

Application for Federal Assistance SF-424

***1. Type of Submission:**

- Preapplication
- Application
- Changed/Corrected Application

***2. Type of Application:**

- New
- Continuation
- Revision

* If Revision, select appropriate letter(s):

*Other (Specify):

K-Indian Tribe

*** 3. Date Received:**

Completed by Grants.gov upon submission

4. Applicant Identifier:

91-1577466

5a. Federal Entity Identifier:

*5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier: **91-1577466**

8. APPLICANT INFORMATION:

*a. Legal Name: **Quileute Tribal School**

*b. Employer/Taxpayer Identification Number (EIN/TIN):

91-1577466

*c. Organizational DUNS:

d. Address:

*Street 1:

P.O. Box 39

Street 2:

*City:

La Push

County/Parish:

Clallam

*State:

WA

Province:

*Country:

USA

*Zip / Postal Code:

98350

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Mr.

*First Name:

Jon

Middle Name:

*Last Name:

Claymore

Suffix:

Title:

Superintendent/Principal

Organizational Affiliation:

Educational Facility

*Telephone Number:

(360) 374-2061

Fax Number: **(360) 374-9608**

*Email:

Jon.claymore@quileutenation.org

Application for Federal Assistance SF-424

9. Type of Applicant 1: Select Applicant Type:

K. Indian Tribe

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

*Other (Specify)

***10 Name of Federal Agency:**

Bureau of Education

11. Catalog of Federal Domestic Assistance Number:

CFDA Title:

***12 Funding Opportunity Number:**

*Title:

13. Competition Identification Number:

Title:

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

***15. Descriptive Title of Applicant's Project:**

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

16. Congressional Districts Of:

*a. Applicant:

*b. Program/Project:

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

17. Proposed Project:

*a. Start Date:

*b. End Date:

18. Estimated Funding (\$):

*a. Federal	<input type="text"/>
*b. Applicant	<input type="text"/>
*c. State	<input type="text"/>
*d. Local	<input type="text"/>
*e. Other	<input type="text"/>
*f. Program Income	<input type="text"/>
*g. TOTAL	<input type="text"/>

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

- a. This application was made available to the State under the Executive Order 12372 Process for review on _____
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

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

Yes No

If "Yes", provide explanation and attach.

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

**** I AGREE**

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

Authorized Representative:

Prefix: _____ *First Name:

Middle Name: _____

*Last Name:

Suffix: _____

*Title:

*Telephone Number: Fax Number: _____

* Email:

*Signature of Authorized Representative: Completed by Grants.gov upon submission *Date Signed: Completed by Grants.gov upon submission

Application for Federal Assistance SF-424

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*b. Employer/Taxpayer Identification Number (EIN/TIN):

91-1577466

*c. Organizational DUNS:

d. Address:

*Street 1:

P.O. Box 309

Street 2:

*City:

La Push

County/Parish:

Callam

*State:

WA

Province:

*Country:

USA

*Zip / Postal Code:

98350

e. Organizational Unit:

Department Name:

Quileute Tribal School

Division Name:

Seattle Education Line Office Seattle, WA

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Mr.

*First Name:

Jon

Middle Name:

*Last Name:

Claymore

Suffix:

Title:

Superintendent/Principal

Organizational Affiliation:

Bureau of Indian Education Program

*Telephone Number:

(360)374-5602

Fax Number: (360)374-9608

*Email:

jon.claymore@quileutenation.org

Application for Federal Assistance SF-424

9. Type of Applicant 1: Select Applicant Type:

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

*Other (Specify)

Bureau of Indian Education

***10 Name of Federal Agency:**

Bureau of Indian Education Department of Performance and Accountability

11. Catalog of Federal Domestic Assistance Number:

CFDA Title:

***12 Funding Opportunity Number:**

*Title:

21st Century Community Learning Centers Program

13. Competition Identification Number:

Title:

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

La Push, Forks, Hoh

***15. Descriptive Title of Applicant's Project:**

21st Century Bureau of Indian Ed Community Learning Centers

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

16. Congressional Districts Of:

*a. Applicant: **WA**

*b. Program/Project:

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

17. Proposed Project:

*a. Start Date: **02/07/2013**

*b. End Date: **08/21/2016**

18. Estimated Funding (\$):

*a. Federal	578,640
*b. Applicant	
*c. State	
*d. Local	
*e. Other	
*f. Program Income	
*g. TOTAL	578,640

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

- a. This application was made available to the State under the Executive Order 12372 Process for review on _____
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
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Yes No

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

**** I AGREE**

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

Authorized Representative:

Prefix: Mr. *First Name: **Jon**

Middle Name: Lee

*Last Name: **Claymore**

Suffix: _____

*Title: **Superintendent/Principal**

*Telephone Number: **(360) 374-5602**

Fax Number: (360)374-9608

* Email: **jon.claymore@quileutenation.org**

*Signature of Authorized Representative: **Completed by Grants.gov upon submission**

*Date Signed: **Completed by Grants.gov upon submission**

January 14th, 2013

To whom it may concern:

My name is Rachel House and I am the ICW (Indian Child Welfare) Program Manager for the Quileute Tribe, in LaPush, WA.

I fully support the Quileute School in obtaining the 21st Century Grant, and supporting the families in our community with much needed supportive services. Monies from such a grant could be extremely beneficial to families.

Respectfully,

Rachel House
ICW Program Manager
Quileute Tribe

Quileute
Tribal
School



PO Box 39 La Push, WA. 98350 360-374-5648 Fax 360-374-9608

Kevin A. Fields, Assistant Principal
Quileute Tribal School
P.O. Box 39
La Push, WA 98350
(360) 374-5657 fax (360) 374-9608

RE: Quileute Tribal School application for 21st Century CCLC Grant:

The assistant principal will act in as Director and Project Coordinator and will fully cooperate and oversee all activities encompassed within the QTS 21st Century CCLC after school and summer program (QTS ASES: After School Experiential Adventures). I fully embrace this opportunity and am excited to assist/facilitate/direct/participate ensuring a highly successful program focused on student learning, engagement, and success while focusing on building community and a family that is so focused on each child's success.

I, Kevin A. Fields, encourage and fully support all stake holders and participants of QTS ASES: After School Experiential Adventures. I greatly look forward to this opportunity to observe, participate, lead, and over see the students, participants, community and elders create a family focused on such an enriched environment encompassing the youth and culture of the community. I feel it is the village that raises the child, rather than an individual. This unique opportunity will create such an environment that will create success for each and every child. I am also very excited to participate in such a rewarding experiential teaching/education opportunity. It is so important to teach to these students with the learning style that is the most conducive to their personalities and their culture. Please contact me if you have any questions.

Sincerely,

Kevin A. Fields, Assistant Principal



School of Education
Department of Educational Leadership & Administration
Spokane, WA 99258-0025
January 17, 2013

To: Whom It May Concern,

Over the past 18 months I have had the pleasure of working with Mr. Jon Claymore who was at that time the Seattle Education Line Officer. Gonzaga University and the eight schools under the direction of Mr. Claymore developed a Regional Professional Learning Community (PLC) known as the Native American Leadership Academy (NALA). Our training, utilizing the PLC process, was focused on building leadership capacity within the Bureau of Indian Education and Tribally Controlled Grant Schools within the Pacific Northwest. NALA provides a forum where Gonzaga University and the tribal schools actively share "Best Practices" with one another and learn effective teaching strategies that support Native American student learning. There is no doubt Jon played an instrumental role with the creating, planning and the implementation of NALA. The bottom line is that this partnership with Gonzaga and the tribal schools would not have happened if Jon had not had the vision and the leadership skill-set to bring everyone together as a working team.

Without hesitation, I am confident if Quileute Tribal School (QTS) receives funding through the 21st Century Grant Opportunities, the monies will go toward transforming QTS from a low performing school into a high performing school where teachers are teaching and students are engaged in the learning process. His passion and enthusiasm will assist the school staff and students in achieving higher standards. I look forward to working with Mr. Claymore through guided support and professional development activities.

Sincerely,

Charles (Chuck) Salina, Ph.D.
Associate Professor
Gonzaga University – Spokane WA

Casey Keith
Quileute Youth & Family Intervention Advocate
PO Box 277
La Push, WA 98350
360-374-4349

January 17, 2013

To Whom It May Concern:

The Youth & Family Intervention program has been working in partnership with the Quileute Tribal School for the past six years. We offer pregnancy prevention classes, trips to tour colleges/vocational schools, parenting education, and monthly Family Fun Night's to strengthen the family systems among the tribe.

This program has been functioning as the primary youth program for the tribe, but because the scope of the grant is focused in other areas it cannot support after school programs, which are much needed in the community. Youth & Family has the opportunity to offer many in school programs, but the students at the Quileute Tribal School would greatly benefit with the addition of programs after school hours that will be affordable with the addition of this particular grant.

The reservation is located in a very remote region on the Olympic Peninsula, and most entertainment options and afterschool programs are located 30 minutes to an hour away. The majority of students living on reservation are living below the poverty line and transportation is also an issue. The addition of activities and events being held in the community could alleviate these barriers.

Youth & Family Intervention is committed to continuing and strengthening its relationship with the Quileute Tribal School for the next three year grant period. We look forward to seeing how the school can put the funds from this grant to good use, and will continue to partner with them to achieve greater goals in the future.

Sincerely,

Casey Keith
Quileute Youth & Family Intervention Advocate



**DEPARTMENT OF HUMAN SERVICES
QUILEUTE YOUTH AND FAMILY INTERVENTION**

P.O. Box 277

La Push, WA 98350-0277

Telephone: (360) 374-0336

Fax: (360) 374-4361

Email: nicole.earls@quileutenation.org



January 17, 2013

Dear Grant Committee:

The Quileute TANF Program has partnered with the Quileute Tribal School (QTS) for the purpose of increasing student and family access to resources and support. We have been able to service many of the children from Native families through our TANF Program. We are able to offer incentives for youth in our program, including voucher rewards for A, B, and C averages, perfect attendance and near perfect attendance and completion of high school. We also offer vouchers for school clothing and supplies at the beginning of the school year. The TANF Program has also sponsored parent education classes, youth and family activities and has offered to bring in motivational keynote speakers for assemblies on a variety of topics, including alcohol and drug abuse, pregnancy prevention, and creating strong and healthy families. Our TANF Program strongly believes in the need to work cooperatively with the school district and other agencies providing services to families and students to maximize the impact of these services and better invest in our community's future.

Activities for students and families, especially after-school programming, is a huge need for the community of La Push. We want to continue our partnership with Quileute Tribal School and we hope to continue providing seamless services for our students. We support them in their grant endeavor.

Please call with any questions you may have.

Sincerely,

Nicole Earls
Quileute TANF Coordinator/
Acting Human Services Director

APPENDIX V – PERFORMANCE MEASURES TEMPLATE

ACTION PLAN

Measurable Improvement Objective (As per NATIVE STAR)	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/ Evaluation
<p>The percentage of 3-8 grade students scoring proficient or higher in READING will increase from ___% to ___% as measured by the 2012-2013 Spring to Fall NWEA scores.</p>	<p>Staff will use a 3-Tier approach to identify priority students and implement intervention strategies; specific student academic needs will be identified; priority students will be identified and grouped according to proficiency and skill need levels.</p> <p>Activity 1: The response-to-intervention begun during the regular school year will continue through the summer school program.</p> <p>Activity 2: Summer school program will provide student specific intervention based on the 2013 NWEA MAPS assessment results; teachers will use the 3-tier model for lesson delivery:</p> <p>Activity 4: QTS will augment all instructional activities with hands-on, student focus, reading skills building activities; use of experiential activities to augment learning.</p> <p>Activity 5: QTS will augment all instructional activities with integrated thematic units, hands-on, student focus, reading skills building activities; Differentiated Instruction</p>	<p>Project Coordinator Teachers Sup/Principal</p>	<p>August/Sept 2013</p> <p>Fall 2013</p> <p>Summer 2013</p> <p>Ongoing</p>	<p>NWEA fall scores 2013 Fall Curriculum Based assessment scores/ end of unit</p> <p>NWEA MAPS scores, Fall 2012 to Fall 2013,</p> <p>Teacher Collaboration Notes Lesson Plans</p> <p>NM SBA Spring 2014</p>
<p>The percentage of 3-8 grade students scoring proficient or higher in MATH will increase from ___% to ___% as measured by the 2012-2013 Spring to Fall NWEA scores.</p>	<p>Staff will use a 3-Tier approach to identify priority students and implement intervention strategies for the summer programs</p> <p>Activity 1: Spring Math NWEA MAPS scores will be used to identify students as intensive, strategic, or benchmark levels.</p> <p>Activity 3: QTS will augment all instructional activities with hands-on, student focus, reading skills building activities.</p> <p>Activity 3: CDS will augment all instructional activities with integrated thematic units, hands-on, student focus, reading skills building activities; Differentiated Instruction</p> <p>Activity 6: At the end of the summer session, students will be assessed using the fall NWEA MAPS.</p>	<p>Project Coordinator Teachers Sup/Principal</p>	<p>August/Sept 2013</p> <p>Fall 2013</p> <p>Summer 2013</p>	<p>NWEA fall scores 2013 Fall Curriculum Based assessment scores/ end of unit</p> <p>NM SBA Spring 2014</p> <p>NWEA MAPS scores, Fall 2012 to Fall 2013,</p> <p>Teacher Collaboration Notes Lesson Plans</p>

<p>The percentage of 3-8 grade students scoring proficient or higher in READING will increase from ___% to ___% as measured by the 2012-2013 WA MSP scores.</p>	<p>Staff will use a 3-Tier approach to identify priority students and implement intervention strategies for the summer programs Activity 1: Winter Reading NWEA MAPS scores will be used to identify students as intensive, strategic, or benchmark levels.; intervention strategies will be used to target priority areas of need. Activity 3: QTS will augment all instructional activities with hands-on, student focus, reading skills building activities. Activity 3: CDS will augment all instructional activities with integrated thematic units, hands-on, student focus, reading skills building activities; Differentiated Instruction.</p>	<p>Project Coordinator Teachers Sup/Principal</p>	<p>Ongoing August 2014</p>	<p>Evaluation Report Comparison of Wida – Access 2013 to Wida Access 2014 assessment scores Teacher Collaboration Notes Lesson Plans Evaluation Report NM SBA Spring 2014</p>
<p>The percentage of 3-8 grade students scoring proficient or higher in MATH will increase from ___% to ___% as measured by the 2012-2013 WA MSP scores.</p>	<p>Staff will use a 3-Tier approach to identify priority students and implement intervention strategies for the summer programs Activity 1: Winter Math NWEA MAPS scores will be used to identify students as intensive, strategic, or benchmark levels and prepare for Spring WA MSP testing. Activity 3: QTS will augment all instructional activities with hands-on, student focus, reading skills building activities; target intervention strategies to greatest areas of need; focus on Core Standards mastery Activity 3: CDS will augment all instructional activities with integrated thematic units, hands-on, student focus, reading skills building activities;</p>	<p>Project Coordinator Teachers Sup/Principal</p>	<p>August/Sept 2013 Fall 2013 Summer 2013 Ongoing</p>	

	<p>Differentiated Instruction</p> <p>QTS will implement Quileute cultural concepts and activities to promote self esteem and to strengthen student identity.</p> <p>Activity 1: QTS will augment its academic program by offering Navajo cultural focused activities- arts, music, crafts, and traditional activities.</p> <p>Activity 2: QTS will elders and community members to provide students with real life experience in the Quileute culture ; use of crafts persons to teach and demonstrate the creation of Quileute crafts.</p>	
Quileute Culture	<p>Culture Teacher Partners</p>	<p>August/Sept 2013</p> <p>Fall 2013</p> <p>Summer 2013</p> <p>Ongoing</p>
Recreational and Physical Education	<p>Activity 1: QTS will implement organized and structured recreational activities that promote a healthy lifestyle.</p> <p>Activity 2: CDS will augment its academic program by offering structured recreational (sports, aerobics, field events, etc) activities that promote a healthy lifestyle</p>	<p>Project coordinator Partner</p>
		<p>Fall 2013</p> <p>Ongoing for both after school and summer school</p>

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

<u>Quileute Tribal School</u>	
Organization	
<u>Jon Claymore, Kevin A. Fields</u>	<u>(360) 374-2061</u>
Name of Contact Person(s)	Telephone
<u>Jon.Claymore@quileute.bie.edu Kevin.Fields@bie.edu</u>	<u>(360) 374-9608</u>
E-mail Address	Fax Number
_____	<u>01/16/2013</u>
Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures	Date
<i>■ Note: The general certifications and assurances that are signed and submitted by the district each spring (or provided by the applicant to EED) will apply to this federally funded program.</i>	
_____	<u>01/16/2013</u>
Signature of Organizational Representative	Date
<u>Superintendent/Principal</u>	
Title	

\$ _____
Total Funding Requested Per Year
\$ _____
Total Funding Requested for Three Years

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

Quileute 21st Century Community Learning Centers Program

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Budget Form	page
21st CCLC Assurance Form	page
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Abstract

Quileute ASEA: *After School Experiential Adventure* will provide Quileute Tribal School students access to academic intervention supports, academic enrichment opportunities through experiential activities, and health and recreational fitness classes.

The ASEA Program will provide two hours after school four days a week throughout the school year and a six week Summer School Program. ASEA will provide tutoring, homework assistance, and intensive intervention strategies for those students most in need of services by highly qualified Quileute classroom teachers. Experiential learning activities will be provided to students and their families by **community and tribal partners**. Quileute Tribe and members have committed to these partnerships. In addition, a **health and recreational fitness** component will be provided for students and their families through a partnership with Forks Athletic and Aquatic Club.

The goals of the ASEA Program are to assist students in meeting state and local student performance standards in core academic subjects like language arts and mathematics. And to provide additional services, programs, and activities designed to reinforce and complement the regular academic program. It also offers families opportunities to participate and be involved in their child's education.

ASEA Objectives:

- Increase annual student growth at QTS by 5%.
- Increase number of students scoring proficient on state assessments by 10% annually
- Increase parental involvement by 25%

Funds will be used to develop programs that engage students in active, experiential learning. For Native students to develop a sense of meaning in their education requires that education have relevance to their lives. The connection to place is the essence of what it means to be Native and what is transmitted through experiential activities. The QTS AESA Program will aspire to implement an indigenous experience through experiential learning activities partnering with the tribe. Understanding the interconnectedness of all beings in the natural world is of primary significance in experiential learning. ASEA will start with what the student and community know and are using in everyday life. QTS students will become more motivated to learn because the experiential activities and **service learning projects** are directly relevant and useful to the livelihood of their community. ASEA will encourage Native youth to become contributing members of their community.

1) Need for Project (18 points)

Quileute Tribal School Mission Statement:

“Our students will gain and retain the knowledge and skills necessary to make them responsible, productive citizens. They will develop problem solving skills, communication skills, and self-sufficiency skills that will allow them to interact at all levels of society. They will protect, preserve, and enhance the Quileute language and culture for future generations”.

Quileute Tribal School (QTS) is a Tribally Controlled Grant school in rural Washington State on the Olympic Peninsula and also on the Quileute Indian Reservation at La Push, Washington. The Quileute Tribe is a geographically and culturally isolated community that struggles with the fear of a declining population as well as tsunamis. QTS serves 67 students in grades K-12. Over 39% of enrolled youth at QTS are special needs students on an IEP (Individual Education Plan). Many of the QTS students are left unattended when they arrive home from school. Drugs, alcohol, and police arrests are common during the hours of 3:00 – 6:00 p.m. Many of the students are becoming inactive and obese while relying on the television and multi media for entertainment.

Currently, the students are failing academically at an alarming rate. On 2011 state assessments, the student proficiency scores declined to 15.87% in reading and 13.51% in math. The 2012 Fall MAPS/NWEA assessment results indicated extremely high numbers of students scoring in the intensive range in both reading 78% and math 79%. The Bureau of Indian Education placed Quileute Tribal School on CA 2 Restructuring School Improvement Status for the 2012-2013 school year. Bureau of Indian Education/Department of Performance and Accountability (BPA) identified Quileute Tribal School as a Tier 1, bottom 5% regarding academic performance, 2011-2012 school year. Unfortunately, application was not accepted resulting with no funding.

Due to the low student performance, declining population, and ineffective school administrative management, Quileute Tribal School Board replaced underperforming school administrators, staff and faculty members. A new school superintendent was hired on January 7, 2013. He has since hired additional teachers, and another half time administrator. As a former superintendent and BIE Educational Line Officer, the new superintendent has extensive training in school improvement reform practices.

QTS desperately needs the funding for this 21st Century Community Learning Center Program. Absence of education extension programs and activities has directly contributed to low performance and success opportunities for students attending QTS and the surrounding community. Through Quileute’s ASEA: *After School Experiential Adventure*, all QTS students could benefit from a safe after school program that provides tutoring and homework assistance, experiential enrichment opportunities, Summer School (Jump Start), healthy lifestyles and recreation, and the opportunity to learn more about the world and the environment they live in through community partnerships.

1A.

Section 1A:

Name of Each After School Site	Designation – School Status	% Free or Reduced Lunch	Estimated # of Students to be Served (based on percentage of total source population), see table in Appendix IV p.26	# of Family Members to be Served, if Appropriate	Grade Levels to be Served
Pacific Ocean, Quileute Tribal School and Quileute Tribal Programs	Year 2 Corrective Action Restructuring Status	100% Eligible (no funding from USDA Programs)	67 students	50 adults	Pre K - 12

Due to the past administrative and teaching challenges at the school and low academic achievement, many parents opted to transfer their children to the public schools in Forks, Washington. It is the administrations expectations that with this 21st Century Community Learning Center funding combined with restructuring, new administration, and highly qualified/highly effective staff, will ensure students’ success rate and the parents will gain confidence with the school and see the opportunities for student growth. With this funding opportunity, QTS expects a 30% annual yearly growth in student population per year.

➤ **1B.**

Since only 15% of the students are proficient in reading and 13% in math, all QTS students are considered in need of services offered through ASEA. Those students identified according to the (Fall/Winter/Spring) MAPS testing as “intensive” will receive Response To Intervention (RTI) support and be considered in most need. Progress monitoring will be used as the measurement to determine progress of students in most need of academic assistance.

All students will be highly encouraged to participate in the after school program and Summer School. All QTS parents and families will be invited to participate in expanded library hours, computer training classes, guest speakers, and family literacy/math/science nights.

➤ **1C.**

A comprehensive needs assessment was sent home with each student for parents to complete. The results indicated that the most critical area that parents needed was reading and math assistance for their children. Many of the parents themselves have low reading and math skills, and the survey indicated that parents do not feel comfortable helping their children with homework especially in math. The survey also showed that many parents do not have working computers at home and need training on literacy and math skills, basic computer skills, and training on job skills and resume development. Many indicated they don't have books at home or access to a public library. In order for QTS to be successful, it is important to include and encourage all stakeholders.

➤ **1D.**

If awarded the 21st CCLC grant, QTS will document progress and student achievement made by the 21st CCLC students on the Washington state assessments and NWEA tests.

➤ **1E.**

SMART GOAL: Students scoring proficient on state assessments will increase 30% annually in reading and math.

On 2011 state assessments, the student proficiency scores declined to 15.87% in reading and 13.51% in math. The 2012 Fall MAPS/NWEA assessment results indicated extremely high numbers of students scoring in the intensive range in both reading 78% and math 79%.

➤ **1F.**

Many of the students in the school feel isolated and unconnected to the world. They live in a rich science filled environment, but do not connect themselves to the rest of the world. Bringing in community partners will help students to make that connection to see that their environment, fishing industry, and tribal culture make up a unique part of Washington history. The personal connections they will make with the partners will allow for career opportunities, internships, and jobs for the high school QTS students.

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

➤ 2A.

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
Increase annual student growth at QTS by 30%.	Experiential Learning	Project Coordinator Tribal/Community Members, Elders, and other partnerships	September 30, 2013	Student enrollment data
	After School Program	Project Coordinator; Classroom teachers; Peninsula Community College Students		
	Summer School Program	Project Coordinator; Classroom teachers; Including other partnerships		
	School to Work Transition Programs	Projector Coordinator, Tribal Programs and Partnerships: Quileute Natural Resources, Indian Health Services, School Run Businesses (silk Screening, restaurant management)		

Quileute ASEA: *After School Experiential Adventure*

	Health/Fitness activities	Project Coordinator, Nike Native 7, Let's Move in Indian Country (LMIC), Forks Aquatic Center		
Increase number of students scoring proficient on state assessments by 30% annually	NWEA MAPS benchmarks Experiential Learning After School Program Summer School Program	Testing Coordinator Tribal members; partners Project Coordinator; Classroom teachers; Project Coordinator; Classroom teachers; Quileute Natural Resources	Fall, Winter, Spring annually May 30, 2014	NWEA MAPS results Washington State Assessment results

Quileute ASEA: *After School Experiential Adventure*

<p>Increase parental involvement by 25%</p>	<p>Health/Fitness activities</p> <p>Updated technology</p> <p>After School Program</p> <p>Summer School Program</p> <p>Health/Fitness activities</p>	<p>Health First partner</p> <p>Project Coordinator</p> <p>Project Coordinator; Classroom teachers;</p> <p>Project Coordinator; Classroom teachers; Quileute Natural Resources</p> <p>Health First partner</p>	<p>September 30, 2013</p>	<p>21st CCLC funding</p> <p>Extracurricular course offering</p> <p>Program schedules</p> <p>Attendance logs</p>
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➤ **2B.**

Experiential Learning:

Experiential Learning Theory defines learning as “the process whereby knowledge is created by the transformation of experience. Knowledge results from the combination of grasping and transforming experiences”. (Kolb, 1984) Experiential Learning Theory promotes learning and flexibility of a deeper and yet more comprehensive level. It also provides guidance for applications to helping students improve their learning and designing better processes in education. (Kolb, 1999)

Experiential Learning will facilitate the goal of 30% annual student growth at QTS. Experiential Learning activities will contribute to the increase of student proficiency on state assessments by 30%.

After School and Summer School Programs:

21st Century Community Learning Centers get results. Data from 2006-2009 studies by Learning Point Associates indicates 43% of all 21st CCLC participants improved their reading grades and 49% improved their math grades which will contribute to the increase of student proficiency on state assessments by 10%(30)%. Over 3/4 of attendees showed

improvement in their homework completion and improvement in student behavior improved 72% among students who participate regularly in 21st CCLC programs.

QTS 21st Century Community Learning Center (ASEA) after school and summer school program will align to the QTS day program with improving student behavior, homework completion, and raising student achievement.

Parent Engagement:

Thirty years of research shows the difference family involvement makes in children's learning. Family involvement in after school programs is just as important. The success of an after school program depends on both family and community involvement. Research shows that when families are involved in schools, students do better. We can also expect that family and community members with an investment, however large or small, in a school based after school program will tend to be more interested and involved in their own children's learning, in the learning of all children in the program, and in the life of the school as a whole (Bringing Education to After School Programs, Ed.gov, 1999). QTS ASEA Program will develop monthly opportunities for students and families to participate together in literacy/math/science nights along with health and recreational activities thereby increasing parental involvement by 50%.

➤ **2C.**

On 2011 state assessments, the student proficiency scores declined to 15.87% in reading and 13.51% in math. The 2012 Fall MAPS/NWEA assessment results indicated extremely high numbers of students scoring in the intensive range in both reading and math. Teachers will administer the NWEA benchmark testing in Fall, Winter, and Spring annually to monitor students' academic progress to meet the annual growth required. After school tutoring, homework help, experiential learning activities, and targeted response to interventions, along with ability grouping, will assist all students. Enrichment activities will support all students on or above grade level expectations.

➤ **2D. Describe how we will use NASIS**

QTS has a NASIS certified trainer who will ensure daily encoding of all student data (referrals, attendance, and grades). All teaching staff will be trained to use NASIS as the foundation of recording and monitoring student data.

➤ **2E. Include info on all planned data collection methods including PBICS, NASIS behavior rates, local student risk surveys. Ask Jack.**

➤ **2F.**

“Building Native nations entail motivating American Indian/Alaska Native youth to become committed to their communities so as to sustain and move forward with the goals of American Indian/Alaska Native nations. This *Indigenized* approach to education, includes community-based partnerships, experiential methods in course and after school activities, and critical, interdisciplinary perspectives in curriculum, encouraging Native youth to become contributing members of their communities”. (Lee, 2009)

QTS ASEA Experiential learning activities in partnership, with Quileute Tribal Programs, will provide students and families the experience of creating personal relationships with their tribal elders through this Indigenized approach to education. QTS ASEA will support and enhance student participation of students in need which will

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encourage student involvement as we address their weaknesses and broaden their strengths. The Native Heritage and culture is a that is traditionally taught through the generations from the elders to the youth. Through the voice and support of our first teachers (elders), will highly encourage and support student and family involvement as they instill what an education can do.

➤ 2G.

See Appendix VI

➤ 2H.

The program collaborates with numerous community partners that play an important role in implementing the program. These partners include, but are not limited to:

- Quileute Tribal Leaders
 - ✓ Available to support experiential learning activities
- Quileute Natural Resources
 - ✓ Improve the scientific experiences and understandings of QTS students
 - ✓ Supplement the regular school curricula
 - ✓ Accommodate students during the QTS Summer School Program
 - ✓ Facilitate the Summer “Ocean-Going Canoe Tradition” with students
 - ✓ Teach fishing, hunting and gathering skills to students during QTS Summer School Program
 - ✓ Provide service learning opportunities
- Forks Health First Gym **Aquatic Center/Contract Funds?**
 - ✓ Provide monthly health and fitness activities for students and their families
- Quileute Tribal School classroom teachers and administration
 - ✓ Provide after school tutoring, homework help, intervention strategies, experiential learning hands-on projects
 - ✓ Participate in health and fitness activities
 - ✓ Monitor student academic progress
- Quileute Housing Authority
 - ✓ Expand Youth Shed supports
- Indian Child Welfare Program Manager
 - Nutrition
- **Native 7**
- **Kein Skenandore**
- **WGBH**

➤ **2I.**

The ASEA is open to all QTS students for homework help, tutoring, and/or intervention/enrichment opportunities. Teachers will monitor those students most in need and encourage their participation in the ASEA program.

➤ **2J.**

For Native students to develop a sense of meaning in their education requires that education have relevance to their lives. This means creating and utilizing pedagogy that decolonizes educational practices and content by implementing what many are calling “Indigenized” or “Indigenizing education” (Cajete, 1994; Deloria & Wildcat, 2001). Indigenizing education returns to traditional philosophies and approaches in education that were rooted in Native communities and used for transmitting culture and values. Indigenizing education also means prioritizing Native communities, Native people, Native beliefs, and Native experiences in the educational process thereby validating Indigenous knowledge. In addition, the connection to place is the essence of what it means to be Indigenous and what is transmitted through Indigenous education. To be Indigenous is to be connected to a place that is “natural and soulful” (Cajete, 1999, p. 189). Kawagley and Barnhardt (1999) also explained the importance of Indigenous education’s relationship to place when they said, “Indigenous education is based on a recognition that human interactions with places give rise to and define cultures and community.” The QTS AESA Program will aspire to implement and indigenous experience through experiential learning activities partnering with the tribe.

Experiential based programming will focus on the culture, food, dance, art, music, poetry, geography, climate, and customs of the Quileute Nation. Academic enrichment activities will be aligned to CCSS standards in all curriculum areas of the regular school program via various hands-on, experiential, and/or technology based modalities. Students will have the opportunity to make paddles, enjoy celebrations featuring food, art, and music and/or play the sports, music, and rhythms of the Quileute people. Students will develop authentic projects. Program partners offer students mentoring, health and recreation activities, character development, academic support, and service learning projects.

➤ **2K.**

Indigenous education involves drawing on students’ current life experiences and knowledge. Kawagley and Barnhardt (1999) acknowledge that Indigenous people have traditionally acquired their knowledge through direct experience in the natural environment. Understanding the interconnectedness of all beings in the natural world is of primary significance in Indigenous learning contexts. Thus, all learning should start with what the student and community know and are using in everyday life. They believe Indigenous students will become more motivated to learn because the topics of study are directly relevant and useful to the livelihood of their community. ASEA Program will integrate the indigenous education through experiential education.

The summer program will offer students hands-on science activities, math readiness experiences, and cognitive learning opportunities in a culturally rich environment. The program will conduct activities with partners in collaboration with QTS staff.

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➤ **2L.**

The QTS ASEA Program is proud to offer so many exciting new experiences to our students. Thanks to our many partnerships, the students are given the opportunity to take part in a variety of enrichment activities:

- Hands-on science labs with Quileute Natural Resources biologists
- Social studies and science academic standards through on-site projects
- Create experiential projects with tribal elders
- Participate in traditional carving projects
- Participate in the Annual Summer Paddle
- Health and recreation activities
- Nutrition services
- Youth Shed services

In addition to our many enrichment activities, academics is integral part of the ASEA Program. Academics are interdisciplinary and cross-curricular, integrating language arts and social studies standards across content areas of science, technology, engineering and math (STEM). Program materials are highly motivating and provide hands-on experiences with modalities for varied learning styles and in-depth explorations involving comprehension, vocabulary word attack and language arts skills to address the students of most of need.

➤ **2M.**

Service to community is an inherent value among Native people to help protect Native sovereignty, which includes protection of traditional culture. Quileute tribal members will volunteer and support the ASEA Program. The Quileute Senior Citizens Center is on-site and is available for students to interview and learn from tribal elders.

➤ **2N.**

QTS ASEA will use Washington state assessment results, NWEA MAPS testing results, attendance, enrollment, graduation rates, and survey results to evaluate program effectiveness and needs for improvement.

➤ **2O.**

Tribal support, partnership support, parent support will sustain the program's efforts.

➤ **2P.**

Coordination of services will be the responsibility of the Project director and Project Coordinator. Current classroom teachers from the school provide instruction for the afterschool/summer program.

➤ **2Q.**

Transformation Model replaced most teachers and all administrators. This new faculty will facilitate the ASEA program in raising academic achievement.

3) Adequacy of Resources (18 points)

➤ **3A.**

QTS ASEA Program will be staffed by two school administrators, four teachers for the after school program, and six teachers for the summer school program. In addition to the school staff, partners and tribal resources will assist in staffing the ASEA program.

➤ **3B.**

See Appendix VI for schedule and p. 35 for job descriptions

➤ **3C.**

All school safety policies and procedures will be adhered to as stated in the QTS Student Handbook.

➤ **3D.**

All available school resources will be leveraged to support the ASEA program.

➤ **3E.**

- Quileute Tribal Leaders
 - ✓ Available to support experiential learning activities
- Quileute Natural Resources
 - ✓ Improve the scientific experiences and understandings of QTS students
 - ✓ Supplement the regular school curricula
 - ✓ Accommodate students during the QTS Summer School Program
 - ✓ Facilitate the Summer “Ocean-Going Canoe Tradition” with students
 - ✓ Teach fishing, hunting and gathering skills to students during QTS Summer School Program
 - ✓ Provide service learning opportunities
- Forks Health First Gym
 - ✓ Provide monthly health and fitness activities for students and their families
- Quileute Tribal School classroom teachers and administration
 - ✓ Provide after school tutoring, homework help, intervention strategies, experiential learning hands-on projects
 - ✓ Participate in health and fitness activities
 - ✓ Monitor student academic progress
- Quileute Housing Authority
 - ✓ Expand Youth Shed supports
- Indian Child Welfare Program Manager

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✓ Nutrition

✓

➤ 3F.

All QTS staff members and parents had the opportunity to complete the school survey last spring. The new administration and faculty communicated with students, parents, Quileute Tribal Council, and community members to develop this proposal.

4) Quality of the Management Plan (24 points)

➤ 4A.

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
Increase annual student growth at QTS by 5%.	Experiential Learning	Tribal members; partners	September 30, 2013	Student enrollment data
	After School Program	Project Coordinator; Classroom teachers;		
	Summer School Program	Project Coordinator; Classroom teachers; Quileute Natural Resources		
	Health/Fitness activities	Health First partner		
Increase number of students scoring proficient on state assessments	NWEA MAPS benchmarks	Testing Coordinator	Fall, Winter, Spring annually	NWEA MAPS results
	Experiential Learning	Tribal members;	May 30, 2014	Washington State Assessment results

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by 10% annually	After School Program	partners Project Coordinator; Classroom teachers;		
	Summer School Program	Project Coordinator; Classroom teachers; Quileute Natural Resources		
	Health/Fitness activities	Health First partner		
	Updated technology	Project Coordinator		
Increase parental involvement by 25%	After School Program	Project Coordinator; Classroom teachers;	September 30, 2013	21 st CCLC funding Extracurricular course offering Program schedules Attendance logs
	Summer School Program	Project Coordinator; Classroom teachers; Quileute Natural Resources		
	Health/Fitness activities	Health First partner		

➤ **4B.**

February, 2013: (estimated costs: \$90,600)

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- Received funding from the BIE for 21st CCLC
- Notify partners of program award
- Order materials, technology, and supplies
- Contract with Forks Athletic and Aquatic Club
- Notify community and Quileute Tribe of the ASEA Program's components
- Send after school calendar and schedule to parents and community members
- Identify students most in need of intensive interventions
- Planning sessions with afterschool staff
- Training for Scholastic 180 and Compass Learning

March, 2013 (estimated costs: \$5,600)

- Enroll students in after school program
- Begin afterschool program
- Collect and analyze student achievement data
- Collect family engagement data
- Coordinate with day school

April, 2013 (estimated costs: \$5,600)

- Continue implementation of after school program
- Collect and analyze student achievement data
- Collect family engagement data
- Coordinate with day school
- Administer Washington State Assessments

May, 2013 (if funding is continued from pre-implementation phase)

- Continue implementation of after school program
- Collect and analyze student achievement data
- Collect family engagement data
- Coordinate with day school
- Administer NWEA MAPS Spring benchmark testing
- Order materials for summer school program
- Conduct ASEA Partner Planning Meeting for summer program

➤ **4C.**

The ASEA Program will adhere to the management materials used by Quileute Tribal School including but not limited to forms, handbooks and policies. All activities will align with the day program and Common Core State Standards.

➤ **4D.**

All ASEA goals and objective will align to the School Transformation Model and Native Star indicators. Project Director and Project Coordinator are members of the Native Star Leadership Team.

➤ **4E.**

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The school will continue to offer state mandated professional development. If the school receives the Transformation Model funds from the BIE, the school will contract for professional development.

➤ 4F.

The QTS ASEA Program is proud to offer so many exciting new experiences to our students. Thanks to our many partnerships, the students are given the opportunity to take part in a variety of enrichment activities:

- Hands-on science labs with Quileute Natural Resources biologists
- Social studies and science academic standards through on-site projects
- Create experiential projects with tribal elders
- Participate in traditional carving projects
- Participate in the Annual Summer Paddle
- Health and recreation activities
- Nutrition services
- Youth Shed services

➤ 4G.

The QTS administrators will disseminate all pertinent information including student achievement progress to the community by Tribal website, parent meeting, and after school flyers.

➤ 4H.

Washington State assessment data, NWEA MAPS data, attendance, progress reports, behavior incident report, and report cards will be monitored for student progress.

5) School Improvement Status (12 points)

➤ 5B.

Quileute Tribal School was identified as a Tier I School in Year 2 CA Restructuring. The school was eligible to apply for a SIG grant but the former administration was not able to submit the application in a timely manner. However, with the new school superintendent, the newly hired Quileute staff will begin the school improvement process without the funds. Superintendent has been trained in the Effective School Model which includes the Seven Correlates of Effectiveness. These correlates will be the core of Quileute's School Improvement Plan and support the Native Star indicators. Professional Learning Communities (PLC) will be formed and will meet on a weekly basis to discuss the progress of the school day and the after school program, plan after school learning activities, and make adjustments as needed. Decisions in the PLC's will be data driven to ensure all students have the opportunity to achieve the goals of ASEA with an emphasis

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on those students most in need of services. The new administration is sending new staff members to leadership training with Gonzaga University.

6) Budget/Budget Narrative (15 points)

Year 1:

➤ **6A. Certified and Non-Certified Staff:**

Total Salaries and Benefits = (\$74,400)

After School Program - Salary: (\$28,800)

(4 teachers at \$30.00 per hour x 2 hours per day x 4 days a week x 30 weeks)

QTS will contract with four current classroom teachers as instructors for the 30 week after school program.

Summer School Program – Salary = (\$17,280)

(6 teachers at \$30.00 per hour x 4 hours per day x 4 days a week x 6 weeks)

QTS will contract with six current classroom teachers as instructors for the 6 week Summer School Program

Program Coordinator - Salary = (\$13,440)

1 program coordinator at \$40.00 per hour x 2 hours per day x 4 days a week x 30 weeks for the After School Program = \$9,600

1 program coordinator at \$40.00 per hour x 4 hours per day x 4 days a week x 6 weeks for the Summer School Program = \$3,840

Employee Benefits at 25% = (\$14,880)

Fringe Benefits for 4 teachers for the after school program: (\$7,200)

Fringe Benefits for 6 teachers for the Summer School Program (\$4,320)

Fringe Benefits for 1 program coordinator for the after school program and summer school (\$3,360)

➤ **6B. Professional/Technical:**

Partner Contracts (\$6,000)

Monthly contract for Forks Athletic and Aquatic Club to travel to QTS to provide fitness and wellness activities for students and parents

➤ **6C. Staff and Student Travel:**

Staff Travel Required:

Employee Travel Total = (\$6,300)

4 teachers travel to the mandatory annual 21st CCLC conference and one annual Regional/national conference

Flights = \$800.00 x 4 = \$2,400

Hotels = \$150.00 x 4 x 4 nights = \$2,400

Per Diem = \$75.00 x 4 x 4 = \$1,200

Rental car = \$300.00

Student Travel:

Total Student Transportation = (\$22,700)

Bus Transportation to and from 30 week After School Program = (\$7,200)

1 bus driver at \$15.00 per hour x 4 hours x 4 days a week x 30 weeks

Bus Transportation to and from 6 week Summer School Program = (\$1,400)

1 bus driver at \$15.00 per hour x 4 hours x 4 days a week x 6 weeks

Employee Benefits for bus driver at 25% = (\$8,600)

Gas and maintenance costs for bus routes = (5,500)

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

Total Supplies/Materials/Curriculum = (\$90,600)

Curriculum Materials (\$10,000)

Includes instructional materials for after school program and summer school; nonfiction and fiction books, technical/construction books and literature novels.

General Supplies & Materials (\$13,600)

Necessary supplies to conduct all after school and summer school activities to include all materials necessary for experiential learning projects

Other (\$12,000)

10 iPads at \$700 each and 10 laptop computers at \$500.00 each for student use in the after school program and summer school program

Instructional Software_(\$55,000)

Compass Learning and Scholastic READ 180 will be purchased for after school program and summer school for students identified as intensive.

➤ **6E. Coordinated Funding:**

QTS has contracted with NWEA for the MAPS assessments which will be used to monitor progress throughout this grant.

Year 2:

➤ **6A. Certified and Non-Certified Staff:**

Total Salaries and Benefits = (\$74,400)

After School Program - Salary: (\$28,800)

(4 teachers at \$30.00 per hour x 2 hours per day x 4 days a week x 30 weeks)

QTS will contract with four current classroom teachers as instructors for the 30 week after school program.

Summer School Program – Salary = (\$17,280)

(6 teachers at \$30.00 per hour x 4 hours per day x 4 days a week x 6 weeks)

QTS will contract with six current classroom teachers as instructors for the 6 week Summer School Program

Program Coordinator - Salary = (\$13,440)

1 program coordinator at \$40.00 per hour x 2 hours per day x 4 days a week x 30 weeks for the After School Program= \$9,600

1 program coordinator at \$40.00 per hour x 4 hours per day x 4 days a week x 6 weeks for the Summer School Program = \$3,840

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Employee Benefits at 25% = (\$14,880)

Fringe Benefits for 4 teachers for the after school program: (\$7,200)

Fringe Benefits for 6 teachers for the Summer School Program (\$4,320)

Fringe Benefits for 1 program coordinator for the after school program and summer school (\$3,360)

➤ **6B. Professional/Technical:**

Partner Contracts (\$6,000)

Monthly contract for Forks Athletic and Aquatic Club to travel to QTS to provide fitness and wellness activities for students and parents

➤ **6C. Staff and Student Travel:**

Staff Travel Required:

Employee Travel Total = (\$6,300)

4 teachers travel to the mandatory annual 21st CCLC conference and one annual Regional/national conference

Flights = \$800.00 x 4 = \$2,400

Hotels = \$150.00 x 4 x 4 nights = \$2,400

Per Diem = \$75.00 x 4 x 4 = \$1,200

Rental car = \$300.00

Student Travel:

Total Student Transportation = (\$22,700)

Bus Transportation to and from 30 week After School Program = (\$7,200)

1 bus driver at \$15.00 per hour x 4 hours x 4 days a week x 30 weeks

Bus Transportation to and from 6 week Summer School Program = (\$1,400)

1 bus driver at \$15.00 per hour x 4 hours x 4 days a week x 6 weeks

Employee Benefits for bus driver at 25% = (\$8,600)

Gas and maintenance costs for bus routes = (5,500)

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

Total Supplies/Materials/Curriculum = (\$90,600)

Curriculum Materials (\$10,000)

Includes instructional materials for after school program and summer school; nonfiction and fiction books, technical/construction books and literature novels.

General Supplies & Materials (\$13,600)

Necessary supplies to conduct all after school and summer school activities to include all materials necessary for experiential learning projects

Other (\$12,000)

10 iPads at \$700 each and 10 laptop computers at \$500.00 each for student use in the after school program and summer school program

Instructional Software (\$55,000)

Compass Learning and Scholastic READ 180 will be purchased for after school program and summer school for students identified as intensive.

➤ **6E. Coordinated Funding:**

QTS has contracted with NWEA for the MAPS assessments which will be used to monitor progress throughout this grant.

Year 3:

➤ **6A. Certified and Non-Certified Staff:**

Total Salaries and Benefits = (\$74,400)

After School Program - Salary: *(\$28,800)*

(4 teachers at \$30.00 per hour x 2 hours per day x 4 days a week x 30 weeks)

QTS will contract with four current classroom teachers as instructors for the 30 week after school program.

Summer School Program – Salary = *(\$17,280)*

(6 teachers at \$30.00 per hour x 4 hours per day x 4 days a week x 6 weeks)

QTS will contract with six current classroom teachers as instructors for the 6 week Summer School Program

Program Coordinator - Salary = *(\$13,440)*

1 program coordinator at \$40.00 per hour x 2 hours per day x 4 days a week x 30 weeks for the After School Program= \$9,600

1 program coordinator at \$40.00 per hour x 4 hours per day x 4 days a week x 6 weeks for the Summer School Program = \$3,840

Employee Benefits at 25% = *(\$14,880)*

Fringe Benefits for 4 teachers for the after school program: *(\$7,200)*

Fringe Benefits for 6 teachers for the Summer School Program *(\$4,320)*

Fringe Benefits for 1 program coordinator for the after school program and summer school *(\$3,360)*

➤ **6B. Professional/Technical:**

Partner Contracts (\$6,000)

Monthly contract for Forks Athletic and Aquatic Club to travel to QTS to provide fitness and wellness activities for students and parents

➤ **6C. Staff and Student Travel:**

Staff Travel Required:

Employee Travel Total = (\$6,300)

4 teachers travel to the mandatory annual 21st CCLC conference and one annual Regional/national conference

Flights = \$800.00 x 4 = *\$2,400*

Hotels = \$150.00 x 4 x 4 nights = *\$2,400*

Per Diem = \$75.00 x 4 x 4 = *\$1,200*

Rental car = *\$300.00*

Student Travel:

Total Student Transportation = (\$22,700)

Bus Transportation to and from 30 week After School Program = (\$7,200)

1 bus driver at \$15.00 per hour x 4 hours x 4 days a week x 30 weeks

Bus Transportation to and from 6 week Summer School Program = (\$1,400)

1 bus driver at \$15.00 per hour x 4 hours x 4 days a week x 6 weeks

Employee Benefits for bus driver at 25% = (\$8,600)

Gas and maintenance costs for bus routes = (5,500)

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

Total Supplies/Materials/Curriculum = (\$90,600)

Curriculum Materials (\$10,000)

Includes instructional materials for after school program and summer school;
nonfiction and fiction books, technical/construction books
and literature novels.

General Supplies & Materials (\$13,600)

Necessary supplies to conduct all after school and summer school activities
to include all materials necessary for experiential learning projects

Other (\$12,000)

10 iPads at \$700 each and 10 laptop computers at \$500.00 each for student use in
the after school program and summer school program

Instructional Software_(\$55,000)

Compass Learning and Scholastic READ 180 will be purchased for after school program
and summer school for students identified as intensive.

➤ **6E. Coordinated Funding:**

QTS has contracted with NWEA for the MAPS assessments which will be used to
monitor progress throughout this grant.

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

Name of Each After School Site	Designation – School Status	% Free or Reduced Lunch	Estimated # of Students to be Served	Percentage of Day School population Served	# of Family Members to be Served, if Appropriate	Grade Levels to be Served
<i>Example: Chief Elementary School</i>	<i>Example: Restructuring</i>	<i>Example: 100%</i>	<i>Example: 80 students</i>	<i>Example: 50%</i>	<i>Example: 25 adults</i>	<i>Example: K-8</i>
Quileute Tribal School	Restructuring	100%	67	100%	50 adults	K-12

APPENDIX V: Performance Measures Template

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
Annual student growth at QTS will be 5%.	Experiential Learning After School Program Summer School Program Health/Fitness activities Updated technology	Tribal members; partners Project Coordinator; Classroom teachers; Project Coordinator; Classroom teachers; Quileute Natural Resources Health First partner Project Coordinator	September 30, 2013	Student enrollment data
Students scoring proficient on state assessments will increase 10% annually	NWEA MAPS benchmarks Experiential Learning After School Program	Testing Coordinator Tribal members; partners Project Coordinator; Classroom teachers;	Fall, Winter, Spring annually May 30, 2014	NWEA MAPS results Washington State Assessment results

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	Summer School Program	Project Coordinator; Classroom teachers; Quileute Natural Resources		
	Health/Fitness activities	Health First partner		
	Updated technology	Project Coordinator		
Provide 4 new health and recreational opportunities monthly for all QTS students and families	After School Program	Project Coordinator; Classroom teachers;	September 30, 2013	21 st CCLC funding
	Summer School Program	Project Coordinator; Classroom teachers; Quileute Natural Resources		Extracurricular course offering
	Health/Fitness activities	Health First partner		Program schedules

APPENDIX VI: Schedule of Operations

Schedule of Operations

SCHOOL(S) SERVED: Quileute Tribal 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: 32

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Tutoring, Homework, Intensive Intervention Strategies	1st hour after school	School library; After school teachers and students enrolled in after school program	X	X	X				
Experiential Learning	2nd hour after school	Various sites on Quileute Tribal lands; ASEA partners, teachers and students enrolled in after school program and their families	X	X	X				

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Health and Recreational Fitness Activities	1st and 2nd hour after school	Forks Athletic and Aquatic Club, After school teachers and students enrolled in after school program and their families				X			

SUMMER (Dates-e.g. 06-15-2013 to 08-15-2013):

Number of Weeks during the summer: 6

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Experiential Project leading to the culminating community Paddle Canoe trip	4 hours a day	Various sites on Quileute Tribal lands; ASEA partners, teachers and students enrolled in after school program and their families	X	X	X	X			

Appendix III – 21st CCLC Budget Worksheet

(complete one for each center site)
 Quileute ASEA: *After School Experiential Adventure*

ADD	
ELO	
Name of School	Quileute Tribal School
Grant Name	ASEA: After School Experiential Adventure
Award Number	
Project Start Date	February 1, 2013
Project End Date	January 31, 2016

PREVIOUS SCHOOL YEAR ALLOCATION	
EXPENDED PREVIOUS SY ALLOCATION	
TOTAL CARRYOVER AVAILABLE	\$0.00
CURRENT SCHOOL YEAR ALLOCATION	
TOTAL AVAILABLE	\$0.00

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			\$ -
Project Director (Superintendent)	In-kind salary		
Project Coordinator	Oversees all components of ASEA program	13,440	40,320
4 Classroom Teachers	Direct Instruction for After School Program	28,800	86,400
6 Classroom Teachers	Direct Instruction for Summer School Program	17,280	51,840
Employee Benefits			\$ -
Project Coordinator and	25% for Project Coordinator and teachers	\$ 14,880	44,640

classroom teachers			
Professional Development			\$ -
Purchased Services			\$ -
Equipment			\$ -
Materials and Supplies			\$ -
Other Expenses:			\$ -
Instructional Support			
Personnel Services			\$ -
Employee Benefits			\$ -
	25%	\$ -	
Professional Development			\$ -

Quileute ASEA: *After School Experiential Adventure*

Purchased Services			\$
			-
Health First Fitness Center	Providing on-site fitness training and classes	\$ - 6,000	18,000
Equipment			\$
			-
		\$ -	
Materials and Supplies			\$
			-
Curriculum Materials	Instructional materials; nonfiction and fiction books, technical/construction books, literature novels	10,000	30,000
iPads	iPads for student use	7,000	21,000
Laptop computers	Laptop computers for student research and projects	5,000	15,000
Instructional Software	Compass Learning and Scholastic READ 180	55,000	165,000
General office and classroom supplies	Supplies for projects and fitness classes	13,600	40,800
Other Expenses:			\$
			-
Conference travel	Mandatory travel to 21 st CCLC Conferences	6,300	18,900
Non-Instructional Services			\$
			-
Student Transportation			\$
			-
Transportation for students for after school program	Salary for bus driver for after school program	7,200	21,600
Transportation for students to and from summer school program	Salary for bus driver for summer school	1,400	4,200
Benefits	Benefits for bus driver	8,600	25,800
Bus Fuel and maintenance	Fuel and maintenance for bus	5,500	16,500
TOTAL BUDGET			\$

	-
	600,000
Difference (Allocation less Budget)	\$0.00

APPENDIX VII: Assurance Form

Assurances for BIE 21st CCLC

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

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

Quileute ASEA: *After School Experiential Adventure*

- School and/or dormitory officials will ensure funds are accounted for using Generally Accepted Accounting Practices (GAAP).

Typed Name and Title of Authorized Representative

Signature of Authorized Representative

Date

Job Descriptions for Key Staff

ASEA Project Director:

- Maintain all BIE records and grant requirements
- Manage all partner and personnel contracts
- Oversee Project Coordinator
- Schedule PLC's
- Evaluate teachers with state TLE
- Collaborate with Tribal Council
- Provide instructional leadership
- Oversees budgetary items

ASEA Project Coordinator:

- Gather data for all BIE records and grant requirements
- Communicate and schedule with partners
- Attend all PLC's and Tribal Council meetings
- Responsible for ordering and organizing materials and resources
- Responsible for all staffing
- Schedule and facilitate bus transportation
- Responsible for after school schedule
- Communicate with students, teachers, parents and community concerning ASEA Program

ASEA Teachers:

- Attend all trainings and PLC's
- Align after school program with day school
- Organize student data to identify students in most need of services
- Keep current record of student progress
- Communicate with Project Coordinator on needs, concerns and student data
- Collaborate to plan after school lessons and activities
- Attend and participate in health and recreational activities and experiential learning
- Provide tutoring, homework assistance, and intensive intervention strategies

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

<u>Quileute Tribal School</u>	
Organization	
<u>Jon Claymore</u>	<u>(360) 374-2061</u>
Name of Contact Person(s)	Telephone
<u>Jon.Claymore@quileute.bie.edu</u>	<u>(360) 374-9608</u>
E-mail Address	Fax Number
_____	<u>01/16/2013</u>
Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures	Date
<i>■ Note: The general certifications and assurances that are signed and submitted by the district each spring (or provided by the applicant to EED) will apply to this federally funded program.</i>	
<u>Jon Claymore</u>	<u>01/16/2013</u>
Signature of Organizational Representative	Date
<u>Superintendent/Principal</u>	
Title	

<u>\$ 192,880.00</u>
Total Funding Requested Per Year
<u>\$ 578,640.00</u>
Total Funding Requested for Three Years

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

Quileute 21st Century Community Learning Centers Program

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Abstract

Identified as a school in need of improvement, the Quileute Tribal School is currently on “Corrective Action 2” status and a Tier I school, bottom 5% without being funded. Over the last year QTS has undergone some significant changes, with one being the removal of school administrators and classroom teachers. This dramatic change has greatly impacted the school climate and has created a sense of urgency for improving student academic performance. During this school year, initial steps have been taken to improve the overall quality of instruction and staff capacity. Staff has implemented a variety of instructional strategies in an effort to change and strengthen instructional practice however; impact on student performance has been minimal. Thus, the need for an after school and summer program is critical to the success of this school. In an effort to enhance current efforts, QTS is proposing to implement a **21 CCLC after school and summer school program** that targets the improvement of academic performance of student in the areas of READING and MATH. To address issues of behavior and student character building, the proposed program will integrate a **Quileute culture** component that is designed to increase and deepen the understanding of the Quileute culture, thus promoting a sense of pride and a stronger sense of self identity among our students. To combat issue of obesity and diabetes and promote a healthy lifestyle and choices, QTS has designed and integrated a **Recreational / Physical Education** component to the proposed after school and Summer School components. In addition to student services, the proposed program will also include a **Parent Involvement** component. The project is designed to serve 67 K-12 students in the after school program and 67 students during the Summer Program. A total of 67 students will be served.

The proposed Quileute **ASEA: After School Experiential Adventure** program has been designed to address the unique needs of the Quileute Nation student population. The project will engage students in active, experiential learning both in the academic areas as well as physical and social development. A major aspect of this project is to offer students relevant experiences with their learning. It is important to tie their school learning experience to the lives of everyday existence in the Quileute community. The connection to place is the essence of what it means to be Native and what is transmitted through experiential activities. The QTS Program will aspire to implement an indigenous experience through this experiential learning. Understanding the interconnectedness of all beings in the natural world is of primary significance in experiential learning. ASEA will start with what the student and community know and are using in everyday life. Thus, QTS students will become more motivated to learn because the **experiential activities and service learning projects** are directly relevant and useful to the livelihood of their community. To enhance program offering strong **partnerships** have been developed and are an integral aspect of this project. By securing both tribal and community partnerships QTS will be able to offer new and enriched learning experiences for all its students.

The core of the project is a rigorous, well- coordinated and needs- driven academic component that is directly aligned with the school’s academic core program and targets students’ reading and math deficiencies, especially Language Usage. Student performance towards mastery of the Common Core Standards will drive the of intervention service delivery. The proposed instructional component is based on a supplemental intervention curriculum that is directly correlated with the core academic program and teaching practices. This design also integrates key components of the overall school-wide improvement instructional strategies. It ensures

alignment, coordination and congruency in instructional practice, curriculum, and assessment strategies.

The overriding goal of this project is to increase the Reading and Math proficiency levels of all QTS students. QTS proposes a two components approach to providing extended learning opportunities for all participating students; the proposed program consists of:

- 1) A two hour per day , Monday – Thursday after school program, and
- 2) A four day, six weeks Summer School program.

The proposed **project goals** are congruent with those goals identified on Native Star and include:

- The percentage of 3-8 grade students scoring proficient higher in READING will increase from 3%% to 33 % as measured by the 2012-2013 Spring to Fall NWEA scores.
- The percentage of 3-8 grade students scoring proficient or higher in MATH will increase from 4%- to 34 % as measured by the 2012-2013 Spring to Fall NWEA scores.
- The number of students scoring at the proficient level in READING on the Washington Measurement of Student Progress (MSP)/HSP will increase by 12 % for the current level of 4 % to 16% as measured by the test administration Spring 2013.
- The number of students scoring at the proficient level in MATH on the Washington Measurement of Student Progress (MSP) will increase by 12 % for the current level of 5 % to 17% as measured by the test administration Spring 2103.

QTS will implement the following instructional strategies in the implementation of the proposed project:

- Experiential Learning, “learning by doing”
- **Response to Intervention:** A **three tier intervention model** will be used to provide direct student services. Student academic performance data will be used to identify those students in greatest risk of academic failure.
- **Use of data to facilitate flexible grouping for large and small group instruction:** The use of data is fundamental to all the work that is conducted at QTS. This established process offers teachers’ student performance data on an ongoing basis. Cooperative Learning strategies will be used to facilitate this process.
- **Differentiated Instruction (DI) :** Differentiated Instruction is an approach that specifically addresses the diversity of students and their learning needs, This approach is most appropriate for Special Needs students, however all student can benefit from this strategy; it enables teachers to strategically plan for individual learning needs.
- Jump Start – summer school 6-weeks program; specific curriculum to develop life skills, strategic plan and career goals and plans.
- REAL- Rural Entrepreneurship for action Learning, skill screening
- School To Work- Restaurant management;
- Canoe Journey- Quileute Culture

1) Need for Project (18 points)

Quileute Tribal School Mission Statement:

“Our students will gain and retain the knowledge and skills necessary to make them responsible, productive citizens. They will develop problem solving skills, communication skills, and self-sufficiency skills that will allow them to interact at all levels of society. They will protect, preserve, and enhance the Quileute language and culture for future generations”.

Quileute Tribal School (QTS) is a Tribally Controlled Grant school situated in rural Washington State on the Olympic Peninsula and on the Quileute reservation in La Push, Washington. It is a K-12th grade school. It is approximately ___ miles from Seattle and on a good dry day it is a four hour drive through a variety of seasonal changes and terrain. The Quileute Tribe is a relatively small and federally recognized tribe that is geographically and culturally isolated. This small tribe struggles with the fear of a declining population. And, due to its geographic location, situated directly on the coast of the most the northwest point of the U.S. they live with the constant fear of tsunamis.

QTS operates as a Title I school wide program and has a current enrollment of 67. This population is 100% Quileute, 39% receive Special Education services and 100% of the students qualify for free and reduced lunch. Our average daily attendance rate for the current school year is 92 %.

The remoteness and isolation of this community seriously impacts the lives of children. Students have little access to recreational centers, playgrounds, libraries, tutorial centers, and other institutions normally found in urban or suburban communities. Many of the QTS students are left unattended when they arrive home from school and have few options for recreational or academic support. The nearest ‘large’ community offering such amenities is located 60 miles in Port Angeles. With the economic hardships faced by many of our families and the escalating cost of gasoline, transporting children to these communities for recreational or academic support activities is not a viable option. Therefore, accessibility to resources is a major factor in stressing the need for this project, especially during the summer months when there is no school.

Like many other reservation schools, QTS is faced with a myriad of challenges associated with poverty, high rates of unemployment, and low rates of literacy, substance abuse, and domestic violence. As a school, QTS is not immune to any of these factors. QTS students are a reflection of the community and QTS deals with these issues on a daily basis. QTS has not always been able to address the needs of its students or the community, especially in ensuring the academic success of all its students. Academic performance at QTS has lagged for years. Our current statewide assessment data, clearly demonstrates that over the past **six** years student academic progress has lagged and the school has not made Adequate Yearly Progress (AYP). This significant lack of progress has prompted tribal leaders to make significant changes in school leadership and operations. Staff has been removed, new staff has been hired and changes in school operation are continuing in an effort to improve the quality of instruction, thus improving student academic performance

This renewed effort to improve student performance include changes in various areas such as: implementation of intervention strategies that are designed to improve its core instruction,

integration of Common Core Standards to guide instructional delivery, strengthening staff accountability by increasing classroom observation, establishment of support structures to ensure improvement efforts are implemented, increase staff capabilities to better address the academic needs of students by providing professional development and by improving the quality and frequency of meaningful parent engagement. Although, these efforts are comprehensive, school resources are limited and hinder the school's ability to provide extended learning opportunities to its students. Current resources prohibit the implementation of an after school or a summer program.

Because there are few educational or recreational opportunities in the area during the summer months or after the regular school day, students and parents often inquired about programming. However, due to the lack of resources, QTS has not been able to provide any additional programs services. QTS staff firmly believes that by providing students additional learning opportunities, students will not only retain more of their knowledge but will also have access to more recreational and healthy alternatives. The proposed project promises to provide our students with more options for the summer along with prolonging their academic careers.

. As our budget narrative indicates, 21CCLC funds would greatly enhance our ability to provide a comprehensive summer program that has the potential to greatly impact our students' learning and the community as a whole. The preceding sections will detail the academic and social needs of our students as well as other factors that adversely impact the operation of the school and the quality of instruction.

Over the last year, QTS has undergone a series of leadership changes. Due to the low student performance, declining population, and ineffective school administrative management, QTS Board replaced key school administrators, staff and faculty members. This change created a series of interim leaders and a series of teacher changes. Since the beginning of the new year, 2012, A new superintendent/principal was hired on January 7, 2013. Under his leadership, additional highly qualified teachers and administrator have been hired. As a former superintendent and BIE Educational Line Officer, the new superintendent/principal has extensive training in school improvement reform practices. To ensure stability in this leadership position the Quileute Tribal Council has secured his services for the next three years.

Academically, students are failing at an alarming rate. For the past ten years, QTS has failed to meet the established AYP targets. Our currently level of proficiency in reading is 2011 state assessments, the student proficiency scores declined to 15.87% in reading and 13.51% in math.

The 2012 Fall MAPS/NWEA assessment results indicated extremely high numbers of students, scoring in the intensive range in both reading 78% and math 79%. The Bureau of Indian Education placed QTS on CA 2 Restructuring School Improvement Status for the 2012-2013SY. In addition, the school was also identified as a Tier I, bottom 5% school based on the school's performance. The Bureau of Indian Education/Department of Performance and Accountability (BPA) identified Quileute Tribal School as a Tier 1, bottom 5% regarding Although QTS qualifies for a School Improvement Grant (SIG) their application for that program was not accepted resulting with no funding.

QTS desperately needs the funding for this 21st Century Community Learning Center Program. Absence of educational extension programs and activities has directly contributed to low performance and success opportunities for students attending QTS and the surrounding community. Through Quileute's ASEA: *After School Experiential Adventure*, all QTS students could benefit from a safe after school program and a summer school.

Section 1A: Annual Growth of Student Population

Name of Each After School Site	Designation School Status	% Free or Reduced Lunch	Estimated # of Students to be Served	# of Family Members to be Served	Grade Levels to be Served
Quileute Tribal School	Year 2 Corrective Action Restructuring Status	100%	67 students	50 adults	Pre K - 12

Due to the past administrative and teaching challenges at the school and low academic achievement, many parents opted to transfer their children to the public schools in Forks, Washington. It is the administrations expectations that with this 21st Century Community Learning Center funding combined with restructuring, new administration, and highly qualified/highly effective staff, will ensure students' success rate and the parents will gain confidence with the school and see the opportunities for student growth. With this funding opportunity, QTS expects a 30% annual yearly growth in student population per year. In addition, new administration has made the increase of student enrollment as a priority

1B. Since only 15% of the students are proficient in reading and 13% in math, all QTS students are considered in need of services offered through ASEA. However, QTS uses a comprehensive process for assessing, monitoring and tracking student performance. This process would be used in the implementation of the proposed project. This process includes: statewide assessment – WA MPS (3-8) and HSPE for 9-12 to identify overall school performance and the Northwest Evaluation and Assessment system (NWEA) (K-12) three times per year (Sept-Jan- May). In addition to these required tests, QTS also uses: curriculum based assessments and math placement tools with upper grade students (ALEKS). By using this comprehensive process, QTS has identified its priority students and based on their needs, has designed its intervention strategy and ultimately the design of the project. For secondary students, this process also allows for the identification of students that need credit recovery and additional enrichment. The teachers, principal, and counselor reviewed the data and will continue this practice to identify students targeted for services under this program. This data driven process ensures that all students, but specifically the priority subgroups (SPED/Free & Reduced lunch- Title I), receive the assistance that is needed. In addition, specific attention is given to: struggling readers, students failing to meet proficient targets in reading and/ or math. If funded, students demonstrating such needs will be targeted to attend summer school. To assist parents and families, as part of this program, the school will offer expanded library hours, computer training classes, guest speakers, and family literacy/math/science nights.

1C. Based on a comprehensive review of available data it was determined that improving the academic performance of students in both reading and math is a priority. The proposed project has a strong academic intervention component that will specifically target priority areas. As part of daily instruction, each teacher conducts a critical review of each student's areas of need and develops a specific learning plan. Each plan details the areas of academic performance that need to be addressed. The core teacher will share this information with the after school and/or summer school staff. The ASEA teacher will then group students with similar needs for small group instruction and develop individualized instructional packets that will address unique student needs. This process will ensure alignment with core instruction, yet it will offer students a different approach to learning and practices specific skills that are needed in the classroom.

To assist with the development of the Parent Involvement component, a comprehensive needs assessment survey out to all community/parents. The results of this survey indicate that parents' greatest need is assistance with reading and math strategies. Parents stressed the need for their own skill development, especially in the area of math. Many of these parents do not have the necessary skill level to effectively help their children with academic issues. The survey results indicate that parents do not feel comfortable helping their children with homework. The survey results also indicate that many families do not have working computers and needed basic computer skills; many indicated the lack of books in the home and little to no access to a public library. In addition to assistance with literacy and math skill development, parents also indicate a need for job search skills and resume development.

ID. N/A

1E. Data collection processes have not been consistent at the QTS. Therefore, longitudinal data is not available. The most current WA MSP and HSPE data available demonstrates that QTS students are performing abysmally. Results indicate that only 3% of all students tested in reading and only 4% of those tested in math scored at the proficient level! It is apparent that our students need intensive intervention and a serious approach to improving the quality of instruction.

The 2012 Fall NWEA/ MAPS assessment results indicate that the majority of our K-12 students are scoring at the beginning levels. Current data demonstrate that 78% of the students tested in reading scored at the "intensive" level, while 79% scored at that level in math. These results clearly demonstrate that our students are in great need of additional clearly guided instruction.

1F. Based on the available data and classroom observations the program that is proposed was designed to specifically address the academic needs. If awarded this project, initial planning will consist of the development of individualized learning plans for each student. These plans will outline the learning targets and criteria that teachers will use to determine student mastery. Ongoing review of data and collaboration with core teachers will be an integral component of ensuring instructional continuity and congruence.

1G. A student's sense of connection to instruction and the school experience is a factor that impacts student learning. They live in a rich science filled environment, but do not connect themselves to the rest of the world. It is imperative that QTS strive to help students make this connection. Therefore, providing an experiential approach to learning and using the local environment will stimulate student learning and making that connection. To provide this type of instruction, QTS has conducted outreach and established strong community partnerships to

enhance program offerings. Community partners will help students to make that connection to see that their environment, fishing industry, and tribal culture make up a unique part of Washington history. The personal connections they will make with the partners will allow for career opportunities, internships, and jobs for the high school QTS students.

2) Quality of Project Design (51 points)

2A. The proposed **project goals** are outlines as prescribed in **Appendix V** and are congruent with those goals identified on Native Star.

2B. Providing an after school or summer school program is a strategies that has proven to an effective means of improving student performance. **After School and Summer School Programs under the** 21st Century Community Learning Centers get results. Data from 2006-2009 studies by Learning Point Associates indicates 43% of all 21st CCLC participants improved their reading grades and 49% improved their math grades which will contribute to the increase of student proficiency on state assessments by 10%(30)%. Over 3/4 of attendees showed improvement in their homework completion and improvement in student behavior improved 72% among students who participate regularly in 21st CCLC programs. QTS 21st Century Community Learning Center (ASEA) after school and summer school program will align to the QTS day program with improving student behavior, homework completion, and raising student achievement. Meeting the RFP stipulations regarding the use of **researched based strategies**, QTS will implement the following strategies in the implementation of the proposed project:

- **Experiential Learning:** - Experiential Learning Theory defines learning as “the process whereby knowledge is created by the transformation of experience. Knowledge results from the combination of grasping and transforming experiences”. (Kolb, 1984) Experiential Learning Theory promotes learning and flexibility of a deeper and yet more comprehensive level. It also provides guidance for applications to helping students improve their learning and designing better processes in education. (Kolb, 1999) Experiential Learning will facilitate the goal of 30% annual student growth at QTS. Experiential Learning activities will contribute to the increase of student proficiency on state assessments by 30%.
- **Response to Intervention:** A **three tier intervention model** will be used to provide direct student services. Student academic performance data will be used to identify those students in greatest risk of academic failure. Students will be grouped at three different levels, **intensive, strategic,** and **benchmark.** Intervention strategies- direct instruction- will be used at each level. Individual Learning Plans (ILPs) will be specifically designed for each student. Students will receive instruction in the core program, and the after school program will provide a second, or in some cases a third, dose of “intervention”. Ongoing teacher collaboration and coordination will facilitate the tracking and monitoring of student performance, enabling staff to intervene in a timely manner if it becomes necessary.

- **Use of data to facilitate flexible grouping for large and small group instruction:** The use of data is fundamental to all the work that is conducted at QTS. This established process offers teachers' student performance data on an ongoing basis. This data is then used to guide instruction and to develop flexible grouping to facilitate large and small group instruction as well as individualized instruction. The use of this strategy is proving to be effective in the development of interventions and overall guidance in the design of instruction.
- **Differentiated Instruction (DI) :** Differentiated Instruction is an approach that specifically addresses the diversity of students and their learning needs, This approach is most appropriate for Special Needs students, however all student can benefit from this strategy. DI enables teachers to strategically plan for their students' individual learning needs. DI applies an approach to teaching and learning so that students have multiple options to taking in information and making sense of ideas. The model of DI requires teachers to be flexible in their approach to teaching and adjusting the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. To differentiate instruction is to recognize students' varying background knowledge, readiness, language, preferences in learning, interests, and to react responsively. The intent of Differentiating Instruction is to maximize each student's growth and individual success by meeting each student where he/she is, and assisting in the learning process.
- **Quileute Culture** is an integral component of this project. Maintaining the Quileute culture is a priority in the community and is a primary goal of QTS. Student will have extensive exposure to the Quileute culture through a series of structured activities targeting the Quileute culture and their way of life. Activities will be designed to promote a deeper understanding of the culture, the history, and contributions to society as a whole, thus fostering pride and a strong sense of self identity. Community artisans, leaders and elders will be contracted to conduct lessons (art, language, dance, music, etc.). Students will participate in these activities on a weekly basis and during the summer school session. Two culminating activities for these Quileute culture/language activities will be a conducted at the end of the summer school session; a musical and art show. Community Partners will also provide assistance in this component.
- **Recreational/Enrichment/ PE Component** A recreational component is key component of the after school and summer school session. Students will have an opportunity to participate in numerous structured physical activities as well as sports and other field activities. They will also be provided with lessons on healthy choices, nutrition, safety and sportsmanship. A defined program component will guide service delivery. As part of this program QTS has contracted with the Forks to provide students direct services. The Forks Health First Fitness Center will conduct the recreational and Physical Education activities.
- **Parent Involvement** - In addition, this project will provide adult services to increase family literacy and to better prepare their children for school, advocate for their children,

and participate in the educational process in a more informed and meaningful manner. The parent involvement component will be directly linked with the school parent involvement strategy. QTS is implementing the **Joyce Epstein framework for parent involvement**. At the center of this framework is the six levels of parent involve which target home school communication, parent capacity building, involvement of parents in the decision making process, family literacy, volunteerism, and establishing partnerships to better serve parents. If funded, the 21CCLC project, in conjunction and coordination with QTS, will conduct monthly regular year and bi-monthly summer parent activities. Although QTSS targets efforts in all six areas of the framework, this project will focus its efforts in building parent capacity, developing family literacy, and enhancing home-school communication. All parent involvement activities, summer activities will be designed to build on the regular year efforts. The summer school program will conduct three parent involvement activities during the six week session. In conclusion, transportation and food services will be provided by this project.

Current research strongly supports a well- defined parental involvement program.

Thirty years of research shows the difference family involvement makes in children's learning. Family involvement in after school programs is just as important. The success of an after school program depends on both family and community involvement. Research shows that when families are involved in schools, students do better. We can also expect that family and community members with an investment, however large or small, in a school based after school program will tend to be more interested and involved in their own children's learning, in the learning of all children in the program, and in the life of the school as a whole (Bringing Education to After School Programs, Ed.gov, 1999). QTS ASEA Program will develop monthly opportunities for students and families to participate together in literacy/math/science nights along with health and recreational activities thereby increasing parental involvement by 50%.

2C QTS will implement a three-tier process for monitoring student performance. Individual student data will be reviewed and students will be placed at three levels: intensive (needing extensive assistance- increased time for interventions), strategic (needing some type of intervention and/or assistance) and benchmark (proficient- needing support to maintain or increase skill and knowledge levels). Teachers will meet on a weekly basis to coordinate instruction with core program teachers; discussions will focus on student performance, student work, and available data. Findings will be used to plan instructional strategies, facilitate student groupings, and identify needed program adjustments or changes.

Summer School Teachers will meet on a weekly basis to coordinate instruction and to ensure that appropriate interventions are being delivered; ensure Common Core Standards are guiding instruction and that there is congruence between and among the various grade levels.

2D. Describe how we will use NASIS

QTS has a NASIS certified trainer who will ensure daily encoding of all student data (referrals, attendance, and grades). All teaching staff will be trained to use NASIS as the foundation of recording and monitoring student data.

2E. Include info on all planned data collection methods including PBICS, NASIS behavior rates, local student risk surveys.

The data collection process is an integral component of the instructional program and the operation of the school. All data relative to student attendance and behavior incidents will be logged into the NASIS system on a daily basis; PBICS and other student contracts will be monitored on a weekly basis and documentation will be maintain. Given the size of our school and the number of students, it is not difficult to monitor individual students on a daily basis.

2F. “Building Native nations entail motivating American Indian/Alaska Native youth to become committed to their communities so as to sustain and move forward with the goals of American Indian/Alaska Native nations. This *Indigenized* approach to education, includes community-based partnerships, experiential methods in course and after school activities, and critical, interdisciplinary perspectives in curriculum, encouraging Native youth to become contributing members of their communities”. (Lee, 2009)

QTS ASEA Experiential learning activities in partnership, with Quileute Tribal Programs, will provide students and families the experience of creating personal relationships with their tribal elders through this Indigenized approach to education. QTS ASEA will support and enhance student participation of students in need which will encourage student involvement as we address their weaknesses and broaden their strengths.

2G. Refer to Appendix VI

2H. QTS has formed strong partnerships in an effort to provide this comprehensive program.

Numerous community partners have been established and will play a key role in implementing the program. These partners include, but are not limited to:

- Quileute Tribal Leaders
 - ✓ Available to support experiential learning activities
- Quileute Natural Resources
 - ✓ Improve the scientific experiences and understandings of QTS students
 - ✓ Supplement the regular school curricula
 - ✓ Accommodate students during the QTS Summer School Program
 - ✓ Facilitate the Summer “Ocean-Going Canoe Tradition” with students
 - ✓ Teach fishing, hunting and gathering skills to students during QTS Summer School Program
 - ✓ Provide service learning opportunities
- Forks Health First Fitness Center
 - ✓ Provide monthly health and fitness activities for students and their families
- Quileute Tribal School classroom teachers and administration
 - ✓ Provide after school tutoring, homework help, intervention strategies, experiential learning hands-on projects
 - ✓ Participate in health and fitness activities
 - ✓ Monitor student academic progress
- Quileute Housing Authority
 - ✓ Expand Youth Shed supports

- Indian Child Welfare Program Manager
 - Nutrition

2I. The ASEA is open to all QTS students for homework help, tutoring, and/or intervention/enrichment opportunities. Teachers will monitor those students most in need and encourage their participation in the ASEA program.

2J. This data driven monitoring process will also aid in motivating students and maintaining consistent student enrollment. Since this process requires the review of individual student's performance, every student will be a potential project participant. This built-in recruitment and monitoring process will ensure ongoing student participation and family engagement. Therefore, maintaining enrollment numbers and motivating students will not be a challenge but an integral practice of daily operation. CCS parents will be informed when his/her student is not meeting proficient levels; students will be required to attend the summer school program. QTS. Because QTS has been in an improvement status for a number of years, staff, families and community are eager to support these efforts. 21CCLC resources will enable QTSS to extend its school year by offering a much needed summer program. Staff and Community buy-in will not be an issue, full support is expected. Another key aspect of motivating students and keeping high levels of participation is to offer learning activities that address the learning styles of the Native students. Research states that for Native students to develop a sense of meaning in their education requires that education have relevance to their lives. This means creating and utilizing pedagogy that decolonizes educational practices and content by implementing what many are calling "Indigenized" or "Indigenizing education" (Cajete, 1994; Deloria & Wildcat, 2001). Indigenizing education returns to traditional philosophies and approaches in education that were rooted in Native communities and used for transmitting culture and values. Indigenizing education also means prioritizing Native communities, Native people, Native beliefs, and Native experiences in the educational process thereby validating Indigenous knowledge. In addition, the connection to place is the essence of what it means to be Indigenous and what is transmitted through Indigenous education. To be Indigenous is to be connected to a place that is "natural and soulful" (Cajete, 1999, p. 189). Kawagley and Barnhardt (1999) also explained the importance of Indigenous education's relationship to place when they said, "Indigenous education is based on recognition that human interactions with places give rise to and define cultures and community." The QTS AESA Program will aspire to implement and indigenous experience through experiential learning activities partnering with the tribe. Experiential based programming will focus on the culture, food, dance, art, music, poetry, geography, climate, and customs of the Quileute Nation. Academic enrichment activities will be aligned to CCSS standards in all curriculum areas of the regular school program via various hands-on, experiential, and/or technology based modalities. Students will have the opportunity to make paddles, enjoy celebrations featuring food, art, and music and/or play the sports, music, and rhythms of the Quileute people. Students will develop authentic projects. Program partners offer students mentoring, health and recreation activities, character development, academic support, and service learning projects.

2K. Indigenous education involves drawing on students' current life experiences and knowledge. Kawagley and Barnhardt (1999) acknowledge that Indigenous people have traditionally acquired their knowledge through direct experience in the natural environment.

Understanding the interconnectedness of all beings in the natural world is of primary significance in Indigenous learning contexts. Thus, all learning should start with what the student and community know and are using in everyday life. They believe Indigenous students will become more motivated to learn because the topics of study are directly relevant and useful to the livelihood of their community. ASEA Program will integrate the indigenous education through experiential education.

The summer program will offer students hands-on science activities, math readiness experiences, and cognitive learning opportunities in a culturally rich environment. The program will conduct activities with partners in collaboration with QTS staff.

2L. The QTS ASEA Program is proud to offer many exciting new experiences to our students. Thanks to our many partnerships, the students will have the opportunity to participate in a variety of activities:

- Hands-on science labs with Quileute Natural Resources biologists
- Social studies and science academic standards through on-site projects
- Create experiential projects with tribal elders
- Participate in traditional carving projects
- Participate in the Annual Summer Paddle
- Health and recreation activities
- Nutrition services
- Youth Shed services

In addition to our many enrichment activities, academics are integral part of the ASEA Program. Academics are interdisciplinary and cross-curricular, integrating language arts and social studies standards across content areas of science, technology, engineering and math (STEM). Program materials are highly motivating and provide hands-on experiences with modalities for varied learning styles and in-depth explorations involving comprehension, vocabulary word attack and language arts skills to address the students of most of need.

2M. Service to community is an inherent value among Native people to help protect Native sovereignty, which includes protection of traditional culture. Quileute tribal members will volunteer and support the ASEA Program. The Quileute Senior Citizens Center is on-site and is available for students to interview and learn from tribal elders. A partnership with this Center has been established and elders will be a key component of sharing the culture, history and their knowledge.

2N. The proposed Evaluation Plan is specifically aligned with the project goals, objectives and outcomes. The Coordinator will be responsible for the ongoing collection, analysis and summarizing of data at specific intervals. This ongoing monitor of program implementation will enable the Coordinator, and key staff to make adjustments in a timely manner. Monthly, the Coordinator will meet with key staff to review the previous month's activities, student performance and gains towards projected targets. At the end of each meeting data will be organized and summarized to facilitate the development of the year end evaluation. The

coordinator in collaboration with the administration and teachers will design of a data collection process, identify the data sources to be collected, establish timelines and schedules for specific data review intervals, and the development of the final evaluation report. A parent survey will be included in the final evaluation process; survey will target service delivery for parents/community.

2O. The proposed project services will be supplemental in nature. To ensure success and sustainability of the project, the coordinator will be responsible for attaining partnerships to fulfill the necessary resources needed to continue the project. The collaboration between the coordinator and business manager will be extensive within the first year not only to manage the current project's budget, but also to identify programs needs and how the school can sustain the project in forthcoming years. QTS intends to secure funding of the project through Title I, Title VII Special Education, and other future grants. Because the school is a priority level of school improvement, it is imperative that additional opportunities be offered to QTS students. Therefore, it is imperative that this program be maintained. It is projected that by the end of the funding cycle there will be resources that will cover these services. It is anticipated that there will be Tribal and Partnership support.

2P. Coordination of services will be the responsibility of the Project Coordinator. Time has been allotted for teacher collaboration during each week and during the summer session teachers will be given 1 hour a day for both planning and teacher collaboration.

2Q. The priority goals of our Restructuring Plan or Transformation Model plan is to implement best practice but to provide various opportunities of learning that will support student success academically and socially. The proposed program will be a major aspect of the school wide improvement strategy. The proposed program will provided additional services for all QTS students. The following services are proposed: after school services that include academic intervention services, homework and tutoring for our most at risk students; an extended learning opportunity for students during the summer months, and recreational/PE, Quileute culture and experiential learning in a variety of content areas. If funded, QTS will be able to provide a yearlong program.

3) Adequacy of Resources (18 points)

3A. To support this project, CCS will provide access to and use of all its classrooms, gym, library, computer equipment, and other school facilities and equipment. All individuals applying for 21CCLC project positions will be highly screened and will receive professional development to ensure the highest quality of instruction. A ready pool of applicants exists within the QTS staff. However, all positions will be posted and the most qualified personnel will be selected to work on this project. Currently, QTS has the following staff: 9 certified teachers, 2 special education teachers, 1 Assistant Principal/Math Teacher and 1 Superintendent/Principal. If funded, this staff would be eligible to apply for these positions. It would be advantageous to select staff from this pool. Current staff has in-depth knowledge regarding the academic, social and emotional needs of these students. They are also knowledgeable of the procedures by which the project will operate, thus, minimizing the amount of time needed to "get to know" students. In addition, this staff is either part of the community or has first- hand knowledge of the

community, its needs, and priorities and most importantly, how to communicate and work with the local families. If funded, QTS would be able to begin the after school program immediately. The six-weeks Summer Program would start July 7 and end August 21, 2013. Much of the preparations and analysis of student data will be conducted during the Spring 2013 to prepare for the Summer School Program. Finally the QTS ASEA Program will be staffed by two school administrators, four teachers for the after school program, and six teachers for the summer school program. In addition to the school staff, partners and tribal resources will assist in staffing the ASEA program.

3B. Refer to Appendix VI for schedule.

3C. All school safety policies and procedures will be adhered to as stated in the QTS Student Handbook.

3D. All school resources such as: library, gym, cafeteria, baseball fields, playground and equipment, classrooms and all technology would be made available to bot the after school and summer programs. All available school resources will be leveraged to support the ASEA program.

3E. The following Partners would provide the following resources:

- Quileute Tribal Leaders
 - ✓ Available to support experiential learning activities
- Quileute Natural Resources
 - ✓ Improve the scientific experiences and understandings of QTS students
 - ✓ Supplement the regular school curricula
 - ✓ Accommodate students during the QTS Summer School Program
 - ✓ Facilitate the Summer “Ocean-Going Canoe Tradition” with students
 - ✓ Teach fishing, hunting and gathering skills to students during QTS Summer School Program
 - ✓ Provide service learning opportunities
- Forks Health First Gym
 - ✓ Provide monthly health and fitness activities for students and their families
- Quileute Tribal School classroom teachers and administration
 - ✓ Provide after school tutoring, homework help, intervention strategies, experiential learning hands-on projects
 - ✓ Participate in health and fitness activities
 - ✓ Monitor student academic progress
- Quileute Housing Authority
 - ✓ Expand Youth Shed supports
- Indian Child Welfare Program Manager
 - ✓ Nutrition

3F. The new administration and faculty communicated with students, parents, Quileute Tribal Council, and community members regarding the development and submission of this proposal.

The Superintendent participated in a tribally sponsored community meeting in which he detailed the proposed plan and provided an opportunity for parent/community to provide input on the design and services of the project. Refer to Appendix section for sign in forms of the meeting.

4) Quality of the Management Plan (24 points)

4A. The overall management plan that will be employed by QTS is divided into two sections, Project Monitoring and Supervision Plan, pages 20-22, and the QTS Action Plans, Appendix 5. Each of these plans details the management procedures that will be employed by QTSS to implement and manage the project. Each plan specifically defines the goals, objectives, activities, person responsible, target populations, milestones and timelines. Based on the proposed goals, specific data will be generated, collected, and analyzed to monitor project implementation and impact on student performance. The project Coordinator will continually monitor the success of the project, including levels of participation, quality of classes/services, “customer satisfaction” and impact on the participants in terms of achievement, attendance and behavior.

Project Management and Supervision

QTS has established a solid management plan that ensures strict monitoring of project efforts towards the stated goals, objectives and the desired outcomes. The project Coordinator will have the sole responsibility of managing the day-to-day operation of the project, the supervision of teachers and support staff; monitoring the project to ensure components are implemented, coordinated, and evaluated; overseeing the data collection process; working with partners and working closely with Superintendent, thus ensuring ongoing communication and coordination. The superintendent is ultimately responsible for ensuring that the Tribal Council and School Board are informed and involved in the implementation of this project.

Project Monitoring and Supervision Plan details the level of monitoring, person responsible, supervisor of responsible person, responsibilities and reporting mechanisms. QTS will use a two-prong approach to managing this project. This approach will be used to ensure the quality and accountability of the project. Monitoring will be conducted at two levels: 1) day to day operation and supervision, 2) monthly monitoring. This comprehensive approach ensures several check points to ensure project fidelity and accountability. This process also promotes ongoing communication and coordination.

Project Monitoring and Supervision Plan

Level	Person Responsible	Supervised by	Responsibilities	Reporting Mechanisms
			<ul style="list-style-type: none"> □ Responsible for overall operation of the project; day to day implementation, □ Daily supervision of staff; monitoring, □ Conduct weekly “walk throughs”, □ Oversee data collection, analysis 	<ul style="list-style-type: none"> □ Weekly summary reports, □ Monthly Status Report □ Coaching/modeling debriefing forms □ Weekly “Walk throughs”

I	Coordinator	Principal	and reporting. <input type="checkbox"/> Conduct weekly staff meetings, <input type="checkbox"/> Oversee parent Involvement and Professional Development components <input type="checkbox"/> Meet weekly with Principal, develop and submit weekly/monthly status reports; report to Tribal Council & School Board <input type="checkbox"/> Responsible for all project reporting and other required documents. <input type="checkbox"/> Develop monthly newsletters for community and families,	observation forms <input type="checkbox"/> Weekly staff meeting agendas, minutes and sign in forms <input type="checkbox"/> Portfolio of all information that is disseminated to parent/community
II	Principal	Tribal Council & School Board	<input type="checkbox"/> Supervise project coordinator; conduct formal evaluation, <input type="checkbox"/> Responsible for meeting all compliance and accountability requirements, <input type="checkbox"/> In collaboration with the/Coordinator and teachers analyze student and program data; develop reports ; use data to make program adjustments, <input type="checkbox"/> Meet with project coordinator for weekly status report. <input type="checkbox"/> Monthly Status Report to the Tribal Council and School Board <input type="checkbox"/> Conduct monthly “walk throughs: in all project classrooms, <input type="checkbox"/> Conduct two performance evaluations of Project staff, <input type="checkbox"/> Oversee the development and submission of all required reporting and evaluation documents.	<input type="checkbox"/> Meeting agendas, minutes and sign in forms <input type="checkbox"/> Data analysis reports/charts <input type="checkbox"/> Work session products <input type="checkbox"/> Final Project Evaluation Report- yearly basis

Project Staffing

The Proposed Staffing Plan outlines those positions that will be funded by 21CCLC funds. Refer to the Budget Summary for a complete description of the staffing and funding amounts. It is anticipated that as the 21CCLC funds cease to exist these alternative funding sources will be able to maintain the program.

CHART I Proposed Staffing Plan- After School & Summer School

Title	Responsibilities	Qualifications
Summer School	Directs and administers all	BA degree, MA preferred,

Project Coordinator	program activities, direct supervision of all staff, planning, program operation, budget and report writing. Works closely with Superintendent, teaching staff and partners.	reading background, knowledgeable of effective professional development strategies, administrative experience in leadership position, successful experience with project management, strong interpersonal skills, knowledge of the community, knowledge/skill in data management systems; analysis and report writing, strategic planning; evaluation, parent involvement, and area resources and service providers
Teachers	Responsible for lesson development, data use to plan instruction for students, Plan, develop, and deliver student specific intervention lessons/strategies. Maintain student portfolios and other data sources to track student performance. Meet weekly with to coordinate instruction and plan to improve academic student performance. Student supervision during recreational activities.	WA Teaching credential, meet all NCLB requirements, 5 years' experience in an elementary classroom, experience with effective intervention strategies, specifically reading and math, experience with struggling reading, and students experiencing difficulties in math, experience with working with families/community,
Partners	Coordinate recreational component and plan and implement physical and sport activities and other field events. Maintain student participation data; develop and submit reports.	Experience as a PE teacher, recreation supervisor, knowledge of safety and health regulation, strong organizational skills, experience with working with families and community.
Quileute Culture Teacher	Responsible for lesson planning, development of cultural activities and crafts; coordinate with Partners and elder volunteers.	WA culture certificate, knowledgeable of Quileute culture, strong organizational and management skills, working with children of various ages.

4B.

February, 2013: (estimated costs: \$90,600)

- Received funding from the BIE for 21st CCLC
- Notify partners of program award
- Order materials, technology, and supplies
- Contract with Forks Athletic and Aquatic Club
- Notify community and Quileute Tribe of the ASEA Program's components

- Send after school calendar and schedule to parents and community members
- Identify students most in need of intensive interventions
- Planning sessions with afterschool staff
- Training for Scholastic 180 and Compass Learning

March, 2013 (estimated costs: \$5,600)

- Enroll students in after school program
- Begin afterschool program
- Collect and analyze student achievement data
- Collect family engagement data
- Coordinate with day school

April, 2013 (estimated costs: \$5,600)

- Continue implementation of after school program
- Collect and analyze student achievement data
- Collect family engagement data
- Coordinate with day school
- Administer Washington State Assessments

May, 2013 (if funding is continued from pre-implementation phase)

- Continue implementation of after school program
- Collect and analyze student achievement data
- Collect family engagement data
- Coordinate with day school
- Administer NWEA MAPS Spring benchmark testing
- Order materials for summer school program
- Conduct ASEA Partner Planning Meeting for summer program

4C. The ASEA Program will adhere to the management materials used by Quileute Tribal School including but not limited to forms, handbooks and policies. All activities will align with the day program and Common Core State Standards.

4D. All ASEA goals and objective will align to the School Transformation Model and Native Star indicators. Project Director and Project Coordinator are members of the Native Star Leadership Team. The Team meets every other week or twice a month.

4E. The core of QTS's school improvement strategy is ongoing professional development. The school provides all instructional staff two (2) half days per month of professional development. These days have been scheduled and planned; training targets identified school improvement strategies- Standards Based Instruction (Common Core Standards), Differentiated Instruction, Use of Data to Guide Instruction- planning and development of individual student learning plans-individualized instruction. Project staff, including the Coordinator will be included in all the training at no cost to the project.

In addition, the Coordinator will provide mentoring and coaching for instructional staff. He will be charged with conducting a weekly (at a minimum) "walk through" of all of classrooms. It

will be the coordinator's responsibility to provide coaching and modeling if the need arises. All instructional staff will develop and implement an Individual Learning Plan (Teacher ILP) that will guide the Coordinator in providing the necessary assistance to ensure quality instruction and services. In conclusion, 21 CCLC staff will participate in the following PD activities:

- Orientation training at the beginning of the year,
- Monthly (2 half days) in-service training, data review
- All instructional staff participate in ongoing PLC meetings; weekly
- Ongoing coaching and modeling from project Coordinator; teacher learning plans will be developed for each staff member,
- Weekly "walk throughs" by the Coordinator; including a debriefing session with teacher.

It is anticipated that if the school is awarded a SIG grant, professional development will be increased. If this occurs all training will be provided at no cost to the project.

4F. The QTS ASEA Program is proud to offer so many exciting new experiences to our students. Thanks to our many partnerships, the students are given the opportunity to take part in a variety of enrichment activities:

- Hands-on science labs with Quileute Natural Resources biologists
- Social studies and science academic standards through on-site projects
- Create experiential projects with tribal elders
- Participate in traditional carving projects
- Participate in the Annual Summer Paddle
- Health and recreation activities
- Nutrition services
- Youth Shed services

4G. Communication and collaboration with community stakeholders is a key component of this project. The Coordinator and the Superintendent I will have the responsibility of ensuring that communication with the stakeholders is ongoing. Among their responsibilities is ensuring that stakeholders are informed and are included in the decision making process. The following actions will be taken:

Develop and disseminate a Quileute ASEA Brochure

Develop and disseminate monthly reports; inform Tribal Council, School Board, parents, Partners, community and other tribal organization,

Disseminate monthly newsletter, conduct monthly parent meeting, and develop flyers, announcements,

The Coordinator will work (ongoing) with the Native Star Leadership Team to ensure program efforts are congruent with school improvement and restructuring efforts;

Ensure stakeholder input and offer opportunities for participation in decision making; conduct surveys twice a year for participant input; summarize data and develop report; make recommendations for project changes or adjustments,

The Coordinator will participate in the annual school wide strategic planning meeting; ensuring

project is integrated into the operation and the school improvement process,

4H. A variety of data sources will be collected, among them are: Washington State assessment data, NWEA MAPS data, attendance, progress reports, behavior incident report, and report cards will be monitored for student progress.

5) School Improvement Status (12 points)

5A N/A

5B. Quileute Tribal School was identified as a Tier I School in Year 2 CA Restructuring. The school was eligible to apply for a SIG grant but the former administration was not able to submit the application in a timely manner. However, with the new school superintendent, the newly hired Quileute staff will begin the school improvement process without the funds. Superintendent has been trained in the Effective School Model which includes the Seven Correlates of Effectiveness. These correlates will be the core of Quileute's School Improvement Plan and support the Native Star indicators. Professional Learning Communities (PLC) will be formed and will meet on a weekly basis to discuss the progress of the school day and the after school program, plan after school learning activities, and make adjustments as needed. Decisions in the PLC's will be data driven to ensure all students have the opportunity to achieve the goals of ASEA with an emphasis on those students most in need of services. The new administration is sending new staff members to leadership training with Gonzaga University. Under this new leadership it is anticipated that staff will be able to take the guidance and fully implement this program. Staff has demonstrated the commitment and skills to fully implement this project.

6) Budget/Budget Narrative (15 points)

Year 1:

6A. Certified and Non-Certified Staff:

Total Salaries and Benefits = (\$90,000)

After School Program - Salary: *(30,800)*

(4 teachers at \$30.00 per hour x 2 hours per day x 4 days a week x 30 weeks)

QTS will contract with four current classroom teachers as instructors for the 30 week after school program.

Summer School Program – Salary = *(\$105,000)*

(6 teachers at \$30.00 per hour x 4 hours per day x 4 days a week x 6 weeks) = \$35,000

QTS will contract with six current classroom teachers as instructors for the 6 week Summer School Program

Program Coordinator - Salary = *(\$78,000)*

1 program coordinator at \$50.00 per hour x 3 hours per day x 4 days a week x 33 weeks for the **After School Program** = 19200. 00

1 program coordinator at \$50.00 per hour x 5 hours per day x 4 days a week x 7 weeks for the **Summer School Program** = \$7000.

Employee Benefits at 25% = *(\$23000 X 3 = \$69,000)*

Fringe Benefits for 4 teachers for the after school program: *(\$7,700)*

Fringe Benefits for 6 teachers for the Summer School Program *(\$8750)*

Fringe Benefits for 1 program coordinator for the after school program and summer school *(\$6550)*

6B. Professional/Technical:

Partner Contracts (\$6,000)

Monthly contract for Forks Athletic and Aquatic Club to travel to QTS to provide fitness and wellness activities for students and parents

6C. Staff and Student Travel:

Staff Travel Required:

Employee Travel Total = (\$6,300)

4 teachers travel to the mandatory annual 21st CCLC conference and one annual Regional/national conference

Flights = \$800.00 x 4 = *\$2,400*

Hotels = \$150.00 x 4 x 4 nights = *\$2,400*

Per Diem = \$75.00 x 4 x 4 = *\$1,200*

Rental car = *\$300.00*

Student Travel:

Total Student Transportation = (\$22,700)

Bus Transportation to and from 30 week After School Program = *(\$7,200)*

1 bus driver at \$15.00 per hour x 4 hours x 4 days a week x 30 weeks

Bus Transportation to and from 6 week Summer School Program = *(\$1,400)*

1 bus driver at \$15.00 per hour x 4 hours x 4 days a week x 6 weeks

Employee Benefits for bus driver at 25% = *(\$8,600)*

Gas and maintenance costs for bus routes = (5,500)

6D. Supplies/Materials/Curriculum/Testing:

Total Supplies/Materials/Curriculum = (\$90,600)

Curriculum Materials (*\$10,000 X 3 years*- \$30,000)

Includes instructional materials for after school program and summer school;
Non-fiction and fiction books, technical/construction books
and literature novels.

General Supplies & Materials) \$8000 X 3 years - \$24,000)

Necessary supplies to conduct all after school and summer school activities
to include all materials necessary for experiential learning projects

6E. Coordinated Funding:

Other funding sources will be used to supplement needed materials and resources. Funds such as Title I, Title VII, ISEP and Special Education, Part B will be used to purchase the needed items.

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

After School Program

Name of Each After School Site	Designation – School Status	% Free or Reduced Lunch	Estimated # of Students to be served	% of Day School Population Served	# of Family Members to be served	Grade Levels to be Served
Quileute Tribal School	CA 2- Restructuring	100%	67	67	50	K-12

Summer School Program

Name of Each After School Site	Designation – School Status	% Free or Reduced Lunch	Estimated # of Students to be served	% of Day School Population Served	# of Family Members to be served	Grade Levels to be Served
Quileute Tribal School	CA- Restructuring	100%	67	67	50	K-12

Appendix 5
Action Plan

APPENDIX VI: Schedule of Operations

Schedule of Operations

SCHOOL(S) SERVED: Quileute Tribal 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: 32

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Tutoring, Homework, Intensive Intervention Strategies	1st hour after school	School library; After school teachers and students enrolled in after school program	X	X	X				
Experiential Learning	2nd hour after school	Various sites on Quileute Tribal lands; ASEA partners, teachers and students enrolled in after school program and their families	X	X	X				

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

Health and Recreational Fitness Activities	1st and 2nd hour after school	Forks Athletic and Aquatic Club, After school teachers and students enrolled in after school program and their families				X			

SUMMER (Dates-e.g. 06-15-2013 to 08-15-2013):

Number of Weeks during the summer: 6

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Experiential Project leading to the culminating community Paddle Canoe trip	4 hours a day	Various sites on Quileute Tribal lands; ASEA partners, teachers and students enrolled in after school program and their families	X	X	X	X			

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

ADD			
ELO			
Name of School	Quileute Tribal School		
Grant Name	ASEA: After School Experiential Adventure		
Award Number			
Project Start Date	February 1, 2013		
Project End Date	January 31, 2016		
PREVIOUS SCHOOL YEAR ALLOCATION			
EXPENDED PREVIOUS SY ALLOCATION			
TOTAL CARRYOVER AVAILABLE			
			\$0.00
CURRENT SCHOOL YEAR ALLOCATION			
TOTAL AVAILABLE			
			\$0.00
LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			\$ 345,000
Personnel Services			-
Project Director (Superintendent)	In-kind salary		
Project Coordinator	Oversees all components of ASEA program	25,000	75,000
4 Classroom Teachers	Direct Instruction for After School Program	30,000	90,000
6 Classroom Teachers	Direct Instruction for Summer School Program	35,000	105,000
1 Health and Fitness Coordinator	Over sees health fitness programs after school and summer programs	25,000	75,000
Employee Benefits		14,880	\$ - 44,640

Project Coordinator and classroom teachers	25% for Project Coordinator and teachers	\$ 14,880	44,640
Professional Development		10,000	\$ - 30,00
Purchased Services			\$ -
Equipment			\$ -
Materials and Supplies			\$ -
Other Expenses:			\$ -
Instructional Support			
Personnel Services			\$ -
Employee Benefits			\$ -
	25%	\$ -	
Professional Development			\$ -

Purchased Services			\$ - 18,000
Health First Fitness Center	Providing on-site fitness training and classes	\$ - 6,000	18,000
Equipment			\$ -
Materials and Supplies		18,000	\$ - 54,000
Curriculum Materials	Instructional materials; nonfiction and fiction books, technical/construction books, literature novels	10,000	30,000
General office and classroom supplies	Supplies for projects and fitness classes	8,000	24,000
Other Expenses:			\$ - 18,900
Conference travel	Mandatory travel to 21 st CCLC Conferences	6,300	18,900
Non-Instructional Services			\$ - 68,100
Student Transportation			\$ - 68,100
Transportation for students for after school program	Salary for bus driver for after school program	7,200	21,600
Transportation for students to and from summer school program	Salary for bus driver for summer school	1,400	4,200
Benefits	Benefits for bus driver	8,600	25,800
Bus Fuel and maintenance	Fuel and maintenance for bus	5,500	16,500
			\$
			-
		TOTAL BUDGET	578,640.00
		Difference (Allocation less Budget)	\$0.00

APPENDIX VII: Assurance Form

Assurances for BIE 21st CCLC

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

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

Jon Claymore, Superintendent

Typed Name and Title of Authorized Representative

Jon Claymore
Signature of Authorized Representative

January 17, 2013
Date

Murphy, Sarah

From: jlwhitford@aol.com
Sent: Thursday, January 17, 2013 11:12 AM
To: jon.claymore@quileutenation.org
Subject: 21st Century Grant

To Whom it may concern,

I am writing this memo in support of Mr. Jon Claymore's quest of a 21st Century Grant for Quileute Tribal School. I have worked with Jon directly in a project with Gonzaga University the past three years. My professional involvement with both Jon and Quileute spans twelve years so I believe I possess a practical understanding of the schools' needs.

My role in the Gonzaga Native American Leadership Academy is that of Learning Leader for five schools including Quileute. The three pillars of the academy are regional accreditation through the Northwest Accreditation through the Northwest Accreditation Commission, the DuFour framework of professional learning communities and ongoing school improvement processes. Jon has been a catalyst in developing this model his role as line officer for the ten Native American schools in the northwest region.

I also believe that in his new role as Superintendent/Principal of Quileute he will bring both professional expertise and passion to improving the quality of teaching and learning to a school which has grave needs. Consequently I submit this brief statement as supporting evidence to his effort to establish a process of continuous improvement with an emphasis on fully educating each individual student at Quileute and developing a staff that values the essential elements of a Professional Learning Communities.

Jim Whitford, Educational Consultant
PO Box 116
Southworth, WA 98386
Cell 360-509-2022

Murphy, Sarah

Edmo, Jack

Friday, January 18, 2013 7:23 AM

Murphy, Sarah

King, Gaylela

FW: Quileute Tribal School 1st Century Grant Application

21st Century Grant [whittord.msg; applicationforfederassistance.docx; Form 424.doc;

ICW_support_letter.pdf; Kevin A Fields 21st Century Grant Collaboration Statement.docx; Letter

of Support.docx; letter of support[1].docx; QTS Letter of Support TANF Jan 2013.pdf; QUILUTE -

APPENDIX V - ACTION PLANS FINAL to je.docx; Quileute_21st_Century_Learning_Grant[1].docx;

Quileute_21st_Century_Learning_Grant[1] - Final copy to je.docx

Attachments:

Subject:

Cc:

To:

Sent:

From:

Please print, Jack

From: Kevin Fields [mailto:kevinfields@hotmail.com]

Sent: Friday, January 18, 2013 2:08 AM

To: Edmo, Jack; thelma.bart@bte.edu; Stevens, Bartholomew; jon.claymore@quileutenation.org

Subject: Quileute Tribal School 1st Century Grant Application

Thank you for your patience and consideration. Due to weather conditions and outdated technology created difficulties submitting our application.