

Edmo, Jack

From: Valerie Whiteside <ValerieWhiteside@semtribe.com>
Sent: Thursday, January 17, 2013 2:40 PM
To: Edmo, Jack
Cc: Lucy Dafoe; Erica Ashton; Robert Delormiere; Trishana Storm; Zensi Tulloch Hall
Subject: Ahfachkee School 21CCLC Grant Application
Attachments: Ahfachkee School 21CCLC Grant Application Package 1-17-13.pdf

Hello Mr. Edmo,



Here is a copy of the Ahfachkee School 21st Century Grant Application with the requested blank page tab insertions.

Please let me know if you need any other changes.

Many Thanks,

Valerie

Valerie Whiteside
Ahfachkee School
863-983-6348 Ext. 12916
863-227-3389 (cell)
863-983-6535 (fax)

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APPLICATION FOR FEDERAL ASSISTANCE SF-424

Application for Federal Assistance SF-424	
*1. Type of Submission:	
<input type="checkbox"/> Preapplication	
<input checked="" type="checkbox"/> Application	
<input type="checkbox"/> Changed/Corrected Application	
*2. Type of Application:	
<input checked="" type="checkbox"/> New	
<input type="checkbox"/> Continuation	
<input type="checkbox"/> Revision	
* If Revision, select appropriate letter(s):	
*Other (Specify): _____	
*3. Date Received: _____	4. Applicant Identifier: _____
5a. Federal Entity Identifier: _____	*5b. Federal Award Identifier: _____
State Use Only:	
6. Date Received by State: _____	7. State Application Identifier: _____
8. APPLICANT INFORMATION:	
*a. Legal Name: Seminole Tribe of Florida	
*b. Employer/Taxpayer Identification Number (EIN/TIN): 59-1415030	*c. Organizational DUNS: 146271718
d. Address:	
*Street 1: 6300 Stirling Road	_____
Street 2:	_____
*City: Hollywood	_____
County/Parish:	_____
*State: FL	_____
Province:	_____
*Country:	_____
*Zip / Postal Code: 33024-2153	_____
e. Organizational Unit:	
Department Name: Ahfachkee School	Division Name: _____
f. Name and contact information of person to be contacted on matters involving this application:	
Prefix: _____	*First Name: Lucy
Middle Name: _____	_____
*Last Name: Dafoe	_____
Suffix: _____	_____
Title: Principal	_____
Organizational Affiliation: _____	
*Telephone Number: 863-983-6348	Fax Number: 863-983-6535
*Email: lucydafoe@semtribe.com	

Application for Federal Assistance SF-424

9. Type of Applicant 1: Select Applicant Type:

1. Indian/Native Am Tribal Govn. (Fed. Recognized)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

*Other (Specify)

***10 Name of Federal Agency:**

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:**

This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

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: 2/1/2013

*b. End Date: 6/30/2013

18. Estimated Funding (\$):

*a. Federal	<u>127,468.00</u>
*b. Applicant	<u>8,930.00</u>
*c. State	_____
*d. Local	_____
*e. Other	_____
*f. Program Income	_____
*g. TOTAL	<u>134,398.00</u>

***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: Mr.

*First Name: James

Middle Name: _____

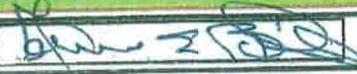
*Last Name: Billie

Suffix: _____

*Title: Chairman

*Telephone Number: 954-966-6300

Fax Number: _____

* Email:	[Redacted]		
*Signature of Authorized Representative:		*Date Signed:	1-17-13

COVER PAGE

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

Seminole Tribe of Florida – Ahfachkee School

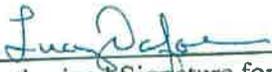
Organization

Lucy Dafoe – Principal 863-983-6348

Name of Contact Person Telephone

lucydafoe@semtribe.com 863-983-6535

E-mail Address Fax Number

 January 15, 2013

Authorized Signature for Budget Revisions/
Record and Report of Local Expenditures Date

■ 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.

 1-17-13

Signature of Organizational Representative Date

Chairman, Tribal Council
Executive Administrative Officer

Title

\$ 127,468.00

Total Funding Requested Per Year

\$382,404.00

Total Funding Requested for Three Years

BIE Use Only Project Number: _____ Date Received: _____

Project Approval: _____ Amount Awarded: \$ _____

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PROGRAM SUMMARY AND ABSTRACT

PROGRAM SUMMARY AND ABSTRACT

Statement of Need

The Ahfachkee School is in a remote, rural location with a small population. Students often leave Ahfachkee to seek better enrichment opportunity or academic support at public, private and charter schools, traveling over an hour each way. Challenged with a low graduation rate and academic failure, drug and alcohol abuse can be a problem. There is a great need for a Twenty-first Century Community Learning Center to provide enrichment, academic support, and connection to school. Strategies from this program will provide high interest enrichment activities where the students' live, academic interventions that will increase test scores and reduce dropout and failure rates, and broad experiences to draw in students not involved in other activities.

Description of Project

The program focuses on high interest enrichment, closing gaps in academic skills sets, and creating positive relationships between students and staff. Along with specifically strategized math and reading curriculum, the program will feature student and parent request driven, high interest enrichment classes. Our program will run four days a week, three hours a day, for (approximately) thirty weeks during the school year and four weeks, four hours a day in the summer session. Staff will participate in on-going professional development to improve instruction and management practices. Student test data will inform academic support offerings, student interest and parent request will drive enrichment programming.

Project Outcome and Evaluation Plan

Project outcomes include student Tier placement improvement in math and reading, program attendance, and day school attendance. Academic gains will be measured by assessments that determine benchmark scores. Program and school attendance will be tracked by daily attendance data. The after school program will segue easily from day classes as staff and faculties will be shared. Students will benefit from academic support and enrichment in a fun, safe environment.

Students will be benchmark tested in fall, winter, and spring testing windows and will undergo state and end-of-course testing according to the state assessment calendar. Testing outcomes will inform tutoring and academic programming in math and reading support.

Qualification of Key Personnel

Staff will be highly qualified as their day school job requirements specify. Staff will participate in professional development required by the entire school staff as well as training that will specifically address after school improvements.

PROGRAM NARRATIVE

PROGRAM NARRATIVE

NEED FOR PROJECT

Need for Project - 18 Points

The Ahfachkee School is located on the Big Cypress Seminole Indian Reservation located in south Florida, just north of Alligator Alley (I-75), and south of Lake Okeechobee. The school sits in the center of the small community, deep in the heart of the Everglades, an hour drive in either direction to next nearest town. According to the 2010 US Census, the population of Big Cypress is 591. Current enrollment in the school is 180, Pre-K to 12th grade.

Last year (2011-2012), enrollment started at 180 and over the course of the year dropped to 162 due to students relocating, leaving for charter or private schools, or dropping out altogether. This flux in school population is a historical trend that we seek to stabilize.

We will address the catch up growth of our population by double-dose and extension lessons, tutoring, differentiated instruction, and take progress monitoring data and target specific learning strands to close gaps in skill sets.

1A.

Name of 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
Ahfachkee School	School Improvement Year 2	0% We do not apply for USDA, meals funded through the Seminole Tribe.	55 kids	15	PreK -12

1B. We will use several strategies to identify, target, and recruit students and families most in need of the after school program. Currently we are using AIMSweb to determine benchmark level and to progress monitor. We will introduce NWEA Maps testing after it is adopted in January, 2013 to determine benchmark status. Our main targets are Tier One students who are in need of enrichment, Tier Three students who need additional academic support, and Tier Two students who are not being served by sports or other programs.

We often lose Tier One students to private and charter schools that offer more enrichment and rigor. Our after school program will offer activities to serve students who need engaging enrichment to supplement their day school classes, round out their educational experience, and prepare them for long term success.

For our Tier Three students we will offer additional support and interventions to close the gaps in their reading and math skill sets, boost their academic confidence, increase their catch-up rate, and decrease their dropout rate.

Additionally, we will serve Tier Two students by offering high interest activities that will broaden their experiences and increase the range of day school offerings. We will also create activities to draw in students not brought in anywhere else. Students who are not involved in sports or other non-school activities are often underserved because they haven't found an activity that interests them so they resort to drugs and alcohol or other risky behavior. Providing students opportunities helps combat adolescent ennui. We will continue to progress monitor all of our students throughout the year to determine specific learning goals.

1C. Ahfachkee School is located in a small reservation in the Everglades, an hour's drive from other services, schools, or entertainment. For students, there are limited activities and life can become monotonous. This community isolation presents a particular set of risk factors for our student population. The risk factors we will address with our after school programming are drug and alcohol abuse, high failure and dropout rate, and an increasing numbers of higher needs students at earlier ages.

Like other communities, drug and alcohol abuse can be a challenge for some students as they seek to combat their boredom. When students engage in this risky behavior it impacts their school attendance, which in turn impacts their academic performance. When their grades drop students often become overwhelmed with the idea of catching up again, embrace failure as paradigm, and drop out of school. There is also the direct relationship between drug and alcohol abuse and juvenile death rate, which can become acute in rural areas. We will employ after school programming that will address the dangers of drug and alcohol abuse, offer high interest activities that will keep students occupied and looking forward to participating, and support students who need to bring their grades back up.

For the Tier One kids limited activity choices cause them to either leave Ahfachkee School for better opportunities and enrichment elsewhere, or to drop out because school does not challenge them. Anecdotal evidence from parents is that reservation kids will leave Ahfachkee for more opportunities and activities, but fail to participate in them because staying at an off-reservation school beyond regular school hours is difficult due to the hour-plus travel time to and from an outside school. Some Tier One students become bored and disheartened with regular day classes they do not find challenging and just stop coming to school altogether. Our after school program will offer high interest, challenging activities right where they live so that they are not enticed away or bored into complacency and academic failure.

The number of Tier Three students has increased at Ahfachkee as more students are showing higher needs issues—autism spectrum, non-verbal— at earlier ages. The Tier Three students may leave to other programs that more fully address their deficiencies or drop out because they do not feel adequately served or academically successful. In order to move from their Tier Three status, these students need additional support outside of the school day as well as the opportunity for enrichment that they may not be getting during the day because of intensive instruction. Our after school program will give them extended learning time as well as enrichment experiences that will meet their academic and interest needs.

Ahfachkee has a historically low graduation rate that we seek to improve. Many of these students are the Tier Two students who may fail to connect to their school or their studies and could potentially dropout. We will offer activities to target these students with what interests them so that they will feel like they belong somewhere, want to stay at Ahfachkee, and to graduate.

1D. Ahfachkee School regularly implements benchmark and progress monitoring assessments through AIMSweb and is in the process of adopting NWEA Maps. We participate in statewide testing via the FCAT and we participate in Native Star. We also employ the CHAMPS behavior curriculum and Randy Sprick's *Safe and Civil Schools* curriculum to teach and monitor appropriate school comportment.

1E. Ahfachkee participated in the full application of the FCAT for the first time in 2011-2012. Test results showed that no 7-12 student passed all parts of it, putting the entire upper school baseline at lower level of proficiency development, demonstrating that all students need additional interventions in reading and math. This shows that support for academic achievement is indeed a priority for our youth, as even our Tier One students are not meeting state standards. Our after school program will address these deficiencies through both academic support and scholastically imbued enrichment offerings as well as math and reading academies prior to test windows.

1F. An additional factor that impacts student academic success is lack of attachment to teachers and staff. The geographical isolation of Ahfachkee School impacts the relationships between students and staff. Because of the housing shortage on the Big Cypress Reservation, housing is prioritized for tribal members and non-tribal members must commute in an hour or more. Staff are not part of the immediate community and do not easily forge a bond with the students or the school, leading to a higher staff turn-over rate, which in turn prevents meaningful relationships between staff and students. When students and staff have the opportunity to interact outside of the formal classroom in a different light or setting, they forge a better bond, which carries back over into the classroom, leading to better communication, improved behavior, and ultimately

more academic success. Our after school program activities will provide these avenues of connection between staff and students.

Project Design

Quality of Project Design – 51 Points

2A. The main goals for Afachkee’s after school program is to increase academic performance in reading and math for Tier Three students, retain enrollment of Tier One students, serve underserved Tier Two students, improve day school attendance, and improve the graduation rates. We will measure our success in reaching our goals by using benchmark test data to see if students are moving up in their Tiers, measuring program daily attendance data, and evaluating school enrollment over the course of the year. There are always outside factors that can impact some of these goals like student families that relocate and disenroll or tribal cultural activities that conflict with the school schedule, but overall meeting our goals is realistic, attainable, and will benefit our entire school in immeasurable ways.

Performance Measures Template

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark Dates	Evidence of Completion/ Evaluation
Twenty-five percent of Tier 3 students enrolled in Ahfachkee After School Program will move from Tier 3 to Tier 2 in reading.	Direct instruction, peer tutoring, Safe and Civil Schools, and read aloud.	After School Program class instructors and tutors.	Spring benchmarking test dates (May 2013)	Student benchmark test scores.
Twenty-five percent of Tier 3 students enrolled in Ahfachkee After School Program will move from Tier 3 to Tier 2 in math.	Direct instruction, peer tutoring, math fluency practice, and Safe and Civil Schools.	After School Program class instructors and tutors.	Spring benchmarking test dates (May 2013)	Student benchmark test scores.
Thirty students enrolled in the Ahfachkee After School Program will participate in 80% of the days of a scheduled enrichment activity.	Offer high interest, fun, student-centered enrichment activities, and attendance incentive awards, and Safe and Civil Schools.	After School Program coordinator, After School Program class instructors and assistants.	End of program spring session.	Attendance logs will show 80% attendance.
Eighty percent of students enrolled in the Ahfachkee After School Program will achieve a 90% attendance rate in day school attendance.	Offer high interest, requested cultural enrichment and activities, Safe and Civil Schools, and attendance incentive awards.	After School Program coordinator, After School Program class instructors and assistants.	End of program spring session.	Day school attendance logs will show 90% attendance.

2B. Following the best practice model of Rtl (Response to Intervention), Ahfachkee School determined that the first step in addressing students' academic needs was to implement a Three Tier placement model for student abilities (Fuchs, Fuchs, Hamlett, Walz, & Fermann, 1993).

A program with a proven track record, AIMSweb, was secured and is currently used to provide benchmark testing and progress monitoring for all students from Kindergarten through 12th grade. AIMSweb provides Ahfachkee with the ability to strategically target, which students will benefit from through specific academic interventions (Stecker, Lembke, & Foegen, 2008). Ahfachkee School will be transitioning to NWEA Maps for benchmark testing during the 2012-2013 school year. AIMSweb data will inform staff of student academic needs in both day school and the after school program.

A challenge faced by some students of Ahfachkee School is the need for math and reading skill development. Ahfachkee selected a variety of SRA Direct Instruction curricula to ensure that students can rapidly close the gap in their reading and math skills. Programs such as Corrective Reading, and Reading Mastery Fast Track allow students to progress more than one grade level per year (Stecker, Lembke, & Foegen, 2008). SRA Corrective Math and Rocket Math modules allow after school tutors to target identified deficit skillsets and remediate these within 40 to 60 sessions (National Institute for Direct Instruction, 2012; Smith, Marchand-Martella, & Martella, 2011).

Many students benefit from explicit instruction on how to be successful in a school environment. As a result, Ahfachkee School turned to Safe and Civil Schools techniques to teach students the most effective way to navigate a school environment. Practices such as Voice Levels, SLANT, and school-wide CHAMPS protocols for both day and after school events allow students to know what is expected in all situations allow them to be more comfortable engaging in unknown activities (Sprick & et.al., 2009).

2C. Our program will utilize the on-going, school-wide data review conducted by Ahfachkee School's School Improvement Data Manager, Instructional Coach, Teacher Coordinator, ESE Coordinator, Principal, and Tier Three teachers to monitor students' academic progress to meet the annual growth goals needed to catch up and be on grade level.

2D. Ahfachkee School is fully familiar with NASIS and its behavior reporting capabilities; however, the Seminole Tribe of Florida exercises its sovereign status and does not release private student information. Behavior is tracked in-house using a behavioral RTI model and reviewed by an RTI team. All staff is trained to teach appropriate behaviors to students using the Safe and Civil Schools curriculum, SLANT, CHAMPS, and voice levels. At our school behavior is not an issue, but attendance is.

2E. The data collection methods we plan to use to inform our after-school program of its successes and short-comings are attendance, scores from NWEA, FCAT and AIMSweb, and the outcome from the culminating projects of the enrichment classes. Although NASIS behavior rates are not utilized, behavior will be tracked through the RTI team and PPICS data will be reviewed at year's end to determine programming for the following year.

2F. We will offer student-interest and parent-request driven enrichment activities and community partnerships that will broaden students' experiences and compete with off-reservation offerings and support day school lessons. For example, through a school-wide survey students requested a book club, a science club, robotics and Lego club, art club, student newspaper, drama, culinary class, and traditional culture arts, government and history, to name a few on a very long list. Through the PTSO parent focus group there are requests for a "Scream Team" cheer squad, gardening, financial literacy, automotive club, and life skills. All of these target-population generated ideas align with needs that are not met by regular day classes and students will be motivated to attend because they have buy-in through the planning process.

2G. After school program will run in five week sessions, Monday, Tuesday, Thursday, Friday, 2:30pm- 5:30 pm. Running five week sessions will allow us to offer a wider variety of programming, with more activity immersion, but not over-tax staff because they will be able to rotate out. Academic support classes will run in consecutive sessions and intensive math and reading academies will be scheduled to support state testing windows. Partner programs will schedule weekend activities, special events, and on-going seasonal activities. Program will not run on Wednesdays, except for special workshops, so that staff is available for meetings and professional development. This is a proposed schedule of operations.

Schedule of Operations

SCHOOL(S) SERVED: Ahfachkee School

SCHOOL YEAR: 2012-2013

Number of Weeks during the school year: 23 weeks (Program will run January to end of year, because of grant application schedule).

Activity	Time	Where? Who?	M	T	W	TH	F	S	SU
Photography	2:45-5:30	Classroom 21 st CCLC Staff		X		X			
Lego and Robotics Club	2:45-5:30	Classroom 21 st CCLC Staff	X	X		X			
Scream Team	2:45-5:30	Gym, Recreation Department		X		X			
Traditional Cultural Arts	2:45-5:30	Classroom, Culture Department	X			X			
Police Explorers	2:45-5:30	Classroom, Seminole Police Department						X	
Math Skills	2:45-5:30	Classroom, 21 st CCLC Staff	X	X		X	X		
Reading Skills	2:45-5:30	Classroom, 21 st CCLC Staff	X	X		X	X		

SUMMER 2013 Number of Weeks during the summer: 4

Activity	Time	Where? Who?	M	T	W	TH	F	S	SU
Math Skills	8:30-9:30, 9:30-10:30, 10:30-11:30 (Rotation)	Classroom, 21 st CCLC Staff	X	X	X	X	X		
Reading Skills	8:30-9:30, 9:30-10:30, 10:30-11:30 (Rotation)	Classroom, 21 st CCLC Staff	X	X	X	X	X		
Enrichment Activity	8:30-9:30, 9:30-10:30, 10:30-11:30 (Rotation)	Classroom, 21 st CCLC Staff	X	X	X	X	X		
Boys and Girls Club	12:00pm- 6pm	Gym, Big Cypress area	X	X	X	X	X		
Recreation Club	12:00pm- 6pm	Big Cypress area						X	

2H. These are examples of Key Community Partners planning collaboration with the Ahfachkee After School Program. Funding will not be directly provided to the partners. Their activities will be scheduled to segue, supplement, and support the Ahfachkee after school program. More partners may be added as the program progresses and student needs and requests are discovered and fulfilled.

Partner Program	Specific Role Played in After School Program
Boys and Girls Club of America	Will provide evening supervision for students beyond after school program hours and additional homework help, if needed.
Seminole Tribe of Florida Education Department	Will host field trips to university campuses; provide one-to-one tutoring with certified tutors.
Seminole Tribe of Florida Family Services	Will offer suicide prevention counseling, drug and alcohol abuse awareness activities, girls and boys groups, and grief and loss counseling.
Seminole Tribe of Florida Police Department	Will offer the Safety Patrol Program, DARE, safety training, and drivers' education courses.
Seminole Tribe of Florida Recreation Department	Will offer Diabetes Prevention Activities and organize weekend and summer events.
Seminole Tribe of Florida Traditional Preservation Department	Will offer workshops and classes in Language, arts, and traditional practices.

2I. The after school program will use school assessment progress monitoring data to link strand data to align with core specifics to determine how to close the gaps and reach the academic goals of our target sub-populations. We will use student survey data as well as anecdotal data to schedule enrichment classes. After school program reporting will be a regular component of PTSO when student and parents will have the opportunity to make suggestions and requests. Since day school staff will be operating the after school program the link between day classes and after school classes will be part of the extended day conversation.

2J. First, the after school program will attract students and families because it offers enrichment and academic support an hour closer than anything else. Students who have left Ahfachkee for other schools and programs drive over two hours a day to attend them. Fulfilling their needs on campus, in the middle of the reservation, puts enrichment and support where they live. Secondly, we will program student and parent interest-driven enrichment request fulfillment. Students' attendance will determine what classes will be expanded upon and offered again, and what classes will be restructured for a second chance, or phased out.

2K. Students will want to attend our program because it will be engaging, enriching, meaningful, new, fun, and student interest-driven. We will rotate course offerings so that there is always something to look forward to, a wider variety of options can be offered, and more students can be served. For academic support classes we will provide regular and random incentives for attendance and participation like sweet tea, pickles, treasure boxes, and student store goodies.

2L. We are a small school in a small community so many partner program offices planning to collaborate on after school activities are usually nearby and accessible. Meetings between all partners can be held on the Big Cypress Reservation—which is where most offices are located. All program managers of tribal affiliated partnership departments answer to the same Executive Administration Officer so they can be easily reached for meetings and other communication. The after school program will be located in the school and managed by school staff so coordination with school sports and other events will be part of over-all school operations.

2M. Tribal elders will be asked to contribute their wealth of knowledge to culture-themed classes like Traditional Foods and Game Preparation, Language, and Arts. As other classes are developed and scheduled we will welcome any elder advisors, instructors, or participants be a part of the education of the next generation.

2N. We will evaluate our program's effectiveness and needs by student surveys and focus groups, student attendance, student assessment, test data, student

productivity, and anecdotal evidence. Our initial offerings will come from student surveys and focus groups that have been held to see what students have an interest in. We will determine the success of a class by how many and how often students attend—students vote with their feet. Classes with the best attendance may run multiple sessions; classes with poor turn out may be restructured to try again or retired if they are not serving students well. Academic support classes will be evaluated by outcome on student assessments, test data, and student productivity. All the classes will be monitored by the experienced educators and administrators on staff to determine whether students are having fun, learning, and benefiting positively from their participation.

2O. To sustain our program beyond grant funding we will continue to work with our partners to build meaningful relationships and regular interaction. Our goal is to engage the community of Big Cypress and elicit their involvement in shaping our students so that enriching our students' educational experience and supporting their learning become part of the cultural paradigm.

2P. Our after school program will be based within the school so communication will be a natural part of the school dynamic. The after school program will have a representative on the Building Leadership Team and attend PTSO meetings to get feedback and input from parents and the community. There will be quarterly meetings with all stakeholders and outside partners to determine resource management and calendar events.

2Q. Ahfachkee is still on School Improvement targeting specific math and reading curriculum alignments. We have added an instructional coach and have gathered baseline data to drive the initial target and growth goals for grade bands and individuals in Tiers One, Two, and Three. We will carry this data over to programming emphasis for after school instruction. The after school program will play a part in School Improvement by enticing achieving students to stay enrolled and supporting under-achieving students in closing academic gaps. After school enrichments will increase student attendance in the day program, which will prevent failure and drop outs, and improve over-all academics.

Resources

Adequacy of Resources – 18 Points

3A. Because of our small school, student to staff ratio is rarely overwhelming; however, special needs students sometimes require a one-to-one ratio to allow them to participate in enrichment activities. Because we plan to schedule shorter (4-5 week) sessions, four days a week, and rotate class offerings, we will be able to utilize more staff overall but fewer at a time, in order to avoid burn out and to promote life-work balance.

3B. These are job descriptions and schedules for key staff in the Ahfachkee after school program. As the program goes into practice these may alter or change to suit the needs of the students.

Job Title	Description	Schedule
Program Coordinator	Provide leadership in planning, implementing, coordinating, and supervising the after school program. Work school staff, parents, students, and community partners to develop engaging enrichment and academically supportive classes. Complete accurate and timely federal and program grant reports.	Approx. 4 hours a day, 5 days a week= 20 hours.
Program Instructor	Provide appropriate instruction in after school program academic or enrichment classes. Track attendance and student progress and report outcomes.	2.75 hours/ plan .5 hours= 3.25 hours, 1-4 days a week depending on class schedule.
Program Class Assistant/ Substitute	Support program instructors in classes and substitute for absent instructors as needed.	Assist 2.75 hours/ plan .5 hours 1-4 days a week depending on class schedule.
Data Manager/ Office Coordinator	Support Program Coordinator in grant data collection and reporting including daily attendance. Answer office phones after school to monitor transportation changes and parent pick-ups. Assist program coordinator in federal and program grant reporting.	Approx. 3 hours a day, 4 days a week. May increase during grant reporting windows.
Bus Driver	Drive the after school activity bus on routes home and field trips as needed.	Approx. 2 hours a day or as needed for field trips.
Kitchen Snack Cook	Plan and prepare nutritious after school snacks for program.	1 hour, 4 days a week.

3C. Because of the nature of our location, Ahfachkee School creates extensive, structured transportation plans for each student. This information is part of a daily list based on parent directions where each child's dismissal destination is detailed. These instructions will extend to the after school program and be maintained by the after school office manager who will answer parent phone calls and be in contact with program instructors and the bus driver to ensure that students leave the program and arrive home safely and securely. All co-curricular activities, including the after-school program, must adhere to the safety policies, rules, and behavior expectations detailed in the Ahfachkee School

Student/Parent Handbook; failure to do so may result in disciplinary action or exclusion from after school activities.

3D. Ahfachkee School has adequate facilities to host the 21st CCLC after school program. The program will have access to all school resources and facilities when available. This includes curriculum materials, computers, libraries, classrooms, playfields, playgrounds, Culture Camp, and buses. Partnership programs will make appropriate resources like facilities, staff, and related materials, available as necessary to contribute and participate in the partnership.

3E. This is a sample of the resources that program partners are contributing; other resources will be sought as need is discovered.

Partner Program	Resources Contributing
Boys and Girls Club	This program will provide trained staff to supervise students and give additional homework help.
Seminole Tribe of Florida Education Department	This office will provide planning and chaperones for field trips, one-to-one tutoring with certified tutors, and additional academic support and study space.
Seminole Tribe of Florida Family Services	This agency will provide counseling and social services.
Seminole Tribe of Florida Police Department	This department will offer program course offerings, staffing, program incentives, and campus security.
Seminole Tribe of Florida Recreation Department	This department will offer trained staff, access to community recreation areas and equipment, and summer programming.
Seminole Tribe of Florida Traditional Preservation Department	This department will offer experienced staff and volunteer elders, access to traditional practices and materials.

3F. Since the Ahfachkee after school program is based in the school, school administration is active in the application and development of the grant proposal. On behalf of the after school program Ahfachkee School administration consulted with Seminole Tribe of Florida Executive Administration Officer, Seminole Tribe Human Resource Director, and several department directors like those of the Seminole Police Department, and the Traditional Preservation Department. There will be regular, on-going communication updates with the EAO and quarterly meetings with department directors.

Management Plan

Quality of Management Plan – 24 Points

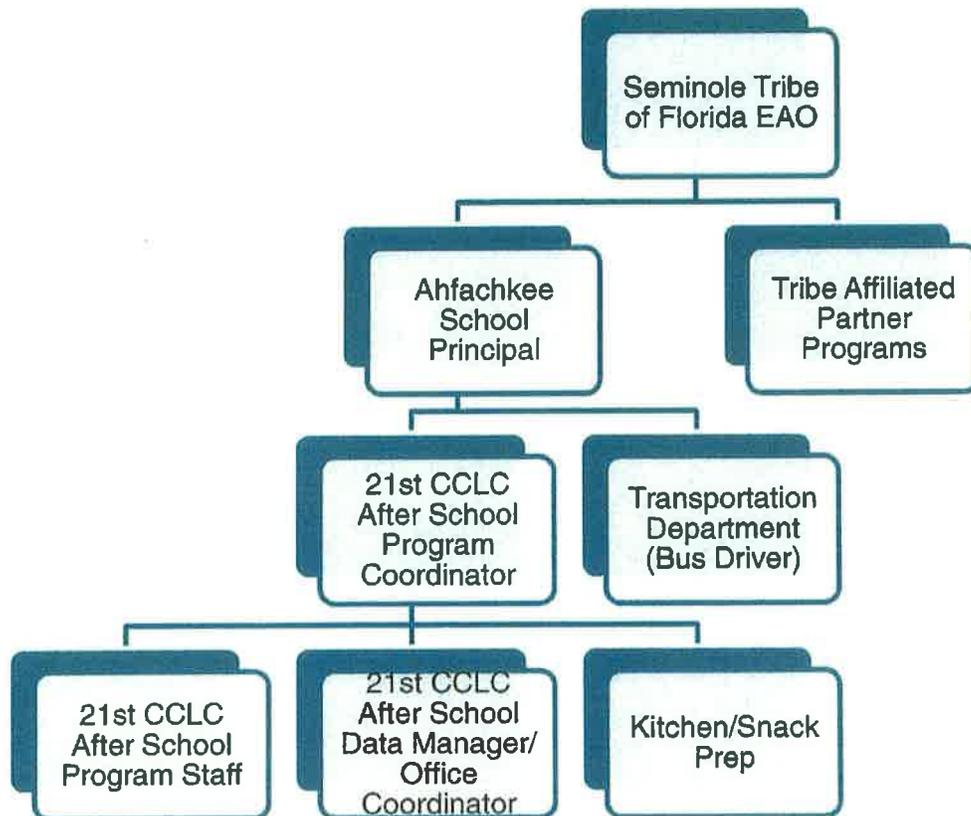
4A. The Ahfachkee After School Program has a SMART goal driven management plan to ensure that the program development, project tasks, objective reporting is accomplished on time and within budget.

4B. This timeline shows the projected calendar for planning and implementing the after school program. The Program Coordinator is primarily responsible for these tasks.

Timeline for Program Implementation and Planning												
Tasks	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct
Initial program development and grant application	█											
Schedule classes, order materials, hire staff, solidify partner agreements, release program PR and pre-registration		█										
Order snack, register students, create student departure plans, schedule bus			█								█	
Implement 2013 second semester program sessions				█	█	█	█					
Conduct continuous quality evaluation, data gathering for program and student and success	█	█	█	█	█	█	█	█	█	█	█	█
Plan/ implement summer program session								█				
Prepare and submit PPICS report								█				
Plan/implement fall 2013 program sessions										█	█	█
Plan/implement winter 2014 program sessions			█	█								
Plan/implement spring 2014 program sessions					█	█	█					

4C. The Ahfachkee After School Program will use both management materials already in place in the day school program, and develop materials unique to the after school program. Materials that are already in place and apply directly to after school are the Ahfachkee School Student/Parent Handbook, the student dismissal departure plan, and off-campus permission slips. The after school program itself will develop and produce a course calendar, program advertising, student registration forms, attendance sheets, lesson plans, and tutor notes. Classes will be aligned with Florida state standards until 2014 when Common Core is adopted.

4D. The following chart represents our program organizational structure. The after school program will be monitored through Native Star by the Building Leadership Team which uses Native Star indicators as a tool for school improvement.



4E. Professional development is part of the on-going school schedule for all staff. Trainings are directly related to fully educating all students at Ahfachkee across all school hours.

Date	Name of Training	Focus	Staff
1/11/13	CHAMPS	Using instructional groups	All
2/6/13	Champs	3:1 ratios and opportunities to respond	All
2/6/13	AIMSweb Data Review	Winter benchmark results and plans of action	All
2/6/13	Rocket Math and Math Centers	Supplemental math strategies	Program tutors
2/20/13 /	FCAT Reading Strategies	Reading	All
3/6/13	FCAT Math Strategies	Math	All
3/20/13	Third Quarter Review	Working together— instructional staff and support	All
4/24/13	CHAMPS	Time on task and disruptions	All
5/8/13	Marzano's High Promise Strategies	Program Improvement	Interested staff
5/24/13	TBA	TBA	All

Trainings will be added as opportunities arise or as needed.

4F. We will hold quarterly meetings on the school campus between the school principal, 21st CCLC coordinator, and community stakeholders to discuss the after school program status and needs, how partners can continue to be involved, and to thank them for their support. A representative from the after school program will attend monthly PTSO meetings to obtain parent and student input and feedback about the program. The 21st CCLC Coordinator will be a member of the Building Leadership Team that meets monthly to discuss building and policy plans and issues. The coordinator will also address the entire school staff as needed during school staff meetings and hold program staff meetings when needed.

4G. To disseminate information about the program we will follow the school information policy outlined in the Ahfachkee School Student/Parent Handbook. Methods we will use to distribute information detailing our calendar, program, and registration information are:

- School Reach: an automated calling system that can contact all families simultaneously through a recorded message
- Letters/ Flyers: distributed through students on a regular basis
- Global Emails: emails sent to all emails registered with the STOF Big Cypress, Immokalee, and Family email lists
- Direct Contact: One-on-one calls and face-to-face contact between staff members and family members
- School Website: www.seminolewarriors.net is regularly updated with current information

The principal will approve all information released about the program first.

4H. Data collection to advise program planning, student instruction, and grant reporting will be an ongoing process contributed to by all school staff and overseen by the after school program data manager. Trained instructors will give all assessments and the Ahfachkee School data manager will quantitate the data.

The following chart details assessment methods, purposes, and frequencies.

Assessment	Purposes	Frequency	Reported to
AIMSweb (reading, math)	Bench mark, progress monitor, tier placement	Bench marks taken beginning, middle, and end of school year. Progress monitoring based on student progress—weekly, bi- monthly, monthly	Teachers, tutors, instructional coach, administration
Attendance	Track student participation to correlate to academic progress, day school attendance, and enrichment popularity	Taken daily, compiled monthly	Data managers, program coordinator, administration, grant reports
EOC (End of Course) Exam	Measure student proficiency	Spring and fall until proficiency is reached	Data managers, after school program coordinator, administration, annual report for BIE
FCAT (Reading, writing, math)	Measure student proficiency	Once a year	Data managers, after school program coordinator, administration, annual report for BIE
NWEA Maps (reading, math)	Bench mark	Fall, winter, spring	Teachers, tutors, instructional coach, after school program coordinator, administration
PPICS	Measure program performance measures and objectives	Once a year	Data managers, after school program coordinator, administration, BIE, Department of Education

School Improvement

School Improvement Status – 3 Points

5B. Ahfachkee School is in School Improvement Status Year Two. Improvement objectives are detailed in Native Star and implemented through the Building Leadership Team. The 21st CCLC program coordinator will be a part of the BLT in order to further tie in the goals of the after school program with that of the day program. Objectives identified in Native Star and implemented in Ahfachkee are: Increased communication between lower and upper grade staff, instructional staffing changes, hiring an instructional coach, core curriculum alignment, taking steps to preserve core schedules to protect the instructional time of reading and math blocks, practicing consistent progress monitoring, ongoing assessment data review, and administration performing regular classroom observations. Because the day program will be closely tied with the after school program these measures for improvement will be part of daily practice for the staff and naturally extend into after school performance and programming. The after school program will be part of the overall school improvement agenda.

Budget

Budget/Budget Narrative – 15 Points

6A. The after school program will employ a program coordinator, program support staff (data manager/office coordinator, bus driver, snack preparer), math and reading instructors, and enrichment instructors. Pay for the budget is based on current industry standards as detailed in the Budget Worksheet Table.

6B. At this time there are no subcontract agreements in place or included in the budget. Our goal is to build relationships with our partners that will include exchanges of services and facilities rather than direct funding.

6C. Program coordinator and data manager or school administration will attend the mandatory annual 21st CCLC conference and one regional/ national conference.

6D. Supplies and materials will be directly related to after school program classes and activities. Reading and Math classes will obtain SRA Intervention Curriculum materials. Enrichment classes will procure start-up materials like cameras for photography class, components for robotics, items relevant to Culture class and Scream Team. At this time classes have been suggested by students and parents, but have not been scheduled for certain. When the program calendar is solidified, material lists will be generated by instructors and approved by the program coordinator and principal before purchase. Items purchased by the after school program, aid from incentives and consumables, will be property of the after school program and used as much as possible in future course programming.

6E. Other programs

PARTICIPANTS SERVED CHART

**Participants Served Chart
Required Minimums**

Name of After School Site	Designation— School Status	% Free or Reduced Lunch	Estimated Number of Students to be Served	Percentage of Day School Population Served	# of Family Members to be Served if Appropriate	Grade Levels to be Served
Ahfachkee School	School Improvement Year 2	0%	55 students	30%	15	PreK-12

PERFORMANCE MEASURES TEMPLATE

Performance Measures Template

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark Dates	Evidence of Completion/ Evaluation
Twenty-five percent of Tier 3 students enrolled in Ahfachkee After School Program will move from Tier 3 to Tier 2 in reading.	Direct instruction, peer tutoring, Safe and Civil Schools, and read aloud.	After School Program class instructors and tutors.	Spring benchmarking test dates (May 2013)	Student benchmark test scores.
Twenty-five percent of Tier 3 students enrolled in Ahfachkee After School Program will move from Tier 3 to Tier 2 in math.	Direct instruction, peer tutoring, math fluency practice, and Safe and Civil Schools.	After School Program class instructors and tutors.	Spring benchmarking test dates (May 2013)	Student benchmark test scores.
Thirty students enrolled in the Ahfachkee After School Program will participate in 80% of the days of a scheduled enrichment activity.	Offer high interest, fun, student-centered enrichment activities, and attendance incentive awards, and Safe and Civil Schools.	After School Program coordinator, After School Program class instructors and assistants.	End of program spring session.	Attendance logs will show 80% attendance.
Eighty percent of students enrolled in the Ahfachkee After School Program will achieve a 90% attendance rate in day school attendance.	Offer high interest, requested cultural enrichment and activities, Safe and Civil Schools, and attendance incentive awards.	After School Program coordinator, After School Program class instructors and assistants.	End of program spring session.	Day school attendance logs will show 90% attendance.

SCHEDULE OF OPERATIONS

Schedule of Operations

SCHOOL(S) SERVED: Ahfachkee School

SCHOOL YEAR: 2012-2013

Number of Weeks during the school year: 23 weeks (Program will run January to end of year, because of grant application schedule).

Activity	Time	Where? Who?	M	T	W	TH	F	S	SU
Photography	2:45-5:30	Classroom 21 st CCLC Staff		X		X			
Lego and Robotics Club	2:45-5:30	Classroom 21 st CCLC Staff	X	X		X			
Scream Team	2:45-5:30	Gym, Recreation Department		X		X			
Traditional Cultural Arts	2:45-5:30	Classroom, Culture Department	X			X			
Safety Patrol	2:45-5:30	Classroom, Seminole Police Department						X	
Math Skills	2:45-5:30	Classroom, 21 st CCLC Staff	X	X		X	X		
Reading Skills	2:45-5:30	Classroom, 21 st CCLC Staff	X	X		X	X		

SUMMER 2013 (proposed)

Number of Weeks during the summer: 4

Activity	Time	Where? Who?	M	T	W	TH	F	S	SU
Math Skills	8:30-9:30, 9:30-10:30, 10:30-11:30 (Rotation)	Classroom, 21 st CCLC Staff	X	X	X	X	X		
Reading Skills	8:30-9:30, 9:30-10:30, 10:30-11:30 (Rotation)	Classroom, 21 st CCLC Staff	X	X	X	X	X		
Enrichment Activity	8:30-9:30, 9:30-10:30, 10:30-11:30 (Rotation)	Classroom, 21 st CCLC Staff	X	X	X	X	X		
Boys and Girls Club	12:00pm- 6pm	Gym, Big Cypress area	X	X	X	X	X		
Recreation Club	12:00pm- 6pm	Big Cypress area						X	

BUDGET FORM – APPENDIX III

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

ADD	Roxanne Brown		
ELO	Donna Eaglestaff-Jetty		
Name of School	Ahfachkee School		
Grant Name	21 st Century Community Learning Centers		
Award Number			
Project Start Date	February 1, 2013		
Project End Date	June 30, 2013		
PREVIOUS SCHOOL YEAR ALLOCATION			
			N/A \$0.00
EXPENDED PREVIOUS SY ALLOCATION			
			N/A
TOTAL CARRYOVER AVAILABLE			
			\$0.00
CURRENT SCHOOL YEAR ALLOCATION			
TOTAL AVAILABLE			
			\$0.00
LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			\$ 31,320.00
(2) Reading Intervention Teachers	11 hrs/week @\$20.00 x 17 weeks		\$6,600.00
(2) Math Intervention Teachers	11 hrs/week @\$20.00 x 17 weeks		\$6,600.00
(1) Coordinator	20 hrs/week @ \$25.00 x 20 weeks		\$10,000.00
Summer School Staffing			
(2) Reading Intervention Teachers	16 hrs/week @\$20.00 x 4 weeks		\$2,560.00
(2) Math Intervention Teachers	16 hrs/week @\$20.00 x 4 weeks		\$2,560.00
(2) Coordinator	20 hrs/week @\$25.00 x 6 weeks		\$3,000.00
Employee Benefits			\$7,830.00
	25%	\$7,830.00	
Professional Development			\$3,000.00
Reading/Math Intervention	Intervention Strategies with RtI		\$1,500.00

Safe and Civil Schools	Efficient, Safe, School Structuring		\$1,500.00
Purchased Services			\$0.00
Equipment			\$0.00
Materials and Supplies			\$1,500.00
SRA Intervention Curriculum	Math and Reading Materials		\$1,500.00
Other Expenses:			\$0.00
Instructional Support			
Personnel Services			\$35,720.00
(6) Enrichment Teachers	6 @ \$20.00/hr x 17 weeks		\$22,440.00
(2) Support Staff	Snack Preparer/Bus Driver		\$6,000.00
Summer School Staffing			
(6) Enrichment Teachers	16 hrs/week @ \$20.00 x 4 weeks		\$7,280.00
Employee Benefits			\$8,930.00
	25%	\$8,930.00	
Professional Development			\$10,000.00
21CCLC Conferences			
Regional - (2) adults & (2) students			\$2,000.00
National - (2) adults & (2) students			\$8,000.00

Purchased Services			\$0.00
		\$	
		-	
Equipment			\$0.00
		\$	
		-	
Materials and Supplies			\$6,000.00
Enrichment Materials/Supplies	Start-up for robotics, books, culture, Scream Team, Photography		\$6,000.00
Other Expenses:			\$0.00
Non-Instructional Services			
Material and Supplies			\$ 23,168.00
Transportation	320 m/week x 17 weeks @ \$3.15/mi		\$17,136.00
Summer Transportation	320 mi/week x 4 weeks @ \$3.15/mi		\$4,032.00
Incidentals to support themes as directed by grant			\$2,000.00
		TOTAL BUDGET	\$127,468.00
			-
Difference (Allocation less Budget)			\$0.00

21ST CCLC ASSURANCE FORM

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).
- Since the applicant is a federally-recognized Indian tribe, some of the regulations applicable to this program are regulations which may be inapplicable to federally-recognized Indian tribes, including the Seminole Tribe of Florida. Accordingly, notwithstanding anything to the contrary contained in this form, any other part of this grant application, or the Application Packet, the Seminole Tribe of Florida agrees to comply only with those regulations which are applicable to federally-recognized Indian Tribes, including the Seminole Tribe of Florida, and only where all conditions for applicability have been met. Under no circumstances does the Seminole Tribe of Florida, by making this application, intend to diminish its sovereignty, including its sovereign immunity from suit. Nor does the Tribe intend to be bound by any regulation which is otherwise inapplicable to federally-recognized Indian tribes and the Seminole Tribe of Florida.

James E. Billie

Chairman

Typed Name and Title of Authorized Representative

Signature of Authorized Representative

Date

1-17-13

APPENDICES

JOB DESCRIPTIONS FOR KEY STAFF MEMBERS

Job Descriptions for Key Staff Members

Job Title	Description	Schedule
Program Coordinator	Provide leadership in planning, implementing, coordinating, and supervising the after school program. Work school staff, parents, students, and community partners to develop engaging enrichment and academically supportive classes. Complete accurate and timely federal and program grant reports.	Approx. 4 hours a day, 5 days a week= 20 hours.
Program Instructor	Provide appropriate instruction in after school program academic or enrichment classes. Track attendance and student progress and report outcomes.	2.75 hours/ plan .5 hours= 3.25 hours, 1-4 days a week depending on class schedule.
Program Class Assistant/ Substitute	Support program instructors in classes and substitute for absent instructors as needed.	Assist 2.75 hours/ plan .5 hours 1-4 days a week depending on class schedule.
Data Manager/ Office Coordinator	Support Program Coordinator in grant data collection and reporting including daily attendance. Answer office phones after school to monitor transportation changes and parent pick-ups. Assist program coordinator in federal and program grant reporting.	Approx. 3 hours a day, 4 days a week. May increase during grant reporting windows.
Bus Driver	Drive the after school activity bus on routes home and field trips as needed.	Approx. 2 hours a day or as needed for field trips.
Kitchen Snack Cook	Plan and prepare nutritious after school snacks for program.	1 hour, 4 days a week.

DOCUMENTS OF SUPPORT FROM SCHOOL AND TRIBE

SEMINOLE TRIBE OF FLORIDA

MONDO TIGER
Big Cypress Council
Representative
mondotiger@semtribe.com

31000 Josie Billie Hwy.
Clewiston, Florida 33440
PHONE: (863) 902-3200
WEBSITE:
<http://www.semtribe.com>



Tribal Officers:

JAMES E. BILLIE
Chairman

TONY SANCHEZ JR.
Vice Chairman

PRISCILLA D. SAYEN
Secretary-Treasurer

MICHAEL D. TIGER
Treasurer

January 10, 2013

BIE 21st Century Community Learning Center
BIE/ASC/DPA
BIA Building 2
1011 Indian School Road, NW
3rd Floor, Suite 332
Albuquerque, NM 87104

Dear Sir/Madam:

Re: 21st Century Community Learning Center Grant

This letter support that Ahfachkee School of the Seminole Tribe of Florida will stay in compliance with any applicable grant provisions and operate with financial integrity as required in the application of the 21st Century Community Learning Center Grant.

Thank you,

Sincerely,

Manuel Tiger
Big Cypress Council Representative
Seminole Tribe of Florida



**SEMINOLE TRIBE OF FLORIDA
AHFACHKEE SCHOOL**

JAMES E. BILLIE
Chairman
TONY SANCHEZ, JR.
President
MICHAEL D. TIGER
Treasurer
PRISCILLA SAYEN
Secretary



LUCY DAFOE
Principal
VALERIE WHITESIDE
Teacher Coordinator
JILLIAN FRANCIS
ESE Coordinator

**30290 Josie Billie Hwy PMB 1005
Clewiston, Florida 33440
Telephone: 863-983-6348
FAX: 863-983-6535**

January 10, 2013

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BIE/ASC/DPA
BIA Building 2
1011 Indian School Road, NW
3rd Floor, Suite 332
Albuquerque, NM 87104

Dear Sir/Madam:

Re: 21st Century Community Learning Center Grant

This letter provides support that Ahfachkee School of the Seminole Tribe of Florida will stay in compliance with any applicable grant provisions and operate with financial integrity as required in the application of the 21st Century Community Learning Center Grant.

Thank you.

Sincerely,

A handwritten signature in cursive script, appearing to read "Lucy Dafoe".

Lucy Dafoe
Principal

LD/vs

MEMORANDUMS OF AGREEMENT/CONTRACTS FOR KEY PARTNERS

SEMINOLE TRIBE OF FLORIDA

Dr. Preston Steele
Education Director
3100 N. 63 Avenue
Hollywood, Florida 33024
Toll Free: 877-892-6837 ext.1315
Phone: (954) 989-6840, Ext. 10501
Fax: (954) 893-8856



Tribal Officers:

Chairman
JAMES E. BILLIE
President
TONY SANCHEZ, JR.
Secretary
PRISCILLA D. SAYEN
Treasurer
MICHAEL D. TIGER

MEMORANDUM OF AGREEMENT

DATE: January 9, 2013

RE: Twenty-First Century Community Learning Grant

This document is to confirm the Seminole Tribe Education Department - Big Cypress is in support of Ahfachkee School as they pursue the 21st Century Community Learning Center Grant.

The Seminole Tribe Education Department - Big Cypress is willing to participate in furtherance of programs funded by the 21st CCLC grant should Ahfachkee School receive the grant.

Dr. Preston Steele, Education Director
Seminole Tribe Education Department

Lucy Dafoe, Principal
Ahfachkee School
Seminole Tribe of Florida

SEMINOLE TRIBE OF FLORIDA

JEANNETTE CYPRESS
DIRECTOR

DANIELLE JUMPER-FRYE
ASSITANT DIRECTOR

TELEPHONE
(863) 902-3200

FAX



Tribal Officers:

James E. Billie
Chairman

PRESCILLA D. SAYEN
Secretary

TRADITIONAL PRESERVATION

MEMORANDUM OF AGREEMENT

DATE: January 9, 2013

RE: Twenty-First Century Community Learning Grant

This document is to confirm the Traditional Preservation Department is in support of Ahfachkee School as they pursue the 21st Century Community Learning Center Grant.

The Traditional Preservation Department is willing to participate in furtherance of programs funded by the 21st CCLC grant should Ahfachkee School receive the grant.

Jeannette Cypress, Director

Traditional Preservation Department
Seminole Tribe of Florida

Lucy Dafoe, Principal

Ahfachkee School
Seminole Tribe of Florida

Danielle Frye, Assistant Director

Traditional Preservation Department
Seminole Tribe of Florida

**ASSESSMENT OF OBJECTIVE DATA REGARDING THE NEED FOR BEFORE AND
AFTER SCHOOL PROGRAMMING**

Assessment of Objective Data

Assessment	Purposes	Frequency	Reported to
AIMSweb (reading, math)	Bench mark, progress monitor, tier placement	Bench marks taken beginning, middle, and end of school year. Progress monitoring based on student progress—weekly, bi- monthly, monthly	Teachers, tutors, instructional coach, administration
Attendance	Track student participation to correlate to academic progress, day school attendance, and enrichment popularity	Taken daily, compiled monthly	Data managers, program coordinator, administration, grant reports
EOC (End of Course) Exam	Measure student proficiency	Spring and fall until proficiency is reached	Data managers, after school program coordinator, administration, annual report for BIE
FCAT (Reading, writing, math)	Measure student proficiency	Once a year	Data managers, after school program coordinator, administration, annual report for BIE
NWEA Maps (reading, math)	Bench mark	Fall, winter, spring	Teachers, tutors, instructional coach, after school program coordinator, administration
PPICS	Measure program performance measures and objectives	Once a year	Data managers, after school program coordinator, administration, BIE, Department of Education

**LETTER OF SUPPORT FROM THE OFFICIAL TRIBAL GRANT, CONTRACT SCHOOL OR
DORMITORY OFFICIAL STATING FULL COMPLIANCE, SUPPORT AND FINANCIAL
INTEGRITY WITH THE BIE'S 21ST CCLC RFT APPLICATION REQUIREMENTS**

SEMINOLE TRIBE OF FLORIDA

O'Hara Tommie
Executive
Administrative Officer

6300 Stirling Rd.
Hollywood, FL 33024
Phone (954) 966-6300
Fax (954) 967-3486

WEBSITE:
<http://www.seminoletribe.com>



Tribal Officers:

JAMES E. BILLIE
Chairman

TONY SANCHEZ, JR.
Vice Chairman

PRISCILLA D. SAYEN
Secretary

MICHAEL D. TIGER
Treasurer

January 9, 2013

BIE 21st Century Community Learning Center
BIE/ASC/DPA
BIA Building 2
1011 Indian School Road, NW
3rd Floor, Suite 332
Albuquerque, NM 87104

Dear Sir/Madam:

Re: 21st Century Community Learning Center Grant

This letter provides support that Ahfachkee School of the Seminole Tribe of Florida will stay in compliance with any applicable grant provisions and operate with financial integrity as required in the application of the 21st Century Community Learning Center Grant.

Thank you.

Sincerely,

O'Hara Tommie
Executive Administrative Officer