

Lumi

## J. APPLICATION CHECKLIST AND REQUIRED FORMS

**A COMPLETE APPLICATION MUST CONTAIN THE FOLLOWING ITEMS AND BE ORGANIZED AND TABBED AS OUTLINED BELOW.**

- Application for Federal Assistance (Standard Form 424), completed according to the instructions and signed by an authorized official (page 1) Form may be found at the US Department of Education Grant application and other forms page. [www.ed.gov](http://www.ed.gov)
- Cover Page
- Table of Contents (1 page)
- Program Summary and Abstract (2 page)
- Program Narrative (no more than 35 pages single-spaced)
- Participants Served Chart
- Performance Measures Template
- Schedule of Operations
- Budget Form –Appendix III (complete one for each center site)
- 21<sup>st</sup> CCLC Assurance Form
- Appendices – only those described below:
  - Job descriptions for key staff members
  - Documents of support from school and tribe
  - Memorandums of Agreement/Contracts for key partners
  - Assessment of objective data regarding the need for before and after school programming
  - Letter of support from the Official Tribal Grant, Contract School or Dormitory Official stating full compliance, support and financial integrity with the BIE's 21<sup>st</sup> CCLC RFP application requirements

**NOTE:**

- Attachments not requested by the RFP will result in disqualification of the application. Send only the information specified in this RFP.
- Proposals not in the required format will be automatically disqualified.

1-17-17

**ORIGINAL  
DOCUMENTS**

**Lummi Nation School**

RECEIVED  
JAN 16 2013  
By \_\_\_\_\_

RECEIVED  
NOV 26 2012  
By \_\_\_\_\_



## United States Department of the Interior

### BUREAU OF INDIAN EDUCATION

Seattle Education Line Office

909 1<sup>st</sup> Avenue, Suite 192

Seattle, Washington 98104

To: Whom It May Concern

From: Jon Claymore – Education Line Officer – Seattle

Date: 11-25-2012

RE: 21<sup>st</sup> Century Grant Application (Lummi)



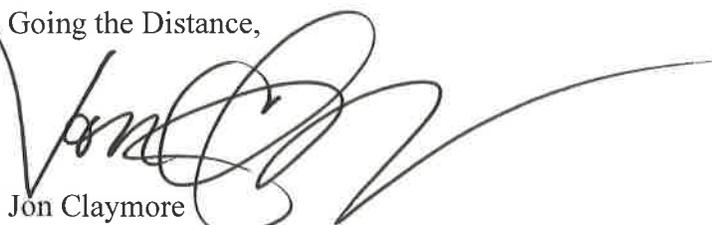
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As the Education Line Officer it is my privilege to write in support of Lummi Indian Nations School as they apply for the 21<sup>st</sup> Century Grant. Lummi is a K-12 Tribally Controlled Grant School located in Washington State with close to 300 students.

Lummi Indian Nations School has made significant progress in meeting student's needs. This can be attributed to consistent leadership, a committed academic staff and utilizing Professional Learning Community strategies. In order to "Close the Gap" and meet students needs Lummi will need to focus on those activities that take place beyond the normal school day/year. I am confident if Lummi Indian Nations School is accepted as a 21<sup>st</sup> Century applicant they will utilize the funding to create program opportunities that will meet the needs for all students.

The vision is clear "Going the Distance and Making a Difference in the Native Youth of Today and the Leaders of Tomorrow". If you have any questions please give me a call at (206) 817-6783.

Going the Distance,



Jon Claymore  
Seattle Education Line Officer

RECEIVED  
NOV 23 2012

W1217

JAN 16 2013  
By

Version 7/03

**APPLICATION FOR FEDERAL ASSISTANCE**

<b>1. TYPE OF SUBMISSION:</b> Application <input type="checkbox"/> Construction <input checked="" type="checkbox"/> Non-Construction	<input type="checkbox"/> Pre-application <input type="checkbox"/> Construction <input checked="" type="checkbox"/> Non-Construction	<b>2. DATE SUBMITTED</b> 11/21/12 <b>3. DATE RECEIVED BY STATE</b> <b>4. DATE RECEIVED BY FEDERAL AGENCY</b>	Applicant Identifier State Application Identifier Federal Identifier
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**5. APPLICANT INFORMATION**

Legal Name: Lummi Indian Business Council  
 Organizational DUNS: 020245247  
 Address: 2616 Kwina rd  
 Street: Bellingham  
 City: Whatcom  
 County: WA  
 State: 18226  
 Zip Code: United States  
 Country:

Organizational Unit:  
 Department: Education  
 Division: Lummi Nation School

Name and telephone number of person to be contacted on matters involving this application (give area code)  
 Prefix: Mr First Name: Matt  
 Middle Name: William  
 Last Name: Durand  
 Suffix:  
 Email: Matthew.Durand@LNS-K12.org

**6. EMPLOYER IDENTIFICATION NUMBER (EIN):**  
 91-1004074

**7. TYPE OF APPLICANT:** (See back of form for Application Types)  
K - Indian Tribe  
 Other (specify)

**8. TYPE OF APPLICATION:**  
 New  Continuation  Revision  
 If Revision, enter appropriate letter(s) in box(es)  
 (See back of form for description of letters.)  
 Other (specify)

**9. NAME OF FEDERAL AGENCY:**  
 DOI-BIA Office of Indian Education Programs

**10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:**  
 TITLE (Name of Program): 21<sup>st</sup> Century CLC  84-287

**11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:**  
21<sup>st</sup> Century Learning Centers

**12. AREAS AFFECTED BY PROJECT (Cities, Counties, States, etc.):**

**13. PROPOSED PROJECT**  
 Start Date: 1/8/13 Ending Date: 7/2015

**14. CONGRESSIONAL DISTRICTS OF:**  
 a. Applicant 2 b. Project 2

**15. ESTIMATED FUNDING:**

a. Federal	\$ <u>199,983 - Per year</u>
b. Applicant	\$
c. State	\$
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ <u>199,983 - Per year</u>

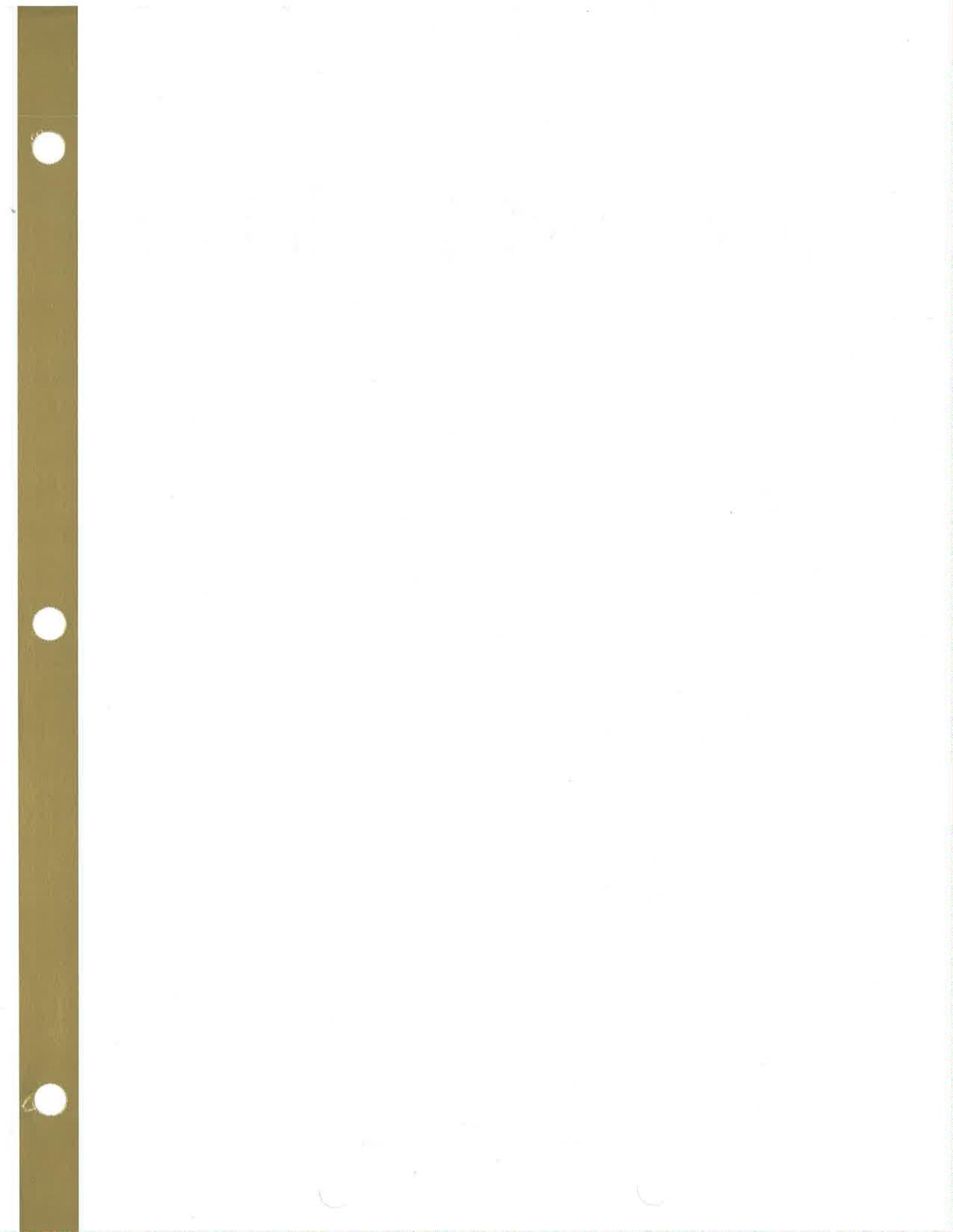
**16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?**  
 a. Yes.  THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON DATE:  
 b. No.  PROGRAM IS NOT COVERED BY E. O. 12372  
 OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW

**17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?**  
 Yes If "Yes" attach an explanation.  No

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

**a. Authorized Representative**

Prefix Mr First Name Bernard Middle Name  
 Last Name Thomas Suffix  
 b. Title Education Director c. Telephone Number (give area code) 360-758-4341  
 i. Signature of Authorized Representative Bernard Thomas e. Date Signed 11/20/12

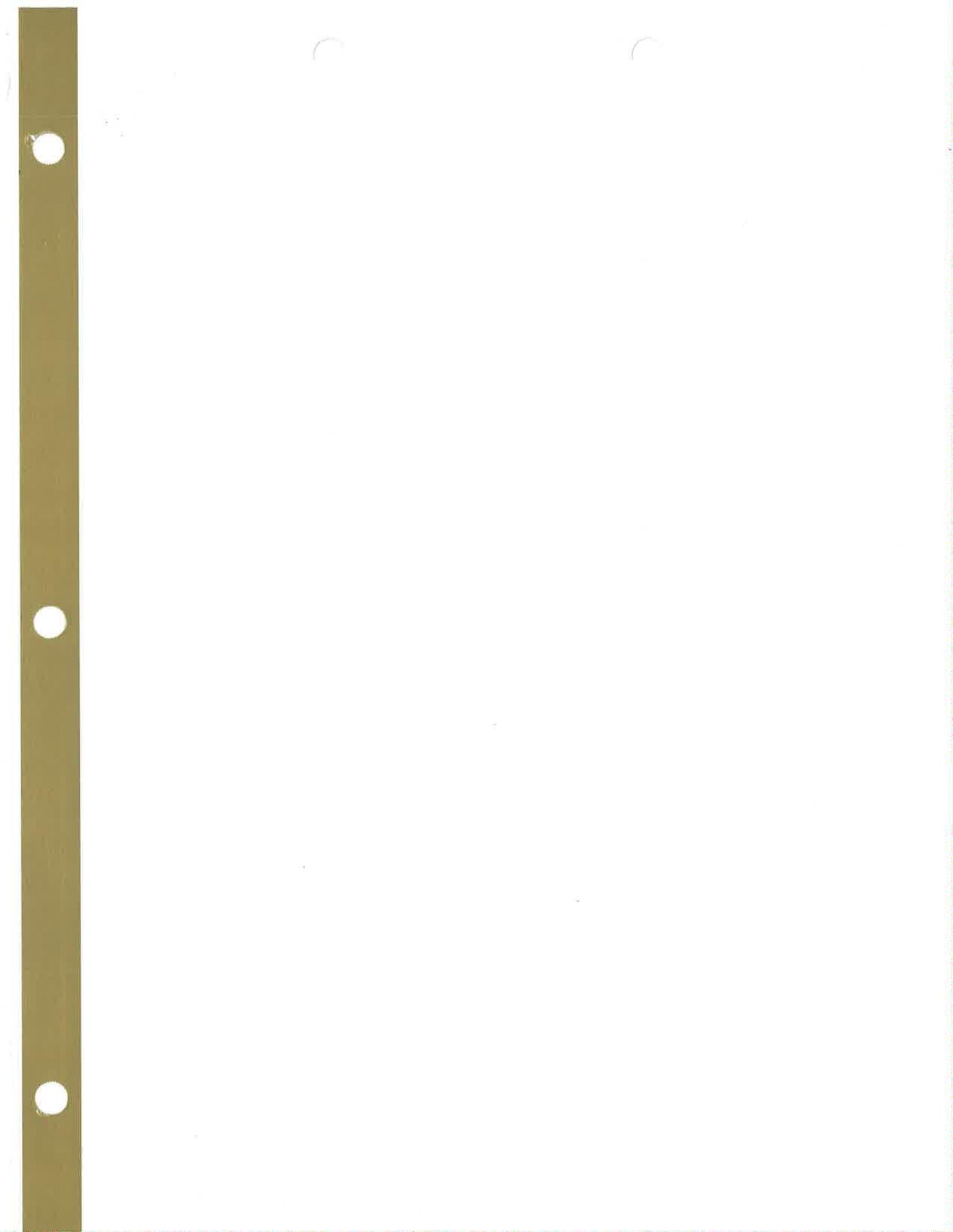


**APPENDIX VIII: Cover Page BIE 21<sup>st</sup> CCLC  
COVER PAGE  
EED FORM # 05-07-039**

<u>Lummi Nation School</u>	
Organization	
<u>Heather Leighton</u>	<u>(360) 758-4338</u>
Name of Contact Person	Telephone
<u>heather.leighton@lummi-k12.org</u>	<u>(360) 758-3152</u>
E-mail Address	Fax Number
	<u>1/2/13</u>
Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures	Date
<p>■ 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.</p>	
<u>Josephine J. Jones</u>	<u>1-8-13</u>
Signature of Organizational Representative	Date
<u>School Board Vice Chairman</u>	
Title	

\$ <u>199,983-</u>	
Total Funding Requested Per Year	
\$ <u>599,949-</u>	
Total Funding Requested for Three Years	

<b>BIE Use Only</b> Project Number: _____	Date Received: _____
Project Approval: _____	
Amount Awarded: \$ _____	



# Lummi Nation School

## 21<sup>st</sup> Century Community Learning Center Grant Application

### Table of Contents

- Program Summary and Abstract
- Program Narrative
- Participants Served Chart
- Performance Measures Template
- Schedule of Operations
- Budget Form
- 21<sup>st</sup> CCLC Assurance Form
- Appendix A – Job Descriptions
  1. 21<sup>st</sup> CCLC Grant Coordinator
  2. After School Tutoring/Enrichment Teacher
  
- Appendix B - Document of Support
- Appendix C – Memorandums of Agreement
  1. Lummi Youth Academy
  2. Lummi Nation’s Social Service Agencies/Behavioral Health
  3. Teen Parent Child Development Center (TPCDC)
  4. Northwest Portland Area Indian Health Board (NPAIHB)
  
- Appendix D – Assessment of Objective Data
- Appendix E – Letters of Support



## Lummi Nation School 21<sup>st</sup> Century Grant Program Summary Abstract

Located in Western Washington on the water, the Lummi Nation is historically a fishing-based economy that has seen an incredible downturn over the last 20 years. The community faces extreme poverty with nearly 85% of Lummi Tribal School students qualifying for free and reduced lunch. The reservation community faces a myriad of social issues impacting students at the Lummi Nation School: drug abuse, high unemployment, domestic violence, teen parents, grandparents raising children, all resulting from the historic trauma associated with colonization and boarding schools.

Generations of distrust for formalized schooling have created a cycle of disengagement in academic life that culminated in failure to meet Annual Yearly Progress goals which led to the school designated for Restructuring. This status has prompted systemic changes across the K-12 system, including implementation of Professional Learning Communities (PLC) focused on a Response to Intervention (RtI) model based on formative assessment data analysis. While these improvements have significantly moved the school climate toward a focus on academic achievement, proven through gains in reading and math on state and NWEA MAP test scores, far too many students in each grade level show skill deficiencies exacerbated by chronic absenteeism. This situation creates a cycle in which students see little success at school and choose to stay home, thereby creating more struggle in getting caught up which reinforces their desire to avoid the classroom.

The 21<sup>st</sup> Century Community Learning Center grant program will allow for an innovative after-school program that provides enrichment opportunities that engage reluctant learners in a style that meets their needs with a certified teacher committed to showcasing success. These positive experiences at school will help to break the cycle of classroom avoidance and skill depletion.

Our intention is to create a program that both intervenes in the targeted areas of reading and math, while providing a chance to create innovative projects within the community using the wealth of partnerships and technological resources available.

This program will have the following components:

- The day will begin with a healthy snack and socialization time provided to the students as a way to transition from their typical school day into the after school program. At this point, teachers will collaborate with each other and build relationships with students
- This will be followed by some activity-based education and health awareness utilizing the gymnasium, weight room, and/or playgrounds. Within this 15 minute window, we will be using nutritional-based health awareness curriculum, which provided by the Northwest Portland Area Indian Health Board.
- The students will then transition into their targeted academic intervention time and homework completion
- In the last part of the day, students will participate in the enrichment portion of the program, some of our ideas include: chess competition team, math olympiad, video editing, digital media, Coast Salish art class, canoe making, metal machining, 3 on 3 basketball teams, and other ideas. All of the ideas will be community service based as a way to connect with our local community; however, we won't know all of our options until we survey our students during the pre-implementation stage to determine relevant activities that are student-centered.



## Competitive Points

- ***Applications submitted in partnership with a community or tribal based organization, tribal or local community colleges, colleges and/or universities, and state, local, and county agencies.***
  - Northwest Indian College(NWIC): Financial Literacy program and college mentors promoting higher education. Access to Coast Salish Institute and Language department for cultural projects.
  - Western Washington University Compass 2 Campus Program: College mentors to support academic tutoring and promote higher education.
  - Lummi Systems of Care: Counselors and student-advocates provide support to Program Coordinator.
  - Lummi Youth Academy: Counselors and tutors to provide continuation of services for students participating in the 21<sup>st</sup> CCLC.
  
- ***Health, wellness, prevention and social service activities that provide services to students and parents/caregivers.***
  - Girl Circle advisors provide guidance to staff in the 21<sup>st</sup> Century Community Learning Center for the creation of targeted groups of female students in grades 6-8 to focus on empowerment and healthy conflict resolution.
  - Northwest Portland Area Indian Health Board (NPAIHB) will provide online resources for health and wellness curriculums.
  
- ***Service-Learning projects, community improvement projects, youth development projects.***
  - Teachers will plan and implement engaging enrichment projects that offer choice in pathways to answering complex questions or solving authentic issues in order to provide students opportunity to utilize multiple intelligences through various mediums.
  - National Museum of American Indians (NMAI) has provided computers, cameras and editing equipment for creation of student videos about community service projects for submission on the NMAI website “Voices from Indian Country.”

- ***School climate: applicants must describe in the application on how the school staff will implement a healthy school climate project that will include all school staff, school boards, parents/caregivers, and community service programs.***

- On-going perception survey data will guide the creation of enrichment projects so as to meet the needs of students.
- The Grant Coordinator will communicate with Administrative Team for updates to the Education Director and Education Board.
- The Grant Coordinator will communicate with teachers during weekly Professional Learning Community meetings to collaborate around individual student needs.

Weak

**1) Need for Project (18 points)**

**This section of the grant application addresses the extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.**

In narrative form:

***1A. Explain the annual growth of your student population and how you will address the catch up growth of your student population.***

Data from the NWEA Measure of Academic Progress(MAP)test, the Washington State Measure of Student Progress(MSP) and High School Proficiency Exam(HSPE) have shown a measurable increase in Reading and Math scores for students in grades 3-10. These gains, however, have not been significant enough to meet the needs of the lowest performing students. A large percentage of students in each grade level are performing at one or more grade levels below expectation. Current school day schedules and instructional methods are not eliminating the achievement gap for these students. Additionally, those students scoring lowest on standardized tests have higher rates of absenteeism, which excludes them from instruction and pushes their achievement level lower.

Our 21<sup>st</sup> Century Community Learning Center Program will identify those students whose needs are not being met through the current school day and provide an extended learning time focused on targeted academic intervention to close skill gaps, as well as project-based learning opportunities around their personal interests to build engagement and experiences of success.

***Complete the information in 1A above using the table format outlined below to provide information on the population to be served by this 21st CCLC grant.***

**Section 1A:**

See Participants Served Chart

- ***1B. Describe how your program will identify, target and recruit the sub-population of students and/or families that are MOST in need of these services and the extent to which the proposed project is appropriate to, and will successfully address the needs of the target population. Describe the measurements that you will be using to determine high need. (For example, will progress monitoring be used to determine high need?)***

Data from NWEA Measure of Academic Progress (MAP) tests conducted in Fall, Winter and Spring in math and reading will be analyzed in Professional Learning Communities to identify strategic areas of academic interventions for students through additional time in the 21<sup>st</sup> Century Community Learning Center.

DIBELS and AIMSWEB progress monitoring of K-6 students will establish Intensive, Strategic and Benchmark groupings.

NASIS attendance will identify students with exceptional absenteeism to target for inclusion in the 21<sup>st</sup> Century Community Learning Center.

The Student Intervention Team(SIT) will refer individual students who are struggling socially or behaviorally to be targeted for recommendation to 21<sup>st</sup> Century Community Learning Center.

- ***1C. Describe how the proposed project will address the risk factors linked to academic failure for each target population. Applicants are advised that a needs inventory may be helpful in determining the needs of the target population and the gaps in the services that are available. The services to be provided should be closely tied to the identified needs. (For example, how the program would fit into a school wide Three Tier Model Implementation, what supplemental activities the after school program would address.)***

Teachers will identify students at risk for poor learning outcomes. The Project Coordinator and 21<sup>st</sup> CCLC teachers will monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on the student's responsiveness to interventions. Individual Learning Plans will be developed for each targeted student based on NWEA-MAP results and progress monitoring through DIBELS and AIMSWEB data.

21<sup>st</sup> CCLC teachers will develop enrichment courses centered on project-based learning built from interest survey results to provide an alternative opportunity for engagement to those students whose disinterest in school manifests in absenteeism.

Lummi Nation School will coordinate with community partnerships to implement curriculums based on health and wellness under the guidance of committed and engaged staff members to provide support to students struggling with social and emotional distress.

- ***1D. For 2011-12 school year grantees, documentation of progress and achievements made by 21<sup>st</sup> CCLC students on state assessment, Native Star, and NWEA tests must be provided, and the data must demonstrate academic growth as well as behavioral improvements.***

Not Applicable

- ***1E. Provide information on how your goals of supporting academic achievement for youth are directly related to the most recent data provided through the state assessments or other available data.***

Targeted intervention strategies based on data from 2012 Fall and 2013 Winter NWEA MAP testing will be analyzed and targeted intervention strategies in reading and math will be developed through the use of Descartes in Professional Learning Community collaboration.

Intervention strategies will be based on staff professional development time scheduled into master calendar with contracted consultants:

- CORE Reading and Math
- Sharon Gatti-Carson: K-6 Reading/Math Strategies
- Tom Carson: 7-12 Reading and Management Strategies

- ***1F. Cite any additional factors that place students at risk of educational failure or how your program aligns to other areas of consideration, such as dropout prevention etc.***

High rates of teen pregnancy create obstacles to successful graduation from high school. Through a community grant, three staff members were certified as trainers as Girl Circle advisors in order to provide guidance to staff in the 21<sup>st</sup> Century Community Learning Center for the creation of targeted groups of female students in grades 6-8 to focus on empowerment and healthy conflict resolution.

## **2) Quality of Project Design (51 points)**

Provide the following information:

- ***2A. Describe goals, performance measures and activities that address the needs of the identified and targeted population. The goals, objectives, and outcomes to be achieved by the proposed project should be SMART: specific, measurable, attainable, realistic, and timely. SMART goals need to be aligned with Native Star SMART goals. Funded programs from 2011-2012 must demonstrate a strong academic base for their programming. Please use the format provided in Appendix V.***

See Performance Measure Template

- ***2B. Provide a detailed description of all evidenced based or scientifically based research that supports your choice of programming and teaching strategies, as well as describing how the strategies link to measurable objectives and the needs identified in the Needs Section 1A through 1F.***

After-school Tutoring - Research

One method of improving student achievement is to extend the school day by adding tutoring sessions in Reading and Mathematics after the regular school day. According to research, this targeted, rigorous and required tutoring has the potential to help students build background skills and knowledge and to enhance their academic achievement.

The Harvard Education Letter, Volume 20, Number 2, from December 2, 2003 states that McRel Research, a nationally recognized, private, nonprofit organization in Aurora, CO, which is dedicated to improving education for all students, shows in their research that out-of-school programs boost student achievement. Some key findings from their research are as follows:

- Out-of-School time strategies can have positive effects on the achievement of low-achieving or at-risk students in reading and mathematics.
- Out-of-School time strategies that provide one-on-one tutoring for low-achieving or at-risk students have positive effects on student achievement in reading.

Edward E. Gordon discusses the success of after-school tutoring in raising student achievement, in the February 1, 2009 issue of Phi Delta Kappan. He notes that tutoring reinforces classroom teaching and improves student achievement. He further states that effective tutoring needs to be highly-structured and more precise individualized tutoring than generic “homework helper” or “drill-and-practice” tutoring.

In the May, 2001 issue of Remedial and Special Education, authors Michael Hock, Kim Pulvers, Donald Deshler, and Jean Shumaker state that tutoring programs have been identified as having the potential to turn academic failure into academic success. According to their research, at-risk students and students with learning disabilities who were failing classes could earn average or better grades on quizzes and tests if they had the support of trained adult tutors. Researchers also found that some students continued to be successful after tutoring ended, indicating that they were able to use the strategies that they had learned in a generative fashion.

#### Targeted Intervention – Research

Math Intervention teachers and Reading Intervention teachers work daily with individuals or small groups of students focusing on specific and targeted skills. This intense intervention has a direct impact on students’ knowledge of basic math skills and reading skills and improves their performance on tests.

Research reveals that having basic skills is a necessary prerequisite to the development of higher-level functioning in both reading and math (LaBerge and Samuels, 1974, Lesgold, 1983, and Torgesen, 1984). Several studies have shown that a lack of fluent math fact retrieval impedes students from attaining higher-order math skills (Resnick, 1983) participating in math class discussions (Woodward & Baxter, 1997), engaging in math problem solving (Pelligrino & Goldman, 1987), and even developing everyday life skills (Loveliss, 2003). Rapid math fact retrieval has been shown to be a strong predictor of performance on mathematics achievement tests (Royer, Tronsky, Chan, Jackson, & Marchant, 1999). Brain research in cognitive science has revealed an actual shift in brain activation patterns once automatic retrieval of math facts is established (Dehaena, 1000).

### Project Based Learning Research

Beyond strengthening core skills, students need personalized investment and engagement in order to internalize learning. Projects that offer choice in pathways to answering complex questions or solving authentic issues provide students opportunity to utilize multiple intelligences through various mediums.

According to the researchers, Project-Based Learning experience can have a significant impact on students' problem-solving skills, metacognitive strategies, and attitudes towards learning. Project Based Learning is an effective method for teaching students complex processes and procedures such as planning, communicating, problem solving, and decision making (Thomas 2000). Additionally, Project Based Learning showed a positive effect on equity. The link between performance and student economic level disappeared in the project-based school (Boaler 2002).

### Student Incentives – Research

Wade E. Lucas, in his 2008 dissertation for Doctor of Education at Seton Hall University, “The Effects of Extrinsic Rewards on Student Achievement in Grades Three Through Six in the Coshocton City Schools,” states that “incentives are effective for student achievement.”

In Education World, 3/30/2005, Linda Starr states that although the acquisition of knowledge should be reason enough for students to go to school and strive to achieve, some extrinsic motivation, in the form of rewards, often proves to be helpful. She lists links to several articles that support her statement noting situations where schools have used rewards systems to help motivate students.

### Resources and References

- Beyond the Bell (3<sup>rd</sup> edition): A Toolkit for Creating Effective Afterschool Programs, Learning Point Associates, [www.learningpt.org/catalog](http://www.learningpt.org/catalog)
- Time for a change: the promise of extended-time schools for promoting student achievement, Education Sector, [www.educationsector.org/usr\\_doc/OntheClock.pdf](http://www.educationsector.org/usr_doc/OntheClock.pdf)
- Partners for change: Public schools and community-based organizations, Annenberg Institute, [www.annenberginstitute.org/vue/pdf/VUE17\\_Warren.pdf](http://www.annenberginstitute.org/vue/pdf/VUE17_Warren.pdf)
- It's who you know and what you know: process of creating partnerships, Academic Development Institute, [www.adi.org/journal/fw05/HandsFall2005.pdf](http://www.adi.org/journal/fw05/HandsFall2005.pdf)
- Beyond the Bell-Principal's Guide to Effective After School Programs, Learning Point Associates, [www.learningpt.org/catalog](http://www.learningpt.org/catalog)
- Taking Stock of the Fiscal Costs of Expanded Learning Time, Center for American Progress, [www.americanprogress.org/issues/2008/07/elt\\_report2.html](http://www.americanprogress.org/issues/2008/07/elt_report2.html)
- [www.Afterschool.gov](http://www.Afterschool.gov), U.S. Department of Health and Human Services, [www.Afterschool.gov](http://www.Afterschool.gov)

- Financial Strategies to Support Citywide Systems of Out of School Time Programs, Wallace Foundation, [www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus](http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus)
- 3X for All-Extending the Reach of Education's Best. Public Impact. Retrieved from [http://publicimpact.com/publications/3xforall\\_extendingthereachofeducationsbest\\_publicimpact\\_october2009.pdf](http://publicimpact.com/publications/3xforall_extendingthereachofeducationsbest_publicimpact_october2009.pdf)
- Making the Case: A 2009 Fact Sheet on Children and Youth in Out of School Time, National Institute on Out-of-School Time, [www.niost.org/pdf/factsheet2009.pdf](http://www.niost.org/pdf/factsheet2009.pdf)
- Investments in Building Citywide Out of School Time Systems, Wallace Foundation, [www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus](http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus)
- Strengthening Partnerships & Building Public Will for Out of School Time Programs, Wallace Foundation, [www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus](http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus)
- Beyond the Bell-Start Up Guide, Learning Point Associates, [www.learningpt.org/catalog](http://www.learningpt.org/catalog) (fee)
- Getting Started with Market Research for Out-of-School Time Planning-a Resource Guide for Communities, Wallace Foundation, [www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus](http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus)
- What Works Clearinghouse Practice Guide: Structuring Out of School Time to Improve Academic Achievement, [www.ies.ed.gov/ncee/wwc](http://www.ies.ed.gov/ncee/wwc)
- Restructuring and Extending the School Day, NHSC, *SIG Handbook*, pp. 153-154, [www.centerii.org/survey](http://www.centerii.org/survey)
- Initiatives in High Poverty & High-Minority Schools & Districts, Center for American Progress, [http://www.americanprogress.org/issues/2008/07/elt\\_report1.html](http://www.americanprogress.org/issues/2008/07/elt_report1.html)
- Research on expanded learning and case studies of successful programs, National Center on Time & Learning, <http://www.timeandlearning.org/resources/index.html>
- Statewide After School Networks: Examples of Effective Practices, C.S. Mott Foundation, [www.statewideafterschoolnetworks.net/resources/dat/pp-2003.pdf](http://www.statewideafterschoolnetworks.net/resources/dat/pp-2003.pdf) Includes a listing of organizations and assistance available.
- Integrating Expanded Learning and School Reform Initiatives: Challenges and Strategies, Learning Point Associates, [www.learningpt.org/catalog](http://www.learningpt.org/catalog)
- The Cost of Quality Out of School Time Programs, Wallace Foundation, [www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus](http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus)

## Focus

- Teaching Students to Think. Jane L. David Project-Based Learning February 2008 | Volume 65 | Number 5 Pages 80-82  
[http://www.ascd.org/publications/educational\\_leadership/feb08/vol65/num05/Project-Based\\_Learning.aspx](http://www.ascd.org/publications/educational_leadership/feb08/vol65/num05/Project-Based_Learning.aspx)
- Thomas, J. W. (2000). *A review of research on project-based learning*. San Rafael, CA: Autodesk Foundation.  
[http://173.226.50.98/sites/default/files/news/pbl\\_research2.pdf](http://173.226.50.98/sites/default/files/news/pbl_research2.pdf)
- Boaler, J. (2002). Learning from teaching: Exploring the relationship between reform curriculum and equity. *Journal for Research in Mathematics Education*, 33(4), 239-258.

***2C. Describe how your program will monitor students' academic progress to meet the annual growth required and specifically the catch up growth needed to be on grade level.***

Data from Fall, Winter and Spring NWEA MAP test windows will be analyzed in collaborative Professional Learning Communities in order to identify areas of targeted intervention. Reading and Math Coaches will identify Intensive, Strategic and Benchmark groupings through the use of DIBELS and AIMSWEB progress monitoring. This information will be communicated on a regular basis to the Program Coordinator and 21<sup>st</sup> CCLC teachers to guide their unit and lesson planning.

***2D. Describe how you will use NASIS behavior for the collection of student data for reporting purposes; include description of access to NASIS and staff who are familiar with its capabilities.***

Through the use of NASIS, the grant coordinator will input attendance and behavior data on a daily basis. Reports on individual students and specific groups will be created each week, quarter and semester. School day staff currently uses NASIS on a daily basis and the Lummi Nation School Technology Committee is able to provide training on how to navigate NASIS and run reports.

***2E. Include information on all planned data collection methods including PPICS, NASIS behavior rates, local student risk surveys.***

Pre and post student survey data will be analyzed by grant coordinator and 21<sup>st</sup> CCLC teachers and compiled into a graphical display for presentation to the administrative team.

***2F. Describe how your program will expand opportunities and/or increase student motivation in an after school program that may not be addressed in the regular day.***

Through student-interest surveys in the pre-implementation phase the 21<sup>st</sup> CCLC teachers will develop project-based enrichment opportunities. Students will be able to choose from a list of projects based on their individual preference. Projects will utilize the diverse community partnerships available in order to provide students a chance to create projects integrating multiple learning styles through a variety of mediums. The outcome of these courses will be showcased at monthly celebrations.

**2G. Complete a “Schedule of Operations” for each proposed site. If the schedule is the same for each site you may use one form to include all sites. Suggested guidelines: a minimum of 8 hours per week at four days per week during the school year. (Appendix VI.)**

See Schedule of Operations

**2H. Identify the key community partners for your project. Describe the specific roles to be played by each of the partners. (If funds are to be provided for subcontractors, provide a copy of the contract or Memorandum of Agreement as an Appendix.)**

- Northwest Indian College(NWIC): Financial Literacy program and college mentors promoting higher education. Access to Coast Salish Institute and Language department for cultural projects.
- Western Washington University Compass 2 Campus Program: College mentors to support academic tutoring and promote higher education.
- Northwest Portland Area Indian Health Board (NPAIHB): Online resources for health and wellness curriculums.
- National Museum of American Indians (NMAI): Computers, cameras and editing equipment for creation of student videos about community service projects for submission on the NMAI website.
- Lummi Systems of Care: Counselors and student-advocates provide support to Program Coordinator.
- Lummi Youth Academy: Counselors and tutors to provide continuation of services for students participating in the 21<sup>st</sup> CCLC.

**2I. Describe how the program will link to the school day for homework, tutoring, intervention and enrichment programs.**

School day teachers meet in weekly Professional Learning Communities and communicate their meeting notes with the administrative team. These collaborative meetings will include discussion of students involved in the 21<sup>st</sup> CCLC program. Progress monitoring data will be analyzed to create targeted interventions. The grant coordinator’s schedule will include time to meet with teachers during the school day in order to collect the information from teacher PLC meetings.

***2J. Describe how your program proposes to attract youth and/or their families.***

During the pre-implementation phase the grant coordinator and 21<sup>st</sup> CCLC teachers will develop a welcome letter and application packet to recruit students and gain family support. Participation in the 21<sup>st</sup> CCLC program will be promoted throughout the school day using daily announcements and advisory periods. A descriptive overview of the program's intention, schedule and goals will be sent home, as well as advertised to the community through an education section of the local newspaper, the "Squol Quol."

Lummi Nation School's 21<sup>st</sup> CCLC will attract students to maintain participation in the program by creating engaging project-based enrichment opportunities based on student interest surveys. In addition to creating an intrinsic motivation for participation, student attendance will be celebrated each week, quarter and semester with celebrations that include incentives.

***2K. Describe why students will want to attend your programs/services. Also, explain how you will maintain student enrollment over time. If you have made agreements with the day school regarding participation for sports eligibility requirements or for students performing below a certain standard, describe these agreements.***

Initial recruitment of students will be based on establishing relationships with staff members working with the 21<sup>st</sup> CCLC project. The welcoming letter and application packet will outline the main purpose of the project is to provide project-based learning enrichment opportunities based on student interest surveys. The intent is to meet students at their interest level to establish engagement that will lead to success in school that will be showcased at regular intervals.

The academic intervention portion of the 21<sup>st</sup> CCLC project will provide an opportunity for student athletes to access high-quality mentoring and tutoring in the block of time right after school before practice begins in order to meet the eligibility requirement of a C in all classes.

***2L. Describe how your program will coordinate with other providers of after school activities (including school sponsored extracurricular sports activities and other extra-curricular activities offered by the school and/or community, if applicable).***

The grant coordinator will communicate with athletic coaches through semimonthly reports about athlete attendance and areas of academic concern.

***2M. Describe how elders (senior citizens) will be used as volunteers to support activities (if applicable).***

Tribal elders who currently volunteer at Lummi Nation School will be invited to participate in the 21<sup>st</sup> CCLC project, especially in project-based learning enrichment courses that focus on Coast Salish cultural art and history.

The Little Bear Creek retirement facility is located within walking distance from the Lummi Nation School campus and will provide an arena for project-based learning enrichment focused on elder care or oral tradition.

***2N. Describe how you will evaluate your program's effectiveness and need for improvement. Explain your data driven decision and how that translates into the after school program.***

Student recruitment will initially be based on below-grade level performance on academic indicators (NWEA MAP testing, DIBELS and AIMSWEB) and high absenteeism patterns identified through NASIS.

NWEA MAP data will be analyzed after Fall, Winter and Spring test windows to evaluate percentages of students meeting growth targets. 21<sup>st</sup> CCLC teachers will use NWEA Descartes to plan targeted interventions for individual students.

Reading and Math coaches will provide DIBEL and AIMSWEB data to Project Coordinator and administrative PLC to further inform intervention groupings for K-6.

Daily attendance will be monitored and evaluated weekly, quarterly and at semester to identify students meeting the 95% goal. Individual student reports will be generated through NASIS to find patterns in absenteeism for staff intervention or possible referral to Lummi Nation School Student Intervention Team(SIT).

21<sup>st</sup> CCLC teachers and grant coordinator will review project-based learning enrichment opportunities on a quarterly basis in order to adjust instructional strategies and realign to Common Core Standards.

Pre and post student-interest surveys will be analyzed at the beginning and end of each school year to evaluate effectiveness of project-based learning courses to engage student interest.

***2O. Describe a sustainability plan designed to sustain key elements of the program after the end of federal funding. For 2011-12 school year grantees, you must provide documentation of what has been sustained since last year and carried forward for this application plus you must describe the process of developing a three year sustainability plan for your program.***

If growth target outcomes are successful through the implementation of the 21<sup>st</sup> CCLC to bring students to benchmark expectations, current funding for intervention staff and materials can be reallocated for continuation of the after school learning project.

At the conclusion of each successfully funded year a review of data will be evaluated and presented to the tribal council and education board to secure further funding based on the successes from the 21<sup>st</sup> CCLC project.

The presentation will be created through collaboration between the grant coordinator and the administrative PLC. The Lummi Nation School principal will present the findings to the tribal council and education board.

***2P. Describe how your program will coordinate services with the school and any other programs that are addressing the needs of your target population.***

The grant coordinator's schedule will include time to collaborate with teaching staff during the school day, as well as participate in semimonthly professional development sessions, in order to meet the academic needs of the students in the 21<sup>st</sup> CCLC. The grant coordinator will meet with the Administrative PLC on a monthly basis to report attendance, behavior and anecdotal data.

Compass 2 Campus mentors from Western Washington University are scheduled for after school times. The lead mentor of C2C will communicate with the grant coordinator to effectively connect mentors with 21<sup>st</sup> CCLC students.

A collaboration between Northwest Indian College and Lummi Nation School administrative PLC will meet on a quarterly basis to analyze data in order to evaluate effectiveness of services provided, including the Financial Literacy curriculum.

The Lummi Nation School Student Intervention Team (SIT), including counselor, psychologist, principals, Special Education director and Curriculum and Assessment coordinator, will meet monthly and communicate referral recommendations with grant coordinator.

Northwest Portland Area Indian Health Board curriculum will be overseen by two project supervisors on-site at Lummi Nation School and communicate details with grant coordinator on a monthly basis.

***➤ 2Q. Describe your school's restructuring plan and the role the after school program has in raising academic achievement.***

Lummi Nation School's restructuring plan focuses on the creation of Professional Learning Communities focused on a Response to Intervention model analyzing progress monitoring data to inform instruction with the assistance of Reading and Math coaches supported through semimonthly professional development afternoon sessions.

Included in the restructuring plan is a provision to provide extended and coordinated learning opportunities by strengthening the coordination and alignment of the after school tutorial program.

Lummi Nation School will examine current services; integrate program into core instructional program/school and establish coordination structures-time for teachers/program coordinator to meet and coordinate instruction. PLC collaboration will identify 'priority students that need to participate in program and develop student learning plans

outlining areas of need. Coordinate all instructional materials to be used in the after school program

### **3) Adequacy of Resources (18 points)**

Demonstrate that appropriate resources and personnel have been carefully allocated for the tasks and activities described in your application. Successful projects describe the role and responsibility of all key staff, and provide resources for ongoing staff development and training.

***3A. Describe the staffing capacity for proposed programs and services, including the student-to-staff ratios. It is recommended that the academic portion of the program has the support of certified teachers and ratios should be no more than 1:10. Enrichment/Recreational Program ratios should be no more than 1:15.***

We plan to target approximately 25% of our current student population - 80 students. We have a number of certified staff members willing to work an extended day to fulfill an after school academic/enrichment program. During our academic portion we will have 1 certified teacher to no more than 10 students. In our enrichment/recreation portion of the program we will have 1 certified adult to no more than 15 students

➤ ***3B. Include job descriptions and schedules---what would be included for schedules and why of key staff in your proposal. Please refer to the table below for FTE expectations of a coordinator.***

Since our program is going to focus on after school, and our target is for 80 students, our coordinator will be a 1/2 time position from 1:30 - 5:45. See Appendix A for job description.

➤ ***3C. Describe how you will ensure that students will travel safely to and from your program and get home from school-based and/or off-site programs. Cite all student safety policies, procedures and requirements that ensure a safe and secure learning environment.***

In order for students to travel safely to and from our program, we will utilize our existing transportation fleet, busses, to transport students. We will have transportation, 2 busses, Monday through Thursday transporting students from school to their place of residence. Additionally, we have the use of 2 Chevrolet Suburban's that can transport 7

students per vehicle for off campus service learning projects. As part of our yearly student application process, the parent/guardian signs a consent to transport students to and from school for school related activities. If students are leaving campus, under the care of a school employee, they are required to have a signed release form for the specific event in order to participate.

➤ ***3D. Describe how you will leverage existing school resources like computer labs, libraries, and classrooms to carry out your activities.***

We are in a great situation as a school to use existing resources as part of our enrichment/academic program: we have approximately 100 computers in various computer labs within the building, a number of accessible classrooms, a big gym and small gym, full track and field infrastructure, baseball and softball fields, weight room, many acres of wooded area, full service library, easy access to our cultural shorelines, video editing lab - with cameras, lighting, and green screen. As a program, we can use any of these resources outside of the school day and on weekends.

➤ ***3E. Describe the resources that partners are contributing, such as the use of community recreational areas, staff, supplies, in-kind matches etc.***

We have relationships with a number of partners: Compass 2 Campus provides college student-mentors in our current after school program; Northwest Indian College is providing financial literacy curriculum, the language department and Coast Salish Institute; National Indian Health Board is providing online health/wellness curriculum; Lummi Systems of Care provides advocates and counselors for students; YESS department provides counselors for students; Teen Parent Child Development Center provides resources to our teen parents and is located on campus; and Lummi Youth Academy provides housing in a dormitory setting for a limited number of students - approximately 20.

➤ **3F. Describe and document how school administrators and tribal authorities were consulted during the development of the proposal and how communication with these authorities will occur during the grant period.**

The School Leadership Team was an integral part of putting this grant application together, which includes all school administrators, teacher leaders, and community members. It involved consultation with Lummi Nation Education Board and Lummi Nation Tribal Council, which were all very supportive. They recognize this incredible opportunity to provide more academic support to the students of Lummi Nation School, as well as enrichment opportunities that address the whole child. It is also recognized that education is the key to students having opportunities outside of the reservation, which will enable them to help the prosperity and education of the younger generations when they come back. The tribal council has placed special emphasis on education, and this is another way to see it to fruition. The School Leadership Team meets on a monthly basis, and we will always prepare communication for the Lummi Nation School Board at

their monthly board meeting. Additionally, we will be coordinating with the Tribal Council to give monthly updates, as well as information in the Squol Quol - local newspaper education section.

**4) Quality of the Management Plan (24 points)**

Charts and timetables are required in describing the structure of your project and the procedures for managing it successfully.

- **4A. Include clearly defined 21<sup>st</sup> CCLC SMART goals tables, responsibilities, and milestones for accomplishing project tasks aligned with Native Star SMART goals.**

See Performance Measures Template

- **4B. Include a detailed timeline for program implementation and continued planning for the first year of your grant. Include a three month pre-implementation phase with associated costs for the first year. The 2011-12 school year grantees must include timelines related to sustainability of the program in future years.**

Pre-implementation			
Month One	Identify current academic needs: Fall-Winter NWEA MAP data	Annual Academic Advisory Team	NWEA MAP Data spreadsheet highlighting Intensive, Strategic and Benchmark students.
	Complete student interest surveys in regards to desired enrichment activities. Examples: video editing, chess club, cultural arts and community service projects.	Administrators and Advisory teachers	Survey results graphically displayed by interest level.
	Recruit and hire 21 <sup>st</sup> CCLC teachers.	Administrators and Human Resources	Completed and signed job description and contracts.

Month Two	Target Intensive and strategic students for participation in 21 <sup>st</sup> CCLC.	Advisory teachers and 21 <sup>st</sup> CCLC teachers	Academic Intervention group lists
	Recruit students for participation in 21 <sup>st</sup> CCLC.	Administration, Program Coordinator and Advisory teacher	Invitation letter and application packet
Month Three	21 <sup>st</sup> CCLC teachers design enrichment activities based on interest survey.	Program Coordinator and 21 <sup>st</sup> CCLC teachers	Course descriptions and unit plans

Quarter One			
Month One	Orientation of students to 21 <sup>st</sup> CCLC	Administrators, Program Coordinator and 21 <sup>st</sup> CCLC teachers	Program overview with behavior and attendance expectations.
	Organize groups into targeted academic intervention groups	Program Coordinator and 21 <sup>st</sup> CCLC teachers	Attendance lists and intervention plans
	Organize groups into enrichment groups	Program Coordinator and 21 <sup>st</sup> CCLC teachers	Attendance lists and course descriptions with unit plans
	Weekly Attendance Celebration	Program Coordinator and 21 <sup>st</sup> CCLC teachers	List of 95% attendance for incentive distribution
	Review targeted academic intervention groupings	Program Coordinator and 21 <sup>st</sup> CCLC teachers	Revised intervention strategies
Month Two	Review of project-based learning goals	Program Coordinator and 21 <sup>st</sup> CCLC teachers	Revised unit plans and student work
	Weekly Attendance Celebration	Program Coordinator and 21 <sup>st</sup> CCLC teachers	List of 95% attendance for incentive distribution
	Review targeted academic intervention groupings	Program Coordinator and 21 <sup>st</sup> CCLC teachers	Revised intervention strategies

	Review of project-based learning goals	Program Coordinator and 21 <sup>st</sup> CCLC teachers	Revised unit plans and student work
	Quarterly Attendance Celebration and Project Showcase	Program Coordinator and 21 <sup>st</sup> CCLC teachers	List of 95% attendance for incentive distribution and student work

Quarter Two			
Month One	Re-align groups into targeted academic intervention groups	Program Coordinator and 21 <sup>st</sup> CCLC teachers	Attendance lists and intervention plans
	Rotate groups into enrichment groups	Program Coordinator and 21 <sup>st</sup> CCLC teachers	Attendance lists and course descriptions with unit plans
	Weekly Attendance Celebration	Program Coordinator and 21 <sup>st</sup> CCLC teachers	List of 95% attendance for incentive distribution
	Review targeted academic intervention groupings	Program Coordinator and 21 <sup>st</sup> CCLC teachers	Revised intervention strategies
	Review of project-based learning goals	Program Coordinator and 21 <sup>st</sup> CCLC teachers	Revised unit plans and student work
Month Two	Weekly Attendance Celebration	Program Coordinator and 21 <sup>st</sup> CCLC teachers	List of 95% attendance for incentive distribution
	Review targeted academic intervention groupings	Program Coordinator and 21 <sup>st</sup> CCLC teachers	Revised intervention strategies
	Review of project-based learning goals	Program Coordinator and 21 <sup>st</sup> CCLC teachers	Revised unit plans and student work
	Quarterly Attendance Celebration and Project Showcase	Program Coordinator and 21 <sup>st</sup> CCLC teachers	List of 95% attendance for incentive distribution and student work
	Semester Attendance Celebration and Project Showcase	Administrators, Program Coordinator and 21 <sup>st</sup> CCLC teachers	List of 95% attendance for incentive distribution and student work

Quarter Three			
Month One	Re-align groups into targeted academic intervention groups	Program Coordinator and 21 <sup>st</sup> CCLC teachers	Attendance lists and intervention plans
	Rotate groups into enrichment groups	Program Coordinator and 21 <sup>st</sup> CCLC teachers	Attendance lists and course descriptions with unit plans
	Weekly Attendance Celebration	Program Coordinator and 21 <sup>st</sup> CCLC teachers	List of 95% attendance for incentive distribution
	Review targeted academic intervention groupings	Program Coordinator and 21 <sup>st</sup> CCLC teachers	Revised intervention strategies
	Review of project-based learning goals	Program Coordinator and 21 <sup>st</sup> CCLC teachers	Revised unit plans and student work
Month Two	Weekly Attendance Celebration	Program Coordinator and 21 <sup>st</sup> CCLC teachers	List of 95% attendance for incentive distribution
	Review targeted academic intervention groupings	Program Coordinator and 21 <sup>st</sup> CCLC teachers	Revised intervention strategies
	Review of project-based learning goals	Program Coordinator and 21 <sup>st</sup> CCLC teachers	Revised unit plans and student work
	Quarterly Attendance Celebration and Project Showcase	Program Coordinator and 21 <sup>st</sup> CCLC teachers	List of 95% attendance for incentive distribution and student work

Quarter Four			
Month One	Re-align groups into targeted academic intervention groups	Program Coordinator and 21 <sup>st</sup> CCLC teachers	Attendance lists and intervention plans
	Rotate groups into enrichment groups	Program Coordinator and 21 <sup>st</sup> CCLC teachers	Attendance lists and course descriptions with unit plans
	Weekly Attendance Celebration	Program Coordinator and 21 <sup>st</sup> CCLC teachers	List of 95% attendance for incentive distribution
	Review targeted academic intervention groupings	Program Coordinator and 21 <sup>st</sup> CCLC teachers	Revised intervention strategies
	Review of project-based learning goals	Program Coordinator and 21 <sup>st</sup> CCLC teachers	Revised unit plans and student work
Month Two	Weekly Attendance Celebration	Program Coordinator and 21 <sup>st</sup> CCLC teachers	List of 95% attendance for incentive distribution
	Review targeted academic intervention groupings	Program Coordinator and 21 <sup>st</sup> CCLC teachers	Revised intervention strategies
	Review of project-based learning goals	Program Coordinator and 21 <sup>st</sup> CCLC teachers	Revised unit plans and student work
	Quarterly Attendance Celebration and Project Showcase	Program Coordinator and 21 <sup>st</sup> CCLC teachers	List of 95% attendance for incentive distribution and student work
Review	Semester Attendance Celebration and Project Showcase	Administrators, Program Coordinator and 21 <sup>st</sup> CCLC teachers	List of 95% attendance for incentive distribution and student work
	Spring NWEA MAP data analysis	Program Coordinator and 21 <sup>st</sup> CCLC teachers	Updated Intensive, Strategic and Benchmark spreadsheet
	Exit survey of students regarding enrichment projects	Program Coordinator and 21 <sup>st</sup> CCLC teachers	Survey results graphically displayed in order to revise unit plans

- ***4C. Describe the management materials that will be used, such as forms, student and staff handbooks, policy information, lesson plans aligned to Common Core and/or state standards, job descriptions etc.***

Student and staff expectation for the 21<sup>st</sup> CCLC will be aligned with those outlined in Student and Staff Handbook published and disseminated at the beginning of 2012/2013 school year.

An application packet for participation in 21<sup>st</sup> CCLC will be developed to outline expectations, outcomes and incentive goals. These applications will require up-to-date family contact information.

Attendance and behavior data will be collected through the NASIS database and individual reports made available on a weekly basis.

21<sup>st</sup> CCLC teachers will utilize the Curriculum, Assessment and Instruction model of unit and lesson planning. These plans begin with the Anchor Standards as described in Common Core and layout the process of on-going formative assessment to monitor student learning in order to revise instructional strategies to ensure student success in requisite skills building toward a summative projects.

Job Descriptions: See Appendix A

- ***4D. Describe your organizational structure and how it will support effective management of the 21<sup>st</sup> CCLC, including how program quality and service delivery will be monitored through Native Star.***

Lummi Nation School is overseen by a K-12 principal and vice-principal with administrative support from a Director of Special Education and a Curriculum and Assessment Coordinator. This administrative team meets weekly to collaborate using the PLC model based on analysis of student and staff data. Additionally, the administrative team works with staff represented on a quarterly Leadership Committee to address systemic changes to policy and procedure.

Timely updates to Native Star are completed by the Lummi Nation School Data Analyst in partnership with the Curriculum and Assessment Coordinator. This process will become a part of the PLC model to include the grant coordinator to meet according to the reporting calendar.

- ***4E. Describe the types of professional development that will be offered, how often, when and to whom. Consider: Orientation, fostering positive behavior, regularly scheduled staff meetings for program development, linking to the school day, how to help with homework, training enrichment/recreation leaders, aligning to standards, data driven decision making at the student level, and grade-level expectations, etc.***

During the pre-implementation phase, a presentation by a group of teachers certified in Common Core State Standard training will overview the new expectations

and lead teachers through the process of unpacking anchor standards in order to create performance indicators.

During the pre-implementation phase, a trainer will present on the “7 Habit of Highly Successful Teen.”

During the pre-implementation phase, a team of teachers certified to train facilitators to implement dynamic female responsive programming via Girls Circle support groups.

During the pre-implementation phase, the Consortium On Reading Excellence will present in the spring on effective reading strategies for reluctant learners.

During the pre-implementation phase and first quarter of implementation Sharon Gatti-Carson and Tom Carson will present on effective reading strategies and management techniques for K-12 students.

During the second quarter of implementation, a follow-up presentation on Common Core State Standards will look deeper into using rigorous reading materials in order to develop logical argumentation.

- ***4F. Describe how you will collaborate with all tribal and community stakeholders (partners, community members, businesses, parents, youth, staff, school, etc.) during the grant period.***

Planning time will be built into the daily schedule of 21<sup>st</sup> CCLC teacher to continue the PLC model implemented during the school day in order to discuss specific student needs.

The grant coordinator schedule will include time to collaborate with classroom teachers during the school day.

A PLC between Northwest Indian College and Lummi Nation School will meet on a quarterly basis to collaborate on effective strategies and resource allocation.

Updates on student progress will be presented to Lummi Tribal Council and Education Board at monthly meetings.

Based on student interest surveys, 21<sup>st</sup> CCLC teachers will use the pre-implementation time to establish connections with community and business leaders inviting their support of project-based learning.

- ***4G. Describe your plans to disseminate information about your program using a monthly plan format highlighting weekly themes and outline the process of dissemination to the community, parents, school staff, and school board in a manner that is understandable and accessible. Must be easily understood by the parents and community of the students being served.***

A welcome letter and application packet will be distributed to families via mail and handout at community events held at Lummi Nation School.

The 21<sup>st</sup> CCLC program will be overviewed and promoted through articles in the monthly community news publication “Squol Quol.”

A monthly newsletter to registered participants will encourage families to attend Quarterly celebrations of attendance and showcase of student work.

21<sup>st</sup> CCLC teachers will provide course overviews detailing the project-based enrichment opportunities for each student in their group.

- ***4H. Describe what data will be collected to monitor student progress and behavior as well as what data from the Profile and Performance Information Collection Survey (PPICS) data collection and electronic information gathering instrument on 21<sup>st</sup> CCLC programs administered by the U.S. Department of Education for federal reporting purposes will be included in your data reporting to BIE and the community, school staff, and school board. BIE requires that student progress will be monitored quarterly during the school year and that student progress is monitored with pre and post testing for the summer programming.***

On-going progress monitoring based on NWEA MAP Reading and Math tests will be the keystones for establishing growth targets and measuring student progress. Along with this data, DIBELS and AIMSWEB targets will be available for K-6 students to monitor growth and intervention opportunities in Reading and Math.

Pre and post student-interest survey data will be analyzed in order to develop targeted enrichment projects.

Daily attendance and behavior referrals will be monitored through NASIS to enable individualized and group reports.

## **5) School Improvement Status (12 points)**

- ***5A. School Improvement Grant (SIG) Projects: The application must clearly identify the capacity of the staff to participate, implement, and engage resources for the 21<sup>st</sup> CCLC program while implementing the selected model.***

Lummi Nation Schools restructuring plan focuses on the creation of Professional Learning Communities (PLC's) focused on a Response to Intervention model (RTI), analyzing progress monitoring data to inform instruction with the assistance of reading and math coaches supported through semi monthly professional development afternoon sessions. This enables our highly qualified (HQ) staff the opportunity to make curricular adjustments throughout the year and also coordinate with the academic/enrichment teachers to help design engaging and relevant lessons for student improvement. All PLC meetings use data - formative and summative assessments, NWEA Map data, and are focused on the four essential questions:

- 1) What do we want ALL students to know? - **Standards**
- 2) How do we know that they ALL know it? - **Assessment**

3) What do we do when they DON'T get it? - **Intervention**

4) What do we do when they DO get it? - **Enrichment**

- **5B. School Improvement: The application must clearly identify the capacity of the staff to implement the 21<sup>st</sup> CCLC program while implementing school improvement strategies.**

Not Applicable

- **5C. Schools making AYP: The application must clearly identify the additional supports to engage student participation, recruitment, and retention.**

Not Applicable

- **5D. ORBS and Residential Programs: Describe the 21<sup>st</sup> CCLC role in partnership with the day program or public school. Provide a capacity statement that explains the process of engagement between the programs. Identify the activities for students participating in the program.**

Not Applicable

## 6) **Budget/Budget Narrative (15 points)**

Include a detailed budget and budget narrative for each year of operation that itemizes how you will use grant funds. Also, you must describe amounts of funding expected from other sources, such as in-kind donations from partners, or other grants including the school wide budget.

Grant funds cannot be used to purchase facilities or support new construction. If you will be using 21<sup>st</sup> CCLC funding for busing, please be specific in terms of number of bus drivers needed, schedule for bus drivers, fuel and upkeep costs, etc.

Indicate in both the budget and the budget narrative for each year the purpose and any changes by line item for each of the expenditures, paying particular attention to the following categories:

- **6A. Certified and Non-Certified Staff:**  
*For each position, describe the services to be provided, the duration of services, and the unit rate of pay (salary, per hour or per day)*

**Grant Coordinator** - This position will be 4 hours per day, 5 days a week. The

rate of pay is \$24.00 per hour, and duration of services is for one school year - 36 weeks, or for the duration of the grant, dependent on performance. They will be working the one extra day per week for administration of grant, coordination with classroom teachers, and curriculum development. See Appendix A for job description.

**Teacher** - This position will be 2 hours a day, 4 days a week. The rate of pay is \$24.00 per hour, and duration of services is for one school year - 36 weeks, or for the duration of the grant, dependent on performance. Teachers will be responsible for overseeing the academic/enrichment instruction. See Appendix A for job description.

**Bus Driver** – We will be using our existing bus drivers. This position will be 2 hours a day, 4 days a week. . The rate of pay is \$18.00 per hour, and duration of services is for one school year - 36 weeks, or for the duration of the grant, dependent on performance. Their responsibility is to transport students home in a safe manner, congruent with federal standards.

**Busses** – We requested 2 school busses for transportation on a daily basis for students. All costs were figured using GSA equations for mileage, rental and maintenance – 2 hours a day and 33 miles per run.

➤ **6B. Professional/Technical:**

*Describe proposed subcontract agreements with community agencies and other contractors including the cost. It should reflect your Memorandum of Agreement/Contract accurately.*

- We have an MOU with Lummi Nation's Social Service Agencies/Behavioral Health - This includes Youth Enrichment Social Services (YESS), Lummi Systems of Care (LSOC), C.A.R.E, Lummi Tribal Health Center, and Se>Eye>Chen (drug rehabilitation) - See Appendix C
- We have an MOU with Teen Parent Child Development Center that provides parent education and childcare for our teen parents - See Appendix C
- We have an MOU with NPAIHP - Northwest Portland Area Indian Health Board, provides health/wellness curriculum - See Appendix C
- We have an MOU with LYA whom provides housing for approximately 20 students as well as educational support - See Appendix C

➤ **6C. Staff and Student Travel:**

*Indicate the event, amount of time and cost.*

Not Applicable

**Staff Travel Required:** *Include travel and expenses for a team representation of the staff for the mandatory annual 21<sup>st</sup> CCLC conference and one annual regional/national conference. The only staff travel sanctioned under this grant is for specific 21<sup>st</sup> CCLC capacity building events.*

We are unable to find any specific information on the next annual event, so we allocated \$12,000 to send at least three employees, grant coordinator and two teacher-leaders to the National Conference and a Regional Conference, required by this grant. If we have extra dollars to bring more people involved in the grant, we will make the necessary adjustments. It is hard to predict all expenses without knowing a location.

**Student Travel:** *All requests for student travel must be specified in the grant application.*

Not Applicable

➤ **6D. Supplies/Materials/Curriculum/Testing:**

*Please provide specific information on supplies and materials requested and their costs per site.*

We requested \$16,000 for supplies related to our academic/enrichment activities. Items to be included are paper, toner, projector and smart board bulbs, and enrichment activity supplies. At this point we cannot be very specific on enrichment supply costs because we have yet to survey our students. As we know, the most successful enrichment programs need to appeal to needs of our student population. We identified this in our pre-implementation planning stages of development and will be completed in the first month of this phase

We requested a set of 25 class tablets, \$10,000, that can be used for academic intervention - engaging learning games and connection to their Native Lummi Language. Additionally, they can be used for enrichment in regards to digital media, networking with community partners, reaching out to the community at large - gaining valuable 21st century skills with understanding various aspects of technology.

We requested \$1,000 for a laptop for our grant coordinator to ensure all reporting takes place according to schedule. Additionally, it will be used to compile all necessary curricula and documents associated with the 21st Century

## Grant

We requested a total Of \$41,040 for celebrations related to attendance:

- \$23,040 in movie passes for students that attend every day of the week. For instance, each student that attends 4 out of 4 days per week will receive one movie pass to redeem at our local theater.
- \$8,000 in gift cards for great attendance for a quarter - 9 week period. For example, every student in the program that has 95% or better attendance over the course of one quarter (34 out of 36 days or better), will receive a \$50 gift card to a local store.
- \$4,000 in electronics, ipod or mp3 player, for great semester attendance - 18 week period. Every student in the program has 95% or better attendance over the course of one semester (68 out of 72 days or better) will receive an mp3 player.
- \$6,000 in healthy snacks for 36 weeks. We are able to procure snacks at a discounted rate through our existing food vendor, commodity foods, and our existing school and community garden.

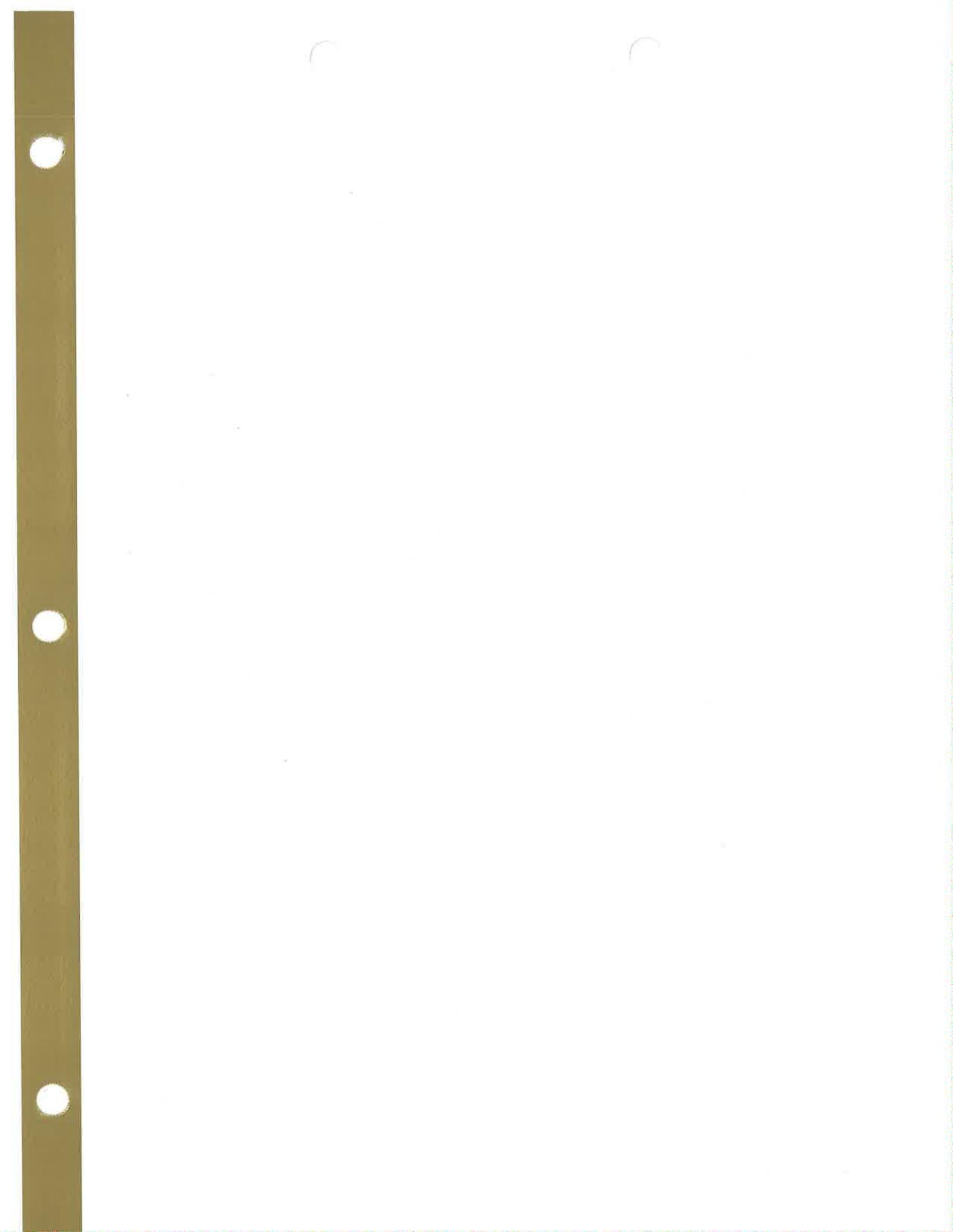
minutes

### ➤ **6E. Coordinated Funding:**

*Provide a brief narrative describing federal, state and local programs that will be combined or coordinated with the proposed program for the most effective use of public resources (e.g., Juvenile Justice Funds, Title 1, Childcare Scholarship Funds, etc.).*

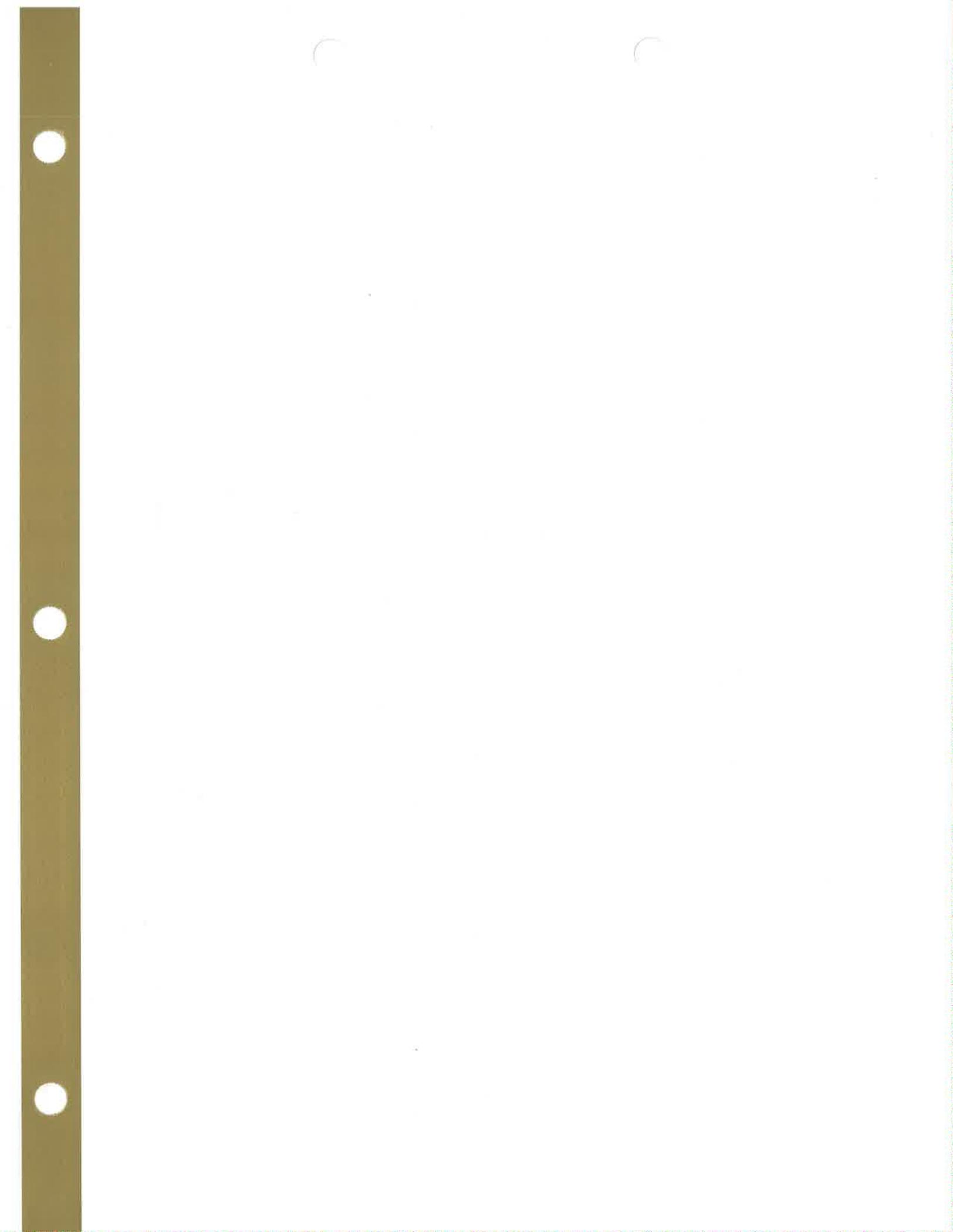
We currently use a number of Title I dollars to fund intervention teachers in Reading and Math. It will be assured that they will be coordinating with the 21st Century Grant coordinator to guarantee students are being challenged according to their status as an intensive, strategic, or benchmark. All of funds and school-wide professional development is geared towards increasing academic achievement. We utilize the Professional Learning Community model among staff and they are constantly analyzing data through the lens of best practices. This also is integral to our curriculum design and lesson planning process - all lessons and conversations fall under the following four categories:

- 1) What do we want ALL students to know? - Standards
- 2) How do we know that they ALL know it? - Assessment
- 3) What do we do when they DON'T get it? - Intervention
- 4) What do we do when they DO get it? - Enrichment



**APPENDIX IV: Participants Served Chart  
Required Minimum**

<b>Name of Each After School Site</b>	<b>Designation – School Status</b>	<b>% Free or Reduced Lunch</b>	<b>Estimated # of Students to be Served (based on percentage of total source population), see table in Appendix IV</b>	<b># of Family Members to be Served, if Appropriate</b>	<b>Grade Levels to be Served</b>
Lummi Nation School	2010/2011: Restructuring  2011/2012: Status Pending	82%	85 students	10	K-12



### APPENDIX V: Performance Measures Template

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
<p>75% of Lummi Nation School students will make annual growth targets in Reading (DIBELS/NWEA MAP) and Math (AIMSWEB/NWEA MAP)</p>	<p>Implement a WA Standards/Common Core Aligned instructional program</p> <ul style="list-style-type: none"> <li>- Increase teacher capacity to work with standards; address the need to increase students' knowledge and skills.</li> <li>- Increase teacher capacity to work with standards; address the need to increase students' knowledge and skills</li> <li>- Ensure all teachers have WA Standards and Common Core documents</li> <li>- Teachers use a uniform standards-based lesson and unit planning format</li> </ul> <p>Implement a uniform and consistent curriculum for Reading, Math instruction;</p> <ul style="list-style-type: none"> <li>- Identify materials that are more appropriate for students; find materials that are needed</li> <li>- Identify and implement culturally relevant curriculum.</li> </ul> <p>Use of data to guide all instruction; individual student monitoring and tracking.</p> <p>Implementation of a strategic and systematic assessment</p>	<p>Administrators, Reading and Math Coaches, Program Coordinator and 21<sup>st</sup> CCLC teachers</p>	<p>June 2013</p>	<p>BIE analysis worksheet for Fall/Winter/Spring NWEA MAP data.</p> <p>DIBELS and AIMSWEB spreadsheets coded for Intensive, Strategic and Benchmark.</p> <p>Common Core State Standard presentation and printed manual.</p> <p>Unit and Lesson Plans following the Curriculum, Instruction and Assessment model.</p>

	<p>process to monitor student performance;</p> <ul style="list-style-type: none"> <li>- NWEA MAP Reading/Math</li> <li>- AIMSWEB</li> <li>- DIBELS</li> </ul> <p>Establish specific learning targets. and assess students at specified intervals; establish timelines</p>			
<p>95% of students will report positive feedback in regards to enrichment activities.</p>	<p>Pre-implementation interest survey to guide creation of project-based learning opportunities.</p> <p>Monthly and quarterly review of enrichment course unit plans and student work.</p> <p>Quarterly celebrations showcasing successful student projects.</p> <p>End-of-Program survey</p>	<p>Program Coordinator, 21<sup>st</sup> CCLC teachers</p>	<p>First month of Implementation</p> <p>Monthly/Quarterly</p> <p>June 2013</p>	<p>Interest survey with data analysis spreadsheet</p> <p>Course descriptions based on survey results</p> <p>data analysis of end-of-year survey results.</p>
<p>Students at Lummi Nation School will have a 95% attendance rate.</p>	<p>Encourage attendance with weekly, quarterly and semester celebrations that include incentives for students meeting the goal.</p> <p>Develop attendance monitoring system within NASIS to track individual student patterns.</p>	<p>Program Coordinator</p>	<p>Weekly/Monthly/Semester</p>	<p>Reports for individual student attendance.</p> <p>Log of 95% attendance rate winners.</p>



## APPENDIX VI: Schedule of Operations

### Schedule of Operations

**SCHOOL(S) SERVED:** Lummi Nation School (LNS)- Middle and High 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 05-30-2013):**

**Number of Weeks during the school year:**   36  

<b>Activity</b>	<b>Time of Day</b>	<b>Where? By Whom?</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>TH</b>	<b>F</b>	<b>S</b>	<b>SU</b>
<b>Tutoring/Targeted Intervention</b>	<b>2:45 - 3:45</b>	<b>Teachers LNS</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>			
<b>Enrichment</b>	<b>3:45 - 4:45</b>	<b>Teachers LNS</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>			
<b>Set -up, assessment, coordinating with teaching staff</b>	<b>1:30 - 5:45</b>	<b>21st coordinator</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>			
<b>Developing lessons, coordinate with teachers, administrative duties, reporting and tracking students</b>	<b>12 - 4</b>	<b>21st Coordinator</b>					<b>X</b>		

**Schedule of Operations**

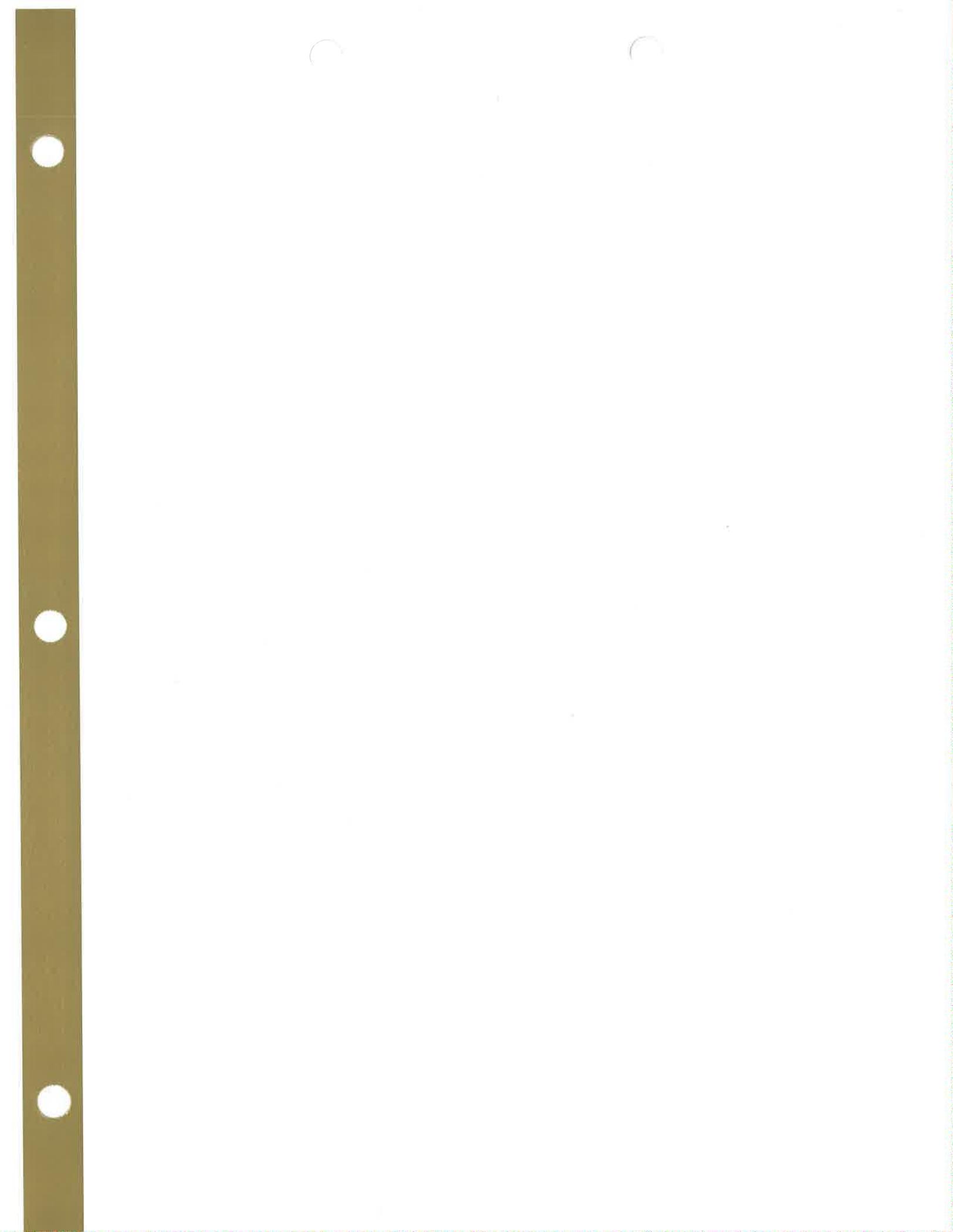
**SCHOOL(S) SERVED:** Lummi Nation School (LNS) - Elementary

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

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

**Number of Weeks during the school year:**   36  

<b>Activity</b>	<b>Time of Day</b>	<b>Where? By Whom?</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>TH</b>	<b>F</b>	<b>S</b>	<b>SU</b>
<b>Tutoring/Targeted Intervention</b>	<b>3:30 - 4:30</b>	<b>Teachers-LNS</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>			
<b>Enrichment</b>	<b>4:30 - 5:30</b>	<b>Teachers-LNS</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>			
<b>Set -up, assessment, coordinating with teaching staff</b>	<b>1:30 - 5:45</b>	<b>21st Coordinator</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>			
<b>Developing lessons, coordinate with teachers, administrative duties, reporting and tracking students</b>	<b>12 - 4</b>	<b>21st Coordinator</b>					<b>X</b>		



**Appendix III – 21<sup>st</sup> CCLC Budget Worksheet**  
 (complete one for each center site)

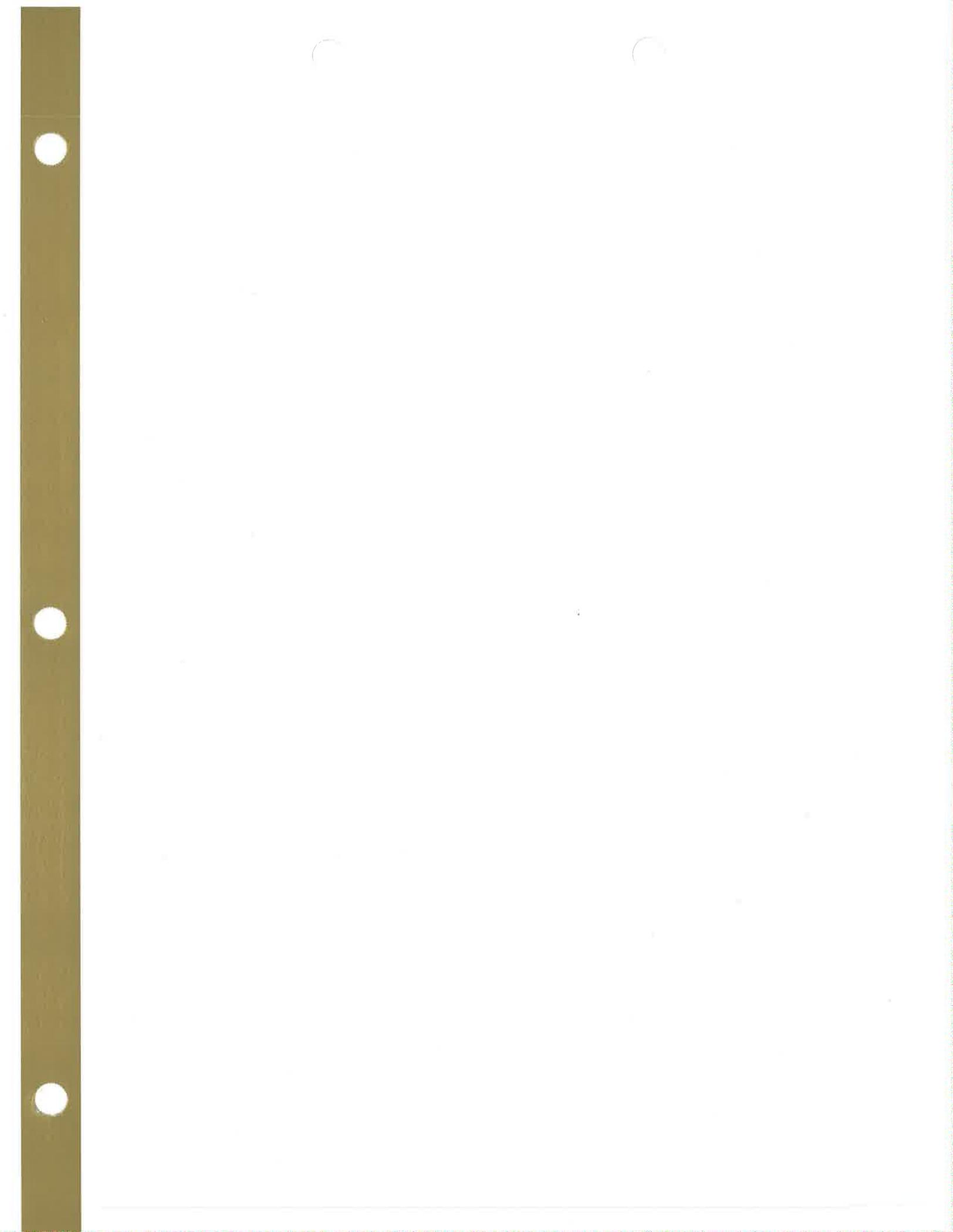
ADD	
CLLO	Jon Claymore
Name of School	Lummi Nation School
Grant Name	21 <sup>st</sup> CCLC
Award Number	
Project Start Date	9/3/12
Project End Date	6/2013

<b>PREVIOUS SCHOOL YEAR ALLOCATION</b>	
<b>EXPENDED PREVIOUS SY ALLOCATION</b>	
<b>TOTAL CARRYOVER AVAILABLE</b>	\$0.00
<b>CURRENT SCHOOL YEAR ALLOCATION</b>	
<b>TOTAL AVAILABLE</b>	\$0.00

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
<b>Direct Instruction</b>			
<b>Personnel Services</b>			\$ <b>85,356</b>
Teachers and Grant Coordinator	See Budget Narrative	24.00 per hour	74,956.00
Bus Drivers	See Budget Narrative	18.00 per hour	10,400.00
<b>Employee Benefits</b>			\$ 21,339
Teachers/Grant Coordinator/Bus Drivers	25%	\$ 21,339	21,339
<b>Professional Development</b>			\$

<b>Purchased Services</b>			\$
<b>Equipment</b>			\$
<b>Materials and Supplies:</b>			\$ 16,000
<b>Project Supplies - paper, pens, toner, projector bulbs, enrichment activity supplies</b>	See Budget Narrative	16,000	16,000
<b>Other Expenses:</b>			\$
<b>Instructional Support</b>			
<b>Personnel Services</b>			\$
<b>Employee Benefits</b>			\$
	25%	\$	
<b>Professional Development 21st Century Conference - 1 national and 1 regional conference</b>			\$ 12,000
3 Staff Members	See Budget Narrative	2 conferences- National/Regional	12,000
<b>Purchased Services</b>			\$
		\$	
<b>Equipment</b>			\$ 10,000
Class set of tablets for academic/enrichment activities	400	25	10,000
		\$	-

<b>Materials and Supplies</b>			\$ 1,000
Grant Coordinator Laptop for reporting		1	1,000
<b>Other Expenses:</b>			\$ 13,248
<b>Transportation</b>	<b>Busses - GSA</b>	2 busses	13,248
<b>Non-Instructional Services</b>			
<b>Material and Supplies</b>	<b>Incentives for attendance</b>		\$ 41,040
Movie passes	Daily attendance - attending everyday	\$640 per week	23,040
Gift Cards	Quarterly - 9 week, 95%, 34 out of 36 days	\$50 per card, 40 cards	8,000
Electronics - Ipod, MP3	Semester - 18 week, 95%, 68 out of 72 days	\$100 per device, 20 devices	4,000
Snacks	Daily healthy snacks for all students	\$166.667 per week for 36 weeks	6,000
<b>TOTAL BUDGET</b>			<b>\$ 199,983</b>
<b>Difference (Allocation less Budget)</b>			<b>\$0.00</b>



**APPENDIX VII: Assurance Form**

**Assurances for BIE 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> CCLC funding shall be fully dedicated to the 21<sup>st</sup> CCLC program. A full time coordinator of the 21<sup>st</sup> CCLC program is limited to 15 hours maximum per week during the official school day.
- All activities funded by 21<sup>st</sup> 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).

Josephine J Jones LNEB - Vice Chair  
Typed Name and Title of Authorized Representative

Josephine J. Jones 11/21/12  
Signature of Authorized Representative Date

## APPENDIX VII: Assurance Form

### Assurances for BIE 21<sup>st</sup> 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 21<sup>st</sup> CCLC programs administered by the U.S. Department of Education for federal reporting purposes.
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- The paid staff time through the 21<sup>st</sup> CCLC funding shall be fully dedicated to the 21<sup>st</sup> CCLC program. A full time coordinator of the 21<sup>st</sup> CCLC program is limited to 15 hours maximum per week during the official school day.
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- 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).

Bernie Thomas

Director of Education

Typed Name and Title of Authorized Representative

  
Signature of Authorized Representative

1-2-2013  
Date



# Lummi Nation School

Educational Excellence for the Future



2334 Lummi View Drive / Bellingham, WA 98226

Ph. (360) 758-4300 Fax: (360) 758-3152

## JOB DESCRIPTION

**JOB TITLE:** 21st Century Coordinator

<b>EXEMPT:</b>	No	<b>JOB CODE:</b>	
<b>SALARY:</b>	DOE	<b>DIVISION:</b>	LTS
<b>SHIFT:</b>	Day	<b>DEPARTMENT:</b>	Education
<b>LOCATION:</b>	Lummi Nation School	<b>SUPERVISOR:</b>	K-12 Principal
<b>DURATION:</b>	Full-Time/Permanent (ARRA Funded)		

**JOB SUMMARY:** To coordinate a tutoring/enrichment program that focuses on increasing student achievement for the Lummi Nation School (LNS) that meets the needs of the students, parents, teachers and administration. Supervise and coordinate the After-School tutoring/enrichment program at Lummi Nation School Grades 1-12.

**ESSENTIAL JOB DUTIES AND RESPONSIBILITIES** include the following, other related duties as assigned.

- ◆ Assist school principals, teachers, and parents in identifying and meeting the needs of the students participating in the program.
- ◆ To coordinate the tutoring/enrichment program for the students participating in the program.
- ◆ Assist the LNS reading coach and math coach with data collection and reporting.
- ◆ Meet with the classroom teaching staffs, special education teaching staff and administration to discuss and evaluate the individual progress of students, needs of the program and desired outcomes.
- ◆ To coordinate and supervise snacks for after school program.
- ◆ Work closely with the LNS curriculum director, reading coach, and math coach to procure the needed instructional materials and equipment for the classroom teachers
- ◆ Check and track attendance and follow up with telephone calls, e-mail correspondences and home visits for students with poor attendance.
- ◆ Maintain a daily log of contacts and activities.
- ◆ Work closely with the parent liaisons to develop creative ways for parents to be involved in their child's homework routines.
- ◆ Make home visits as necessary to encourage and support parents.
- ◆ Update Student Data Base program when needed and print reports.
- ◆ Will enforce schools discipline policies with the 1-12 curriculum.
- ◆ Must maintain strict confidentiality of caseloads.
- ◆ All other duties as assigned by the supervisor.

## **KNOWLEDGE, ABILITIES AND SKILLS:**

1. Ability to inform, involve and collaborate with parents, families and education staff to build strong school partnerships in the educational process.
2. Respectful and sensitive to the community values and culture of the Lummi community.

3. Knowledge and experience in working with various teaching/learning/tutoring technique and approaches.
4. Experience in planning, scheduling and coordinating activities.
5. Ability to keep and maintain CONFIDENTIALITY.
6. Must be able to work independently.
7. Must have the ability to work with children of all ages.

**MINIMUM REQUIREMENTS:**

- Lummi / Native American/Veteran preference policy applies.
- Must have a High School Diploma or G.E.D, AA Degree preferred
- Computer skills required
- At least three years of full time experience working within the Lummi Community with high-risk youth and families in supplying community support services/referrals.
- A valid WA State Driver's License and be insurable by LIBC.
- Must be able to adhere to the strict attendance expectations of the Lummi Nation School

**REQUIRED:**

- This position requires regular contact with or control over Indian children and is therefore subject to successful and extensive criminal background check, CAMIS background check, with Washington State Patrol and Federal Bureau of investigation Fingerprint Clearance.
- Must pass pre-employment and random drug and alcohol test to be eligible for and maintain employment, as required by the LIBC Drug & Alcohol Free Workplace Policy Applies
- Proof of U.S. Citizenship Required

**EVALUATION:**

- Performance of this job will be evaluated in accordance with provisions of the LIBC Policies and Procedures and the Lummi Nation School Board on Evaluation of Professional Personnel.

**TERMS OF EMPLOYMENT:**

- All elements of this job description apply.
- Grant Funded Program & Position
- Academic School Year -10 month employee.

In understand that this is an Indian Preference Job, Subject to the Tribal Policies. I understand that this position, as all positions with the LIBC/LNSO and all Tribal Enterprises, are subject to yearly random drug and alcohol screening/testing and testing following any on-the-job injury and /or when a supervisor reasonable believes an employee is unfit for duty. I also understand that if I refuse to test or test positive I will be subject to Section 4 of the LIBC Alcohol and Drug Free workplace Policy, including possible termination from employment.

I have discussed the above-outlined job duties with my immediate supervisor and understand that these duties will serve as the basis for performance evaluation in the future.

---

**Employee's Signature**

Date

---

**Supervisor's Signature**

Date

# Lummi Nation School

Educational Excellence for the Future



2334 Lummi View Drive / Bellingham, WA 98226

Ph. (360) 758-4300 Fax: (360) 758-3152

## JOB DESCRIPTION

**JOB TITLE:** LNS After School Teacher

<b>EXEMPT:</b>	No	<b>JOB CODE:</b>	
<b>SALARY:</b>	DOE	<b>DIVISION:</b>	LTS
<b>SHIFT:</b>	After School	<b>DEPARTMENT:</b>	Education
<b>LOCATION:</b>	Lummi Nation School	<b>SUPERVISOR:</b>	K-12 Principal
<b>DURATION:</b>	Temporary		

**JOB SUMMARY:** To create a flexible primary grade after school program and a class environment favorable to learning and personal growth; to establish effective rapport with students; to motivate students to develop skills, attitudes and knowledge needed to show growth on standardized tests and other assessments.

**ESSENTIAL JOB DUTIES AND RESPONSIBILITIES** include the following, other related duties as assigned.

- Teaches reading, language arts, and mathematic, in a classroom, utilizing course of study adopted by the Lummi Tribal School Board, and other appropriate learning activities.
- Develops lesson plans and instructional materials and provides individualized and small group instruction in order to adapt the curriculum to the needs of each student.
- Translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- Establishes and maintains standards of student behavior needed to achieve a functional learning atmosphere in the classroom.
- Evaluates student's academic and social growth, keeps appropriate records.
- Communicates with parents through conferences and other means to discuss student's progress and interpret the after school, the after school coordinator and program.
- Creates and effective environment for learning through functional and attractive displays, bulletin boards and interest centers.
- Supervised students out of classroom activities during the after school program.
- Administers group standardized tests in accordance with district testing program.
- Participates in curriculum development programs as directed, and requested by the reading and math coach.
- Follow the Code of Collaboration developed by the LNS.

### KNOWLEDGE, ABILITIES AND SKILLS:

1. Educational Level: P-12 Elementary
2. Valid Washington State Teacher's Certificate with an endorsement in Elementary/Primary.
3. Physical Activities: Routine physical activities that are required to fulfill job responsibilities.
4. Proficient Skills: Communication, instructional strategies that connect the curriculum to the learners, student management.
5. Must provide verification of employment from other districts/schools.
6. Must provide grade transcripts.
7. Proof of U.S. Citizenship.

8. Demonstrate cultural sensitivity in teaching and in relationships with students, parents, and community.
9. Ability to inform, involves, and collaborates with parents and families to build strong after school partnerships in the educational process. Establish and maintain open effective communication and good rapport with students, parents and school personnel.
10. Ability to maintain confidentiality of records and information.
11. Native American, Lummi/Veteran Preference Policy Applies.
12. Must have a valid WA State Drivers License; tribally insured
13. Ability to Pass a Drug and Alcohol test, required by LIBC Drug and Alcohol Free Workplace Policy
14. This position requires regular contact with or Control over Indian Children and is therefore subject to an extensive Criminal Background Check, CAMIS Background Check and Fingerprint Check.

**TERMS OF EMPLOYMENT**

- After School Hours
- Salary Depending Set Wage by the LNS

**In understand that this is an Indian Preference Job, Subject to the Tribal Policies. I understand that this position, as all positions with the LIBC/LNSO and all Tribal Enterprises, are subject to yearly random drug and alcohol screening/testing and testing following any on-the-job injury and /or when a supervisor reasonable believes an employee is unfit for duty. I also understand that if I refuse to test or test positive I will be subject to Section 4 of the LIBC Alcohol and Drug Free workplace Policy, including possible termination from employment.**

**I have discussed the above-outlined job duties with my immediate supervisor and understand that these duties will serve as the basis for performance evaluation in the future.**

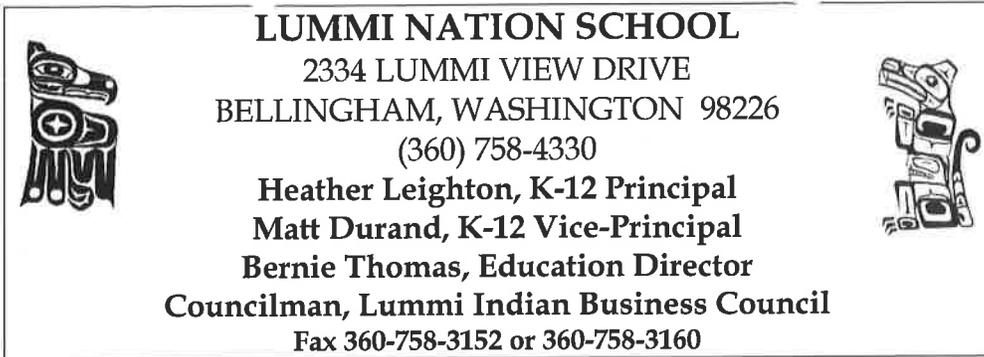
\_\_\_\_\_  
**Employee's Signature**

\_\_\_\_\_  
 Date

\_\_\_\_\_  
**Supervisor's Signature**

\_\_\_\_\_  
 Date





November 20, 2012

Subject: Support Application 21<sup>st</sup> Century Grant Application for Lummi

Dear Sirs:

Please accept the continuous endorsement and support of the Lummi Education Board, a duly constituted educational governance board of the Lummi Indian Business Council, the governing body of the Lummi Nation in application for federal financial assistance of the 21<sup>st</sup> Century Grant Proposal as submitted by the Lummi Education Board, and Lummi Nation School administration.

The Lummi Indian Business Council provides essential governmental services for the 5,000 enrolled Lummi members, including accounting, and audit policy and procedures. Funds are accounted for by contract or line item in strict adherence to the Title 28, the Budget and Finance Code of the Lummi Code of Laws. The Lummi Education Board routinely reviews, and monitors all Education Division expenditures to ensure expenses comport with grant and contract purposes.

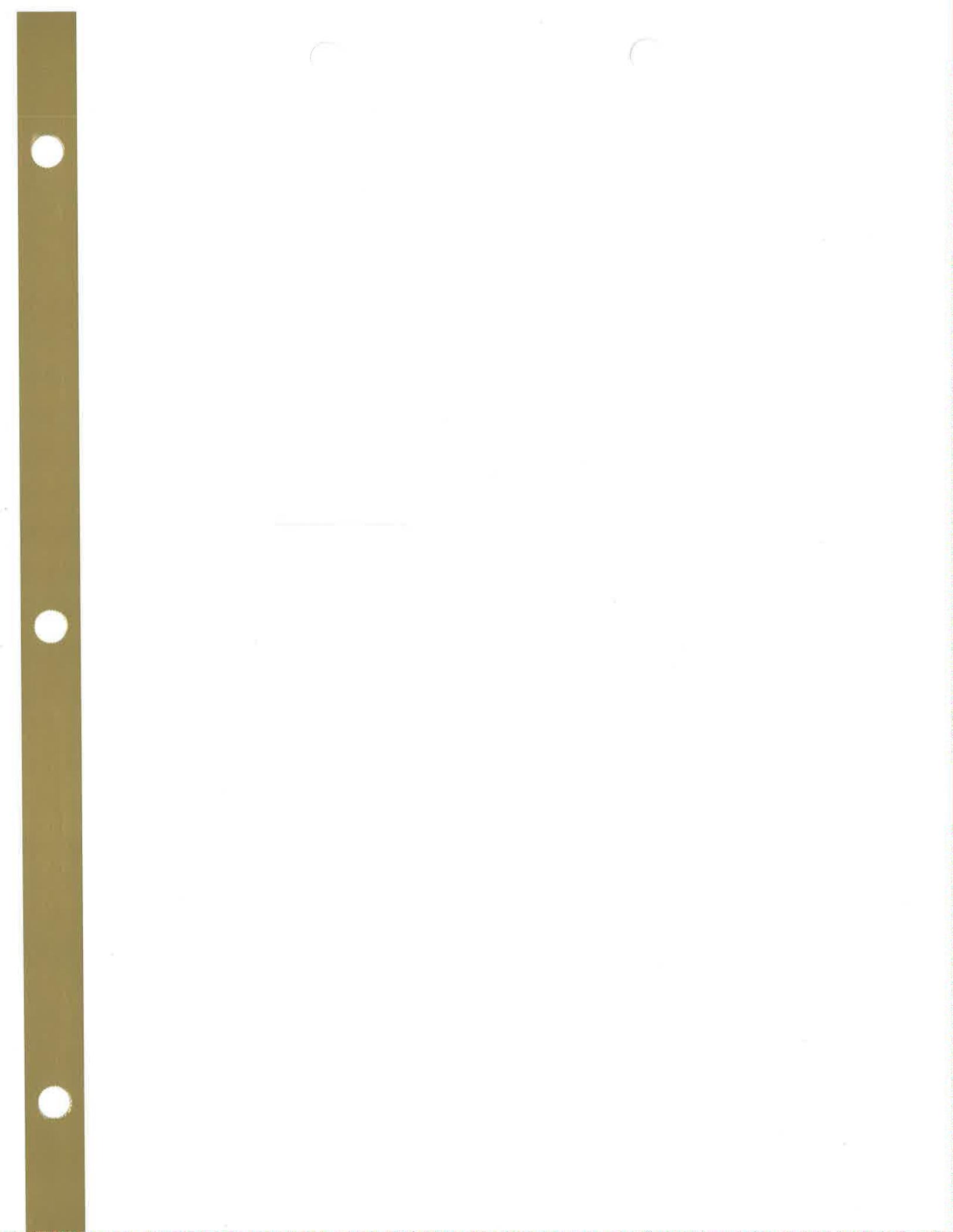
The Lummi Education Board shall agree to fulfill all of the obligations of the 21<sup>st</sup> Century grant, for reporting and fiscal transparency. Also, the Lummi Nation supports an academic/enrichment program targeted for Lummi Nation School students, to individual student targeted needs for academic improvement, including motivation and skills.

Thank you for your consideration, approbation and assistance.

Sincerely,

A handwritten signature in cursive script that reads "Josephine J. Jones".

Lummi Nation Education Board



Memorandum of Agreement  
*Between*  
Lummi Youth Academy  
*And*  
Lummi Nation School

**Purpose:**

Is to establish roles and responsibilities with Lummi Youth Academy (LYA) a program directed under Lummi Family Services and between Lummi Nation School (LNS) in developing a partnership for providing a safe, nurturing and supportive environment while residing at LYA. The goal of the MOA is to have a mutual agreement to assure students' holistic success while residing at LYA.

**Problem Statement:**

Lummi Youth Academy and LNS acknowledges the youth of this community face many challenges with unstable home environments. Some of those issues include absenteeism, low academic achievement, high drop out rates and are unprepared to learn, which we believe is a result of poverty, socio-economic issues and generational trauma. LYA intent is to empower, encourage and help guide students. Our vision is to help our students through self-healing and guide them to rediscover who they are and not who they are not.

**Scope:**

Staff at LYA will collaborate, coordinate and communicate with teachers, school counselors, support staff and administrators at LNS. LYA will address inappropriate behaviors and/or issues that are affecting LYA students' ability to learn and be successful in the classroom setting and will assist students. LYA staff will develop and implement a holistic prevention, intervention strategies and will track students' progress on a monthly basis in coordination with LNS.

**Agreement:**

Staff at LYA will coordinate, collaborate and communicate with LNS:

- a.) LYA students will have a baseline assessment done prior to enrollment at LYA to create a wrap around plan for services for the student and family.
- b.) Benefactors of LYA students who are being disruptive in LNS will be identified and addressed with staff at LYA and LNS.
- c.) During normal school hours LYA will integrate and adhere to all LNS policy and procedures.
- d.) LYA will provide family counseling and support to facilitate positive change with LYA students and his/her parents or guardians.
- e.) LYA will work with classroom staff as a liaison and support to address educational concerns and work collaboratively to meet students' needs.

- f.) LYA will recognize the Shelangen program and will coordinate, collaborate and communicate with cultural learning within the LNS.
- g.) LYA will work respectively during school hours preventing unintentional disruptions with LYA students educational plan.
- h.) LYA will adhere to Health Information Portability Accountability Act (HIPAA) and confidentiality of all LYA students. LYA Parents and students will be informed and will receive a copy of HIPAA documents.
- i.) In coordination with LNS, LYA will contact parents and report students' progress to meet/address needs of students.
- j.) All consent forms will be signed for LYA students and LNS to share student and parent/family information on a as needed basis.
- k.) LYA will coordinate with LNS and will negotiate the use of the existing telecommunications infrastructure.
- l.) LYA will coordinate with LNS for sharing the cost for operations and maintenance of the IS system for LYA.
- m.) LYA will negotiate the estimated cost with LNS IS department lead and will assist to determine personnel required for support services.

Effective Date: This agree shall begin on the first day of the academic school year, 2008-2009 and remain in effect until the last day of school for the 2008-2009 school year. Agreement will not be cancelled unless both parties agree upon cancellation and needs to be addressed in writing.

\_\_\_\_\_

Education Director

\_\_\_\_\_

Date

\_\_\_\_\_

Matt Magrath, LYA Director

\_\_\_\_\_

Date

\_\_\_\_\_

Josie Jones, Lummi Nation School Board Chair

\_\_\_\_\_

Date

\_\_\_\_\_

Family Service Director

\_\_\_\_\_

Date

\_\_\_\_\_

Health Commission Chair

\_\_\_\_\_

Date

# Lummi Nation School

Educational Excellence for the Future



2334 Lummi View Drive / Bellingham, WA 98226  
(360) 758-4300

Bernie Thomas, Education Director  
Heather Leighton, Principal

**MEMORANDUM OF MUTUAL AGREEMENT  
BETWEEN  
LUMMI NATION SCHOOL (K-12)  
AND  
LUMMI NATION'S SOCIAL SERVICE AGENCIES/BEHAVIORAL HEALTH  
2009-2010**

## **Introduction**

Lummi Nation School recognizes that the social, emotional, and physical health of Lummi students greatly impacts student success and achievement at Lummi Nation School. It also recognizes that these deficits and other persistent barriers to learning must be addressed if students are to learn effectively, not only within the walls of Lummi Nation School but throughout their lives.

Research has shown that problems of at-risk youth start in infancy and does not end when a student leaves school at the end of the day. The needs of at-risk youth often arise from social, community and family problems. The community of Lummi Nation faces many challenges, which greatly impacts their future generations. Students are not only in danger of failing and dropping out of school but entering adulthood illiterate, dependant upon drugs and alcohol, as a teenage parent, unemployed or underemployed, dependent on public support or assistance, or adjudicated by the criminal justice system. It is the belief of Lummi Nation School that the most effective school program serving at-risk youth, integrate components and services from both inside and outside of the traditional school atmosphere. All successful programs depend on both community and school partnership and collaboration to coordinate their efforts toward educating at-risk youth.

## **Purpose:**

This Memorandum of Agreement (MOA) between Lummi Nation School (LNS) and Lummi Nation's Social Service (LNSS) Agencies/ Lummi Behavioral Health (LBH), including but not limited to the following: Youth Enrichment Social Services (YESS), Lummi Systems of Care, C.A.R.E, Lummi Tribal Health Center, Se>Eye>Chen, and Lummi Youth Academy (LYA) has been developed for the following purposes:

1. To create school and community partnerships that can weave together a critical mass of resources and strategies to enhance caring communities that support all Lummi youth and their families and enable success at Lummi Nation School and beyond,
2. To support the mission of Lummi Nation School to enhance academic performance, increase on-time graduation rates, increase attendance rates, increase student and staff morale, and decrease discipline referrals,
3. To collaborate as a team to establish and maintain the common goal of student learning and academic success and to promote healthy development for all Lummi students.

4. To operate in a preventative mode rather than a crisis orientated mode by offering Lummi youth access to preventative education which will greatly help empower, support and provide opportunities for personal growth and success.
5. Lummi Nation School acknowledges that there is a need to provide crisis intervention services to students and families when the immediate need arises. At this time the Lummi Nation School staff will provide these services or refer students to social service agencies to further support students in need.
6. To improve access for Lummi Nation School students to health care and social services,
7. To develop a uniform referral process to receive social services within Lummi Nation School; and
8. To enhance communication, coordination and collaboration among all agencies providing services to Lummi youth at Lummi Nation School.

### **Administration of MOA**

#### **A. Liaisons**

1. Lummi Nation School will designate a representative to interface and work directly with all Lummi Nation Social Service Agencies. This person will be the lead contact for Lummi Nation School. This contact person is Zoe Kapan, Director of Student Services.
2. Each Lummi Nation Social Service Agency will be responsible in selecting a lead agency liaison.
3. The role of the Liaisons will be to:
  - i. Ensure adherence to the MOA procedures;
  - ii. Develop and maintain a positive interagency relationship;
  - iii. Mediate conflict resolution between agencies;
  - iv. Discuss how each agency could greatly benefit Lummi Nation School and their academic mission; and
  - v. Identify training needs and encourage and assist in the development of cross-training efforts for families, students and staff.

#### **B. Review of the MOA**

Lummi Nation School will meet annually (the first week of every August, beginning 2010) with all Lummi Nation Social Service Agencies/Lummi Behavioral Health to discuss and evaluate the effectiveness of the MOA. It will review all operational issues and pertinent issues associated to the MOA and the relationship between all parties involved.

### **Agreement between Lummi Nation School and Lummi Nation Social Service Agencies**

Lummi Nation Social Service Agencies/Lummi Behavioral Health will coordinate, collaborate and communicate with Lummi Nation School. In addition they agree to abide by the following procedures:

#### ***Administrative Procedures:***

- Lummi Nation Social Service providers/LBH are required to provide weekly work schedules to the LNS liaison.
- Lummi Nation Social Service providers/LBH are required to provide weekly client schedules to the LNS liaison. Schedules should include: student name, teacher, grade level, date of service, and time of service.

- Lummi Nation Social Service providers/LBH are required to provide copies of signed parent consent forms for students who are receiving social services during school hours. Consent forms must be up to date with current school year and referral specific.
- Lummi Nation Social Service providers/LBH are required to attend mandatory monthly meetings at Lummi Nation School. All program supervisors from each social service agency are required to attend. Monthly meetings, which will be held on the third Tuesday of every month at 10:00am in the LNS high school conference room.
- Lummi Nation School's first priority is their students and their student's ability to be successful. In addition, it is the goal of Lummi Nation School to ensure that selected providers who believe in the philosophy and academic mission of Lummi Nation School offer its students the highest quality of service. Lummi Nation School has the right to terminate provider service if the school feels that the provider is not abiding by the regulations within this agreement or is considered to be an undesirable fit.
- Lummi Nation Social Service providers/LBH agree to follow the Lummi Nation School Code of Conduct Policy, Attendance Policy and Staff Handbook.
- Lummi Nation Social Service providers/LBH agree to follow the rules and regulations for staff conducts as listed in the Lummi Nation School staff handbook. Each social service agency will receive a copy of the LNS staff handbook each year.
- Lummi Nation Social Service providers/LBH agree to follow the policies and regulations as listed in Lummi Indian Business Council's (LIBC) policy handbook.
- Lummi Nation Social Service providers/LBH agree to follow all policies and procedures of Lummi Nation School during school hours and while on school campus.
- Lummi Nation Social Service providers/LBH are required to facilitate their client schedules based on the direction of the Liaison, which will also coordinate services with the educational staff at Lummi Nation School.
- Lummi Nation School will annually review office space and divide open offices to Lummi Nation Social Service Agencies/LBH based on availability and student needs.

#### ***School Philosophy:***

- Lummi Nation School wants to encourage and empower our Lummi Native youth by using strength/solution based counseling techniques that focus on the following areas: positive communication, coping / grief skills, self-regulation, conflict management, expression of feelings in a positive nature, problem-solving skills, empathy development, self-esteem development and social-emotional development.
- Lummi Nation School recognizes that life happens and that often times, bad things happen to good people. During times of chaos in a student's life, students need continuous support and encouragement. Lummi Nation School believes that we are here to help guide students to make positive choices in their life that will greatly impact their future success.
- The counseling staff at Lummi Nation School works hard to develop strong, loving, trustworthy and honest relationships with their students. The counselors hold their students accountable for their individual actions and help students develop an individual plan for success, focusing on short and long-term student goals. The counseling staff believes that all students have the opportunity to create the future of their dreams and that as their counseling staff we will support them in helping those dreams come true despite their current hardships.

***Funding and Fiscal Information:***

*These guidelines are specific to Lummi Nation Social Service Agencies/LBH that choose to use the communication systems at Lummi Nation School.*

- Lummi Nation Social Service providers/LBH will coordinate with Lummi Nation School administration on the use of the existing telecommunications infrastructure.
- Lummi Nation Social Service providers/LBH will coordinate with Lummi Nation School administration on sharing the cost for operations and maintenance of the IS system for their specific agency.
- Lummi Nation Social Service providers/LBH will coordinate with Lummi Nation School administration on the estimated cost of the IS department lead at Lummi Nation School and will assist to determine personnel required for support services.

***Referral Process to Receive Social Services at Lummi Nation School:***

- Students of concern will be referred to select Lummi Nation Social Services Agencies/LBH by the Lummi Nation School (LNS) liaison. These referrals will be provided through the Lummi Nation School Student Intervention Team, Lummi Nation School Counseling staff, Lummi Nation School teaching staff, student directed referrals, and/or parent directed referrals. It is important to understand that LNS will require counseling sessions to be pre-arranged during LNS school hours and appropriate signed parent consent forms must be on file prior to the students first session.
- Referral Consent Forms must be referral specific (issue of concern) with a beginning service date and a termination of service date. All referral consent forms will expire no more than 90 days following the referral for service. Each issue of concern will require a new-signed consent form specific to the issue of concern. In addition all services that are required to extend past the specified 90 days of service will require a new-signed parent consent form prior to the continuation of services.

- ***Break Down of Student Referral***

1. Teacher refer LNS student to Student Intervention Team (SIT).
2. SIT discusses interventions specific to the educational, behavioral, and emotional wellness of the student in question.
3. If a referral to a social service agency has been recommended, the LNS liaison will connect with the recommended provider / agency. A brief description of 'why' the student is being referred will be discussed by the LNS liaison to provider. The LNS liaison will answer as many questions they can to ensure that the provider understands the scope of the referral and the needs of Lummi Nation School.
4. The Lummi Nation School liaison will call the students parent/guardian and notify them that a referral to an outside Lummi agency has been made by Lummi Nation School. The liaison will then discuss with the parent/guardian what agencies their child is being referred to, why, and discuss the protocol of services at Lummi Nation School. At this time the LNS liaison will mail home a parent consent form allowing/denying services.
5. The counseling staff at Lummi Nation School and/or Lummi Nation School administration will make other referrals for immediate crisis interventions. Again, before services can be allowed a parent consent form must be signed unless they are of legal age to consent to services.

***Social Services Offered to Students and Classrooms:***

- Lummi Nation School highly recommends that ‘in-depth and extensive’ mental health counseling be done outside of Lummi Nation School’s normal business hours. Lummi Nation School highly recommends agencies to provide services to students and families at times that do not greatly impact student achievement. (Examples: before and after school, lunch time, recess, evening sessions, and weekend sessions).
- Lummi Nation School highly recommends that baseline assessments are done at the Lummi Nation Social Service Agency/LBH requesting this baseline assessment, unless the student is a direct referral from the LNS liaison with the appropriate parent consent form signed on file with LNS.
- Lummi Nation Social Service Agencies/LBH can provide classroom guidance lessons with prior approval from the LNS liaison. All guidance lessons must be approved prior to implementing to ensure proper educational link to academic success and the mission of Lummi Nation School. All materials must have prior approval by the LNS liaison to ensure appropriate grade level content and word usage.
- Lummi Nation Social Service Agencies/LBH must work directly with the LNS liaison prior to entering any grade level (K-12) classrooms. The Lummi Nation Social Service Agency/LBH must discuss their classroom objectives with the LNS liaison prior to entering a classroom. Teachers have expressed that pullouts or shadowing can actually decrease student engagement and can at times greatly disrupt student learning.
- Lummi Nation School will provide opportunities to the Lummi Nation Social Service Agencies/LBH to provide designated classroom guidance lessons preventative in nature.
- Lummi Nation School will provide opportunities for the Lummi Nation Social Service Agencies/LBH to provide preventative educational lessons to Lummi Nation School families and communities. (Parent education on important topics pertaining to Lummi Nation School and student success). Any preventative measure classes need to be coordinated with LNS.
- Lummi Nation School will require all cultural guidance lessons to be pre-approved by the Lummi Nation School Administration and Cultural Director prior to implementing. All cultural lessons will be delivered to the LNS liaison who will set up a meeting for the administration / Cultural Director to discuss educational relevancy.

***Exchange of Pertinent Information regarding Lummi Nation School students, K-12:***

- Lummi Nation School agrees to discuss appropriate information to Lummi Nation Social Service Agencies/LBH within reason. Information such as: student progress, academic history, behavioral issues and concerns and attendance concerns. Consent forms between LNS and Lummi Nation Social Service Agency/LBH must be signed, to exchange mutual information.
- Lummi Nation Social Service Agencies/LBH are required to adhere to Health Information Portability Accountability Act (HIPAA) and understand that Lummi Nation School is required to adhere to Family Educational Rights and Privacy Act (FERPA). FERPA allows schools to share specific student information in order to coordinate services to the students at Lummi Nation School. All agencies are required to discuss these acts with parents and students receiving services.
- Lummi Nation School requires all Lummi Nation Social Service Agencies/LBH to discuss the components within their Informed Parent Consent Forms prior to parent/guardian signing.
- Lummi Nation School will require all Lummi Nation Social Service Agencies/LBH to provide data showing how their services are benefiting the mission of Lummi Nation School and its students.
- Lummi Nation School also agrees to share educational data, within reason, to help the Lummi Nation Social Service Agencies/LBH better provide services to our students and surrounding community. Data must be requested through the LNS liaison.

**Effective Date:** This agreement shall begin on the first day of the academic school year, 2009-2010 and remain in effect until the last day of school for the 2009-2010 School year. Neither party will cancel this agreement unless jointly agreed upon in writing by both parties.

\_\_\_\_\_  
Heather Leighton  
LNS Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Bernard Thomas  
Education Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
Jana Finkbonner, Ed Board Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Rhonda Martinez, BH Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
Julia Ortiz, YESS Program Manager

\_\_\_\_\_  
Date

\_\_\_\_\_  
LSOC Program Mgr.

\_\_\_\_\_  
Date

**Memorandum of Agreement  
Between  
Teen Parent Child Development Center  
And  
Lummi Nation School  
2010-2011**

**Introduction:**

This Memorandum of Agreement (MOA) establishes a partnership to assist in the implementation of the Childcare Strategy of the Lummi Ventures plan. The Childcare strategy is to enhance childcare services for the most vulnerable population in the lower economic quartile of which nearly half of the Lummi population. By doing so there will be improved access to childcare, removal of a significant barrier to education and job training, enhancement of lifestyle, and reduction of poverty-related stress.

**Purpose:**

This Memorandum of Agreement (MOA) between the Teen Parent Child Development Center (TPCDC) and the Lummi Nation School (LNS) has been developed for the following purposes:

1. To create opportunities for educational success and to reduce poverty by removing a major barrier for teenage parents.
2. To create school and community partnerships that can weave together a critical mass of resources and strategies to enhance caring communities that support all Lummi youth and their families and enable success at Lummi Nation School and beyond.
3. To support the mission of Lummi Nation School to enhance academic performance, increase on-time graduation rates, and increase attendance rates.
4. To collaborate as a team to establish and maintain the common goal of student learning and academic success and to promote healthy development.
5. Through collaboration among families, staff and partners, all child health and developmental concerns are identified, and children and families are linked to an ongoing source of continuous, accessible care to meet their basic health needs.
6. To provide all children attending the TPCDC with a safe, nurturing, and secure learning environment.
7. To support the continuum of children's growth and development, which includes the physical, social, emotional and cognitive development of each child.
8. To support healthy physical development by encouraging practices that prevent illness or injury and by promoting positive, culturally relevant health behaviors that enhance life-long well-being.
9. To enhance communication, coordination and collaboration among all agencies providing services to Lummi student/teen parents at Lummi Nation School.

Together, the parties enter into this Memorandum of Agreement to mutually promote the services for childcare and educational development. Accordingly, Lummi TPCDC and LNS operating under this MOA agree as follows:

**Administration of MOA:**

**A. Liaisons**

1. The TPCDC will designate a representative to interface and work directly with the LNS. This person will be the lead contact for LNS.
2. Each entity entering this agreement will be responsible in selecting a lead agency liaison. Carmen Fitzgibbon will be the lead for the TPCDC.
3. The role of the Liaisons will be the following:
  - (a) Ensure adherence to the MOA procedures;
  - (b) Develop and maintain a positive interagency relationship;
  - (c) Mediate conflict resolution between agencies; and
  - (d) Discuss how each agency could assist the TPCDC and their mission.

**B. Review of the MOA**

The TPCDC agency liaison will meet annually with the LNS to discuss and evaluate the effectiveness of the MOA. It will review all operational issues and pertinent issues associated to the MOA and the relationship between all parties involved.

**Agreement between the Teen Parent Child Development Center and Lummi Nation School**

The TPCDC will coordinate, collaborate and communicate with Lummi Nation School. In addition, the TPCDC and LNS agree to abide by the following procedures:

**Administrative Procedures:**

1. TPCDC staff will acquire a signed Release of Information Form from students/teen parents who are participating in the program.
2. TPCDC agrees to follow the LNS Attendance Policy and Staff Handbook.
3. TPCDC agrees to follow the rules and regulations for staff conduct as listed in the Lummi Nation School staff handbook. The TPCDC will receive a copy of the LNS staff handbook revisions each year.
4. TPCDC agrees to follow the policies and regulations as listed in Lummi Indian Business Council's (LIBC) policy handbook.
5. TPCDC agrees to follow all policies and procedures of Lummi Nation School during school hours and while on school campus.
6. LNS agrees to work in partnership to identify students who are eligible to participate in the prenatal and the TPCDC program.
7. LNS agrees to uphold Title IX of the Education Act of 1972 which prohibits discrimination of pregnant and parenting teens. The law also requires schools to treat absences due to childbirth in the same way that it treats absences due to "other temporary disabilities."
8. LNS agrees to review and determine if revisions of excused absences, attendance and leave regulations are in order.

9. LNS agrees that absence due to doctor appointments and illness of teen parent's child will be considered excused absences.
10. LNS will determine if student/ teen parent will be included in the extended illness policy due to giving childbirth.

## **RESPONSIBILITIES**

### **TPCDC:**

1. Will follow the hours and days of operation of the LNS 2011-2012 school calendar including the Summer Session.
2. Will enroll the student/teen parents who are currently attending or are eligible to re-enter the LNS.

### **Appointments:**

3. Will make every effort to assist student/teen parents to schedule appointments pertaining to the care and well-being of their child around their regularly scheduled classes whenever possible.
4. Will make every effort to assist student/teen parent in notifying LNS of pre-arranged absences due to the health and care of their child.
5. Will only contact, via telephone, student/teen parents during regular class sessions in the event of an emergency regarding the health and care of their child.
6. Will make every effort to assist student/teen parents in adhering to LNS administrative procedures for attendance.

### **LNS:**

#### **Messages:**

1. Will accept emergency telephone messages for student/teen parent regarding the care and well-being of their child.
2. Will inform student/teen parents of emergency messages immediately.

#### **Attendance:**

3. The parent attendance liaison or attendance manager will:
  - a. Inform the TPCDC of teen parent's excessive absences
  - b. Inform the TPCDC if the teen parents are in danger of being expelled
4. The LNS will inform the TPCDC when a student/teen parent's lack of attendance jeopardizes their continued educational progress.

Each Party will appoint a person to serve as an official contact and coordinate the activities of each organization in carrying out this MOU. The initial appointees of each organization are:

TPCDC: Carmen Fitzgibbon, program manager

LNS:

### **TPCDC Safety Plan:**

1. LNS agrees in the event of a natural disaster the TPCDC staff and the children in their care will be able to congregate in the LNS's gym until it is safe for the staff and children to return to site, or can leave or are picked up.

2. LNS agree in the event of a natural disaster and it is necessary for the TPCDC staff and the children in their care to be evacuated. The LNS will assist in the evacuation using their vehicles.
3. LNS agrees to include the TPCDC in their safety plan.

**Effective Date:** This agreement shall begin on the first day of the academic school year, 2010-2011 and remain in effect until the last day of school for the 2010-2011 school year and also includes the Summer School Session. Neither party will cancel this agreement unless jointly agreed upon in writing by both parties.

\_\_\_\_\_  
Bernard Thomas  
Lummi Nation School Education Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
Julia Ortiz  
YESS Program Manager

\_\_\_\_\_  
Date

\_\_\_\_\_  
Carmen Fitzgibbon  
TPCDC Program Manager

\_\_\_\_\_  
Date

~~DRAFT~~

**MEMORANDUM OF AGREEMENT**

**BETWEEN THE**

**LUMMI TRIBAL SCHOOL**

**AND THE**

**NORTHWEST PORTLAND AREA INDIAN HEALTH BOARD**

**“Evaluation of NATIVE It’s Your Game”**

**June 1, 2012 – December 31, 2014**

**THIS AGREEMENT**, effective from June 1, 2012 – December 31, 2014, is between the Northwest Portland Area Indian Health Board (NPAIHB) and the Lummi Tribal School, herein called NPAIHB and the LTS.

**WHEREAS**, the NPAIHB is interested in evaluating an evidence-based Teen Pregnancy and Sexually Transmitted Infections (STI) prevention curriculum for American Indian/Alaska Native youth 12-14 years old, called NATIVE It’s Your Game; and

**WHEREAS**, through expression of support by the LTS, the LTS has agreed to participate in this project. If desired by tribe a resolution will be passed in support of the project

**THEREFORE, BE IT RESOLVED**, that the LTS and NPAIHB mutually agree to the following terms and conditions:

**I. RESPONSIBILITIES OF THE LTS**

**A. Project Implementation**

1. Recruit at least 10 American Indian/Alaska Native youth (ages 12-14) to participate in the study (by September 31, 2012).
2. Identify a staff member to facilitate the online curricula, and serve as an on-site study coordinator (by May 31, 2012).
3. Select a date for students to complete an online baseline survey (by September 2012).
4. The LTS will be randomized by NPAIHB to receive either NATIVE It’s Your Game or a different online health game/curriculum.
5. The on-site coordinator will complete an online ethics certification training offered by CITI, as part of program training.
6. Receive training from NPAIHB, which includes training on; collection of consent forms, distribution of recruitment materials and incentives, implementing the pre and post survey, data collection, and participant follow-up and tracking for the assigned online curriculum.

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7. The on-site coordinator will receive training by the NPAIHB on how to implement their sites' online curriculum.
8. The on-site coordinator will facilitate all lessons of program (within four months, start-to-finish).
9. The on-site coordinator will facilitate follow up surveys which may require site coordinator to track participating youth using contact information that the student has voluntarily provided and will distribute incentives to participants as follows; at 5 months (\$5), 12 months (\$10), and 24 months (\$10).
10. The on-site coordinator and other site administrators will participate in periodic meetings (telephonic or in-person) regarding program implementation, project updates, and will maintain regular communication with NPAIHB.

## **II. RESPONSIBILITIES OF THE NORTHWEST PORTLAND AREA INDIAN HEALTH BOARD**

### **A. Program Assistance**

1. Provide training to the on-site coordinator, including training on; collection of consent forms, distribution of recruitment materials and incentives, implementing the pre and post survey, data collection, and participant follow-up and tracking for the assigned online curriculum.
2. After youth have been recruited, parental consent has been obtained, and the baseline survey has been completed, NPAIHB will randomize study sites to receive the NATIVE IYG intervention OR a different online health curriculum.
3. Provide all appropriate materials for recruiting student participants, informing parents about the program, parent/ youth consent forms, implementing the online curriculum.
4. Give incentives to the on-site coordinator for distribution to participants, including:
  1. Consent/Assent Forms: \$5 for all returned participant consent forms regardless of consent or refusal.
  2. Follow-up surveys done after completion of program at:
    - a. 5 months (\$5),
    - b. 12 months (\$10),
    - c. 24 months (\$10).
5. Provide technical assistance, as needed, throughout the project.
6. Coordinate and schedule meetings.
7. Develop and share aggregate data/findings from the efficacy study to the LTS in the form of an aggregate report on the curriculum, parent newsletters, and press releases.

## **III. USE AND DISCLOSURE OF INFORMATION**

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- A. NPAIHB will ensure the protection of participating students and tribes by obtaining approval from the Portland Area Indian Health Service Institutional Review Board (PA IHS IRB) before starting this study.
- B. Any references to the population and/or geographic location of the study participants in any publication, including but not limited to peer-reviewed journals, abstracts, or presentations, shall be generalized in nature, and shall refer only to "American Indians in the Pacific NW", without reference to any specific Reservation, school, or program location(s), including any description of geographic location of Reservation location(s), school, program, or tribal affiliation(s).
- C. If desired, the NPAIHB and the LTS shall jointly develop policies and procedures in writing for resolving questions about the confidentiality of personal identifying information.

**IV. COMPENSATION**

The site's total compensation will be approximately \$2,400. Of the total amount, \$2,000 can be used at the discretion of LTS. Funds may support any of the site's costs, such as school supplies, sports equipment, or personnel. The remaining \$400 will be used as compensation for the time invested by the on-site coordinator. This amount is to be used at the discretion of the on-site coordinator. NPAIHB shall provide 50% of the payment up-front, and 50% of the payment upon completion of the study.

NPAIHB having signed this Agreement, and the LTS Tribal Administrator having also signed this Agreement, agree to be bound by the provisions herein set forth.

**Bernie Thomas**  
Education Director  
Lummi Nation Schools

**Joe Finkbonner, RPH, MHA**  
EXECUTIVE DIRECTOR  
Northwest Portland Area Indian Health Board

  
SIGNATURE

  
SIGNATURE

  
DATE

  
DATE



## Lummi Nation School

### Grade 3 – Number Tested and Percent Projected Proficient

Test	Fall Students tested	Fall Student enrollment	% Projected Proficient	Winter Students tested	Winter Student enrollment	Spring Students tested	Spring Student enrollment	% Projected Proficient
Reading	25	25		25	25	25	25	
Math	25	25		25	25	25	25	

### Grade 3 – Data

Test	Norm RIT BOY	Avg. RIT BOY	Compared to Norm	Norm RIT MOY	Avg. RIT MOY	Compared to Norm	Norm RIT EOY	Avg. RIT EOY	Compared to Norm
Reading	190.2	176.6	-13.6	194.8	183.5	-11.3	199.2	186.2	-13
Math	192.3	186.8	-5.5	198.7	195.6	-3.1	203.5	201.7	-1.8

### Grade 3

Reading Averages by Goal	Word Skills	Reading Comprehension	Text Components	Think Critically & Analyze	Read Variety of Purposes	Strengths/Needs
Fall	174.7	175.7	178.2	177.4	176.2	<b>Strength:</b> Thinking critically and analyzing. <b>Needs:</b> Instruction on text components and word skills
Winter	182.2	185.2	181.1	187.1	183.1	
Spring	186.7	185.9	184.8	185.4	188.2	
Math Averages by Goal	Numbers & Operations	Algebra	Geometry & Measurement	Probability & Data		<b>Strength:</b> Algebraic understanding <b>Needs:</b> Instruction on text components and word skills
Fall	184.3	188.9	187.6	187.4		
Winter	194.6	196.4	195.8	195.6		
Spring	203.4	199.6	203.5	200.1		

## Lummi Nation School

### Grade 4 – Number Tested and Percent Projected Proficient

Test	Fall Students tested	Fall Student enrollment	% Projected Proficient	Winter Students tested	Winter Student enrollment	Spring Students tested	Spring Student enrollment	% Projected Proficient
Reading	20	20		19	19	19	19	
Math	19	20		19	19	19	19	

### Grade 4 – Data

Test	Norm RIT BOY	Avg. RIT BOY	Compared to Norm	Norm RIT MOY	Avg. RIT MOY	Compared to Norm	Norm RIT EOY	Avg. RIT EOY	Compared to Norm
Reading	199.6	184.7	-14.9	203.0	188.3	-14.7	206.3	190.8	-15.5
Math	203.5	198.7	-4.8	208.6	203.2	-5.4	212.4	211.2	-1.2

### Grade 4

### Strengths/Needs

Reading Averages by Goal	Word Skills	Reading Comprehension	Text Components	Think Critically & Analyze	Read Variety of Purposes	Strengths: Reading comprehension/Reading Variety of Purpose/Think Critically.
Fall	183	184.6	185.5	184.6	184.8	Needs: Better understanding of text components with word skill strategies. Reading Comprehension strategies.
Winter	184.5	189.6	186.8	190.6	190.6	
Spring	190.7	187.4	192.4	191.2	192.7	
Math Averages by Goal	Numbers & Operations	Algebra	Geometry & Measurement	Probability & Data		Strengths: Growth in algebraic knowledge.
Fall	199.8	198.7	197.1	199.8		Needs: Practice with probability and data.
Winter	204.2	204.1	204.1	201.2		
Spring	210.9	211.5	211.9	210.1		

## Lummi Nation School

### Grade 5 – Number Tested and Percent Projected Proficient

Test	Fall Students tested	Fall Student enrollment	% Projected Proficient	Winter Students tested	Winter Student enrollment	Spring Students tested	Spring Student enrollment	% Projected Proficient
Reading	11	12		12	12	13	13	
Math	12	12		12	12	13	13	

### Grade 5 – Data

Test	Norm RIT BOY	Avg. RIT BOY	Compared to Norm	Norm RIT MOY	Avg. RIT MOY	Compared to Norm	Norm RIT EOY	Avg. RIT EOY	Compared to Norm
Reading	207.1	189.6	-17.5	209.9	196.1	-13.8	212.4	195.9	-16.5
Math	212.7	201.8	-10.9	217.5	208.6	-8.9	220.7	215.1	-5.6

### Grade 5

Reading Averages by Goal	Word Skills	Reading Comprehension	Text Components	Think Critically & Analyze	Read Variety of Purposes	Strengths/Needs
Fall	189.5	188.3	193.5	188.4	188.3	<b>Strengths:</b> Word skills and reading for a variety of purposes.  <b>Needs:</b> Overall reading comprehension needs to become a focus, especially understanding Text Components and Word Skills.
Winter	199	192.9	200.1	192.9	195	
Spring	196.9	194.9	196.9	194.1	197.1	
Math Averages by Goal	Numbers & Operations	Algebra	Geometry & Measurement	Probability & Data		<b>Strengths:</b> Excellent growth in algebraic knowledge.  <b>Needs:</b> Practice with probability and data. Most likely a better understanding of charts and graphs.
Fall	201.9	202.1	202.5	200.9		
Winter	208.3	211	208.7	206.4		
Spring	218.2	213.8	213	215.6		

## Lummi Nation School

### Grade 6 – Number Tested and Percent Projected Proficient

Test	Fall Students tested	Fall Student enrollment	% Projected Proficient	Winter Students tested	Winter Student enrollment	Spring Students tested	Spring Student enrollment	% Projected Proficient
Reading	20	20		18	18	19	19	
Math	20	20		18	18	19	19	

### Grade 6 – Data

Test	Norm RIT BOY	Avg. RIT BOY	Compared to Norm	Norm RIT MOY	Avg. RIT MOY	Compared to Norm	Norm RIT EOY	Avg. RIT EOY	Compared to Norm
Reading	212.5	201	-11.5	214.2	203.7	-10.5	216.2	209.1	-7.1
Math	220.1	214	-6.1	223.2	219.8	-3.4	226	225.2	-0.8

### Grade 6

Reading Averages by Goal	Word Skills	Reading Comprehension	Text Components	Think Critically & Analyze	Read Variety of Purposes	Strengths/Needs
Fall	198	200	201.7	204.3	201.3	<b>Strengths:</b> Word skill strategies and understanding Text Components. <b>Needs:</b> Focus on critical thinking and analysis.
Winter	203.3	204.5	204.2	204.7	203.2	
Spring	208.8	207.0	212.3	208.4	207.3	
Math Averages by Goal	Numbers & Operations	Algebra	Geometry & Measurement	Probability & Data		<b>Strengths:</b> Overall growth and closing the gap with the NORM. <b>Needs:</b> Practice with algebraic functions
Fall	215.4	214.1	212.8	214.2		
Winter	222.6	218.1	219.3	219.4		
Spring	226.1	222.7	226.8	225.0		

## Lummi Nation School

### Grade 7 – Number Tested and Percent Projected Proficient

Test	Fall Students tested	Fall Student enrollment	% Projected Proficient	Winter Students tested	Winter Student enrollment	Spring Students tested	Spring Student enrollment	% Projected Proficient
Reading	24	28		20	21	19	21	
Math	22	28		19	21	19	21	

### Grade 7 – Data

Test	Norm RIT BOY	Avg. RIT BOY	Compared to Norm	Norm RIT MOY	Avg. RIT MOY	Compared to Norm	Norm RIT EOY	Avg. RIT EOY	Compared to Norm
Reading	216.6	196.5	-20.1	218.2	205.2	-13	219.6	206.8	-12.8
Math	225.7	216.1	-9.6	228.5	214.5	-14	230.9	219.8	-11.1

### Strengths/Needs

Reading Averages by Goal	Word Skills	Reading Comprehension	Text Components	Think Critically & Analyze	Read Variety of Purposes	Strengths/Needs
Fall	198.8	197.8	194.5	195.7	195.5	<b>Strengths:</b> Overall progress in closing gap with NORM. <b>Needs:</b> Overall reading comprehension strategies.
Winter	207.2	203	207.1	205.3	202.7	
Spring	209.8	206.3	203.9	208.6	204.7	
Math Averages by Goal	Numbers & Operations	Algebra	Geometry & Measurement	Probability & Data		<b>Strengths:</b> Algebraic understanding <b>Needs:</b> Basic understanding of numbers and operations/geometry & measurement
Fall	216.9	218.2	216.1	213.8		<b>Strengths:</b> Algebraic understanding <b>Needs:</b> Basic understanding of numbers and operations/geometry & measurement
Winter	214.4	215.1	214.2	214.7		
Spring	221.2	216.8	220.9	220.3		

## Lummi Nation School

### Grade 8 – Number Tested and Percent Projected Proficient

Test	Fall Students tested	Fall Student enrollment	% Projected Proficient	Winter Students tested	Winter Student enrollment	Spring Students tested	Spring Student enrollment	% Projected Proficient
Reading	19	23		20	21	19	20	
Math	17	23		21	21	19	20	

### Grade 8 – Data

Test	Norm RIT BOY	Avg. RIT BOY	Compared to Norm	Norm RIT MOY	Avg. RIT MOY	Compared to Norm	Norm RIT EOY	Avg. RIT EOY	Compared to Norm
Reading	219.5	198.7	-20.8	221.4	197.4	-24	222.6	197.2	-25.4
Math	230.0	212.3	-17.7	232.6	208.9	-23.7	234.4	216.8	-17.6

### Grade 8

Reading Averages by Goal	Word Skills	Reading Comprehension	Text Components	Think Critically & Analyze	Read Variety of Purposes	Strengths/Needs
Fall	201.1	198.3	197.8	194.8	200.9	<b>Strengths:</b> Critical thinking <b>Needs:</b> Overall strategies for reading comprehension especially focused on Critical Thinking and Analysis.
Winter	198.2	194.2	198.2	202.1	195.4	
Spring	198.8	198.2	198.3	193.9	197.8	<b>Strengths:</b> Probability and Data <b>Needs:</b> Understanding of Geometry and Measurement
Math Averages by Goal	Numbers & Operations	Algebra	Geometry & Measurement	Probability & Data		
Fall	207.2	209.4	206.4	206.4	206.4	<b>Needs:</b> Understanding of Geometry and Measurement
Winter	209	208	207.7	210.2		
Spring	217.0	215.9	216.4	217.6		

## Lummi Nation School

### Grade 9 – Number Tested and Percent Projected Proficient

Test	Fall Students tested	Fall Student enrollment	% Projected Proficient	Winter Students tested	Winter Student enrollment	Spring Students tested	Spring Student enrollment	% Projected Proficient
Reading	32	32		29	32	24	30	
Math	30	32		27	32	24	30	

### Grade 9 – Data

Test	Norm RIT BOY	Avg. RIT BOY	Compared to Norm	Norm RIT MOY	Avg. RIT MOY	Compared to Norm	Norm RIT EOY	Avg. RIT EOY	Compared to Norm
Reading	221.8	205	-16.8	222.2	208.1	-14.1	222.9	209.2	-13.6
Math	233.2	215.2	-18	234.2	216.2	-18	235.3	222.5	-12.8

### Grade 9

Reading Averages by Goal	Word Skills	Reading Comprehension	Text Components	Think Critically & Analyze	Read Variety of Purposes	Strengths/Needs
Fall	206.5	203.7	205.1	204.5	205	<b>Strengths:</b> Growth in all strand areas <b>Needs:</b> Understanding of math basics in numbers and operations.
Winter	208.9	206.9	207.2	209.1	208.6	
Spring	210.6	206.6	209.6	210.3	209.5	
Math Averages by Goal	Numbers & Operations	Algebra	Geometry & Measurement	Probability & Data		
Fall	214.5	216	216.5	214		
Winter	214.5	217.4	215.6	217.8		
Spring	220.8	224.0	220.8	224.8		

## Lummi Nation School

### Grade 10 – Number Tested and Percent Projected Proficient

Test	Fall Students tested	Fall Student enrollment	% Projected Proficient	Winter Students tested	Winter Student enrollment	Spring Students tested	Spring Student enrollment	% Projected Proficient
Reading	18	28		24	28	17	27	
Math	26	28		21	28	17	27	

### Grade 10 – Data

Test	Norm RIT BOY	Avg. RIT BOY	Compared to Norm	Norm RIT MOY	Avg. RIT MOY	Compared to Norm	Norm RIT EOY	Avg. RIT EOY	Compared to Norm
Reading	222.9	208.2	-14.7	223.3	209.3	-14	223.9	210.2	-13.7
Math	235.3	221.5	-13.5	236.6	216.9	-19.7	237.5	217.8	-19.7

### Grade 10

Reading Averages by Goal	Word Skills	Reading Comprehension	Text Components	Think Critically & Analyze	Read Variety of Purposes	Strengths/Needs
Fall	208.6	209.6	206.8	205.7	209.5	<b>Strengths:</b> Reading for a variety of purposes.  <b>Needs:</b> Overall strategies in Reading Comprehension for a Variety of Purposes.
Winter	210.2	207.2	208.5	208.8	211.8	
Spring	211.2	209.5	211.9	210.5	207.1	
Math Averages by Goal	Numbers & Operations	Algebra	Geometry & Measurement	Probability & Data		<b>Strengths:</b> Algebra Needs: Numbers and operations/Probability & data
Fall	219.7	224.6	220.5	221.4		
Winter	216.3	219.5	215.1	217.1		
Spring	213.5	219.2	220.3	218.3		

# Lummi Naton School

## Planning

**If you are not testing all students, please provide a rationale:** We currently do not test grades K,1,2,11,12. We plan on implementing MAP testing up through 12<sup>th</sup> grade, but at this point we are not convinced of the efficacy in the primary MAP test. We use DIBELS and AIMSWEB for K-2 and have found it to provide us with enough information for our intervention planning.

**What are your improvement goals?**

Increase student growth to an average of 5 RIT per testing window in order to close gaps within two years.

**Describe your plan of action to address student needs as identified by the data:**

We are developing Individual Learning Plans for all students based on their MAP data, attendance history and discipline patterns. This graphical document will be presented to each student every quarter for goal setting based on their lowest areas based on strand data.

**What support do you need from the Line Office?**

We need to know if we can proceed in shifting toward utilizing our MAP test data in lieu of Washington State's Measure of Student Progress and High School Proficiency Exam as a determiner of our AYP.

*\*The table will expand as you type.*



	<p><b>LUMMI NATION SCHOOL</b> 2334 LUMMI VIEW DRIVE BELLINGHAM, WASHINGTON 98226 (360) 758-4330 <b>Heather Leighton, K-12 Principal</b> <b>Matt Durand, K-12 Vice-Principal</b> <b>Bernie Thomas, Education Director</b> <b>Councilman, Lummi Indian Business Council</b> Fax 360-758-3152 or 360-758-3160</p>	
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November 20, 2012

Subject: Support Application 21<sup>st</sup> Century Grant Application for Lummi

Dear Sirs:

Please accept the endorsement of full faith and support of the Lummi Indian Business Council, the governing body of the Lummi Nation in application for federal financial assistance of the 21<sup>st</sup> Century Grant Proposal as submitted by the Lummi Education Board, and Lummi Nation School administration.

The Lummi Indian Business Council provides essential governmental services for the 5,000 enrolled Lummi members, including accounting, and audit policy and procedures. Funds are accounted for by contract or line item in strict adherence to the Title 28, the Budget and Finance Code of the Lummi Code of Laws.

The Lummi Nation is capable of and hereby the Lummi Nation shall agree to fulfill all of the obligations of the 21<sup>st</sup> Century grant, for reporting and fiscal transparency. Also, the Lummi Nation supports an academic/enrichment program targeted for Lummi Nation School students, to individual student targeted needs for academic improvement, including motivation and skills.

Thank you for your consideration, approbation and assistance.

Sincerely,



Bernard P. Thomas, for Lummi Indian Business Council