games. There is a firm commitment from all involved to provide students with every opportunity to excel academically. Additional program coordination opportunities will be fostered through the After School Site Coordinator. This is a priority for all involved. *sports*

2M. Participation of elders

The After School Program invites elders to participate in the enrichment programming, especially in those activities that emphasize the culture. There are a number of community members who have tremendous talent in the arts and have a great deal to contribute to the learning process. All elders are provided with After School Program employees as a means *elder*

of support as well as ensuring the safety of all involved. Intergenerational activities provide all of us with a forum to increase our understanding of each other and benefit from our different experiences and knowledge bases.

2N. Program evaluation

The After School Program staff presents students with a feedback survey at the conclusion of the six week session. This data will reveal the areas of concern as expressed by the students. In addition, the After School Program staff will meet with classroom teachers on a regular basis to review student progress. These conferences, along with the progress monitoring data, will provide feedback regarding the effectiveness of academic programming. All feedback will be incorporated into program evaluation. This regularly scheduled review that includes student feedback as well as academic progress supports a continuous evaluation loop.

2O. Sustainability plan designed to sustain key elements of the program

The on-going challenge for our after school programming is sustaining the resources within our school and greater community to maintain and improve an effective after school program. At Indian Island our partnerships with Youth and Recreation, the Health Center and the University of Maine have grown each year. Within the school itself and its governing body (Penobscot Indian School Committee) the benefits of after school programming have been demonstrated over the past 5 years and the desire and impetus to continue the program is strong. Fiscally, in the short term we have identified supplemental funding to begin the school year with a limited after school program of academics and cultural enrichment.

Over the past few months we have applied for two major grants (Demonstration Grant for Indian Children and Promise Neighborhoods Grant). Both grant applications were designed to build on the model of healthy and effective educational experiences for students and their families; expanded involvement of the Native American community; and, expanded involvement and collaboration with the greater community that our Reservation lives within. Regretfully, we were not awarded either grant. In addition, we are working with the executor of a trust fund that was established to "further the education of Native American students", and exploring ways to support all of our students. And finally, we are working on a broad-based effort to identify programs and strategies that are most effective in meeting the needs of our students and exploring ways to advance those. One of the efforts we are focusing on are our After School Programs and their connection with the day program. Our stakeholders include: school committee members, principal, Superintendent of Schools, Curriculum Coordinator, parents, and students.

2P. Coordination of services

The After School Program is keenly aware of the importance of consistent attendance at school. We recognize that any student that has issues with absenteeism is at risk of developing gaps in his or her learning, at the very least, as well as increasing the likelihood of withdrawing altogether. Given this, our After School Site Coordinator will work closely with our school guidance counselor to address concerns around attendance issues. The guidance counselor is the first line of intervention with parents/guardians, and the After

School Program is offered as a resource to support the student in both catching-up on their missed school work as well as bridging the reengagement process. Goal setting and celebrating accomplishments can be aligned with participation in enrichment programming; ensuring that “rewards” are a natural outgrowth of engaging with the group and learning a new skill or accomplishing new levels of attainment.

2Q. Restructuring plan and role of the After School Program in raising academic achievement

Monitor Status

The Indian Island School is currently in monitor status as it did not meet AYP targets during the 2011-2012 school year but did meet them during the preceding year. The staff at the Indian Island School has been focusing considerable effort toward using the NWEA MAP’s data and individualizing student instruction through the use of the Des Carte. Teachers have been working to target instruction for individuals and small groups of students when the core instructional program is not meeting these students’ needs. There are plans in place for each student needing interventions and scientifically research based programming provides the foundation for these interventions.

3. Adequacy of Resources

3A. Staffing for proposed program and services

The academic portion of the After School Program is supported by the participation of many instructional and support staff members. The interventions are developed based on formative assessment data from curriculum based measures. Staffing patterns for each program are based on the needs and expectations for each planned activity. The more academically targeted the program offering is, the lower the student/teacher ratio. On one end, some students will require intensive instruction and tutoring in a particular area. For this level of intervention, a ratio of 1 teacher for 1 or 2 students will be followed. Whenever possible, students who can work somewhat independently and need intensive instruction will work in groups of four with a teacher. For the majority of students in after school programming who are receiving academic instruction, the ratio will be one teaching staff member for every 10 students. The enrichment portion of the After School Program is provided by several members of the community in conjunction with a number of staff members from the Indian Island School. For these less intensive program offerings, a ratio of not more than 15 to 1 will be followed.

Staff pay is commensurate with the degree of program responsibility. Staff that meet the qualifications for program offerings (tutors and instructors must have teaching experience) and are responsible for the planning, implementation, and record keeping for an activity are paid at a higher rate (\$20/hr) than those individuals that are assisting (\$15/hr). This pay structure rewards staff for the level of program responsibility not just their educational qualifications. There are many community members who are very proficient in a particular area, but may lack the formal educational component. Those community members will be paid at the same rate as a teacher if they perform the same level of work (preparation, lesson plans, instruction, and record keeping). To offset the higher cost of contracting someone to provide tutoring or instruction, the program will work closely with special education staff in an effort to minimize expenses.

Training will be required for After School Program staff. At the beginning of each year, an orientation session will be held by the Site Coordinator; at that time program expectations will be explained. For each program offering, a lesson plan will be developed with clearly defined program goals. Attendance will be taken, and students will sign in for that program daily. Records will be kept as to student progress (academic offerings) and student participation (attendance) for all programming. The attendance will be turned into the Site Coordinator on a weekly basis.

Staff will be compensated for staff meetings, preparation time, and record keeping time. During the academic year, the after school program runs in five 6-week sessions, with a week off between sessions. During that week, staff meetings and planning time will occur. Additional training will be provided to staff during those meetings addressing a different topic each meeting. These meetings will also provide opportunities for staff to assess the effectiveness of the previous 6-week session and make suggestions for improving the next session. During these meetings, the importance of students' progress will be emphasized as will strategies for maximizing program effectiveness to meet the needs of students who are struggling academically. The NWEA MAP's will be administered to students during the regular school day three times during the year. In addition, students will be participating in DIBELS and AIMSweb for reading and mathematics respectively. In cases where students may not be making adequate progress, interventions will be developed or modified to more effectively address students' needs.

3B. Job descriptions and schedules (Appendix)

The structure of the program is designed to maximize the coordination and sharing of resources amongst the three 21st CCLC programs while assuring accountability to the students, their families.

The **Project Supervisor** is Ronald Jenkins, the Superintendent of Schools for Maine Indian Education (~~Beatrice~~ Rafferty Elementary, Indian Island Elementary, and Indian Township Elementary Schools). In addition, our high school students are tuitioned to area public high schools, and Mr. Jenkins, as superintendent, is legally responsible for those students' education. The Superintendent also represents the tribally elected School Committee members. As project supervisor, Mr. Jenkins has overall responsibility for After School Program operations and has the authority of the tribally elected School Committee members to act on their behalf with respect to this grant.

The **Project Director** is Harper Dean who has overseen the After School Program for 10 years, and prior to that had responsibility for an 11 school consortium of after school programs. The Project Director is responsible for: communications with the BIE; grant reporting; financial reports to the principal, site coordinator, and School Committee members; participation in semi-annual Advisory Committee meetings; assisting in program planning; arranging for professional development for staff; and monitoring the plan for continuous improvement. The Project Director will assure the program goals and objectives are implemented, monitored (progress is assessed), and are updated as necessary.

The **Principal** has responsibility for all programming that takes place at the school. The

Principal is a key member in the success of the After School Program. The principal will be responsible for hiring the Site Coordinator (the Director and School Committee members will also be included in this process). The Principal will assure that at-risk students are referred to the Child Study Team (C.S.T.) and the After School Program.

Program/Site Coordinator-- The Site Coordinator (.25 FTE) is responsible for management of the learning center. Management responsibilities include: scheduling staff and substitutes (when necessary); following programs/objectives/timetable; obtaining student assessment (NWEA MAP's, DIBELS, AIMSweb); assuring that student plans and files are current; monitoring and evaluating After School staff; participating in Coordinator trainings; and, conducting staff meetings every six weeks. The Site Coordinator will also participate in BIE training sessions and After School conferences. While the Site Coordinator is not required to have a State of Maine teaching certificate, it is preferred that he/she have that credential along with After School teaching experience. The position of Site Coordinator could be shared between 2 persons; this model has worked well in the past given the extensive responsibilities this position holds. In the case where an individual may not have the teaching credential, pairing him/her with another person who has that credential can fill that requirement.

College and Career Ready Coach (CCRC) --This position is shared between the elementary school (.25 FTE) and high school program (.75 FTE). The CCRC is responsible for: tracking student progress (especially grades and absenteeism); working with families to promote education and student success; working closely with teachers and administration to promote student success; recruitment of students for the after school program, and linking students and their families to other support services. The role of the CCRC has been essential in filling the gaps that sometimes exist between students trying to succeed and some of the barriers (risk factors) that make success seem unattainable.

Teaching staff--In order to meet the needs of students, it is essential that the academic staff have teaching credentials or have experience working as an instructor or tutor. On occasion, paraprofessionals have served in that role in the classroom without the credential and would be qualified to teach in the after school program. In cases where that potential staff member did not have the credential or experience, she/he would be paired with a teacher who has the required experience or credential.

3C. Transportation--The Indian Island School has budgeted for additional transportation to get students home from after school programming (not an After School Program expense). During the summer, additional funds are budgeted for bus driver salaries. Depending on the number of students, there are both vans and buses available to transport students during After School activities, including field trips, and back home after programming.

Maine Indian Education has a number of policies in place with respect to students' behavior and their responsibilities as members of the learning community. These include: System-Wide Student Code of Conduct; Student Conduct on School Buses; Student Hazing; Bullying; Weapons, Violence and School Safety; as well as others. Students have a clear understanding of the expectations for participation in After School Program activities.

Staff also receives training on a number of issues including: FERPA, confidentiality, computer and Internet use, emergency response procedures, as well as others. Having all staff know this important information plays a critical role in ensuring a safe and effective learning environment for all. In addition, the After School Program staff members and volunteers have received clearance for employment based on a criminal history record check.

3D. Leveraging school resources

The effectiveness of the After School Program is dependent on coordinating and integrating resources that currently exist in the Indian Island School and bringing in additional outside resources through partnerships with other individuals and organizations. Within the school setting there are a number of programs that lend support to the After School Program and vice versa. First, our school has participated in B.I.E. READS for more than five years. This program mandates additional reading time for students that are not working at grade level. That additional time can take place during the After School Program which extends the learning opportunities for all students. The Indian Island School has extended this same interventions model to mathematics which ensures that students who are not meeting grade level expectations receive additional targeted instruction and time for learning. Second, students who qualify for special education services and who's I.E.P. (Individualized Education Plan) includes additional tutoring services may be able to receive necessary tutoring after school with some of that expense borne by special education services. Third, the use of the school facilities is a significant contribution to the After School Program. As long as there are no conflicts with regular school programming and prior arrangements are made, the After School Program is able to access any space for session needs.

3E. Resources from contributing partners

The After School Program receives support through in-kind contributions from a number of sources. These include:

- Facilities/use of campuses are provided by Orono High School, University of Maine Art Department, and Indian Island School
- Supervision and Staffing by the Principal
- Planning and consultation will be provided by all collaborating partners
- Programming for parents/guardians as well as students will be provided by a number of agencies/organizations such as Penobscot Nation Health Department, Penobscot Nation Youth and Recreation Department as well as others
- Fiscal management provided by Maine Indian Education

3F. Grant Planning Process

The planning process for this grant began more than 6 months ago. At the Maine Indian Education Joint School Committee meeting in May of 2012, the School Committee was informed about the anticipated release of the RFP for 21st Century Community Learning Center grants. They expressed their solid support for submitting applications from each of the three schools in hopes of being able to continue to provide quality programming for students. At each of these Joint School Committee meetings (held twice each year), School Committee members are encouraged to share their feedback and provide suggestions for

Program improvement. In addition, members of the Joint School Committee met with the Grant Planning Team recently to share their thoughts and hopes for the program proposal.

Surveys were administered to parents/guardians/community members at each of the three reservations; either at a public meeting or during conferences with parents/guardians. Attending those meetings were tribal members, school board members, parents, students, teaching staff, school officials, and staff who have previously been involved in the After School Program. In addition, opportunities were provided to dialogue about the positive aspects of the program as well as possible suggestions for improvements.

The surveys completed by parents/guardians and community members indicated that they valued tutoring/instruction and assistance with homework above all other aspects. The third priority was the offering of cultural activities. The results suggest that there is a great deal of support for After School Programming.

Students articulated their satisfaction with two programming elements in particular. These included Homework Hall (the opportunity to complete school assignments with support as needed) and instruction and tutoring. Like the responses from the School Committee members and the adult survey responses, providing a structured opportunity for students to complete their homework appears to be invaluable. For so many of our students, once they leave the consistency and predictability of the school environment, there is little guarantee they will return to a home that offers the stability and security needed to complete assignments. For all involved, most notably the students, the time to complete homework and having the support to do it is critical.

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During the grant period, communication to the tribally elected School Committee members will continue in a number of ways. First, the Program Director will report to the Joint School Committee twice a year during their winter and spring meetings. At that time the Director will update members on the status of the program objectives and solicit input on ways to strengthen the program. Second, School Committee members will also be invited to both of the parent/community meetings that will take place at the school at the beginning of February and the end of May. Third, the Local Advisory Committee (comprised of at least one school board member along with parents, students, and teachers) will meet twice a year to discuss program progress and adjustments to the program. The Superintendent of Schools, Ronald Jenkins meets with the School Committee monthly and will update Committee members on program progress. Finally, the Program Director and Site Coordinators will be available to meet with the School Committee at any of its regularly scheduled meetings.

4. Quality of Management Plan

4A. SMART Goals, Tables, Responsibilities, and Milestones for Indian Island School

OVERALL GOAL: Increase Native American student success through quality after school programming that balances academic support with engaging cultural enrichment, youth development, and healthy recreational activities

Goal 1: Increase performance in reading and mathematics in accordance with Common Core State Standards through academically oriented After School programming.

Objective	Strategies	Person(s) Responsible	Benchmark	Evidence of Completion/Evaluation
<p>1.1: Using MAP data as evidence, 78% of students will meet or exceed Maine's minimum cut-score for Advanced and Proficient in mathematics by the spring of 2013 (Baseline of 66% in the fall of 2012).</p>	<p>Based on assessment data gathered from the day school, a variety of services will be provided including tutoring for individuals and small groups, skill-appropriate mathematics centers for groups of students, and opportunities to provide students with meaningful, relevant connections to mathematics (e.g. cooking activities, gardening projects, etc.)</p>	<p>After School Site Coordinator in conjunction with After School Staff</p>	<p>June 2013</p>	<p>Students will meet their growth target goal in mathematics as indicated on the NWEA MAP's assessments.</p>
<p>1.2: Using MAP data as evidence, the percentage of students that fall below Maine's minimum cut-scores for Nearing Proficient and Below Nearing Proficient in mathematics will decline from 34% in the fall of 2012 to 22% by the spring of 2013.</p>	<p>Based on assessment data gathered from the day school, a variety of services will be provided including tutoring for individuals and small groups, skill-appropriate mathematics centers for groups of students, and opportunities to provide students with meaningful, relevant connections to mathematics (e.g. cooking activities, gardening projects, etc.)</p>	<p>After School Site Coordinator in conjunction with After School Staff</p>	<p>June 2013</p>	<p>Students will meet their growth target goal in mathematics as indicated on the NWEA MAP's assessments.</p>
<p>1.3: Using MAP data as evidence, 78% of</p>	<p>Based on assessment data gathered from the day school, a variety of services will</p>	<p>After School Site Coordinator in</p>	<p>June, 2013</p>	<p>Students will meet their growth targets in reading as indicated</p>

<p>students will meet or exceed Maine's minimum cut-score for Advanced and Proficient in reading by the spring of 2013 (Baseline of 66% in the fall of 2012).</p>	<p>be provided including tutoring for individuals and small groups, skill-appropriate reading and writing centers for groups of students, and opportunities for students to engage with meaningful, relevant connections to reading and writing (e.g. read alouds, reader's theater, gardening projects, content area challenges, etc.)</p>	<p>conjunction with After School Staff</p>		<p>on the NWEA MAP's assessments.</p>
<p>1.4: Using MAP data as evidence, the percentage of students that fall below Maine's minimum cut-scores for Nearing Proficient and Below Nearing Proficient in reading will decline from 34% in the fall of 2012 to 22% by the spring of 2013.</p>	<p>Based on assessment data gathered from the day school, a variety of services will be provided including tutoring for individuals and small groups, skill-appropriate reading and writing centers for groups of students, and opportunities for students to engage with meaningful, relevant connections to reading and writing (e.g. read alouds, reader's theater, gardening projects, content area challenges, etc.)</p>	<p>After School Site Coordinator in conjunction with After School Staff</p>	<p>June 2013</p>	<p>Students will meet their growth targets in reading as indicated on the NWEA MAP's assessments.</p>
<p>1.5: The percentage of truant students will remain below 5% during the 2012-2013 school year.</p>	<p>Attendance will be monitored by the CCR Coach and a log will document interventions taken with students and their parents/ guardians as students approach 10 cumulative days of being absent and for each day thereafter. Consultation will be ongoing with the principals.</p>	<p>College and Career Ready Coach</p>	<p>Continuous</p>	<p>The CCR Coach will provide monthly reports (including intervention log) to the Principal and After School Program Director. These data will be reviewed and assessed in light of levels of truancy and goals for end of year 1.</p>

<p>The CCR Coach will collaborate with school counselors, principals and service providers on the Reservation to address chronic absenteeism. Additional strategies will be implemented as needed.</p>	<p>College and Career Ready Coach</p>	<p>Continuous</p>	<p>The CCR Coach will provide monthly reports (including intervention log) to the Principal and After School Program Director. These data will be reviewed and assessed in light of levels of truancy and goals for end of year 1.</p>
<p>The After School Site Coordinator will be notified by the CCR Coach when a student reaches 10 cumulative days of being absent. These individuals will consult with the Principal to determine what supports might be offered through the After School Program (e.g. provision of tutoring, support in catching up with assignments, providing individuals with a mentor who will take an active role in seeking out the student to make connections and be a caring adult in the student's school life etc.).</p>	<p>College and Career Ready Coach After School Site Coordinator</p>	<p>Continuous</p>	<p>The After School Site Coordinator and the CCR Coach will meet with the Principal to review the student intervention log and make additional plans for further actions.</p>
<p>When an After School student has missed five days of After School Programming with no notification to the After School Site Coordinator, he/she will contact the parent/guardian to offer supports and interventions.</p>	<p>After School Site Coordinator</p>	<p>Continuous</p>	<p>The After School Site Coordinator and the CCR Coach will meet with the Principal to review the student intervention log and make additional plans for further actions.</p>

Objective	Strategies	Person(s) Responsible	Benchmark	Evidence of Completion/Evaluation
<p>1.6: The percentage of students committing behavioral infractions as documented through NASIS will remain below 3% during the 2012-2013 school year.</p>	<p>When a student who participates in the After School Program commits a behavioral infraction during the regular day program, he or she will be asked to process the incident with the After School Site Coordinator. A plan for reducing the likelihood of a future infraction will be discussed and agreed upon.</p>	<p>After School Site Coordinator</p>	<p>Continuous</p>	<p>Processing sheets from students' reflections about the behavioral infraction which contain information about the infraction and the plan for the student changing his or her behavior</p>
	<p>The After School Site Coordinator will monitor the student's behavior in the future to determine if additional interventions are necessary.</p>	<p>After School Site Coordinator</p>	<p>Continuous</p>	<p>Progress monitored through NASIS records for student behavioral infractions</p>
	<p>If a third infraction occurs, the After School Site Coordinator will collaborate with the regular school day classroom teacher and social worker to brainstorm a behavior plan and agree to strategies for implementation.</p>	<p>After School Site Coordinator</p>	<p>Continuous</p>	<p>Minutes from meetings with After School Site Coordinator, School Counselor, and classroom teacher which are shared with the Principal and Program Director</p>
	<p>The After School Site Coordinator, School Counselor, classroom teacher, and Principal will consult when a student shows continuing challenges with complicity to school policies and rules.</p>	<p>After School Site Coordinator</p>	<p>Continuous</p>	<p>Minutes from meetings with After School Site Coordinator, School Counselor, and classroom teacher which are shared with the Program Director</p>

Goal 2: Manage CLC consistent with services to at-risk students characterized by well-trained staff, broad range of choices, good accessibility, consistent links with day school, community integration, and principles of Continuous Quality Improvement.					
Objective	Strategies	Person(s) Responsible	Benchmark	Evidence of Completion/Evaluation	
Objective 2.1: Coordinate program and implement Continuous Quality Improvement through regular meetings	After School Site Coordinator will meet with program staff to confer weekly.	After School Site Coordinator	Weekly	ASC to document meetings and their goals and outcomes, with "Action Minutes" kept for planning sessions	
	After School Site Coordinator will meet with program staff to program review and planning session quarterly.	After School Site Coordinator	Quarterly	ASC to document meetings and their goals and outcomes, with "Action Minutes" kept for planning sessions	
	After School Site Coordinator will meet with Principal monthly	After School Site Coordinator	Monthly	ASC to document meetings and their goals and outcomes, with "Action Minutes" kept for planning sessions	
	After School Site Coordinator (ASC) will meet with Maine Indian Education Project Director for quarterly site visits	After School Site Coordinator	Quarterly	ASC to document meetings and their goals and outcomes, with Action Minutes planning sessions	
Objective 2.2: Leverage community resources to enhance program quality through contracts or MOAs with local organizations to provide services	University of Maine Art Department	Program Director	Signed and in effect as of the first day of the grant award	Contracts or MOAs produced	
	Orono High School				
	Penobscot Nation Health Department				
	Penobscot Youth and Recreation				
	Wabanaki Writers' Project				

Objective	Strategies	Person(s) Responsible	Benchmark	Evidence of Completion/Evaluation
<p>Objective 2.3: Assure adequate program planning and guidance through annual student and teacher surveys, biannual Parent/Community Suppers, quarterly CLC Staff Meetings, biannual CLC Local Advisory Team (LAT) meetings, and biannual presentations to Maine Indian Education Joint School Board</p>	<p>Student and teacher surveys to probe for levels of agreement or satisfaction in statements about program effectiveness, quality of delivery and coordination, and recommendations on program content and delivery</p> <p>Biannual Parent/Community Suppers to investigate levels of satisfaction in program effectiveness, quality of delivery and coordination, and garner recommendations on program content and delivery.</p> <p>CLC Staff Meetings to review programs of prior 6-week segment and planning for subsequent period or summer session</p> <p>Local Advisory Teams, composed of at least one teacher, School Board member, student, parent, and the Principal, to meet with Program Coordinator and/or Liaisons for program update presentations, needs assessment, and gathering of evaluation input</p> <p>Biannual presentations to Maine Indian Education Joint School Board</p>	<p>Program Director</p> <p>Program Director</p> <p>Program Director</p> <p>Program Director</p>	<p>Annually</p> <p>Biannually</p> <p>Quarterly</p> <p>Biannually</p> <p>Biannually</p>	<p>Confirmation of events from agendas and/or minutes; surveys and discussions to garner input on satisfaction and perceived effectiveness of program element and needs for change</p> <p>Confirmation of events from agendas and/or minutes; surveys and discussions to garner input on satisfaction and perceived effectiveness of program element and needs for change</p> <p>Confirmation of events from agendas and/or minutes; surveys and discussions to garner input on satisfaction and perceived effectiveness of program element and needs for change</p> <p>Confirmation of events from agendas and/or minutes; surveys and discussions to garner input on satisfaction and perceived effectiveness of program element and needs for change</p>

<p>Objective 2.4: Enhance capacity of program staff through professional and/or in-service development trainings</p>	<p>Trainings planned for the first year include: Training in professional standards for confidentiality, safety protocols, record keeping procedures, etc. Training in instructional strategies that address the continuum of learners across content areas and settings (small group, centers, independent projects, etc.) Training in addressing students with behavioral challenges; including the development of behavior plans and limit setting Training in strategies that enhance student motivation and promote continuing and expanding participation in the After School Program Additional training topics as needs indicate</p>	<p>Program Director</p>	<p>At least three times per year</p>	<p>Implementation of satisfaction/ effectiveness surveys to assess perceived presentation quality, knowledge gained, and intention to make use of skills or knowledge</p>
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Objective	Strategies	Person(s) Responsible	Benchmark	Evidence of Completion/ Evaluation
<p>Objective 2.5: Assure programs are maximally accessible</p>	<p>Daily activities on weekdays, summer and vacation programming, and efforts to expand evening and weekend activities The School will provide school buses to take participants to their designated location at the conclusion of the After School Program during the school year as well as in the summer, and buses will be used for field trips Nutritious snacks will be provided as will lunches during summer programming; Federal After School Snack Program funds and USDA commodities will be utilized wherever possible All program services will be made available (with accommodations as needed) to children regardless of disability or special needs.</p>	<p>After School Coordinator (ASC)</p>	<p>Continuous</p>	<p>Quarterly assessment from program logs and checklist used on quarterly site visits by Program Director; access limitations reviewed annually in probe question responses and open comments sections in parent, teacher, and student surveys</p>

4B. Table for Program Implementation Timeline – Year 1 at Indian Island School

Activity	Beginning Date	Completion Date
Grant Awarded —if successful: Contact principal, school board members, community members; announcement in tribal newsletter; announcement for community members to apply for After School positions	February 1, 2013	
Hiring of key staff in conjunction with: Principal, School Committee members, school Superintendent	Week of February 4, 2013	
BIE Training for both Community/Schools Liaisons	February 2013	
Identify at-risk students: Referrals from the Child Study Team, teachers, College and Career Ready Coach (CCRC), students (self-referral), and parents—referrals will be ongoing	Week of February 4, 2013	On-going
First After School Staff Meeting: Orientation by Liaison; program expectations; planning for first 6-week offering; review progress monitoring data (DIBELS, AIMSweb) and NWEA MAP’s winter test results, professional development for RTI and establish RTI procedures	Week of February 11, 2013	
Maine Indian Education Site Coordinators Meet via Video conferencing: Set expectations for the academic year; share ideas, problems, and assessment strategies; set schedule for next meeting(s)	Week of February 11, 2013	
Training in Response To Intervention (RTI) 6 hours —Liaisons and After School staff	Week of February 25, 2013	
After School Program Start: 1 st 6-week period begins; students are assigned academic programming (tutoring, small group instruction, homework support, etc.); students select enrichment program options	February 25, 2013	April 1, 2013
Staff Meeting: Assessment of first 6-week period; review progress monitoring data (DIBELS, AIMSweb), program adjustments; planning for next 6-week period; professional development on Experiential Learning—adapting curriculum to a “hands-on” approach	Week of April 1, 2013	
2nd Six-week period begins: 2 nd 6-week period begins; students are assigned academic programming (tutoring, small group instruction, homework support, etc.); students select enrichment program options	April 8, 2013	May 24, 2013
Staff Meeting: Assessment of 2 nd period; review progress monitoring data (DIBELS, AIMSweb); program adjustments; planning for next period	Week of May 13, 2013	
Program Director meet with Joint School Committee: Update on progress; gather input on improvements	May Meeting	May 31, 2013
3rd Six-week Period begins: 3 rd 6-week period begins; students are assigned academic programming (tutoring, small group instruction, homework support, etc.); students select enrichment program options (4 weeks due to time constraints)	May 20, 2013	June 14, 2013
1st Parent/Community Supper: Information for parents/guardians/families; survey results obtained along with feedback from parents/guardians/families	Week of June 10, 2013	
1st Meeting of Local Advisory Team: (Parents, students, Principal, staff members, and Site Coordinator) review parent, student, and staff assessments to date; assess progress toward meeting program goals; make program adjustments as necessary; discuss summer and next year’s program; set 2013-2014 calendar; investigate and discuss pursuing other sources of revenue in preparation for end of grant cycle (will be on each agenda thereafter)	Week of June 10, 2013	

Staff Meeting: Assessment of 3 rd period; review progress monitoring data; program adjustments; planning for next period; planning for summer session; in-service on infusing games into the curriculum	Week of June 17, 2013	
Summer Program staff orientation and training: teaching methods and program expectations	Week of June 17, 2013	
Beginning of 3-week Summer Program: AIMSweb and DIBELS are administered at the beginning and end of the summer program to provide baseline data and data for comparison to determine student growth rates after participation in the summer program; students are assigned academic programming (tutoring, small group instruction, homework support, etc.); students select enrichment program options	July 1, 2013	Week of July 22, 2013
Staff Meeting: Assessment of summer program; review progress monitoring data; program adjustments for the fall; planning for fall session	Week of July 22, 2013	
4th Six-week Period begins: 4 th 6-week period begins; students are assigned academic programming (tutoring, small group instruction, homework support, etc.); students select enrichment program options	September 2, 2013	October 11, 2013
Staff Meeting: Assessment of 4 th period; review progress monitoring data and NWEA MAP's fall test results; program adjustments; planning for next period	Week of October 14, 2013	
5th Six-week Period begins: 5 th 6-week period begins; students are assigned academic programming (tutoring, small group instruction, homework support, etc.); students select enrichment program options	October 21, 2013	November 29, 2013
Staff Meeting: Assessment of 5 th period; review progress monitoring data; program adjustments; planning for next period	Week of December 2, 2013	
2nd Parent/Community Supper: Discuss the 1 st year's accomplishments; program feedback/suggestions for next year	Week of December 9, 2013	
2nd Meeting of Local Advisory Team: (Parents, students, Principal, staff members, and Site Coordinator); review parent, student, and staff assessments to date; assess progress toward meeting program goals; make program adjustments as necessary	Week of December 9, 2013	
Program Director meet with Joint School Committee: Update on progress, get input on improvements	December meeting	December 20, 2013

4C. Management materials

The After School Program has a number of forms that it uses to ensure appropriate tracking and programming of student services. These include:

- Student referral form- Students are recommended to the After School Program based on academic needs in reading and/or mathematics. The referral will include assessment data from NWEA MAP's, DIBELS, or AIMSweb, and it will also indicate the Common Core State Standard(s) that is/are being targeted through interventions. The form can be completed by a teacher, paraprofessional, principal, or parent/guardian. If completed by an individual other than the classroom teacher, the above information should be included by the classroom teacher.
- Student permission form- Students need to have written permission from a parent/guardian that allows them to stay after school and determines how the student will get to his/her home or designated location at the end of the day.
- Student program needs and interventions- Each student will have a completed programming needs form. This will be completed in collaboration with the student's homeroom or content area teacher to insure the most appropriate programming possible. The form will indicate the level and type of academic intervention/service. The form will also provide a record of the programming that is provided.
- Student assessment data tracking form- Student progress monitoring data will be recorded on the tracking form. This form will provide a snapshot of a student's performance on NWEA MAP's, AIMSweb, and DIBELS which will support the efficient monitoring of student growth.
- Student attendance form- Attendance of all students at the After School Program will be taken daily.
- Student reflections sheet- Students will utilize these as a tool to support their processing of behavioral incidents.
- Student handbook- Upon registering for an After School session for the first time in a given school year, each student will receive a student copy of the After School Program Handbook that contains general information about the daily routine of each session, the beginning and ending times for each session, the behavioral expectations, the Program goals, as well as a number of procedural items.
- Student planner- All students who participate in the After School Program carry a planner at all times. This planner serves as a communication tool between the regular school day teacher, After School Program staff, and families. It will ensure that all individuals will be on the "same page" with respect to school assignments and responsibilities.
- Staff handbook- At the initial orientation for new staff, individuals will be provided with an After School Staff Handbook which will articulate Program goals, staff responsibilities (both for performance and recordkeeping activities), job descriptions, a list of resource people and their roles, professional websites that can serve as resources, etc.
- Staff attendance roster- Each day, staff attendance is noted to insure accuracy with respect to payroll.
- Staff work assignment- The After School Site Coordinator is responsible for maintaining a record of all staff and assignments on a daily basis.

- Lesson plan- All teachers are responsible for submitting weekly lesson plans on the first day (of the After School Program) of each week to the After School Site Coordinator. The form will require teachers to target specific learning objectives and indicate the corresponding Common Core State Standard for Mathematics and/or English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects.

4D. Organizational Structure

Monitoring, accountability, and project evaluation are built into the project structure. In addition, the structure is designed to allow the maximum exchange of information amongst the three community learning centers of Maine Indian Education. After School staff has autonomy to operate day-to-day programming needs and are accountable to the constituents of the project (e.g. School Committee members, parents, students).

As fiscal agent of the grant, Maine Indian Education will be responsible for the overall fiscal and grant oversight. Maine Indian Education is the administrative body of each school and reports directly to the tribally elected School Committee members of each reservation. As Superintendent of Schools, Ronald Jenkins has the legal authority to represent each of the school boards. On a day-to-day basis, Mr. Jenkins is responsible for the project implementation.

The Project Director, Harper Dean, reports directly to Superintendent of Schools and will act on behalf of the Superintendent of Schools for After School Program operations. The Project Director is responsible for planning and implementing professional development activities, communicating with the School Committee and the Superintendent, and overseeing survey administrations to insure that all feedback (e.g. student, community member, teacher and staff of both the regular school day and the After School Program, parent/guardian) is incorporated into Programming.

The Site Coordinator, who reports to the Principal, will be responsible for the planning and daily operation of the community learning center, including the supervision of all staff and volunteers. Supervision of staff and volunteers will involve: daily observations of program activities (for consistency, an observation form will be developed and used weekly, the form will address student/teacher interactions, teaching methods, and program content) and the collection of daily student attendance. The Site Coordinator will enter the data on a weekly spreadsheet and e-mail it to the Project Director who maintains up-to-date attendance records for all of the centers.

The Site Coordinator will be responsible for providing feedback to teaching staff and volunteers regarding their performance in the Program. Suggestions for improvement will be made as necessary. In some cases, staff needing support will be paired with more experienced staff during the next six-week period and will improve their practice because of the opportunity to engage in team teaching.

The College and Career Ready Coach will be responsible for monitoring attendance and

academic achievement for high school students. This position will require frequent and ongoing communication with students' families and school officials. The CCRC will also work collaboratively with all afore mentioned parties to provide or arrange for needed services and supports such as tutoring, homework assistance, etc. Collaboration will also extend to tribal entities such as law enforcement, child welfare, Indian Health Services and so on.

Program quality and service delivery will be monitored through Native Star in collaboration with Indian Island's Leadership Team. As the Team completes its assessment of the 99 indicators for school improvement on Native Star and begins the next phase of monitoring and implementing plans, the After School Program staff will consult with the Leadership Team (Principal, School Counselor, and Lead Teachers) to determine how to best provide support. Those interventions/strategies that have been identified as critical in fostering school improvement will be a starting point. As interventions/strategies are developed and implemented, the School's progress toward meeting goals will be updated on Native Star. The After School Program will function as a partner in this endeavor and will offer support wherever possible.

4E. Professional Development

All new and continuing After School staff will participate in staff orientation at the beginning of each program year and at the beginning of the summer program. Staff orientation will include: student confidentiality, program expectations, record keeping requirements, and discussion of program goals and philosophy. Each staff meeting during the year (six are planned with an additional meeting for summer programming) will focus on particular teaching strategies and program effectiveness (best practices). Staff will be encouraged to bring concerns and suggestions to those staff meetings.

The Program Director and After School Site Coordinator collaborate to provide ongoing professional development regarding standards of practice (e.g. confidentiality, FERPA, special education regulations, safety trainings such as blood borne pathogens and universal precautions, and so on) and instructional strategies and tools as they relate to program implementation. Professional development occurs prior to the beginning of each six-week session as part of staff meetings for the preparing and planning of subsequent sessions and summer programming. In addition to these more formal sessions, the Site Coordinator provides individual guidance to After School staff based on the results of supervision and program observations which are critical components of continuous improvement.

4F. Stakeholder Collaboration

Program stakeholders include students, parents, tribal School Committee members, teachers, and community members. Collaboration amongst all stakeholders in the program begins with good, clear communication (described more in the next section), a recognition that others want to see the program succeed, and that others have valuable input on how best to make that happen. To succeed, this program will need to reach out to stakeholder groups, seeking their suggestions for program ideas and improvement and implementing those ideas when feasible. In short, it's the building of trust and mutual respect that will bring stakeholder groups together for the betterment of the program. Seeking input can range from

informal conversations with parents/guardians and students to giving periodic surveys to parents/guardians, teachers, students, and community members.

4G. Community Information Dissemination

Communication with the community is an area that needs to be strong from the beginning of the project. In the planning process for this grant, the community was invited to share their assessment of the current after school program and their ideas for the upcoming grant application. There are a number of strategies that will be used to involve and inform the community about the after school program and activities. A calendar of events will be sent home with all students every six weeks to correspond with the Program session. This will include a list of enrichment program options, field trips, program hours, contact information, and any school closings or holidays, etc. The tribal newsletter, which is delivered to every household on the reservation, will be used to keep the community advised about the hours of program operation, projects, student accomplishments, and special events. Twice during the year, parents and community members will be invited to a supper at the school sponsored by the after school program. At those times information about the progress of the after school program will be shared and input from community members as to the quality of the program will be sought. In addition, information will be mailed to parents to update them on all after school activities. Other strategies include: starting a student newspaper that would be circulated in the community, articles in the local papers, and interviews with students and teachers on the local radio stations.

4H. Data Collection for Reporting Purposes

The following information will be collected as part of our Program's data based decision making:

- Student participation rates for those that attend for more than 30 days during a programming year
- Student performance on NWEA MAP's three times during the school year and will serve as the foundation for data based decisions around student programming
- Student progress monitoring data (DIBELS and AIMSweb) as frequently as is indicated by students' academic needs and will also be used as an assessment at the beginning and ending of the Summer School Program
- Student behavioral infractions as recorded in NASIS
- Changes in student status (movement from intensive to strategic, strategic to benchmark, etc.)
- Results of student survey data
- Parent feedback about Program effectiveness and recommendations

This data will provide the basis for decision making around program offerings as well as for instructional planning for academic interventions and extensions. It will be provided to the Maine Indian Education Joint School Committee twice annually and to the Indian Island School Committee on a quarterly basis. This information will also be shared through the tribal newsletter and through parent/guardian Program updates.

5. School Improvement Status

5B. School Improvement

The staff at the Indian Island School is well-positioned to participate, implement, and engage resources for the 21st Century Community Learning Center Program while implementing its school improvement plan. As has been indicated above, the School is utilizing the Response to Intervention model promoted during the reauthorization of IDEA (2004) and mandated by the State of Maine's Department of Education to support students in meeting grade level expectations.

The Indian Island School's federal accountability status is "monitor status" as it did not meet AYP targets during the 2011-2012 school year but did meet them during the preceding year. The staff at the Indian Island School has been focusing considerable effort toward using the NWEA MAP's data and individualizing student instruction through the use of the Des Carte. Teachers have been working to target instruction for individuals and small groups of students when the core instructional program is not meeting these students' needs. There are plans in place for each student needing interventions and scientifically research based programming provides the foundation for these interventions.

Because the academic program provided during the regular school day relies on data to determine appropriate instruction and levels of intervention, the After School Program is able to capitalize on the framework that is already in place. Many of the regular school instructional staff continues to provide instruction and interventions during the After School Program. Given this, students could not be in better hands with respect to the most efficient and effective strategies already being implemented. The After School Program is able to supplement academic programming to provide experiences that students may not have as many opportunities to participate in during the regular school day (e.g. centers, utilization of technology, cooperative learning activities, exploration in the sciences and engineering). The transition between the regular school day and the After School Program is seamless.

6. Budget/Budget Narrative

Indian Island Elementary School is requesting \$108,606 a year (75% amount received in prior funding year) in Year 1 from the Bureau of Indian Education 21st Century Community Learning Center Program. Last fiscal year Indian Island received \$144,809 from 21st Century BIE funding. This proposed budget will provide educational, enrichment, recreational and cultural activities and programming for 80 students (K-12) and 90 family members a year.

We certify that there was no carryover from the previous year's funding.

Instructional Support

Project Supervisor (Superintendent of Schools—**In-kind** contribution, estimated .025 FTE for a value of \$2,000 year) The Project Supervisor has overall responsibility for the After School grant and shares decision-making responsibility with the Pleasant Point Passamaquoddy School Committee.

Principal (**In-kind** contribution, estimated .03 FTE for a value of \$2,000/year) – The

principal has overall responsibility for all programming in the school. As such, she will meet on a regular basis with the Site Coordinator.

Project Director (.06 FTE-\$4,329 plus 25% fringe) – The Project Director is responsible for: communications with the BIE, School Committee, and school; grant reporting; financial reports to the School, BIE, and School Committee members; semi-annual Local Advisory Committee meetings; assisting in program planning; assisting in professional development for staff; seeking alternative revenue sources; and monitoring the plan for continuous improvement. The Project Director has been working with After School Programs and Maine Indian Education for the past 10 years and will assure that the program goals and objectives are implemented, monitored (progress is assessed), and updated as necessary.

Site Coordinator (.4 FTE-\$12,800 plus 25% Fringe = **\$16,000 Total**) – It is estimated that we will serve 100 students throughout the year and 80 students on a regular basis, which will necessitate a 2/5 time Site Coordinator. The Site Coordinator is responsible for managing the Learning Center. Management of the center includes: scheduling staff and substitutes (when necessary); following programs/objectives/timetable; conducting student assessment quarterly; assuring that student plans and files are current; monitoring and evaluating After School staff; participating in Coordinator trainings; and conducting staff meetings every six weeks.

Employee Benefits (25%)

Direct Instruction

Hourly Staff

College and Career Ready Coach (CCRC) — (.4 FTE) The CCRC is responsible for: tracking student progress (especially grades and absenteeism and behaviors); working with families to promote education and student success; and with teachers and administration to promote student success; recruitment of students for the After School Program; and linking students and their families to other support services. The CCRC will split his/her time between the high school, Reservation and the Learning Center. Rate of \$20/hour for 20 hours/week for 40 weeks. Cost of **\$12,800 plus fringe for a total of \$16,000**

Professional After School staff (\$20/hr) — Professional staff has responsibility for the planning, developing lesson plans, program implementation, and record keeping. The program runs 2 1/2 hours/day 4 days a week and 3 hours 1 day a week. During the year, 7-9 staff will provide services to students on the daily basis for a cost of **\$24,960 plus fringe**.

Professional Summer staff--during the summer, programming will be provided by 10-12 staff on a daily basis for the 3 weeks. The Program summer costs are \$6,400 plus fringe. 7 teachers at \$20/hr for 20 hours a week for 3 weeks. 2 Paraprofessionals at \$15/hr for 20 hrs for 3 weeks.

Total cost = **\$9,600 plus fringe**.

Cook—during summer programming, students will be served breakfast and lunch. The cost

for 1 cook for the 2 weeks the program runs is **\$1,200 plus fringe.**

High School Tutors—1 tutor will be employed provided tutoring and homework help for high school students at the Indian Island 21st Century Community Learning Center and at Orono High School. Tutoring will also be provided during weekends and school vacations, when requested. Tutors will be paid \$20/hr. Cost is **\$2,280/year plus fringe.**

Community Partners

Art Works Program—University of Maine at Orono provides two 5-week sessions for students. The contract with the program includes staff, facilities and materials. The University charges the after school program ½ the normal rate for a total of **\$650/year**

YMCA—Swimming will be added to the activities that students can choose. The fees are **\$1,888.75** for the year.

Wabanaki Writer's Project—7 students will attend the Wabanaki Writer's Project. 3 sessions are held yearly (spring, summer, winter). Students develop their writing skills working with Culture teachers and Native American students throughout Maine. The Project has provided opportunities for Native American young writers for the past 4 years. The cost is **\$2,100/year.**

Travel -- \$5,000

College and Career Ready Coach will be required to meet with parents on the Reservation, high school students, teachers and administrators at Orono High School. Estimated mileage reimburse is **\$1,500.** The grant will reimburse \$500 and \$1,000 will be in-kind donation. **Total cost \$500**

Field trips will be offered throughout the year to colleges and universities, and for enrichment activities at a cost of **\$500.**

Travel expenses for the Coordinator to attend two required national conferences. The cost is \$2,000 per conference and includes: air fare, travel to and from airport, lodging and per diem. Total cost is **\$4,000**

Supplies \$2,006

Supplies will be needed for the culture activities including ash for the basket making, animal skins for drum making and materials for making regalia for dancers. **(\$2,006)**

Financial Fidelity

Financial fidelity begins with Maine Indian Education as the Fiscal Agent for the project. The funds for the project will be tracked from the time they are received by Indian Island School. Harper Dean, the Project Director, will provide monthly financial statements (Budget to Actual Expenses) to the Superintendent, Site Coordinator and Principal. Funding will only be used for budget categories that have been approved for the grant and prior approval will be sought for any deviation from the original budget. Maine Indian Education is audited on the yearly basis and the 21st Century Grant will be part of that yearly audit. The audit is available upon request.

Bibliography

After School Alliance, Issue Brief #54

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Fuchs, L. and Fuchs, D. "A Model for Implementing Responsiveness to Intervention." *Teaching Exceptional Children* 39 pages 14-20. 2007

Hunter, W. "An examination of the association between the graduation coach program and Georgia's graduation rate." Georgia Southern University, 2011

Reschly, D. "Response to Intervention (RtI) in General, Remedial, and Special Education." Arlington, VA 2005

Schwahn, C. and McGarvey, B. *Inevitable: Mass Customized Learning* 2011

Southwest Educational Developmental Laboratory www.sedl.org

Vaughn Gross Center For Reading and Language Arts, 2005

www.studentprogress.org

Section 427 – General Education Provisions Act

Penobscot Indian School Committee (School Committee) is dedicated to provide all its students, their families, and community members with a full range of educational services in order that each student has the opportunity to succeed in school and beyond. Furthermore, the school committee is committed to equal access to those services for all.

In developing our 21st CCLC program, we are cognizant that barriers exist for students and their families in accessing services and meeting their educational goals. The Committee is committed to reaching out to families through a multiplicity of means during the entire course of the grant. Getting information out to all elementary students and high school students and families about the benefits and breadth of these services will involve traditional and non-traditional approaches. More traditional means such as newsletters and correspondence to families will be employed. Yet, in the past we have found the most effective way to involve students and families has been through direct contact: at school, through phone calls and home visits. We have also had great success through informational suppers at the elementary school on the reservation. These provide a way to involve families and the whole community, with the goal of providing information, addressing questions and concerns, and receiving ideas and suggestions to improve educational programs.

The staff for our 21st Century CLC program is committed to the approach described above in making sure that students, their families and the community are kept up to date on all services provided and will continually seek ways to identify the needs of students and their families and provide services that are responsive to those needs. The project will collect a multitude of community and educational data. These results will be shared with the community on an ongoing basis.

**Participants Served Chart
Required Minimum**

Indian Island School

Name of Each After School Site	Designation – School Status	% Free or Reduced Lunch	Estimated # of Students to be Served	Percentage of Day School population Served	# of Family Members to be Served, if Appropriate	Grade Levels to be Served
<i>Example: Chief Elementary School</i>	<i>Example: Restructuring</i>	<i>Example: 100%</i>	<i>Example: 80 students</i>	<i>Example: 50%</i>	<i>Example: 25 adults</i>	<i>Example: K-8</i>
Indian Island School	Monitor status	85%	80 Students	50%	90 Family members	Grades K-12

Performance Measures Template for Indian Island School

<p>OVERALL GOAL: Increase Native American student success through quality after school programming that balances academic support with engaging cultural enrichment, youth development, and healthy recreational activities</p>					
<p>Goal 1: Increase performance in reading and mathematics in accordance with Common Core State Standards through academically oriented After School programming.</p>					
Objective	Strategies	Person(s) Responsible	Benchmark	Evidence of Completion/Evaluation	
<p>1.1: Using MAP data as evidence, 78% of students will meet or exceed Maine's minimum cut-score for Advanced and Proficient in mathematics by the spring of 2013 (Baseline of 66% in the fall of 2012).</p>	<p>Based on assessment data gathered from the day school, a variety of services will be provided including tutoring for individuals and small groups, skill-appropriate mathematics centers for groups of students, and opportunities to provide students with meaningful, relevant connections to mathematics (e.g. cooking activities, gardening projects, etc.)</p>	<p>After School Site Coordinator in conjunction with After School Staff</p>	<p>June 2013</p>	<p>Students will meet their growth target goal in mathematics as indicated on the NWEA MAP's assessments.</p>	
<p>1.2: Using MAP data as evidence, the percentage of students that fall below Maine's minimum cut-scores for Nearing Proficient and Below Nearing Proficient in mathematics will decline from 34% in the fall of 2012 to 22% by the spring of 2013.</p>	<p>Based on assessment data gathered from the day school, a variety of services will be provided including tutoring for individuals and small groups, skill-appropriate mathematics centers for groups of students, and opportunities to provide students with meaningful, relevant connections to mathematics (e.g. cooking activities, gardening projects, etc.)</p>	<p>After School Site Coordinator in conjunction with After School Staff</p>	<p>June 2013</p>	<p>Students will meet their growth target goal in mathematics as indicated on the NWEA MAP's assessments.</p>	
<p>1.3: Using MAP data as evidence, 78% of</p>	<p>Based on assessment data gathered from the day school, a variety of services will</p>	<p>After School Site Coordinator in</p>	<p>June, 2013</p>	<p>Students will meet their growth targets in reading as indicated</p>	

<p>students will meet or exceed Maine's minimum cut-score for Advanced and Proficient in reading by the spring of 2013 (Baseline of 66% in the fall of 2012).</p>	<p>be provided including tutoring for individuals and small groups, skill-appropriate reading and writing centers for groups of students, and opportunities for students to engage with meaningful, relevant connections to reading and writing (e.g. read alouds, reader's theater, gardening projects, content area challenges, etc.)</p>	<p>conjunction with After School Staff</p>	<p>on the NWEA MAP's assessments.</p>
<p>1.4: Using MAP data as evidence, the percentage of students that fall below Maine's minimum cut-scores for Nearing Proficient and Below Nearing Proficient in reading will decline from 34% in the fall of 2012 to 22% by the spring of 2013.</p>	<p>Based on assessment data gathered from the day school, a variety of services will be provided including tutoring for individuals and small groups, skill-appropriate reading and writing centers for groups of students, and opportunities for students to engage with meaningful, relevant connections to reading and writing (e.g. read alouds, reader's theater, gardening projects, content area challenges, etc.)</p>	<p>After School Site Coordinator in conjunction with After School Staff</p>	<p>Students will meet their growth targets in reading as indicated on the NWEA MAP's assessments.</p>
<p>1.5: The percentage of truant students will remain below 5% during the 2012-2013 school year.</p>	<p>Attendance will be monitored by the CCR Coach and a log will document interventions taken with students and their parents/ guardians as students approach 10 cumulative days of being absent and for each day thereafter. Consultation will be ongoing with the principals.</p>	<p>College and Career Ready Coach</p>	<p>The CCR Coach will provide monthly reports (including intervention log) to the Principal and After School Program Director. These data will be reviewed and assessed in light of levels of truancy and goals for end of year 1.</p>

<p>The CCR Coach will collaborate with school counselors, principals and service providers on the Reservation to address chronic absenteeism. Additional strategies will be implemented as needed.</p>	<p>College and Career Ready Coach</p>	<p>Continuous</p>	<p>The CCR Coach will provide monthly reports (including intervention log) to the Principal and After School Program Director. These data will be reviewed and assessed in light of levels of truancy and goals for end of year 1.</p>
<p>The After School Site Coordinator will be notified by the CCR Coach when a student reaches 10 cumulative days of being absent. These individuals will consult with the Principal to determine what supports might be offered through the After School Program (e.g. provision of tutoring, support in catching up with assignments, providing individuals with a mentor who will take an active role in seeking out the student to make connections and be a caring adult in the student's school life etc.).</p>	<p>College and Career Ready Coach After School Site Coordinator</p>	<p>Continuous</p>	<p>The After School Site Coordinator and the CCR Coach will meet with the Principal to review the student intervention log and make additional plans for further actions.</p>
<p>When an After School student has missed five days of After School Programming with no notification to the After School Site Coordinator, he/she will contact the parent/guardian to offer supports and interventions.</p>	<p>After School Site Coordinator</p>	<p>Continuous</p>	<p>The After School Site Coordinator and the CCR Coach will meet with the Principal to review the student intervention log and make additional plans for further actions.</p>

Objective	Strategies	Person(s) Responsible	Benchmark	Evidence of Completion/Evaluation
<p>1.6: The percentage of students committing behavioral infractions as documented through NASIS will remain below 3% during the 2012-2013 school year.</p>	<p>When a student who participates in the After School Program commits a behavioral infraction during the regular day program, he or she will be asked to process the incident with the After School Site Coordinator. A plan for reducing the likelihood of a future infraction will be discussed and agreed upon.</p>	<p>After School Site Coordinator</p>	<p>Continuous</p>	<p>Processing sheets from students' reflections about the behavioral infraction which contain information about the infraction and the plan for the student changing his or her behavior</p>
	<p>The After School Site Coordinator will monitor the student's behavior in the future to determine if additional interventions are necessary.</p>	<p>After School Site Coordinator</p>	<p>Continuous</p>	<p>Progress monitored through NASIS records for student behavioral infractions</p>
	<p>If a third infraction occurs, the After School Site Coordinator will collaborate with the regular school day classroom teacher and social worker to brainstorm a behavior plan and agree to strategies for implementation.</p>	<p>After School Site Coordinator</p>	<p>Continuous</p>	<p>Minutes from meetings with After School Site Coordinator, School Counselor, and classroom teacher which are shared with the Principal and Program Director</p>
	<p>The After School Site Coordinator, School Counselor, classroom teacher, and Principal will consult when a student shows continuing challenges with complicity to school policies and rules.</p>	<p>After School Site Coordinator</p>	<p>Continuous</p>	<p>Minutes from meetings with After School Site Coordinator, School Counselor, and classroom teacher which are shared with the Program Director</p>

Goal 2: Manage CLC consistent with services to at-risk students characterized by well-trained staff, broad range of choices, good accessibility, consistent links with day school, community integration, and principles of Continuous Quality Improvement					
Objective	Strategies	Person(s) Responsible	Benchmark	Evidence of Completion/Evaluation	
Objective 2.1: Coordinate program and implement Continuous Quality Improvement through regular meetings	After School Site Coordinator will meet with program staff to confer weekly.	After School Site Coordinator	Weekly	ASC to document meetings and their goals and outcomes, with "Action Minutes" kept for planning sessions	
	After School Site Coordinator will meet with program staff to program review and planning session quarterly.	After School Site Coordinator	Quarterly	ASC to document meetings and their goals and outcomes, with "Action Minutes" kept for planning sessions	
	After School Site Coordinator will meet with Principal monthly	After School Site Coordinator	Monthly	ASC to document meetings and their goals and outcomes, with "Action Minutes" kept for planning sessions	
	After School Site Coordinator (ASC) will meet with Maine Indian Education Project Director for quarterly site visits	After School Site Coordinator	Quarterly	ASC to document meetings and their goals and outcomes, with Action Minutes planning sessions	
			Program Director	Signed and in effect as of the first day of the grant award	Contracts or MOAs produced
Objective 2.2: Leverage community resources to enhance program quality through contracts or MOAs with local organizations to provide services	University of Maine Art Department				
	Orono High School				
	Penobscot Nation Health Department				
	Penobscot Youth and Recreation Wabanaki Writers' Project				

Objective	Strategies	Person(s) Responsible	Benchmark	Evidence of Completion/Evaluation
<p>Objective 2.3: Assure adequate program planning and guidance through annual student and teacher surveys, biannual Parent/Community Suppers, quarterly CLC Staff Meetings, biannual CLC Local Advisory Team (LAT) meetings, and biannual presentations to Maine Indian Education Joint School Board</p>	<p>Student and teacher surveys to probe for levels of agreement or satisfaction in statements about program effectiveness, quality of delivery and coordination, and recommendations on program content and delivery</p> <p>Biannual Parent/Community Suppers to investigate levels of satisfaction in program effectiveness, quality of delivery and coordination, and garner recommendations on program content and delivery.</p> <p>CLC Staff Meetings to review programs of prior 6-week segment and planning for subsequent period or summer session</p> <p>Local Advisory Teams, composed of at least one teacher, School Board member, student, parent, and the Principal, to meet with Program Coordinator and/or Liaisons for program update presentations, needs assessment, and gathering of evaluation input</p> <p>Biannual presentations to Maine Indian Education Joint School Board</p>	<p>Program Director</p> <p>Program Director</p> <p>Program Director</p> <p>Program Director</p>	<p>Annually</p> <p>Biannually</p> <p>Quarterly</p> <p>Biannually</p> <p>Biannually</p>	<p>Confirmation of events from agendas and/or minutes; surveys and discussions to garner input on satisfaction and perceived effectiveness of program element and needs for change</p> <p>Confirmation of events from agendas and/or minutes; surveys and discussions to garner input on satisfaction and perceived effectiveness of program element and needs for change</p> <p>Confirmation of events from agendas and/or minutes; surveys and discussions to garner input on satisfaction and perceived effectiveness of program element and needs for change</p> <p>Confirmation of events from agendas and/or minutes; surveys and discussions to garner input on satisfaction and perceived effectiveness of program element and needs for change</p>

<p>Objective 2.4: Enhance capacity of program staff through professional and/or in-service development trainings</p>	<p>Trainings planned for the first year include: Training in professional standards for confidentiality, safety protocols, record keeping procedures, etc. Training in instructional strategies that address the continuum of learners across content areas and settings (small group, centers, independent projects, etc.) Training in addressing students with behavioral challenges; including the development of behavior plans and limit setting Training in strategies that enhance student motivation and promote continuing and expanding participation in the After School Program Additional training topics as needs indicate</p>	<p>Program Director</p>	<p>At least three times per year</p>	<p>Implementation of satisfaction/effectiveness surveys to assess perceived presentation quality, knowledge gained, and intention to make use of skills or knowledge</p>
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Objective	Strategies	Person(s) Responsible	Benchmark	Evidence of Completion/Evaluation
<p>Objective 2.5: Assure programs are maximally accessible</p>	<p>Daily activities on weekdays, summer and vacation programming, and efforts to expand evening and weekend activities The School will provide school buses to take participants to their designated location at the conclusion of the After School Program during the school year as well as in the summer, and buses will be used for field trips Nutritious snacks will be provided as will lunches during summer programming; Federal After School Snack Program funds and USDA commodities will be utilized wherever possible All program services will be made available (with accommodations as needed) to children regardless of disability or special needs.</p>	<p>After School Coordinator (ASC)</p>	<p>Continuous</p>	<p>Quarterly assessment from program logs and checklist used on quarterly site visits by Program Director; access limitations reviewed annually in probe question responses and open comments sections in parent, teacher, and student surveys</p>

Schedule of Operations

SCHOOL(S) SERVED: **Indian Island School**

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

SCHOOL YEAR (Dates-e.g. 08-26-2012 to 06-14-2013):

Number of Weeks during the school year: 34

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Walking and Homework Hall	7:00-7:30AM	Staff/School	X	X	X	X	X		
Academic Support	1:30PM			X					
Snack	3:00PM	Staff/School	X	X	X	X	X		
Academics	3:15PM	Staff/School	X	X	X	X	X		
Enrichment	4:00PM	Staff/School	X	X	X	X	X		
Dismissal	5:00PM	Staff/School	X	X	X	X	X		

SUMMER (Dates-e.g. 07-1-2013 to 07-23-2013):

Number of Weeks during the summer: 3

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Breakfast	8:00AM	Staff/School	X	X	X	X	Field Trip		
Culture and Enrichment	9:00-noon	Staff/School	X	X	X	X	Field Trip		
Lunch	Noon	Staff/School	X	X	X	X	Field Trip		

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

ADD	Roxanne Brown
ELO	Donna Eagle Staff-Jetty
Name of School	Indian Island School
Grant Name	Indian Island 21 st Century Community Learning Center
Award Number	
Project Start Date	February 4, 2013
Project End Date	February 4, 2014

PREVIOUS SCHOOL YEAR ALLOCATION	144,809
EXPENDED PREVIOUS SY ALLOCATION	144,809
TOTAL CARRYOVER AVAILABLE	\$0.00
CURRENT SCHOOL YEAR ALLOCATION	108,606
TOTAL AVAILABLE	\$108,606

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			\$ 60,440
			-
College & Career Ready Coach	Tracking student progress, working with students, parents, teachers, administrators	12,800	
Professional After School Staff	Professional staff has responsibility for the planning, developing lesson plans, program implementation, and record keeping, will participate in in-services	15,360	
Paraprofessional After School Staff	Staff have some responsibilities as Professional, except for planning and reporting	19,200	
High School Tutors	Tutors for High School students will provide services in the Indian Island CCLC and Orono High School	2,280	
Summer Program Staff	Staff has responsibility for planning, developing lessons plans, program implementation and record keeping	9,600	
Cook for Summer Program	Prepare Breakfast and Lunch for students	1,200	

Employee Benefits			\$ 15,110
			-
Fringe Benefits for all staff (average is 25% of Personnel)	25%	\$ 15,110	
			-
Professional Development			\$
			-
Purchased Services			\$ 4,638.75
			-
Art Works (University of Maine)	2 Sessions (fall and spring) for Art Course at University of Maine Orono	650	
YMCA--Swimming	Fees for use of swimming pool	1,888.75	
Wabanaki Writer's Project	7 students to attend Wabanaki Writer's Project, 3 times a year	2,100	
Equipment			\$
			-
None			
Materials and Supplies			\$ 2,006
			-
Materials for culture class and enrichment program materials, office supplies		2,006	
Other Expenses:			\$ 5,000.00
Travel	College & Career Ready Coach travel	500	
	Field Trips	500.00	
	Travel for Coordinator—2 BIE national trips	4,000	
Instructional Support			
Personnel Services			\$ 17,129.00
			-
Project Director	Responsible for overall program implementation, fiscal tracking, and reporting	4,329	
Site Coordinator	Responsible for planning, training, oversight and site reporting	12,800	

Employee Benefits			\$ 4,282.25
Fringe Benefits (FICA, Medicare, Health Insurance, Worker's Comp)	25%	\$ 4,282.25	-
Professional Development			\$ -
Purchased Services			\$ -
		\$ -	
Equipment			\$ 0
None		\$ -	
Materials and Supplies			\$ -
Other Expenses:			\$ 0
Non-Instructional Services			
Material and Supplies			\$ 0
		TOTAL BUDGET	\$ 108,606.00
			-
		Difference (Allocation less Budget)	\$0.00

APPENDIX VII: Assurance Form

Assurances for BIE 21st CCLC

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

- The program will complete and participate in the Profile and Performance Information Collection Survey (PPICS) data collection and electronic information gathering instrument on 21st CCLC programs administered by the U.S. Department of Education for federal reporting purposes.
- Program data about my program will be entered through the Native Star 21st CCLC File Cabinet on a monthly, quarterly or annually basis as required.
- The program will take place in a safe and easily accessible facility, all staff will have demonstrated competency in all BIE required safety and emergency preparedness mandates. All records will be on file and updated annually.
- The program will be developed and will be implemented in active collaboration with school staff, students, parents/caregivers and BIE Education Line Offices, and the BIE SEA 21st CCLC Director. The community was given notice of the applicant's intent to submit an application; the applicant will provide opportunities for public review of the application after submission;
- All federal funds not expended or used during the grant period will be returned to the BIE 21st CCLC office within 30 days of notice along with full disclosure of expenditures and expenses associated with the program.
- The paid staff time through the 21st CCLC funding shall be fully dedicated to the 21st CCLC program. A full time coordinator of the 21st CCLC program is limited to 15 hours maximum per week during the official school day.
- All activities funded by 21st CCLC funding will occur before and after the regular day school activities or on breaks and/or weekends or during a structured summer learning program.
- Tribal indirect costs will not be allowed throughout the life of the grant.
- Agreements with partners for in-kind services will be documented in writing with a Memorandum of Understanding and be available for any audits, monitoring, or on-site visits.
- The program will abide by the provisions set out in NCLB and their grant application as approved by the BIE. The grant may be officially modified in writing by a process specified by the BIE.
- Funds will not supplant Federal, State, local, or non-Federal funds;
- All documentation requirements and reporting deadlines for the grant will be met.
- School and/or dormitory officials will ensure funds are accounted for using Generally Accepted Accounting Practices (GAAP).



Edwina Mitchell, Chair
Penobscot Indian School Committee

11/20/12

21st Century Community Learning Center Site Coordinator Job Description

JOB TITLE: 21st Century Learning Center After School Site Coordinator

SUPERVISE: Learning Center's Personnel—Teachers College and Career Ready Coach, Ed Techs, and Recreation Aides

STATUS: This position is ¼ to ½ Time Salaried

REPORTS TO: Elementary School Principal/Maine Indian Education Superintendent

BASIC FUNCTION:

- To direct all aspects of School's Community Learning Center; supervise staff; schedule after-school, weekend and summer activities; track participating student's progress (1st-12th grade students); teach classes, (including preparation work); act as a member of student support team (including guidance counselor and parents); work with the school principal to integrate the project into the school's education program; manage the local budget; prepare all monthly fiscal and narrative reports on project activities to the Project Director; and, facilitate the Local Advisory Team.

- The Site Coordinator will assure that students in the after school program: have individual learning plans; are assessed quarterly (NWEAs); and, that all files are up to date.

- The Site Coordinator is responsible for assuring that the project goals/objectives for the learning center are met.

- The Coordinator must meet the requirements of NCLB Legislation.

RESPONSIBILITIES:

Management/Administrative

1. Responsible for leading and managing all aspects of the project at the school level.
2. Develop a budget for review by Superintendent/Principal
3. Monitor and manage school district project budget: ensuring project stays within approved budget.
4. Track participating students academic progress (report cards, progress reports, etc.)
5. Participate as a member of a student support team for participating students (grades K-12). The team will include guidance counselors, parents, and teachers.

6. Complete all reports to Project Director: including monthly budget activity summaries, monthly narrative summaries of project activities, and project data collection information on project goals/objectives.
7. Works with the Project Director and the other Site Coordinators to meet the goals/objectives of the Project; coordinating school activities with other Learning Centers and other inter-district programs, whenever possible.
8. Develop and oversee the curriculum for the school program
9. Publicize and promote project in the community
10. Organize (along with the Project Director) and facilitate the Local Advisory Team.

Teaching

1. The core of the learning center academic support (i.e., tutoring, homework assistance, remedial courses, and academic enrichment activities) for students. The Site Coordinator will arrange for those services through the hiring of qualified educational personnel or the contracting out of those services.

Recruiting

1. Review resumes, interview candidates, check references
2. Monitor and Review employee performance

Professional Leadership Qualities

1. Accepts supervision and guidance
2. Maintains confidentiality regarding all student and agency information according to policy
3. Dresses and behaves in a manner to convey a professional image
4. Accepts responsibility as a member of management by being sensitive to the effects of job performance, office behavior, participation in meetings, and on the ability of the project to meet its goals.
5. Preserves and promotes the self respect and dignity of all staff, volunteers and students by maintaining strict client confidentiality according to agency policy accepting that each volunteer and client is unique; and by refraining from imposing one's own morals and values upon clients. A professional relationship with all staff, clients and volunteers is maintained at all times. Personal information pertaining to staff, volunteers, clients and family members is kept confidential according to agency policy
6. Accepts personal gifts from staff, volunteers and clients only in accordance with agency policy.
7. Demonstrates conflict resolution skills

MINIMUM REQUIREMENTS

1. Teaching Certificate in the State of Maine preferred
2. Experience working with middle school and high school students
3. Excellent communication, organizational, and writing skills

21st Century Community Learning Center College and Career Ready Coach (CCRC) Job Description

JOB TITLE: College and Career Ready Coach

STATUS: This position is ½ time salaried

REPORTS TO: 21st Century Community Learning Center Site Coordinator

BASIC FUNCTION:

The goal of this position is to support the efforts of our Reservation students to succeed and graduate in area high schools. To this end the “CCRC” will establish and foster working relationships with parents/guardians, students and school personnel.

- To track participating student’s progress (9th-12th grade students); act as a member of student support team (including guidance counselor and parents); work with the school principal to integrate the project into the school’s education program; narrative reports on project activities to the Site Coordinator.
- The CCRC is responsible for assuring that the project goals/objectives for the 21st Century Community Learning Center Program are met.
- The CCRC is an integral member of the Community Learning Center Project.

RESPONSIBILITIES:

Management/Administrative

1. Responsible for leading and managing all aspects of the project at the high school level
2. Track participating students’ academic progress (report cards, progress reports, etc.)
3. Participate as a member of a student support team for participating students (grades 9-12). The team will include guidance counselors, parents, and teachers.
4. Works with the Site Coordinator to meet the goals/objectives of the Project; coordinating school activities with other Learning Centers and other inter-district programs, whenever possible.
5. Publicize and promote project in the community

MINIMUM REQUIREMENTS

1. Experience working with high school students
2. Excellent communication, organizational, and writing skills



Ronald D. Jenkins
Superintendent of Schools
39A Union Street • Calais, Maine 04619
Tel. (207)454-2126 • Fax (207)454-3772 • E-mail: Ronald.jenkins@bie.edu

January 11, 2013

Mr. Jack Edmo
BIE 21st Century Community Learning Center
BIE/ASC/DPA
BIA Building 2
1011 Indian School Road, N.W.
3rd Floor, Suite 332
Albuquerque, NM 87104

Dear Mr. Edmo:

Please accept this letter of support for our Indian Island's 21st Century Community Learning Center application for funding. Over the past 5 years, we have been fortunate to supplement the educational experiences for our K-12th grade students through a 21st Century Grant. In our current application we are making a commitment to provide educational, enrichment, recreational, cultural, and health related activities for our students and families during the school year and summer. Further, Maine Indian Education (Superintendent's office for the school) is committed to follow all applicable Federal regulations with regard to financial management of the 21st Century Community Learning Center Grant. Maine Indian Education will provide the program with timely financial reports and other reports, as requested.

As Superintendent of Schools, under the authority of our Tribally-Elected School Committee, I am authorized to submit this application for the school and to assure compliance with the terms of the 21st Century Community Learning Center Grant.

Sincerely,

Ronald D. Jenkins
Superintendent of Schools
Maine Indian Education

Memorandum of Agreement (MOA)

For

Indian Island 21st Century Community Learning Center

And

Wabanaki Writers Project (Community Partner)

1. Purpose: Indian Island Community Learning Center, and a number of community partner organizations to provide educational, enrichment, and recreational programs in order to improve academic performance and promote the well being of their students and families. This MOA represents an agreed upon cooperative effort between the school and community partner organization.

2. Term of Agreement: The project period will be from January 1, 2013 through June 30, 2013, unless terminated earlier as specified below. This agreement is renewable on a yearly basis (running from July 1st to June 30th), with consent of both parties.

3. Maine Indian Education for Indian Island School, Agrees to Provide as Follows:

- Funding for 7 students to attend the Wabanaki Writer's Camp program at \$100/student per session. Three sessions will be provided for students (fall, winter and summer). Approximate cost \$2,100.

4. Wabanaki Writers Project (Community Partner) Offers culturally based writing camp 3 times a year for 1 day to one week for each session. The sessions are open to all Native American students from the 5 Reservations in Maine, including Indian Island. Students have the opportunities to reflect, create, and share their experiences with other Native American students around the state. **Agrees to Provide as Follows:**

- Staff, facilities, supplies for three Writer's Project during the year. Up to 7 students from Indian Island can attend any one session.

The parties involved in this agreement are as follows:

Indian Island Elementary School:

Ronald Jenkins, Superintendent of Schools
(207) 454-2126
Maine Indian Education
39A Union Street
Calais, Maine 04619

And,

Wabanaki Writers Project

Vicky Akins, Coordinator
131 Shibles Hall
University of Maine
Orono, Maine 04469-5766
(207) 581-2430

If grant funds to Indian Island School, are reduced or terminated for any reason, the schools may immediately reduce or terminate support to this community partner with written notice.

Amendments: This MOA may be amended at any time by mutual consent of all parties.

The Terms of this Memorandum of Agreement are agreed to by:



Ronald Jenkins, Superintendent
Maine Indian Education

11/21/2012
Date



Vicky Akins
Wabanaki Writer's Project

11-21-2012
Date

Memorandum of Agreement (MOA)

For

Indian Island 21st Century Community Learning Center

And

Orono High School (Community Partner)

1. Purpose: Indian Island Community Learning Center, and a number of community partner organizations to provide educational, enrichment, and recreational programs in order to improve academic performance and promote the well being of their students and families. This MOA represents an agreed upon cooperative effort between the school and community partner organization.

2. Term of Agreement: The project period will be from January 1, 2013 through June 30, 2013, unless terminated earlier as specified below. This agreement is renewable on a yearly basis (running from July 1st to June 30th), with consent of both parties.

3. Maine Indian Education for Indian Island School, Agrees to Provide as Follows:

- Teaching staff and tutors to provide after school programming for Orono High School students.
- Collaboration with Orono High School Guidance, teacher staff, and administration for the purpose of coordinating and supporting students' academic needs

4. Orono High School (Community Partner) Agrees to Provide as Follows:

- Space to meet with students
- Collaboration with Guidance Counselor, teaching staff and administration for the purpose of coordinating and supporting students' academic needs with after school programming
- Referrals to the after school program for at-risk students

The parties involved in this agreement are as follows:

Indian Island Elementary School:

Ronald Jenkins, Superintendent of Schools
 (207) 454-2126
 Maine Indian Education
 39A Union Street
 Calais, Maine 04619

And,

Orono High School (Community Partner):

Jim Chasse, Principal
 Orono High School
 14 Goodridge Rd.
 Orono, ME 04473

(207) 866-4916

This memorandum may be amended, in writing, at any time with the concurrence of the parties.

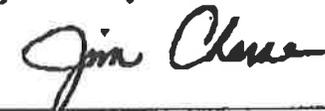
If grant funds to Indian Island School, are reduced or terminated for any reason, the schools may immediately reduce or terminate support to this community partner with written notice.

Amendments: This MOA may be amended at any time by mutual consent of all parties.

The Terms of this Memorandum of Agreement are agreed to by:



 Ronald Jenkins, Superintendent Date 11/20/12
 Maine Indian Education



 Jim Chasse, Principal Date 11/20/12
 Orono High School

Memorandum of Agreement (MOA)
For
Indian Island 21st Century Community Learning Center
And
Penobscot Nation Youth and Recreation Department (Community Partner)

1. Purpose: Indian Island Community Learning Center, and a number of community partner organizations to provide educational, enrichment, and recreational programs in order to improve academic performance and promote the well being of their students and families. This MOA represents an agreed upon cooperative effort between the school and community partner organization.

2. Term of Agreement: The project period will be from January 1, 2013 through June 30, 2013, unless terminated earlier as specified below. This agreement is renewable on a yearly basis (running from July 1st to June 30th), with consent of both parties.

3. Maine Indian Education for Indian Island School, Agrees to Provide as Follows:

- Tutors for after school students at the Youth & Recreation Center
- Staff to assist personnel from Penobscot Nation Youth and Recreation Department
- Collaboratively participate in planning and implementing all academic and recreation activities with the Youth and Recreation after school program

4. (Community Partner) Agrees to Provide as Follows:

- Collaboratively participate in planning and implementing all academic and recreation activities with Indian Island School
- Facilities for after school programming
- Staff for after school programming

The parties involved in this agreement are as follows:

Indian Island Elementary School:

Ronald Jenkins, Superintendent of Schools
 (207) 454-2126
 Maine Indian Education
 19 Gatcomb Drive
 Calais, Maine 04619

And,

Penobscot Nation Youth and Recreation Department (Community Partner):

Kirk Francis, Chief
 Penobscot Indian Nation
 12 Wabanaki Way
 Indian Island, ME 04468

This memorandum may be amended, in writing, at any time with the concurrence of the parties.

If grant funds to Indian Island School, are reduced or terminated for any reason, the schools may immediately reduce or terminate support to this community partner with written notice.

Amendments: This MOA may be amended at any time by mutual consent of all parties.

The Terms of this Memorandum of Agreement are agreed to by:



Ronald Jenkins, Superintendent
Maine Indian Education

11/20/12
Date



Kirk Francis, Chief
Penobscot Nation
Penobscot Nation Youth and Recreation
Department

11-20-12
Date

Memorandum of Agreement (MOA)
For
Indian Island 21st Century Community Learning Center
And
Penobscot Nation Health Department (Community Partner)

1. Purpose: Indian Island Community Learning Center, and a number of community partner organizations to provide educational, enrichment, and recreational programs in order to improve academic performance and promote the well being of their students and families. This MOA represents an agreed upon cooperative effort between the school and community partner organization.

2. Term of Agreement: The project period will be from January 1, 2013 through June 30, 2013, unless terminated earlier as specified below. This agreement is renewable on a yearly basis (running from July 1st to June 30th), with consent of both parties.

3. Maine Indian Education for Indian Island School, Agrees to Provide as Follows:

- Facilities for all proposed activities listed below
- Staff to assist personnel from Penobscot Nation Health Department in planning and implementing all activities listed below
- Collaboratively participate in planning and implementing all health-related activities, including snacks

4. (Community Partner) Agrees to Provide as Follows:

- Planning of healthy snacks for the after school program
- Planning and implementing healthy cooking classes for the after school program
- Planning and implementing healthy activities

The parties involved in this agreement are as follows:

Indian Island Elementary School:

Ronald Jenkins, Superintendent of Schools
(207) 454-2126
Maine Indian Education
19 Gatcomb Drive
Calais, Maine 04619

And,

Penobscot Nation Health Department (Community Partner):

Abbey McCarthy

This memorandum may be amended, in writing, at any time with the concurrence of the parties.

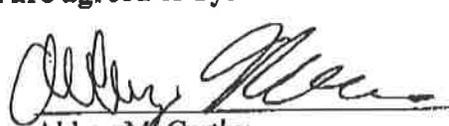
If grant funds to Indian Island School, are reduced or terminated for any reason, the schools may immediately reduce or terminate support to this community partner with written notice.

Amendments: This MOA may be amended at any time by mutual consent of all parties.

The Terms of this Memorandum of Agreement are agreed to by:


 Ronald Jenkins, Superintendent
 Maine Indian Education

11/20/12
 Date


 Abbey McCarthy
 Penobscot Nation Health Department

11/19/12
 Date

Memorandum of Agreement (MOA)**For****Indian Island 21st Century Community Learning Center****And****University of Maine Art Department (Community Partner)**

1. Purpose: Indian Island Community Learning Center, and a number of community partner organizations to provide educational, enrichment, and recreational programs in order to improve academic performance and promote the well being of their students and families. This MOA represents an agreed upon cooperative effort between the school and community partner organization.

2. Term of Agreement: The project period will be from January 1, 2013 through June 30, 2013, unless terminated earlier as specified below. This agreement is renewable on a yearly basis (running from July 1st to June 30th), with consent of both parties.

3. Maine Indian Education for Indian Island School, Agrees to Provide as Follows:

- Funding for 25 students to attend the "Art Works" program at the University of Maine, Orono. Two 5-week sessions will be provided for students (fall and spring). Approximate cost \$650.

4. (Community Partner) Agrees to Provide as Follows:

- Staff, facilities, supplies and curriculum for the "Art Works" program. Two (2) 5-week sessions will be provided during the school year.

The parties involved in this agreement are as follows:

Indian Island Elementary School:

Ronald Jenkins, Superintendent of Schools
(207) 454-2126
Maine Indian Education
39A Union Street
Calais, Maine 04619

And,

University of Maine, Art Department (Community Partner):

Constant Albertson

This memorandum may be amended, in writing, at any time with the concurrence of the parties.

If grant funds to Indian Island School, are reduced or terminated for any reason, the schools may immediately reduce or terminate support to this community partner with written notice.

Amendments: This MOA may be amended at any time by mutual consent of all parties.

The Terms of this Memorandum of Agreement are agreed to by:


 Ronald Jenkins, Superintendent
 Maine Indian Education

11/20/12
 Date


 Constant Albertson
 Art Department, University of Maine

11-20-12
 Date



Indian Island, ME 04468
Telephone: (207) 827-4285

Maine Indian Education

Indian Island School -- Penobscot Nation

Linda McLeod, Principal
Fax: (207) 827-3599

January 3, 2013

Mr. Jack Edmo
BIE 21st Century Community Learning Center
BIE/ASC/DPA
BIA Building 2
1011 Indian School Road, N.W.
3rd Floor, Suite 332
Albuquerque, NM 87104

Dear Mr. Edmo:

Please accept this letter of support from the Tribally-Elected Penobscot Indian School Committee for Indian Island's 21st Century Community Learning Center application for funding. Over the past 5 years, we have been fortunate to supplement the educational experiences for our K-12th grade students through a 21st Century Grant. In our current application we are making a commitment to provide educational, enrichment, recreational, cultural, and health related activities for our students and families during the school year and summer. Further, Penobscot Indian School Committee and Maine Indian Education (fiscal manager for Indian Island School) is committed to follow all applicable Federal regulations with regard to financial management of the 21st Century Community Learning Center Grant. Indian Island School and Maine Indian Education will provide the program with timely financial reports and other reports, as requested.

As Chair of the Tribally-Elected School Committee, I am authorized to submit this application for the school and to assure compliance with the terms of the 21st Century Community Learning Center Grant.

Sincerely,

Edwina Mitchell, Chair
Penobscot Indian School Committee

Assessment of objective data

The **Indian Island School**'s federal accountability status is "monitor status" as it did not meet AYP targets during the 2011-2012 school year but did meet them during the preceding year. The staff at the Indian Island School has been focusing considerable effort toward using the NWEA MAP's data and individualizing student instruction through the use of the Des Carte. Teachers have been working to target instruction for individuals and small groups of students when the core instructional program is not meeting these students' needs. There are plans in place for each student needing interventions and scientifically research based programming provides the foundation for these interventions.

The students at the Indian Island School are at-risk of school failure for a multitude of reasons including: high poverty rates; unyielding rates of unemployment as well as significant issues with drug and alcohol addictions. Given all of these challenges, the After School Program is providing a tremendous service to the children and the community. Students have a safe, predictable, welcoming environment in which they can receive academic support and extended opportunities for learning as well as opportunities for participation in culturally responsive, health/wellness oriented and engaging enrichment programming. The After School Program also makes a strong connection with families through outreach as student needs arise as well as through planned programming in collaboration with 21st Century partners.

As one examines the demographics and economics of life on the Reservation, the students at the Indian Island School and their families are a population with great needs. It is our belief that the 21st Century After School Program grant would make a tremendous difference in the lives of many.