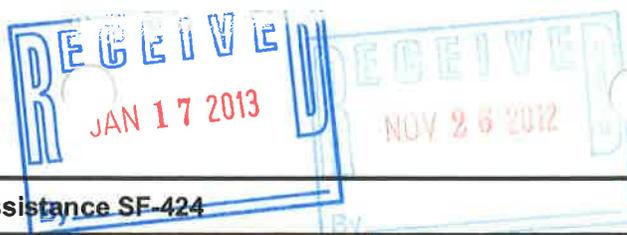


T1102



ORIGINAL

OMB Number: 4040-0004
Expiration Date: 03/31/2012

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): _____

*** 3. Date Received:**

Completed by Grants.gov upon submission

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: Chief Leschi Schools

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

91-1597976

*c. Organizational DUNS:

835499385

d. Address:

*Street 1:

5625 52nd St. E.

Street 2:

*City:

Puyallup

County/Parish:

*State:

WA

Province:

*Country:

*Zip / Postal Code:

98371

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

*First Name: Norman

Middle Name:

*Last Name: Dorpat

Suffix:

Title:

Organizational Affiliation:

*Telephone Number: 253-606-7578

Fax Number:

*Email: norm@leschischools.org

Application for Federal Assistance SF-424

9. Type of Applicant 1: Select Applicant Type:

Indian Tribe / BIE grant school

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

*Other (Specify)

***10 Name of Federal Agency:**

Bureau of Indian Education

11. Catalog of Federal Domestic Assistance Number:

CFDA Title:

***12 Funding Opportunity Number:**

84.287

*Title:

21ST CENTURY COMMUNITY LEARNING CENTERS

13. Competition Identification Number:

Title:

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

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

Chief Leschi Schools 21st Century Community Tribal School Learning Center

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

16. Congressional Districts Of:

*a. Applicant: 9th

*b. Program/Project: 9th

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

17. Proposed Project:

*a. Start Date: January 3, 2013

*b. End Date: Jan 2, 2018

18. Estimated Funding (\$):

*a. Federal	625,530
*b. Applicant	
*c. State	
*d. Local	
*e. Other	
*f. Program Income	
*g. TOTAL	625,530

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: Ray

Middle Name: _____

*Last Name: Lorton

Suffix: _____

*Title: Superintendent

*Telephone Number: 253-445-6000 x 2118

Fax Number: _____

* Email: ray@leschischools.org

*Signature of Authorized Representative: *Ray Lorton*

*Date Signed: 11-20-12



United States Department of the Interior
BUREAU OF INDIAN EDUCATION
Seattle Education Line Office
909 1st Avenue, Suite 192
Seattle, Washington 98104

To: Whom It May Concern
From: Jon Claymore – Education Line Officer – Seattle
Date: 11-25-2012
RE: 21st Century Grant Application (Chief Leschi)

As the Education Line Officer I fully support Chief Leschi School as they apply for the 21st Century Grant. Not only is Chief Leschi one of the largest K-12 Tribally Controlled Grant Schools in the Bureau of Indian Education they are also one of our most proactive schools.

I am confident that Chief Leschi will utilize funding to provide opportunities to “Close the Gap” for those students who would be considered at risk along with providing challenging opportunities for those students who are at or above grade level. Chief Leschi strives to meet student challenges with viable solutions as they take the no excuses attitude. The School Board, Administration, Leadership Team and Academic Staff are committed to student success. It’s evident when one visits the school and witnesses for themselves the Professional Learning Community in action. Leschi is continually looking at ways to do a good job even better.

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

Going the Distance


Jon Claymore
Seattle Education Line Officer

“Going the Distance and Making a Difference in the Native Youth of Today and the Leaders of Tomorrow”



United States Department of the Interior
Bureau of Indian Education
New Mexico South Education Line Office
1001 Indian School Road, N.W. Ste 149
Albuquerque, New Mexico 87104
PH: 505.563.3692 FAX: 505.563.3078



January 16, 2013

Bureau of Indian Education
Division of Performance and Accountability
Attn: Jack Edmo, Jr., 21st CCLC Coordinator
1011 Indian School Road NW, Suite 332
Albuquerque, NM 87104

Mr. Edmo,

Please accept this letter as my office's official *Letter of Support* for any Seattle school choosing to apply for the 21st Century Community Learning Center grant. As the acting Education Program Administrator for 1 BIE-Operated and 9 Tribally Controlled Grant Schools in the region, I will ensure that we work to support and encourage the proposed 21st CCLC activities of the following schools:

1. Chemawa Indian School
2. Chief Leschi Schools
3. Coeur d'Alene Tribal School
4. Lummi High School
5. Lummi Tribal School
6. Muckleshoot Tribal School
7. Paschal Sherman Indian School
8. Quileute Tribal School
9. Wa He Lut Indian School
10. Yakama Tribal School

If you have any questions, then please contact me by phone at 505-382-2651 or by email at casey.sovo@bie.edu.

Thank you,

Mr. Casey L. Sovo
Education Program Administrator

Cc: SEA School Principals

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

<u>Chief Leschi Schools</u>	
<hr/>	
Organization <u>Norm Dorpat /</u> <u>Ray Lorton, Superintendent</u>	<u>253-445-6000 EXT. 3118</u>
Name of Contact Person	Telephone
<u>norm@leschischools.org</u>	<u>253-445-2350</u>
E-mail Address	Fax Number
<u>Norm Dorpat</u>	<u>11-19-12</u>
Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures	Date
<p>■ <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></p>	
<u>Ray Lorton</u>	<u>11-19-12</u>
Signature of Organizational Representative	Date
<u>Supt.</u>	
Title	

\$ <u>125,106</u>
Total Funding Requested Per Year
\$ <u>375,320</u>
Total Funding Requested for Three Years
\$ <u>625,530</u>
Total Funding Requested for Five Years

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

**CHIEF LESCHI SCHOOLS
21st CENTURY COMMUNITY LEARNING CENTERS PROGRAM
APPLICATION PACKAGE
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Application for Federal Assistance (Standard Form 424)

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Tab 4: Program Narrative (35 pages single-spaced and additional Tables and Charts)

Tab 5: Participants Served Chart

Tab 6: Performance Measures Template

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Tab 8: Budget Form –Appendix III

Tab 9: 21st CCLC Assurance Form

Tab 10: Appendices –

- A: Job descriptions for key staff members
- B: Documents of support from school and tribe
- C: Memorandums of Agreement/Contracts for key partners
- D: Assessment of objective data regarding the need for before and after school programming
- E: Letter of support from the Official Tribal Grant Official stating full compliance, support and financial integrity with the BIE's 21st CCLC RFP application requirements

ABSTRACT and SUMMARY: CHIEF LESCHI SCHOOLS
21ST CENTURY LEARNING CENTER



Chief Leschi School (CLS) is the tribally controlled grant school of the Puyallup Tribe of Indians. CLS was created by tribal elders and leaders to respond to the abrogation of treaty rights, creeping dissolution of culture and language, and tribal community disintegration. We are located on the Puyallup reservation situated in the metropolitan and rural areas along the South Salish Sea (Puget Sound). The Puyallup Reservation is located in and around the urban core of Tacoma, Washington. The influences of intergenerational trauma, poverty, community disorganization, and family dissolution have profoundly affected many of our children. Chief Leschi is a Tier One SIG school. Our project is designed to address risk factors by intentionally providing protective factors and academic supports closely aligned with day school reform.

Our partnership will strengthen afterschool, weekend, and summer activities at Chief Leschi Schools. Learning centers will be established in both Chief Leschi elementary and secondary schools on our single campus. Chief Leschi Schools will act as the focal point for a partnership that is committed to provide after school and summer activities to address support our urban Native students. Our emphasis will be on attainment of academic proficiency and personal growth through active participation in culturally relevant programming.

Our Puyallup Tribal Community partnership has designed a comprehensive program that is largely based on recent successful 21st Century grant programs (beginning with a direct Department of Education 21st Century Grant in 2001). We are fortunate to have developed a large number of tribal and community partners. Several partnership leaders have continuously worked to maintain effective after school and summer programming since that time.

Our goal is to build academic proficiency through increasing protective factors in youth by providing enticing and positive academic and enrichment activities. Protective factors are based in being physically, mentally, and emotionally healthy. This proposal represents the ongoing efforts of our partnership to build even further on what we have seen be effective in our tribal community: local programming that helps our students become "Connected, Capable, and Contributing".

- 1) Connecting: This is the fundamental protective factor. As our students build strong connections and a sense of well-being, they will be ready to learn. The following quote sums up the "Connecting" component well:
"Every human being, to be mentally healthy, must have the feeling of belonging. When we have a sense of belonging we can be intimate. We can feel. We can connect. If we cannot develop this feeling of belonging, then we will feel lost of disconnected. To be disconnected from life is like walking around during the day not knowing the Sun exists (White Bison Elder's Meditation of the Day, Nov 22, 2012).
- 2) Capable: Our activities are designed to build social, emotional, and ultimately, academic competence. Our project links strongly with day school instruction and directly supports

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- 2) Capable: Our activities are designed to build social, emotional, and ultimately, academic competence. Our project links strongly with day school instruction and directly supports

academic proficiency. Project outcome measures are based in “catch-up” growth targets on the NWEA MAPs assessment which correlates highly with success on the state assessment.

- 3) Contributing: As students build connections and competency, they are more able to give back. Youth that contribute do so through strong connections. This brings the circle around as capable students assist others, such as in leadership roles and as cross-age tutors.

The following program elements have been woven into our design (per RFP guidance, page 31):

- Partnership Coordinating Council: Strong program oversight and partnership development for effective Goal Setting, Strong Management, and Sustainability
- Intentional alignment with successful day school personnel to provide Quality after school staffing: most after school providers also work in our day program.
- Program activities and day school alignment are designed to address Safety, Health, and Nutrition Issues (protective factors)
- Long standing commitments with partners are in place and will be expanded, including Tribal and Community-Based Organizations (such as Kwawatchee mental health), Juvenile Justice Agencies, (including existing linkages with tribal Probation Office), Law Enforcement (including Tribal Police Liaison Officers on site), and Youth Groups (including GREAT youth leadership initiative).
- Strong Involvement of Families, including after school representation, e.g., School Sponsored Parent Nights (over 1000 individuals annually), School pow wow's, two full time parent liaison specialists that support day school as well as after school activities
- Enriching learning opportunities are provided, (see a full array per the schedule of operations)
- Linkages between School-Day and After School Personnel: A day school administration oversees the daily operation of the 21st Century program. The proposed 21st Century project director is a current K-12 day school development director.. The superintendent has made strong commitments for oversight and support (per attached assurances, cover letter, and commitment letter). The school board has been actively involved in the program, e.g., school board meetings have been scheduled to coincide with after school “parent nights”
- Evaluation of program Progress and effectiveness: The school's Grant Compliance Officer will conduct program oversight and effectiveness in cooperation with Building Leadership Teams, administration, and 21st Century Program Coordinator(s).

We recognize that academic performance levels are built on students' developing a sense of belonging, mastery, independence, and efficacy (2002, Brendtro, Brokenleg, Van Bockern) as well as protective factors that can build resiliency (Hawkins Catalano and Miller, 1992). Intentional teaching practices-including social and emotional education, relationship building and emotional resilience will lead to a sense of being Connected, Capable, and Contributing. Our project design will ensure that all students have organized opportunities to connect each day with caring adults who will encourage student attendance, well-being and achievement. As our Native youth develop connections, confidence and independence, they will be more able to make ongoing successful transitions to school and beyond.

Section 1: Need for Project (18 points): addressing the needs of students at risk of educational failure:

Competitive Preference (15 points) : Our project fully incorporates all Invitational Priorities:

- This application is submitted in partnership with multiple tribal and community and tribal based human service agencies, e.g., (tribal) Kwawachee Mental Health and Grandview Early Learning Center and non-tribal community based entities such as Sylvan Learning and Citizens for a Healthy Bay. A post-secondary partner, Washington State University is included. A partnership with the Environmental Protection Agency draws college interns from local universities to provide instruction for students as part of after school activities, and act as role models for students that may pursue a related career pathway, e.g., in Puyallup Fisheries Department.
- Health, wellness, prevention and social service activities are clearly included in our project that provide services to students and parents/caregivers. These include new and long standing relationships with tribal and community human service entities, including the Puyallup Takopid Health Authority (see established MOA), Tribal Police (Community and school liaison officers, see support letter), and Kwawachee Mental Health (established MOA).
- Service-Learning, community improvement, and youth development projects are embedded throughout our proposal. Our project is designed to help our students be “Connected, Capable, and Contributing.” Many of our after school activities will empower students to give back to the community as leaders. For example the GREAT youth leadership program provides opportunities for on-site and community based youth development and leadership (see letter of commitment from Tribal Police Officer Alan Gerking). This program encourages students to act in leadership roles to develop skills in “communication, decision-making, contributing as a member of a team, avoiding risky behaviors, choosing activities that promote health, and setting and pursuing personal goals.”
- School climate: we have described in the application how the school staff will implement a healthy school climate project that will include all school staff, school boards, parents/caregivers, and community service programs. We have and will continue to extend the “Safe and Civil Schools” initiative as part of aligning after school to and summer programming to day school programming. This program component includes a **Safety Plan** to ensure the well-being of our after school students, including being transported home. This process includes anti-bullying and violence prevention components. Ongoing professional development and administrative leadership maintain our focus on these efforts.

1A: expected annual growth and “catch up growth” targets

Annual growth of our student population: Our Average Daily Membership has grown as a “school of choice” (see figure 1, next page). We attribute this in large part to high quality afterschool and summer “Community School” programming that has been in place continuously since we opened our new school in 1996. Through our afterschool programming, aligned with day school, and supported by partnerships, our families are becoming more successful. Those families are therefore more likely to enroll in our school. Ongoing after school programming has been viable due to our strong tribal community presence and partnerships. This has promoted

broad sustainability; not all of our former after school programming has been based on grant funding alone.

Figure 1: Student population trend:

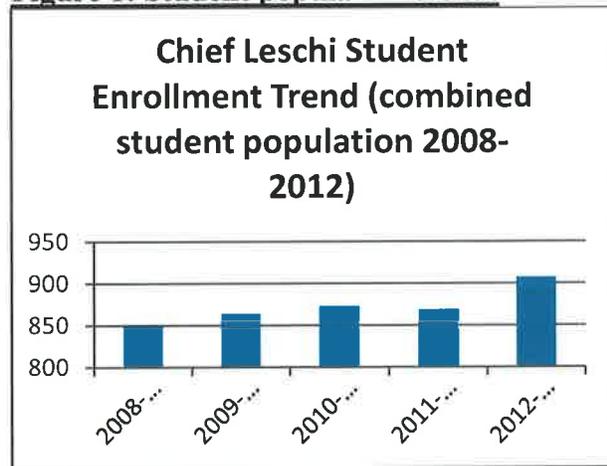


Table 1: 2012-2013 Growth Targets for "catch-up" Growth, NWEA Maps Benchmark Data Fall to Spring Cohort Academic Growth (these targets exceed 2011-2012 targets by 3%)		
	Math Catch up target, % of students	Reading Catch up target, % of students
Catch up target, % of students		
Move up one level or maintain proficiency	10%	10%

How the project will address the catch up academic growth of the student population: We will continue to rely on a “growth model”, using NWEA MAPs as a primary means of measuring and building academic growth towards proficiency. Our project design explicitly addresses Catch Up Growth targets based on NWEA MAPs Fall (universal screening) to Spring (outcome measure) data as described in Table 1, above. These targets were drawn from an analysis of detailed NWEA Maps and state assessment results. These data and targets will be utilized in conjunction with a well-established three tier model to target project services to those students most in need of academic growth. For example, after school academic instruction will be linked to students needing pre-teaching or re-teaching in a “zero” period or an additional “eighth” period of instruction. Tools such as Descartes and Compass Learning can provide meaningful lesson structure and materials that are targeted to growth needs that can show direct improvement on the MAPs assessment. Growth targets are more fully explained in narrative section 2C.

Table 2 (also tab 5) Name of After School Site	School Status	% Free/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
Chief Leschi School	Restructuring	Approximately 50%	Although over 350 will be served, we expect at least 150 “completers” of 30 days attendance	350 total served out of approx. 875 = approx. 40%	Approximately 1000 in community activities, e.g family nights and school pow wow	PK-12

The above targeted numbers may be reduced in the 12-13 SY due to an expected late start. We will prorate targets based on the length of the year one project period.

1B: Identify and target students and families MOST in need and utilize measures showing how we will successfully address those needs using appropriate instruments:

We will Identify, Target, and Recruit the sub-population most in need through strong vertical alignment with the day school program: This project will be fully aligned with the day school three tier model. We have a strong counseling and academic and coaching staff who will utilize both formative and summative data to target programming to a sub-population of families and students most in need of program services. We will utilize existing universal screening, benchmark assessments, and progress monitoring data to identify students most in need of academic assistance. That model identifies students that "high risk" (tier 3) and "at risk" (tier 2) for academic failure. Assessments are backed by scientifically based research (SBR). They include MAPs, and curriculum based placement assessments, including the recently adopted three tier Literacy Program Triumphs/Treasures. This curriculum has online and hard copy supplemental, intervention, and ELL supports that will be well suited to integrating afterschool instruction with day school instruction.

We also use a "care team" approach to identify additional risk factors, including attendance, behavioral, and social data. Longitudinal data from risk factor surveys (YRBS) is used for social data. The most recent survey of Chief Leschi's secondary student population, conducted by the Tri-Ethnic Center for Prevention Research, reported that 43% had committed a crime, 31% had been arrested, 59% had been suspended or kicked out of school, and 27% had failed an entire school year. Each of these students have a coach, an academic advisor or counselor who will utilize these data, as well as behavior incident data (NASIS), and academic risk factor data (quarterly benchmark assessments) to monitor and encourage these tier 2 and tier 3 students to enroll and participate in our 21st Century project. Our special education Response to Intervention process is also aligned with the 3 tier model.

Address the needs of the target population... The Tacoma urban core near Chief Leschi School is rife with crime, family dissolution, gang activity and poverty. These and other risk factors profoundly affect daily attendance and the readiness to learn of many of our students. However, the natural strengths and cultural heritage of our Native families form a foundation for supporting protective factors that can shield our youth from these negative influences and promote school achievement. Our project is designed to reduce risk factor exposure and increase protective factors.

Chief Leschi students attend grades Pre-K through 12. We also operate an intergenerational adult and child education program (FACE). All Chief Leschi students are eligible to participate in our before school, after school, and summer programs. Most family members and many community members attend after school and weekend educational and healthful activities that make up our tribal community school approach. The individuals attending our Community School make up our target population

We intend to address needs by meeting annual growth expectations, reducing risk factor exposure (such as academic failure), and increasing protective factors such "attachment to school and community". Annual academic growth expectations are based on high rates of participation in project activities that:

- 1) are designed to directly reduce academic deficiencies through academic offerings that connect to the school day and school reform measures, and
- 2) strengthen attachment to the school and community through engaging and culturally relevant enrichment activities

Our goal is to help many of our students “catch up” in fundamental ways that will help build students’ resiliency and confidence to succeed academically, personally, and socially. Our 21st Century personal and academic growth model is based on the concept of reducing risk factors by enticing students to be more connected to our school community, be more capable in academic and cultural proficiency, and making contributions to themselves and others:

“Kids can walk around trouble if there is some place to walk to and someone to walk with”.
-- *Ex-gang member, Tito, Quoted in McLaughlin, Irby, & Langman, 1994*

Students are highly motivated by being academically successful! An extended day and year will allow us to extend effective day school interventions and supports into after school programming.. That explicit academic focus is the centerpiece of our design. We will also engage students in culturally based academic enrichment learning opportunities that further attract learners, and entice them with creative extensions of core instruction. We will intentionally and clearly communicate with parents and the community to ensure that they are aware of the project outcomes, and the importance of their children's participation and the resulting positive outcomes. This will further promote the investment of students, families and the community.

We started cross age tutoring (funded through non-21st century funds) in the spring of 2012 and had 63 contact hours and 44 different students participating. This school year, 2012-2013, we have had 19 contact hours with 18 different students participating. Middle School and HS students are recruited during the students’ advisory classes. All students volunteer their time after school for the program. Snacks and transportation are provided for all volunteers. Students are trained on how to work with preschoolers, how to turn activities and play into math learning, they learn what being a role model is and what leadership skills students will be practicing. We have debriefing regarding their experiences, discuss concerns and answer questions that come up on a weekly basis. We plan on expanding this to other classrooms under the new 21st century program. For example we want to have the biology class do the food web with kindergarten and 1st grade students.

Measures used to determine high need:

Summative “targeting” data includes:

- Annual State Assessment (Washington State MSP and HSPE)
- MAPs annual spring assessment

Formative “targeting’ data include

- Native Star indicator review and action planning, e.g., SIG design
- Curriculum Based Measures, e.g., Aimsweb
- Curriculum Based Assessments, e.g., curriculum embedded assessments

- NWEA MAPs individual growth data, i.e., fall to spring benchmark data.
- Program procedures, detailed example follows:

The above catch up academic growth measures relate to student “Capability”. The NWEA results are broken down into four tiers of performance (level 1= well below proficient, level 2 = below proficient, level 3 = proficient, level 4 = advanced). Students most in need are those that are in levels one and two. This academic indicator and related indicators such as attendance and behavioral data provide multiple measures for targeting academic supports to those most in need. Often students struggle because of difficulties at home which may impact their attendance. The flexibility in adapting after school supplemental instruction to the needs of these students can help them keep up with classroom demands, even if their attendance falters due to issues beyond their control.

After school pre-teach and re-teach can help students catch up to their peers, and the connections they have with their teachers or paraeducators after school can assist in those educators seeing the need for additional differentiated instruction during the school day and for parent outreach. Caring outreach to struggling families can be a strong recruitment tool. Parents are more likely respond to our afterschool staff because many are already from the community and have built trust over many years of being in the community as residents and volunteers. In many ways, Chief Leschi is a “family” that formally and informally “recruits” high needs students and families that come to us saying they have felt “invisible or pushed-out” of their former schools. This is consistent with the Circle of Courage concept (Figure 2, following this narrative). This model describes how building competence leads to a student’s capacity for contributions to self and community. Our partnership sees academic growth as an overarching means of demonstrating “Connection, Capability, and Contribution”. Additional growth targets, based on risk factor reduction, are described below for data relating to “connection” and “contribution” to school and community. Youth risk factor survey data and key indicators, such as attendance, will measure gains in school attachment and personal growth for our most at risk students.

GEPA: We have ensured equal access to this project per federal regulations

Specific outcome measurements used to determine high need: Annual academic growth targets are presented in *Table 1, above, and more fully in section 2C, below*. We know these targets are Specific Measureable Attainable Realistic and Timely because they are based in longitudinal data from our previous successful afterschool programming that used the same measure (Northwest Education Association, (NWEA) Measure of Academic Progress (MAPs).

1C: Addressing risk factors linked to academic failure and how services are tied to needs:

Risk factors that we measure through survey work and NASIS documentation are described in this section and following the narrative. Our benchmark assessments support determining growth over time. MAPs has been validated by the Northwest Education Evaluation Association. Other instruments are folded in to our assessment measures including AIMSweb to assist in R.T.I. determination. These measures, as well as curriculum based assessments, are used for initial placements in our three tier model. Students are identified as Tier 3 (highest risk) and Tier 2 (at-risk). These instruments are also used for progress monitoring because they

correlate highly with the state assessment. In this way, we will ensure early identification and close monitoring of a subpopulation of students who are at risk of academic failure. These students will be targeted for "additional instruction in extended school day and extended school year instruction to explicitly move them closer to academic proficiency. Our experience shows us that 6 hours a day, 180 days a year are not sufficient to move discouraged below grade level students into proficiency. Culturally relevant enrichment activities also serve to engage learners and improve their attachment to school, which addresses risk factors identified above. A "tier 3" list of students and their families will be generated using the academic risk factor as the most highly weighted factor for project participation and recruitment.

Organizational Needs Inventory to determine Risk Factors: Many of our targeted Native population have been severely impacted by effects of the loss of vital and cohesive family and cultural groupings. This loss has led to a severe impact from risk factors that have been unmet by existing educational and social institutions serving our metropolitan area. Our Native students tell us they felt "invisible" in large public schools. Given the history of forced attempts at assimilation, and the impact of the dominate society, many families do not readily utilize governmental agencies and social services located in the area. Many extended family members of our youth died in the former tuberculosis hospital that is now the Puyallup tribal headquarters and until five years ago, was the site of the Chief Leschi secondary school. That hospital was built on the site of a former BIA boarding school. Many Native family members have vivid memories of being taken from their families to attend government such boarding schools. Well-meaning service agencies in our area are already overburdened with the severe overall socioeconomic needs in our area, and lack the resources and cultural sensitivity to provide outreach to our geographically dispersed Native community. Our high poverty students and families lack the financial resources to gain admission to many of the after-school programs in their neighborhoods. Opportunities for Native children to interact with positive Native role models in the community are limited and are not routinely structured.

These issues represent very real "gaps" in services that will be explicitly addressed through our partnership based community school approach. While Chief Leschi School provides a culturally relevant context for academic instruction, 6 hours of day-school programming does not adequately address the severe needs described above. Our partnership has designed a project that addresses risk factors by establishing activities that are developmentally sensitive to serve:

1. Elementary / Middle school activities: (grades P-5) including our FACE program . We have reconfigured our P-8 program so it is aligned in a way that increases protective factors for kids at a transition from elementary to secondary. Students used to move from 6th grade into a combined HS environment they were not ready for. This after school program allows us to nurture those MS students and the appropriate developmental level.
2. High School activities that build protective factors in our Native youth and families through a strong emphasis on post-secondary planning, mastering skills, and giving back to the community as student leaders and returning after success in college to their communities.

These re-designs and protective factors will specifically address the needs identified above, including early and persistent antisocial behavior, early academic failure, and lack of commitment to school. Project staff will coordinate with school staff and project partners to develop student centered projects that develop academic competencies, teach social resistance skills, conflict resolution, and teaming skills. Programs, such as service learning, that connect classroom learning with the “real world” need to be extended to after-school and summer programs. Students will be actively engaged in directing their own education, and parents will become more involved in their children’s education. Defeated learners will become more empowered to direct their own learning. Students and families will have increased access to positive alternatives that are designed to build the resiliency needed for students to overcome multiple risk factors.

Risk Factor Needs Inventory (survey based data: additional info presented following narrative):

Lack of commitment to school. Two indicators for lack of academic commitment are absences from school and dropout rates. Our school wide daily attendance rate for the 1999-2000 school year was 88%. This is an average of 22 days absent for each K-12 student. Our high school cohort non-completion rate was 76% for the year 2000. Tri-ethnic survey data (Dec., 1999) indicate our secondary students report that 47% of their friends have dropped out of school, 77% have been kicked out or suspended, and 60% have failed a year in school.

Favorable attitudes toward the problem behavior/Friends who engage in the problem behavior. The Tri-Ethnic Center Dec., 1999 survey of 7th-12th graders reported that 43% of our students have friends who encourage them to get drunk, and 56% have friends who encourage them to use marijuana.

Early initiation of the problem behavior. Chief Leschi students engage in substance abuse and gang behavior at an early age. Among Chief Leschi 11th and 12th graders the average age of first drunk was 13.5 years, and the average age of first use of marijuana was 12.8 years (Tri-Ethnic Center December Dec., 1999 survey).

Alienation. High rates of suicide among our youth indicate high levels of anomie. According to the 1997 BIA Youth Risk Survey, 24% of Chief Leschi’s 9th-12th graders attempted suicide during the past year while 35% seriously considered it.

Services to be provided are closely tied to the identified needs:

We have adapted a Risk/Protective model that links services to needs as described in this section (also see matrix, following this narrative). These protective factors were derived from the Healthy Communities / Health Youth model (Search Institute). The primary purpose of our is to closely link services to needs based on data and results. We prioritize high outcome and highly efficient programming that experience has taught us are most suitable to the needs demonstrated by our students. Daily activities and weekly calendars of events reflect that priority. Table Six below further demonstrates how types of protective factors are closely tied to multiple community risk factors. This table is used as a reference as we build protective factors that efficiently address multiple needs areas. For example, building strong conflict resolution skills can help address family and individual risk factors. Our close work with Kwawatchee Mental Health Services partnership can provide linkages for deeper follow-up with community based mental health as needed.

1D: Chief Leschi School ended its 21st Century Grant in Spring 2012. Progress was achieved on improvement on state assessment, Native Star, and NWEA (includes most recent PPICS data for CLS as prior grantee):

The following tables describe state assessment baseline and growth data used in our three tier model process. These data are limited in their use because they are not cohort based, and they do not reflect individual student growth that is needed to determine specific interventions and supports that may be needed by struggling students. For that approach, we rely more on NWEA MAPS and curriculum based data.

Table 3, State Assessment Growth Data (% of Students Meeting/Exceeding Standard)

READING State Assessment data						MATH State Assessment data					
	2010	2011	Growth 2010 to 2011	2012	Growth 2011 to 2012		2010	2011	Growth 2010 to 2011	2012	Growth 2011 to 2012
(3 rd)	58	55	-	55	-	(3 rd)	35	23	-	24	1
(4 th)	44	35	-	52	17	(4 th)	7	24	17	35	11
(5 th)	47	33	-	30	-	(5 th)	17	11	-	9	-
(6 th)	32	50	18	57	7	(6 th)	25	30	5	27	-
(7 th)	25	15	-	39	24	(7 th)	13	7	-	31	24
(8 th)	37	22	-	31	9	(8 th)	5	9	4	7	-
(10)	62	58	-	51	-	Ten	9	30	25	31	-

Native Star has informed our design for recruiting students and families into project activities: **Indicator IG02 - Parents receive regular communication (absent jargon) about learning** “Improved status” (based on parent, school, and community input):

- We notify parents of (after school) activities and inform them about student progress
- Information is provided by many sources including teachers, counselors and main office
- Information comes in a variety of formats e.g., letters, grade Checks, website, news articles, Family nights, Pastries for parents, Teacher newsletter, School newsletter, Web site, Cultural events, Assemblies, Circle Culture Day, Science Fair, Parent Dinner events. Math Madness, Graduation / Promotion, G.R.E.A.T., Assemblies, Mail homes, Wellness fair
- Please see examples of newsletter and calendar of activities (Tables and Charts tab)

1.E How the performance measures directly relate to most recent data:

Our performance measures for this project are in direct relation to what our past assessment data has shown. All students need to make adequate growth in both reading and math. Students need to have additional ways of processing instruction, such as through project based learning. The goal for more students to attain the goal of “30 days on track” is in relation to the need for all students to increase their attendance in the regular day school. Students that are highly engaged and have consistent attendance are more likely to reach our overarching goal of improving and/or attaining academic proficiency for all students.

Primary Academic Performance Measure: At least 10% of students participating at least 30 days in the CLS 21st Century program will demonstrate adequate progress (defined below) as demonstrated by NWEA MAPs fall to spring data for math and reading.

Definitions for the above growth targets (academic improvement NWEA MAPs primary measure):

- Adequate Progress: Move up a level based on NWEA Washington State RIT cut off scores, e.g., from “Well Below” to “Below” or from “Below” to “Proficient”, OR, maintain proficiency.
- Proficiency: Maintain “Proficient” or “Advanced” determinations on NWEA MAPs.

Process Objectives: (*performance Measure: PPCS annual report student counts*).

Objective 1: Provide before school and after-school (latch-key) and evening activities to at least 500 youth (unduplicated count) to assist students in building protective factors and meeting or exceeding state academic standards as per stakeholder and impact objectives (see below).

Objective 2: Engage at least 150 youth during “critical periods”, including summer months, and long academic year school breaks (e.g., winter and spring breaks)

Outcome Performance Measures:

1. By the end of the first year of operation, at least 150 students (unduplicated count), PK-12, will have registered and regularly participated (at least 30 days or more) in one or more of the project programs (e.g., after-school enrichment clubs, Recreation Club, mental health groups, summer programs.)
2. By the end of the first year of operation, at least 1,000 parents, extended family, and community members will have participated in one or more of the project programs e.g., “parent nights”, after school activities, and summer programs.
3. By the end of the project period, at least 50 highest needs students (by staff or self-referral and/or their families will have received case management and direct assistance through the Family Outreach Activities provided by partners or grant funded activities (e.g., parenting classes, social service referrals, and mental health services.)
4. By the end of the project period, more than 100 students and/or community members from diverse backgrounds will have participated as volunteers and / or collaborative partners in the successful implementation of the project.
5. Increases of up to 20% will be measured in student engagement in peer, and family protective factors activities over baseline levels, e.g., boys and girls groups.

1F: Additional Factors: Drug abuse, truancy, violence, and other disruptive school behavior impede school achievement. Data are presented for community domain, but additional data are used internally for planning in the family, school, and individual/peer domains (Catalano and Hawkins, Risk Focused Prevention, using the Social Development Strategy, 1995).

Low neighborhood attachment and community disorganization. The economic conditions in Chief Leschi’s service area are associated with high rates of crime and drug activity—all of

which account for the neighborhoods in and near the reservation having a reputation of violent activity. In recent years Tacoma was ranked fifth in the nation for rates of violent crimes, and the “reservation area” of Tacoma showed the highest rates of related community violence and gang involvement. Assaults involving juvenile offenders has steadily increased over the last three years (Puget Sound Council of Governments). Our project will address these severe indicators by providing “latch key” at risk students with structured and supportive activities that are culturally related and lead to “Connected, Capable, and Contributing” youth.

(2) Quality of Project Design (51 points)

(2A) : Specific, measurable, attainable, realistic, and timely project goal, objectives, and outcomes are specifically identified below.

Measurable & achievable performance measures, and outcomes are identified below in relation to the needs. In addition to risk factor and academic needs presented above, we conduct an annual community survey to help determine program needs. We include staff survey, student leadership input, building leadership, and administrative input to ensure stakeholder involvement in the process. Results are consistent. The number one recommendation is to develop academic programs that would help students meet or exceed state standards (homework help, literacy activities, tutoring, etc.). The majority of our project activities directly address improving our academic base. Enrichment and recreational activities support that base. We have developed a vision and goals that focus on core academics.

Project Vision and Overarching Goals

Vision: Establish an array of age appropriate, culturally relevant afterschool, weekend and summer programs that result in continuous improvements in students' attainment of reading and math proficiency, and increases in student & family protective factors.

Overarching SMART Goals:

- Goal 1: Increase the percentage of participants completing at least 30 days that are academically proficient as measured by the state BIE recommended assessment (MAPs) by at least 10% annually
- Goal 2: Increase the percentage of after school participants that are 30 day completers to at least 15% over baseline. Baseline will be established in the first full year of the project. This outcome measure will be reported in subsequent years.
- Goal 3: Develop an efficiently managed program that supports strong community involvement and promotes sustainability as demonstrated by 100% on time reporting.

Goals and objectives relate to prevention and intervention activities that are designed to directly address the risk factors identified above (including educational failure), among our high-risk student population. SMART objectives below are aligned with our Native Star SMART goals as described in our recently approved School Improvement Grant project design. The goal targets are increased from previous targets based on positive outcomes form prior afterschool programming as described in the following table:

Table 4**"Strong Academic Base":****Prior SMART goals, most recent data (2011-2012), and updated SMART goal (2012-2013)**

Previous Smart Goal (2011-2012 grant final year)	Person(s) responsible and (data collection tool)	Met objective in prior year (Y/N) and plan for improvement	New Smart Goal (2012-13 grant proposal): <u>More challenging goal updates are underlined below</u>
1.1 At least 7% of elementary regular program participants (at least 30 days) will make adequate annual progress on oral reading fluency as measured by NWEA MAPs	Academic Coach in cooperation with 21 st century coordinator. (NWEA reporting system)	Yes: Fully align with three tier model in the day school to target students most in need (consult coaches).	1.1 At least <u>10%</u> of elementary regular program participants (at least 30 days) will make adequate annual progress <u>reading and math</u> as measured by NWEA MAPs
1.2 At least 6% of secondary 21 st Century regular program participants (at least 30 days) will improve their grades annually as measured by regular school grade reporting	Classroom Teacher: (progress reports and grades in NASIS)	Yes: Review mid quarter grade reports to target tutoring and homework help to students at risk of classroom failure	1.2 At least <u>10%</u> of secondary 21 st Century regular program participants (at least 30 days) will improve their grades annually as measured by regular school grade reporting
1.3 serve 125 students who are on track to be full time (30 days or more) by the end of the project year as measured by attendance recorded weekly	21 st Century Program Coordinator (spreadsheet or NASIS)	No: Actively recruit students into program activities shown to be high attendance offerings	1.3 serve 150 students who are on track to be full time (30 days or more) by the end of the project year as measured by attendance recorded weekly
1.4 Annually, at least 300 parents and extended family members will participate in family literacy nights or related community literacy activities as measured by sign in sheets	Parent Involvement Coordinator (Excel Spreadsheet)	Yes: Continue to expand our successful array of after school family engagement offerings	1.4 Annually, at least <u>500</u> parents and extended family members will participate in family literacy nights or related community literacy activities as measured by sign in sheets

<p>2.1 At least 50 students will have participated in culturally relevant activities annually as measured by student enrollment logs and student attendance data.</p>	<p>21st Century Program Coordinator (spread-sheet or NASIS)</p>	<p>Yes: Continue successful activities. Add new culturally based student leadership activities, e.g., canoe club</p>	<p>2.1 At least <u>75</u> students will have participated in culturally relevant activities annually as measured by Student enrollment logs and student attendance data.</p>
<p>2.2 At least 25 students will have participated in youth development Activities annually as measured by student enrollment logs and student attendance data.</p>	<p>21st Century Program Coordinator (spread-sheet or NASIS)</p>	<p>Yes: Continue successful activities. Add new youth development activities, e.g., GREAT leadership</p>	<p>2.2 At least <u>50</u> students will have participated in youth development activities annually as measured by students enrollment logs and student attendance data.</p>
<p>3.1 The Building Leadership Team reviews student progress monitoring data four times per year to monitor student progress and make needed program changes.</p>	<p>Project Director in cooperation with Building Coordinator (Native Star)</p>	<p>Yes: Continue effective activities in cooperation with BLT: project coordinators sit on BLT.</p>	<p>3.1 The Building Leadership Team reviews student progress monitoring data four times per year to monitor student progress and make needed program changes.</p>
<p>4.1: New SMART goal</p>	<p>Behavior specialists and counselors in cooperation with 21st</p>	<p>Not Applicable</p>	<p>4.1: The number of students in grades 3-12 that attend 21st Century programs at least 30 days will demonstrate lower rates of behavioral referrals than the overall student population by at least 20%</p>

Table 5: Performance Measures are described below (based on “Appendix V” format, Tab 6)

Performance Objective 1: Provide after-school (latch-key) and evening activities to at least 150 youth (unduplicated count) to assist students in building protective factors and meeting or exceeding state academic standards as per stakeholder and impact objectives.				
<u>Strategies</u>	<u>Person Responsible</u>	<u>Benchmark Dates</u>	<u>Purpose</u>	<u>Evidence of Completion / Evaluation</u>
An initial cadre of secure & trained volunteers is identified from existing resources then further developed through community outreach & recruiting.	Project mngr & Program Coordinator	By week 3, then ongoing	Community involvement ; project efficiency	Background checks, orientation & training documents on file
Day school and partnership staff are contracted, and volunteers are scheduled to create an idealized average staff / student ratio of 8:1 – 10:1 for project activities.	BLT partners, school staff, reading mentors, work study students, etc.	By week 4 then ongoing	Lower ratios can better address individual & family needs	Staffing pattern published and shared, supplemental contracts on-file, volunteer records maintained
Determine baselines for math, reading, and / or risk factors, and determine % improvement in regularly participating (12 hours / week or more) youth. Communicate aggregate findings to participants and the community.	Project mngr., in cooperation w/ specialists, Principals & grants manager	Begin by week 4 formal updates at least semi-annually.	Demonstrate participants’ progress to themselves and the community.	Primarily authentic measures, e.g., Star (accel. Reader) Assessments, WASL tests, tri-ethnic surveys, school behavioral data
A schedule of after-school and evening and / or weekend activities established as per following activities (see below)	project manager & program coordinator, staff	By week 4, then ongoing	Full utilization of resources	Documents show avg of 15 hours or more per week of unduplicated operating hours.
Protocols and procedures established & published for logistics: e.g., schedules, attendance, transportation routes & times, permissions, etc. (see following activities)	Project mngr, & school staff, e.g., transportation, principals	By week 4	Ensure effective and efficient daily operations	Documents disseminated, & on file, staff oriented, copies on file.

Plan for occasional meals and daily snacks as appropriate to activities and timelines: supplement with USDA \$, donations	Project mngr & center specialists kitchen staff	By week 4	Meet nutritional needs of youth	Menus planned, published, and on file
Conduct information and retention activities to include at least 8 family Pow-wows held to raise awareness of project and disseminate project calendars, brochures & build community involvement & cohesion.	Comm. Coord. (Concessions, table space rental, etc., defray costs)	Pow Wows held throughout school year	Recruit & enroll parents in project, improve community attachment	Monthly pow wow schedule published, on file, and disseminated. Participation levels tracked
A menu of literacy, reading and math activities are established, e.g., tutoring, homework help, extended library, etc.	Principals, project mngr., specialists	Activities start by week 5	Assist youth in meeting state standards	Written plan, & weekly calendars published and disseminated
Recreational, cultural & sports offerings designed by school's cultural enrichment team & offered on a regular basis	Project staff, school personnel	Activities start by week 5	Provide healthful alternatives	Written plan, & periodic calendars published and disseminated
A menu of career and life skills (counseling) activities are established, e.g., work based learning, career exploration, life skills (& referrals)	Principals, project mngr., specialists	Activities start by week 6	Assist youth & families in meeting scans competencies	Written plan, & weekly calendars published and disseminated
Parent training and involvement activities designed, e.g., parent plus training, parent computer link, Bates classes	Principals, project mngr., Fam. Supt. Spec.	Activities start by week 6	Involvement of parents with their children	Written plan, & weekly calendars published and disseminated
Culture curriculum activities established that include activities linked to academic objectives.	Program staff & curriculum, 4H Program Coord.	Activities start by week 7	Culture curric. linked to state standards	Written plan, & calendars published and disseminated
Provide language enhancement offerings aligned with the school's bilingual Twel-shoot-seed (Salish) program.	Program staff & curriculum, community coord.	Activities start by week 7	Self-identity & community attachment	Written plan, & calendars published and disseminated
Conduct a "Parent link Computer outreach": how parents access NASIS parent portal	Chief Leschi technology dept. donated equip.	Activities start by week 7	Project staff, extended day staff	Written plan, & calendars published and disseminated

Provide connections to school to work initiative, e.g., career awareness and employment skill building activities	Bates tech. College, project staff	Activities start by week 8	Address economic deprivation	Written plan, & weekly calendars published and disseminated
Conduct Native family parenting program e.g., “parenting plus”, collaborate with mental health service providers	Community Coord, Family support Spec.	By 2 nd month	Address family mngmnt problems	Written plan, & weekly calendars published and disseminated
Conduct periodic community and mental health offerings e.g. smoking cessation, dental health, healthy lifestyles	FSS, Takopid Health center staff, ESD MOA	By 3 rd month	Address comprehensive health needs	Written plan, & periodic calendars published and disseminated
Build a “family reading” collection in the secondary center and extend library hours	Cultural liaison, Leschi librarian	By 4 th month	Literacy, model reading	Library extended hour schedule disseminated

Performance Objective 2: Engage at least 50 youth during “critical periods”, including summer months, and seasonal breaks

<u>Strategies</u>	<u>Person Responsible</u>	<u>Benchmark Dates</u>	<u>Purpose</u>	<u>Evidence of Completion / Evaluation</u>
The summer work plan emphasizes academic activities, e.g., tutoring and student readiness to learn, SpEd E.S.Y.	Project staff, school personnel, partners	TBD: on school site	Reduce academic recidivism	Written plan, calendars and brochures published and disseminated
A summer and seasonal event activity plan is developed that includes academic, parent involvement, counseling, recreational, sports and cultural programs such as those included in objectives one and two. Summer activities may be hosted by tribal or other partners	project manager , specialists, Tribal Partners, including Takopid and Kwatchee	By wk 9 held in centers and / or at tribal headquart -ers, e.g., HUD Apts.	Increase protective factors during times of less structure in student’s lives.	Written plan, calendars and brochures published and disseminated, student participation documented
Family and community involvement events planned with cultural or seasonal themes, e.g., events honoring elders	Project staff, school personnel, partners	At least 3 / year	Increase community attachment	Written plan, calendars and brochures published and disseminated

The objectives described above comprise service delivery that is generally not currently available during the present school day. Activities will be delivered during afterschool, evening, seasonal, and summer hours. A sample schedule has been included in this narrative. Actual published working schedules will be continuously developed by project partners and staff, as described in the MBO chart, below (please see Management Plan). That plan also describes a management process to ensure that program services are closely integrated with the day school. For example, the Building Leadership Team will meet at least quarterly to vary programs as project evaluation and student assessment data indicate the need for modifications. The project manager will work closely with the school administrators, e.g., in weekly “administrative round table” to review outcome data, growth/formative data, and vertically align with day school activities, e.g., professional development and assessment protocols / calendar.

(2B) Scientifically and evidence based research supporting our choice of programming and the extent to which the proposed design is appropriate to...needs...

Evidence and scientifically based research supports our choice of programming and teaching strategies:

As part of our school improvement process, Building Leadership Teams and administration have reviewed meta analyses of SBR research, e.g., Marzano, and determined two methodologies that were best supported by controlled study, that met scientific standards, e.g., was controlled and replicable.

Method One: Direct Instruction in skill groupings and heterogeneous models incorporating differentiated instruction were identified. The Direct Instruction has met with much success in our three tier model, and many students achieved great success in the skills those curricula taught. However, despite great gains in those skills, e.g., as measured by AIMSweb, our scores on academic state testing were not improving at the rate that was needed. This was because students were taught in small groups that did not fully access the performance standards they needed to master to be successful on the state test.

Those teaching tools aligned to that D.I. method are therefore valuable, but may not be sufficient: These curricula will include: Reading Mastery, Read Well, Corrective Reading, Language for Learning, Read Naturally, and Connecting Mathematics. We have therefore taken a “next step” in developing:

Method Two: heterogeneous groupings that can take advantage of differentiating core curriculum and other skill development programming while also supporting the “catch-up” needs students have in the area of general educational curriculum scope and sequence at their grade level. The after school program is essential in bringing this all together. The re-teaching, pre-teaching, skills remediation, and study skills support, as well as interpersonal growth that is needed for the “Whole Child” to be successful must occur in comprehensive program before, during, after school and during summers.

To accomplish the above, a “universal design” three tier model is in place for both academic and behavioral supports:

- All students will be assessed during the first 2 weeks of school with Benchmark (M A P s) and program specific assessments in order to assure that they are placed appropriately.
- Teachers will be held accountable for student mastery through weekly coaching supports and administrative observations, and building appropriate lesson plans cooperatively with after school
- Ongoing additional assessments will be based on progress monitoring data. Three tier differentiated supports will be applied based on extent of need for after school program.
- All instructional staff have been and will be trained in these assessments and the related B.I.E. approved SBRR curricula we will utilize in both the day, summer, and afterschool programs.

How Strategies link to measureable objectives and the needs identified in the Needs section 1A through 1F

Our Native population has been severely impacted by effects of the loss of vital and cohesive family and cultural groupings. This loss has led to a severe impact from: risk factors that have been unmet by existing educational and social institutions serving our metropolitan area. Our Native students tell us they felt "invisible" in large public schools. Given the history of forced attempts at assimilation, and the impact of the "dominate society", many families do not readily utilize educational and social services located in the area. Well-meaning service agencies in our area are already overburdened with the severe overall socioeconomic needs in our area, and lack the resources and cultural sensitivity to provide outreach to our geographically dispersed Native community.

Our high poverty students and families lack the financial resources to gain admission to many of the after-school programs in their neighborhoods. These factors effectively limit our students' access to community agencies. Opportunities for Native children to interact with positive Native role models after school are limited and not routinely structured. Our comprehensive program design is based on the well published fact that risk factors and risk taking behaviors occur in clusters and tend to amplify each other. Our partnership believes the identified risk factors contribute to various problem behaviors such as substance abuse, truancy and violence; and that multiple risk factors require multiple strategies. Our program design offers prevention and intervention programming including recreational, cultural, educational, and social service support.

Broad based input led to the selection of this programming. A community survey, school survey, and student leadership, BLT, site council, and administrative meetings were conducted to solicit stakeholder input to develop a project design that would best address community needs. Results were consistent. The number one recommendation was to develop academic programs

that would help students meet or exceed state standards (homework help, literacy activities, tutoring, etc.). The majority of our project activities directly address this need.

Academic programming (such as tutoring), vocational / Technical offerings, and the “parent link” computer learning model are intended to improve community educational attainment and reduce the extreme economic deprivation risk factor. Increased academic success is expected to increase the commitment to school and thereby reduce truancy and dropout rates. Strategies are designed to successfully achieve objective outcomes by emphasizing linkages to Chief Leschi School’s existing curriculum framework.

Two types of after-school strategies will be utilized: 1) Readiness to Learn strategies, e.g., 4-H, service learning and cultural activities will promote self-identity, physical health, and engage students in participating in the overall program (e.g., Canoe Club, nutrition, and Twel-shoot-seed (native) language); and 2) Academic Improvement strategies will include strategies such as literacy tutoring, homework club, summer reading program,, extended library hours, and content related cultural curriculum, e.g., Native literature, drama, and history.

The second highest rated need was for comprehensive counseling (mental health, careers, crisis intervention). The support letter from the Kwawachee Director of Mental Health services (tribal) calls for revitalizing counseling supports that are community based and linking them to the school program. We have committed to do this as a partnership. Opportunities for active learning and practice of cognitive, interpersonal, and problem-solving skills will contribute to the development of social competence and reduce problem behaviors. The emphasis on project and service teams will provide increased access to positive alternatives to substance abuse and other risk taking behaviors. A key project methodology includes provisions for targeting and assisting highest risk students and families through case management and linkages to supportive services.

Chief Leschi School provides a culturally relevant context for academic instruction, but 6 hours of day-school programming does not adequately address the severe needs described. We will incorporate additional intervention level services after school and in the summers targeting students prioritizing the "at risk" and "high risk" tiers.

Linkages with partnership members and other appropriate agencies and organizations are identified extensively throughout this narrative. Please note that partnerships have evidenced sustainability even during periods of no grant funding. The partnership allows us to extend supplemental support and interventions in our three tier model that should not otherwise be possible. Their commitments and memorandums of agreement are detailed in the appendices. A consortium of tribal and non-tribal partners termed the Building Leadership Team (BLT) that has committed to act as a steering committee for the project (please see commitment letters). Senior management representatives of these entities have been involved in the planning of the project. Most BLT partners have worked with our school in the past and many are currently providing services. Existing and new partnership commitments will be extended into the project activities as “value added” resources to achieve our goals and objectives. Partnership resources will directly support the operations of both centers and the family resource center. Additional Mental Health Counselor time will be provided from Kwawachee Mental Health and/or Good Samaritan Mental Health to supplement the existing day school counseling support.

2C. How our program will monitor students' academic progress to meet the annual growth required and specifically the catch up growth needed to be on grade level:

Please see following table showing prior "catch up growth" and expected "catch up growth"

Definition of "catch – up":

- A student is "catching up" when he/she increases a level on the NWEA Maps assessment from one of two "Basic" levels to the next higher level or
- from "Basic" to "Proficient";
- growth will occur if a student maintains the prior level, but that does not comprise "catch-up growth".

How NASIS will be used to monitor students academic growth for teaching strategies: All of our staff have been trained in NASIS. We have a technology department of 4 staff that support NASIS as the primary data collection infrastructure in our school. The technology director has reviewed this proposal's data collection design and determined that NASIS will meet those needs. Staff will be required to use NASIS for entry of key data. We will also link these data to Native Star reporting requirements (see management plan section (4), below)

Use of Nasis will supplement use of progress monitoring data. Professional development protocols will continue to require that all staff are trained in and utilize NASIS. NASIS will be utilized to document critical academic and behavioral outcomes.

Scientifically based curricula will continue to be used and culturally based enrichment projects and activities will also be utilized to develop academic competencies. Students will be actively engaged in directing their own education, and parents will become more involved in their children's education. Discouraged learners will become more empowered to direct their own learning. Students and families will have increased access to positive experiences that build the resiliency needed to overcome multiple risk factors. Building academic proficiency is literally "Goal 1" of our project.

Please see the following table 6 for the methodology used to determine annual growth required and catch-up growth targets (also described in section 1A).

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

The following table describes NASIS as the basis for our Behavioral RTI model in which will help focus after school and summer activities into behavior improvement plans. *These staff have been fully trained in NASIS and in complementary data bases for tracking student behavior.*

TABLE 7: Annual start-up, midcourse, and end of year evaluation guide (Behavioral data):

<u>Outcome Indicator</u>	Fall Activities	Winter Activities	End of year Activities
(link to data type, collection procedures, methodology and instruments, analysis and reporting of results for accountability and replication)			
Increased capacity and access to school based mental health and links to community services (NASIS BASELINE)	Establish and analyze on-site student services <u>baseline</u> data, placement and referral counts to mental health services per referrals, after care	BLT (advisory group) analyzes quarterly on-site student services data, placement and referral counts to mental health services per referrals, after care, and sustained improvements.	Annual outcomes for student services data, placement and referral counts is reported based on internal and external data sources to stakeholder group (open school board meeting).
Improvements in learning and school adjustment Track through NASIS and other means	establish baseline for NASIS disciplinary data and counselor / provider caseloads and individual plans.	Measure and report improvement data including: social skill improvements, progress toward behavior plan target behaviors, observational data,	Formal review and reporting of all data sources and published executive summary of annual progress.
Disciplinary referral Rate NASIS MODULE	Determine initial rates per BIE (state) definitions of student infractions	Track student referral rates for leading indicators, e.g., behavioral referrals, and following indicators, e.g., program compliance and attendance data.	Determine annual referral rates and report per management plan and expected outcomes.
Enter student behavior plans (CEIS?) into NASIS	Establish 1st Semester caseloads	Establish 2nd Semester caseloads	Determine annual participation e.g., attendance, retention,
Use of Parent Portal in NASIS	data collection for parent support of project	Ensure collection of appropriate data, e.g., parent nights	Determine parent & community participation rates

2E. Information on all planned data collection methods including PPICS, NASIS behavior rates, local student risk surveys: The table b summarizes the required data collection methods..

Table 8: data collection and use:

Data Collection Item	Data Collection Method	Due Date
Data for the U.S. Department of Education, entered on the PPICS website	Program Coordinator follows data collection protocol established by Project Director. Director reviews data prior to submittal. Coordinator enters into system prior to due date.	Annually
APR Data in web-based PPICS System	Annual Performance Report is collected per BIE timelines and requirements. Entered into system by Program Coordinator and reviewed by Grants Officer / Project Director	Annually
NASIS Behavior Rates	Behavioral data entered by program staff daily per CLS training and procedures. CLS staff will enter data for non CLS activity staff as needed.	Daily data entry
Local student risk survey	Local risk survey, e.g., YRBS or Triethnic survey administered per CLS determined protocols in cooperation with day school procedures per BIE input.	Annually
Performance Measure Tracking Form	Native Star data updated per dates to be determined (BIE). Use Native Star "filing cabinet"	Native Star reporting dates
Student Achievement Monitoring	NWEA MAPs and other data is collected for all CLS students, and therefore all afterschool participants. Testing windows established and followed.	Quarterly-NWEA
Attendance	Attendance data entered by program staff daily per CLS training and procedures. CLS staff will enter data for non CLS activity staff as needed.	On-going, Tallied Monthly
Lesson Plans	Lesson plans collected in binders and monitored by Program Supervisor. Lesson plan formats are standardized, e.g., Native Star format	On-going, Monitored Monthly
Tutor and Homework Notes	Notes are maintained in standardized format by Tutors and Homework Helpers. Copies are made available as needed for day school teachers (email system used extensively)	On-going, Monitored Monthly
Coordinator's Schedule	Coordinators schedule of activities is published quarterly for monthly activities. Published in multiple formats, e.g., tribal paper.	Quarterly
Parent Surveys	Parent Surveys are conducted each year in the Spring. Use BIE and/or local format. Standardize year to year for consistency.	Annually
Student focus groups and/or surveys	Student surveys and / or focus groups are conducted in cooperation with other student input methodologies. Data	Twice a year

	summarized and shared with stakeholders	
Budget and expenditure reconciliation	Accounting data for both revenues and expenditures are monitored in accordance with CLS accounting procedures by the Project Director / Grants Officer	Monthly
Internal Performance Improvement	Performance improvement is reviewed using summative and formative data in cooperation with the Building Leadership Team(as described in narrative)	Twice a year

2F. How our program will expand opportunities and increase student motivation in an after school program that may not be addressed in the regular day.

Our program will expand opportunities and increase student motivation by implementing student generated clubs. During the 2011-2012 school year, we created a survey that was distributed to our Chief Leschi students. They identified specific clubs they would like to see offered for present and future clubs. We identified highly-qualified staff to instruct those programs. The opportunity to create your own program is not available during the regular school day. One specific example is our Social Justice club. Students were excited and motivated to research and advocate for policies they felt were important for the upcoming elections. Another example of our student generated clubs is the Math & Robotics Team. During the 2011-2012 school year, this club competed and placed in the WSMC High School Regional competition. Currently, the math team is focused on ROBOTICS. These are just a few examples of the many different areas of enrichment our students will continue receiving. The skills they are acquiring in our programs will transfer to their regular school day, as well as being applicable to college and beyond.

Additional motivation will occur when students take ownership in seeing their own academic success. Students will be informed of their individual NWEA MAPs goals, and have an instructional plan to attain those goals. They will have intrinsic motivation to meet them. This effort will be supported by our highly-engaging staff members. Each staff member’s top priority will be to build meaningful relationships with each student through consistent positive communication, regarding progress towards academic and social-emotional goals. We will also consistently review motivational ideas generated from the You 4 Youth 21st Century portal. We recognize the power in this resource and plan to fully utilize it.

2G. “Schedule of Operations” for our combined proposed site is included below.

More than 8 hours are described, on average, across the Elementary, Middle School, and High School. Additional Community based activities, e.g., “Parent Nights” and “Literacy Nights” will engage our preschoolers and families in project activities. Please see the table below:

The school year schedule totals to 13 hours per week (3, 5, 2, and 3 hrs = 13 hrs). Parent Nights (at least 7 per year of approximately 3 hours each), School & Community Pow Wow (about 20 hours per year), and summer program (approx. 75 hrs, minimum) add additional hours of operation. Key community partners include the Puyallup Tribal Police (SRO & GREAT program), Kwatchee Mental Health (Counseling, youth groups), Takopid Health Services (screenings, health programming), Puyallup Tribal Children's Services (D & A assessments, interventions, groups), Sylvan Learning Centers (tribal funded tutoring and instruction), and Washington State University extension, Puyallup.

Table 9: Operational Hours

Session Time (School days during School Year only)	Total hours Per Week	Total hours Mon-Friday, School Year
3:30 – 4:15 = 45 min per day x 4 days per week	Elementary Academic Support = 3 hrs per week	Total (3 + 5 + 2 + 3 hrs = 13 Hours per week during operational school weeks during school year (day programming only)
4:15 - 5:30 = 75 min per day x 4 days per week	Elementary/ Middle School Enrichment Activity = 5 hrs per week	
2:15-2:45 = 30 min per day x 4 days per week	High School Academic Support= 2 hrs per week	
2:45-3:30= 45 min per day x 4 days per week	High School Enrichment Activities= 3 hrs per week	

Table 10: Schedule of Operations- Chief Leschi 21st CCLC Afterschool Program

School Year 2012-2013 Typical Annual Dates 10/1/2012-5/30/2013
Number of Weeks During the school year: 33

Activity	Time	Location/Staff	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
STEM & Reading Instructional Support. Progress toward meeting MAPs goals.	3:30 – 4:15	Primarily CLS staff supplemented by partnership personnel and volunteers	Elementary/ Middle School Academic Support	Elementary/ Middle School Academic Support	Elementary/ Middle School Academic Support	No Activity	Friday Night Study Table	GREAT & Recreation Clubs as scheduled.

See below for specific list of activities and staff members.	4:15- 5:30	Primarily CLS staff supplemented by partnership personnel and volunteers	Elementary/ Middle School Enrichment Activity	Elementary/ Middle School Enrichment Activity	Elementary/ Middle School Athletic Activity	Elementary/ Middle School Athletic Activity	No Activity
STEM & Reading Instructional Support. Progress toward meeting MAPs goals.	2:15-2:45	Primarily CLS staff supplemented by partnership personnel and volunteers	High School Academic Support	High School Academic Support	High School Study Table	No Activity	Friday Night Study Table
See below for specific list of activities and staff members.	2:45-3:30	Primarily CLS staff supplemented by partners	High School Enrichment Activities	High School Enrichment Activities	High School Study Table	High School Enrichment Activities	Friday Night Study Table

Summer Activity	When, Where and by Whom	DATES
G.R. E. A. T CAMP	1 week intervals, Monday-Friday 5 weeks per summer. Operated by Officer Gerking and Volunteers. Location is GREAT CAMP in Graham, WA	7/15-8/15
Kindi Kamp	2 week session, Monday - Friday 1 session per summer. Instructed by certificated Kindergarten staff of CLS. Location- Chief Leschi Elementary	8/13-8/24
K-12 Summer School and ESY	2 week session, Monday - Friday 1 session per summer. Instructed by certificated Special Education and Regular Education staff of CLS. Location- Chief Leschi Elementary	8/13-8/24
Tutorial (includes HS credit retrieval)	12 day session, Monday - Friday 1 session per summer. Instructed by certificated Highly Qualified H.S. staff of CLS. Location- Chief Leschi Elementary	8/13-8/26

2H: Key community partners are identified, including specific roles played by each partner (no subcontractors are anticipated):

We are fortunate to have many partners that provide strong connections to individuals and organizations in our community. Please reference Appendices B (letters of commitment and support) and C (Memorandums of Agreement, many of them long standing) that document established and new commitments of support

Role 1: Academic tutoring and instruction linked to school day:

The overarching purpose of our project is to address risk factors and provide scientifically based direct instruction and tutoring that results in academic proficiency. An essential feature of our past and present after school programming success is to link after school and summer academic instruction with day school instruction. We do this primarily by utilizing day school teachers and paraeducators as after school academic instructors. This has many benefits, including:

- Strengthening relationships and connections to school.
- Providing instructors that understand which students to target for academic supports, and how to provide supplemental and intervention instruction that meets their needs.
- Professional development provided by day school aligned with after-school
- Curriculum alignment and integration is “built in”.

Commitments by day school administration are demonstrated by their past and present support and in commitment letters and Memorandums of Agreement (MOA), such as the MOA from Bill Wyant, attached, in which he commits time and support to manage the scope of work to link with the day school, not just to align with day school “scientifically research based instruction and enrichment activities”, but also to provide program support such as access to the school’s labs and programs, such as “culture program”. Mr. Rick Basnaw, the Curriculum, Instruction and Assessment Director (see commitment letter), has pledged to ensure a “vital link to the classroom of reading, writing, and mathematics (and weave) key instructional strategies learned during the day into ...application of those skills during after school”.

Role 2: Building Leadership Team(BLT): Our project design is data driven. We have already engaged many key partnership members in qualitative and quantitative data analysis of needs in relation to prior success and needs for ongoing and additional services to meet those needs. A key role to be played by key partners is membership on our (BLT). BLT representatives from partner organizations include managers and direct service personnel. The BLT will meet at least quarterly to engage in cooperative data analysis, program design, outcome assessment and needed mid-course corrections.

Role 3: Service Provider, strengthening youth and families: outreach, referral, and programming:

Our partners and Chief Leschi, together, offer a large array of enticing academic and enrichment activities that engage our students for both short term and long term offerings. An example of such a role is the commitment letter of Danelle Reed, PhD, (Puyallup Tribal Member!) who is the Director of the Kwawatchee Counseling Center (KCC). She describes KCC’s commitment to build on existing collaboration to offer meaningful activities:

“With greater collaboration and a 21st Century grant award we hope to develop and implement innovative, constructive, and culturally relevant programs for the students and their families at Chief Leschi Schools. KCC would provide counseling supports, outreach and psychoeducation for the students and their parents. Lessons would combine aspects of best practice models for social development training, emotion regulation, coping strategies, communication models, and wellness strategies based within a cultural context and rooted in Native American history and traditions (from attached commitment letter)”

Role 4: Service Provider, strengthening youth and families: health and welfare:

A long standing partnership of our after school programming has been Washington State University / 4H. Through this grant we intend to build on this partnership to strengthen our Expanded Food and Nutrition Education Programs. Please see health and nutrition services outlined in the attached letter from Merriann Nesbitt, (WSU Extension Program Coordinator) who states:

“ We are committed to continue our collaboration with Chief Leschi Schools and have planned three sessions with grades 3-5 for six weeks each, beginning January 28, 2013, which will last until the end of the school year. We value our partnership with Chief Leschi Schools and look forward to working together with faculty and *staff* annually in order to help the youth and families you serve develop strategies to eat healthier, become more self-sufficient, and to increase in nutrition knowledge”

This partnership, like most of our present and planned partnerships, fit well with our tribal school mission of educating the “whole child” and program design of “Connected, Capable, and Contributing”. A local W.S.U. extension programmer (Media Relations Coordinator / event planner Elizabeth Fradd) has shared the 4H philosophy with our partnership. She refers to the “Targeting Life Skills” model (Hendricks, 1996) which aligns well with the Circle of Courage model.

Role 5: Service Provider, youth development, including safety:

Puyallup Tribal Police (School Resource Officer and Community Liaison) is and will be a highly beneficial presence in after school, weekend, and summer activities. The Gang Resistance Education and Training project “goes above and beyond” what is often accomplished in GREAT programming. In his commitment letter, Officer Gerking states:

“...We intend to continue our relationship with Chief Leschi School in being a primary partner in the success of after school programming. And that we intend to continue our collaborative efforts regardless of grant funding”

Although Office Gerking commits to continued activities, enhancements to the program, particularly youth leadership programming will be developed through grant funding.

Role 6: Volunteer Service Provider, mentoring and enrichment:

Staff and community members have provided many hours of afterschool service in the past and continue to during our present after-school program. An example from a teacher (Erik Madsen, MS/HS math teacher):

“I am writing this letter of commitment from my comic book program, Basement Dwellers, for the proposed Chief Leschi 21st Century Community Learning Center grant application. Currently, I am voluntarily instructing my afterschool program, and will continue in years to come.... Students have also started to write their own comics using Celt-X script writing program. They also have been drawing and coloring pictures and using the internet to learn how to draw within a certain genre”

Role 7: Professional Development provider:

Many partners assist with school and community information dissemination and professional development. An example is the tribal EPA office, and excerpt from Gary Olson, Outreach and Education, Tribal Air Tea, EPA Region 10, in his attached commitment letter states:

“...students from the University of Washington along with the Puyallup Tribe’s Air Quality Specialist has presented a lesson plan on Air Quality ... we plan on continuing this partnership ... (to) allow the students to have varied learning experiences”

Overall role Our partnership believes our greatest program asset is the heart and soul that the individuals representing our partnership have committed to this community. Their continuing personal and professional commitments will extend the impact of potential 21st century grant dollars far beyond term of the actual grant. Multiple tribal and non-tribal partnership funding sources were combined to make this proposed project feasible. Our partnership sees potential 21st century grant resources as additional "seed money" that will lead to a sustained effort to build on prior successes.

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

Afterschool teachers will have each student's NWEA RIT scores and the DesCartes skills that align with the score in both reading and math. The teachers will create projects that enhance the students understanding of the skills they are struggling with. Project based learning is an extension of the instruction received in the classroom:

- The project will seamlessly align to the school day. We will structure the program to best utilize our highly-qualified staff. Many of our afterschool staff are classroom teachers and paraeducators. This will develop linkages to homework, tutoring, interventions, and enrichment. Lesson planning will include not just day, but evenings!
- Specific staff members will teach the same grade levels they are teaching during the day. For example, our 3rd and 4th grade teachers will instruct the 3rd and 4th grade students during the academic support component. These teachers are familiar with the core standards of those grade levels, as well as having thorough knowledge of the students,

ongoing professional development for all grade level content, curriculum and related software.

- All afterschool staff will communicate with regular school day teachers to plan student goals and implement a collaborative plan to attain those goals. All involved staff will periodically review student data and adjust the plan as needed. In addition, we will be fully utilizing the 21st CCLC You 4 Youth website resources (described later!)

Universal Design:

Continuity with day program will be achieved by aligning 21st century academic instruction with the Chief Leschi School existing curriculum. All students will experience a unified approach. All instruction will be referenced to state standards.

The emerging **Common Core is integrated into our approach through sustained professional development, curriculum alignment activities, coaching, and administrative oversight.**

Learning activities will be referenced to the common core standards. Furthermore, Program Coordinators and the majority of the project staff will also have instructional duties in the day school, which will naturally support continuity.

Day school responsibilities and time of these staff will be carefully monitored by the Project Director to ensure we don't have "burn out", and that vertical teaming promotes program alignment. Under their "co-coordinator model", the Program Supervisor and Program Coordinator will directly observe, encourage, and build on linkages and alignment.

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

2K. Why students will want to attend programs, including agreements with day school sports eligibility>

There is a "built in" attraction for our youth and families due to the recent success of our BIE 21st century program. Our parents and youth have literally been asking for a new 21st Century program. The present successful but limited after school and summer offerings also will promote visibility. Success brings success. Our students know they are making academic progress and want to make more.

Parents have expressed a strong desire for continued programming. Monthly program advertising in school newspapers, newsletters, and periodically in the tribal paper will build visibility and help maintain student enrollment over time. Recent notices about the grant application have already been made. Linking to existing programs will also promote the program. We have made agreements with existing program managers, including literacy coaches, and the school's parent liaisons to assist with accessing programs and engaging community and parents in program sustainability and growth.

Sports are seen as a key "draw" to keep the students after school and engage them. For example, football and basketball players often have about an hour to engage in academics prior to the start of practice. We will often use that as an "entry" into project activities. Sports

eligibility will be coordinated with the athletic director to involve student athletes in afterschool programs to help maintain sports eligibility. For example, the “after school study table” will provide tutoring and homework completion which will aid athletes in maintaining eligibility for those who do not meet WIAA eligibility requirements.

Chief Leschi’s 21st CCLC Afterschool program will attract families by hosting parent involvement dinners. Afterschool staff will set up booths that promote their particular program and identify key factors of the program that will attribute to student success.

We will also consistently communicate with our students’ families regarding their progress in the program by monthly progress reports, another resource obtained by the You 4 Youth portal. To keep our families aware of the ongoing programs and scheduling, we will send home a monthly newsletter and calendar (see example)

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

Sports eligibility requirements are adhered to through the WIAA requirements. Playing in sanctioned sports is very motivating to many of our students. The after school program is in a strong position to teach students to be responsible for their grades to maintain eligibility and then provide supports enabling them to achieve that eligibility. This is a win-win; academic improvement and self-esteem building through sports achievement. All student athletes participate in after school study table or enrichment activities as a “built-in” part of their sports program. Coaches and teachers communicate directly to support eligibility and maintaining academic standards.

Other providers of afterschool activities in our area include Sylvan Learning, Puyallup Tribal Activity Center, “Open Gym”, and Chief Leschi Sports Programs. We will coordinate with these providers as follows:

- The community based Sylvan Learning provides after school and weekend tutoring, homework help, and instruction: Working with the Puyallup Tribe (funding organization) we have established a “Sylvan Learning Center” on site at Chief Leschi Schools that operates as an afterschool activity. Sylvan representatives participate on the BLT to coordinate activities
- The tribally based Puyallup Tribal Activity Center provides after school and weekend intramural sports, homework help, and activities.: Working with the Puyallup Tribe (funding organization) we have coordinated some of these activities on site at Chief Leschi Schools that utilize our facilities, including the High School gym for “Open Gym” that provides afterschool and weekend sports activities sponsored by the Puyallup Tribe. We coordinate with the Puyallup Tribe Activity Center through direct contact with the center director.
- Chief Leschi Sports Programs coordinate with the days school program seamlessly as a school provided program. The Project Director / Grants Officer participates on the Administrative Team meetings (that include the principal that directly oversees the athletic director). In this way, coordination of afterschool activities and sports are coordinated. For example, student athletes must maintain eligibility by having good grades (C or better). Our

afterschool program provides a “study table” that helps our student athletes with tutoring, homework help, and preteach/reteach. This is also supported through our SIG activities.

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

Our Elders established and built our school to respond to the impacts on one of the most urbanized reservations in the United States. Many students are not only disconnected from their traditional supports by that urbanization, but a physically dislocated from their home reservations and communities and those extended natural supports. Therefore building protective factors through school and community attachment is critical.

Elders (school board, tribal council, and at large in the community) built a school of about 90 students located in a condemned building on the reservation, into a beautiful school serving nearly 1,000 Puyallup and other tribal members. They have accomplished this by building a community school that addresses individual, school, family, or community risk factors that they understand in-depth. That depth of knowledge of needs and strengths in our school family is the bedrock contribution of the elders to our school and project. Our comprehensive program design is based on the well published fact that risk taking behaviors occur in clusters and tend to amplify each other. Our partnership believes the identified risk factors contribute to various problem behaviors such as substance abuse, truancy and violence; and that multiple risk factors require multiple strategies.

Our program design offers prevention services and build on the natural strengths in our community. That design has been based on community input. Elders are the heads of extended families and guardians of our students and extended family members. They have provided informal and formal (through survey work) guidance for our project. Elder guidance is essential to our design. Community survey data and elder input led to ranked needs to be addressed as follows:

The highest rated need was for academic proficiency. Academic programming (such as additional Direct Instruction, tutoring, homework help, and "study table" is intended to improve community educational attainment and reduce the extreme economic deprivation risk factor. Increased academic success is expected to improve commitment to school and thereby reduce truancy and dropout rates. Multiple strategies derived from community and Elder input will be used to support enrichment strategies such as cultural activities that promote self-identity, physical health, and engage students in participating in the overall program (e.g., Canoe Club, nutrition, and Twel-shoot-seed (native) language); and 2) Academic Improvement strategies will include activities such as literacy instruction, tutoring, homework club, summer reading program, and content related cultural curriculum, e.g., Native literature, drama, and history.

2) The second highest rated need was for comprehensive student supports, e.g., counseling (mental health, careers, crisis intervention). Our close partnership with the Puyallup Tribal Mental Health program (Kwawachee) and the provision of opportunities for active learning and practice of cognitive, interpersonal, and problem-solving skills will contribute to the

development of social competence and reduce problem behaviors. A partnership with tribal children's services will be revitalized (see MOA) to provide increased access to alcohol and substance abuse assessment and intervention.

3) The third highest rated need was for parent training and parent involvement activities. Our design includes activities that address this need. For example, we will increase the number and scope of such as "math night", "career night", and family literacy activities.

Integrated cultural, language and recreational activities were also highly rated as needs. These activities are infused throughout the project design. Cultural components will focus on the revitalization of values and behaviors inherent in Indian culture, which are reinforced in the Twel-shoot-seed language curriculum and culturally based opportunities such as canoe club. Linking to the school pow wows will reduce community disorganization, increase school attachment, and involve the community in the project on a large scale basis.

Elders also contribute through visits to classrooms during the day school and the evening programs. Elders have provided strong cultural and language supports. For example, the cultural program lead teacher (Tribal Member) in our elementary school has been deeply involved in in our partnership going back to the days of "Puyallups Against Violence". Her continuing presence in our program (as well as the commitment letter from her supervisor, our elementary principal), describes the commitment of the culture program in designing and providing project offerings that are meaningful to students and families.

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

We will utilize a management by objectives approach to evaluate effectiveness on a process basis. Outcome evaluation is built into PPICS, and we wish to emphasize the formative measures that lead to the summative success we will report in PPICS. Therefore, the data driven activities, responsibilities, timelines, and expected outcomes will ensure that responsibilities and milestone tasks are clear and accomplished in accordance with timelines.

We are fortunate to have a strong cohort of academic coaches that are very adept at utilizing data in relation to goals and instruction related to those goals. Coaches will work with day school and after school data and staff to goals for improvement.

The following table describes the decision making process and how that process translates into afterschool success:

Table 11: Management by Objectives for program improvement based on data and effectiveness: activities, responsibilities, approximate timelines & places, evaluation)

Management By Objectives: Provide management supports that: 1) focuses all project management functions, including recruitment, communication, and evaluation activities; 2) provides outreach, case management, and social service referrals as needed to at least 50 highest needs families, and 3) provides ongoing operational support to ensure attainment of stakeholder & impact objectives and data driven decision.

<u>Strategies</u>	<u>Person Responsible</u>	<u>Benchmark Dates</u>	<u>Purpose</u>	<u>Evidence of Completion / Evaluation</u>
Hire project staff: project director designated first, then participates in other hiring's or assignments.	Chief Leschi Personnel Office	By week 3	Initiate grant activities	Personnel files document high quality staff.
project manager communicates an intake system that enrolls all walk-ins and referrals in project: The system includes needs assessment by "care team" of counselors, teachers, etc., & partners, e.g., Kwawatchee	All students and their families PK-12 are eligible: tier 3 students emphasized	By week 4: advertise at both schools and community	Enroll students in program activities, Assess needs and, link to resources	Referral & service documents compiled by project manager in cooperation with counseling & behavior support staff
Recruit and train community members to actively participate in resource center & all project activities, e.g., mentors, tutors, elder involvement, activity volunteers, guest speakers, etc.	project manager , BLT partners, esp. 4H program coordinator, com-munity resources.	Organized Recruiting & trainings conducted as needed.	Efficient use of resources; project continuation after grant end	project manager summarizes activities & outcomes in monthly reports: forwards to project manager and BLT
Project activities reviewed to determine extent that Scientifically Researched curriculum is included.	project manager , BLT	At least quarterly	Address youth individual risk factors	reported quarterly to BLT

Collect program outcome data and Disseminate and analyze an annual “stakeholder satisfaction survey”, utilize Building Leadership Team process to make improvements based on data, e.g., outcomes from above.	Project mngr & Principal BUILDING LEADERSHIP TEAM	Data collected weekly	Design project improvements & evaluation	Monthly summary data reports compiled by project manager / grant manager
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20. Describe a sustainability plan designed to sustain key elements of the program after the end of federal funding. For 2011-12 school year grantees, you must provide documentation of what has been sustained since last year and carried forward for this application plus you must describe the process of developing a three year sustainability plan for your program.

TABLE 12: SUSTAINABILITY FROM PRIOR YEAR AND INTO FUTURE:

Activity: Asterisks (*) did not incur 21st century funding)	<u>Past</u> (Former partnership activities either grant funded or partnership funded)	<u>Present</u> (<u>SUSTAINED SINCE LAST YEAR</u> : currently active and will continue to engage kids and families even without grant funding)	<u>Future Exemplars:</u> Planned Activities under new grant: continue current activities sustained from past programming and incorporate new activities per scope of work
*Donations from surrounding businesses to support our supplies		Network with local businesses to create additional partnerships.	Explicitly engage with, businesses and tribal entities to create additional sustainable partnerships. Utilize Building Leadership Team to network
*Partnership-School Of The Arts-Tacoma Campus	School Of The Arts in downtown Tacoma senior students volunteered to work with our kids to expand their creativity and gain artistic skills.	Planning for second semester implementation	Continue activity
*Partnership-Citizens for a Healthy Bay	partnered w/our Science Clubs	Conversations are active, planning is underway for start up in January	Continue activity

*Partnership- College Peers			Invite local college students/ Chief Leschi alumni to mentor/peer teach our students through tutoring/reading/game play.
*Partnership- GREAT	High school	GREAT activities (tribal liaison officers) are in place and very active with our students to plan and implement after school, weekends, summer...GREAT CAMP is in place!	Organize an Afterschool group; gang & drug prevention.
*Partnership- Kwachee Tribal Clinic	MS/HS boys and girls groups, e.g., friendship circle	Continued activity	Organize an Afterschool group through their facility; counseling, health, drug prevention.
*Partnership-Pt. Defiance	1 day Assemblies		organize an Afterschool group through their facility; fieldtrips, more Assemblies
*Partnership- Starbase/STEM Program			Research if this program is able to visit our school for an Afterschool setting
*Partnership-WSU College curriculum, Passport to Cooking	School-based nutrition education program to provide worldly meal ideas w/an emphasis on food safely.	Continued activity	continue activity
Art & Design	Art projects		Art projects along w/Computer designed publications
Basement Dwellers	Learn the industry of Comic books.	On going. Supervision by volunteer staff.	Instructor will show students how to write and draw in the comic style
Basket Weaving	Students learn coil basket weaving techniques		continue activity
Beading	Focus on the cultural art of beading through visual and teacher directed learning techniques.		Instructor will teach the basic art of beading with an end of course project expected.

Big Drum	Students will learn songs and drumming mechanics in order to develop a strong Chief Leschi Big Drum group	Continued activity	Instructor will present Culturally relevant songs and mechanics to develop a Big Drum group at Chief Leschi.
Broadway Center: on-site drama productions, off-site community theatre attendance.	Ratio of staff to students was about 8:1. Past productions lead to fully developed lesson plans that current staff may utilize.		Continue activity
Chess Club	Learn critical thinking skills by learning chess		Learning chess basics
Concert Band	Group setting of Concert Instruments		continue activity
Culinary Team	Learn all aspects of culinary including Knife skills, prep and cooking.	On going. Supervision by volunteer staff.	Competition preparation and career readiness skills.
E Club	Gathering recycling for school. Learn benefits of recycling on community and Earth in general.	On going. Supervision by volunteer staff.	Data gathering on amount of recycling at MSHS
Elders' Highlights			Elders connection, e.g., outreach to guardians of our students that are elders, particularly grandparents: transportation services to afterschool events, connections to parent liaisons for support, requests by older students for engagement, e.g., story telling, life stories, tribal histories, etc (possible involvement of video production lab)

Food/Nutrition	Healthy choices of food & knowing their nutritional value.	Continued activity	continue activity
Friday Night School	Students are provided an opportunity to make up school work in a quiet setting.	Active with staff volunteers.	Students will bring in their homework and work at their own pace under the supervision of a certified staff.
Guidelines To Success- Student Advocates			Character Education, community projects; aligned w/our Student Council
Guitar	Guitar lessons	Continued activity	continue activity
Homework Center in Library	As part of study table and afterschool library access	Continued activity	small group centers w/staff & students
Knitting	Knitting projects		continue activity
Ladies Unite	discuss appropriate/inappropriate social skills, self-esteem & relationships		continue activity
Math & Science Elite	separate clubs in the past	Continued activity	Combine the clubs, have mini-competitions of collaborative work
Math Team	Robot Building and preparation for state tournament	Continued activity	Robot design, creation, data gathering, entrance into math competition.
MS Wrestling *	Learn wrestling strategies and rules in preparation of joining HS wrestling in the future		Basic movements and safety procedures
Native Art	Native Art Projects		continue activity
Pacific Tribal Art	Students learn a spectrum of art: painting, drawing, ceramics & beading.	Continued activity	Instructor will teach the proper techniques and use of art room materials and equipment and develop student appreciation for Culturally relevant art.
Read-Out-Loud	Book clubs, art extensions, drama	Continued activity	Focus on stories that are read-out-loud for storytelling; News show.

Recreation and Science Exploration Clubs	Provide field trips after-school and on weekends for students to enjoy activities that get the body moving and the mind thinking. Activities include a trip to the Pacific Science Center and snowshoeing		Pacific Science Center— Participate in scientific activities Snowshoeing— outdoor activity. Physical activity and team building
Recreation club	Students will take field trips to facilities that provide entertainment and social interaction.		Club Advisors select field trips that are both entertaining to students and will provide an educational experience.
Sewing Club	Students will learn the basics of sewing with a machine as well as hand stitching.		Learn basic sewing, create useful products.
Sew-tastic	Sewing projects		continue activity
Sign Language	Students will be instructed in the proper use of sign language in an everyday setting.		Basic sign language term and movements will be shown with student to student activity to follow
Sign-Language & Handwriting	American Sign-Language		American Sign-Language along w/the teaching of Handwriting/Cursive
Social Justice	Focus on contemporary issues with emphasis on active student participation through signage and posters		Students suggest issues to be discussed and under direction of the Club Advisor follow up with poster design and student body involvement
Sports	mini sports' clubs: dance, basketball, hockey, etc.		continue activity

Strength and Conditioning *	Learn the basic aspects of strength and conditioning with emphasis on proper use of the weight room machines.	On going. Supervision by volunteer staff.	Instructor will show and discuss the proper use of the weight room machines with emphasis on safety and their role in a strength and conditioning program.
Study Table*	One on one and small group assistance for students in need of increasing grades. Also students that are active in School Sponsored sports programs, including football, basketball, softball, track, cross country attend study table to receive tutoring, maintain grades and eligibility, and complete homework at the 21st Century Study Table. School staff (non-grant funded) supplement	Continued activity	Provided by individual teachers
Sylvan Learning Center *	Approx 25 participants, ratio of 5:1. Afterschool and summer activity, leveraged funds from Puyallup Tribe: tutoring, homework help, test prep, etc.		Continue activity
xʷəłšucid & Culture	Twulshootseed Language & Culture of the Puget Salish	Continued activity	continue activity

THREE YEAR SUSTAINABILITY PLAN:

Sustainability for three years and beyond is based on two things:

- 1) The “inertia” of what has been visible, viable, and in the lives of our community that has already engaged students and families in fun, learning, and growth. The joy and connections that are created by their nature, guided by caring adults, will lead to long term connections that then lead to Competencies that are measureable. Then, as our model posits, students can give-back. That generosity of giving is inherent in our students culture, and is the beautiful part of sustainability: that being a cross age tutor or a GREAT youth leader builds not only yourself, but your tribe and your community!
- 2) We are blessed to be a consortium of caring and capable adults that want to continue to build safe and strong places for our children. Our BLT has already demonstrated that we will continue to find ways to make this happen regardless of federal funding. Continued seed money from the BIE is helpful at this time in continuing to strengthen our network of afterschool and summer programming. The smiles on the faces of our children in afterschool tell us this is one of our highest priorities (We invite the reader to review “six hours is not enough video” at www.leschischools.org if time allows.)
- 3) Our process to continue the above is to maintain a vital BLT. The Project Director / Grants Officer has the support of the tribal administration and school administration to facilitate that.

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

A consortium of tribal and non-tribal partners (Partnership Coordinating Council (BLT) has committed to act as a steering committee for the project (please see commitment letters). The management and/or service providers of these entities have been involved in the planning of the project. Personnel experienced in after school programming have directly participated in writing the project. Most BLT partners have worked with our school in the past and many are currently providing services at the day school. Existing and new partnership commitments will be extended into the project activities as "value added" resources to achieve our goals and objectives.

The support letter from the Director of Kwawatchee Mental Health, Dr. Danelle Reed has made strong commitments to work directly with our BLT to revitalize our partnership for youth and family mental health services, including Mental Health Counselor access on campus. .e.g. continuing the "Healthy Anger" support group. Sylvan Learning will provide on-site tutoring, particularly during the summer months. The Puyallup Tribal Police will integrate the GREAT program into program offerings and provide a School Resource Officer to participate in the summer program. The above programs are already woven into the school day and/or summer programming.

All of the above, and many more partnerships will be developed through BLT outreach to tribal and non-tribal entities that leads to direct coordination at the building level by the

Program Coordinators (Part time K-12 lead program coordinator will work closely with an elementary program supervisor and a MS/HS program supervisor to coordinate daily operations and partnership activities.) The program supervisor/coordinators will conduct outreach to tribal elders and other community members through survey work. Additional partnerships and activities will be developed through the activities of the BLT and the connections of our stable administration.

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

Our Restructuring Plan and SIG design include Extended Learning Time as a key feature in providing adequate time to meet instructional programming needs.

Improved instructional opportunities will be incorporated into both day school and summer extended learning opportunities. The level of "minutes per day" for math and literacy is tied directly to our three tier system and therefore is linked to student non-proficiency levels and growth towards proficiency.

This issue is addressed in our SIG assurances, items 9 through 12:

9. Implement with fidelity a three-tier system of instruction that includes one-on-one and small group interventions for struggling students.
10. Create an extended school day and extended school year concentrating on rigorous instruction in math, reading, and language arts.
11. Literacy (Reading/Language Arts) time is a minimum of 60 minutes (tier 1) at the elementary school, and at least one full period of 50+ minutes at the secondary school with additional instructional time added for tiers II and tiers III.:
Clarification: Due to our 7 period day, CLS blocks time for literacy for non-proficient students at approximately 108 minutes per day with 50 or more additional minutes available (including after school).
12. Math time is a minimum of 60 minutes (tier 1) at the elementary school, and at least one full period of 50+ minutes at the secondary school with additional instructional time added for tiers II and tiers III.

Note: per advice from DPA, specific, intentional instruction on literacy/reading can count towards the additional time (minutes) for Tier IIb and Tier III students.

Extended Learning Time: Our SIG design is to engage at-risk MS/HS students, particularly tier 2 and 3 in extended learning. Delivery methods include a high school "8th period", a "Friday school", and an afterschool / summer learning lab. We will focus these efforts on students in our secondary school who are most at risk for dropping out. Often, these are students that have high rates of truancy and transiency, who then become skills deficit, then credit deficient, and then drop out. Our leading and following data are clear on this, particularly the impacts at critical transition points, e.g., in and out of middle school. We discussed the fact that an extended day mandate does not really address this problem; these students are not consistently coming to school even for the presently required 6 hours a day and 180 days. We intend to provide these

students and families with a high level of support (such as the SIG funded counselor and student service supports) to actively engage them in extended learning.

We will include standards based and technology assisted learning labs to support this so it is not just about seat time. When necessary, services may include truancy filings in tribal court or other means of accountability such as "Elders Panel". Individual learning plans may be utilized to include "mandates" in cooperation with probation officers as a result of those filings. The plans will provide for "release of responsibility" as students take accountability for their own learning needs and solutions. Engaging the "whole child" in cooperation with the family and community is our goal for improving our graduation rates. Partnerships with tribal agencies and supports will be critical, e.g., extended learning opportunities represented by the tribally funded Sylvan Learning component of our afterschool/summer services.

3) Adequacy of Resources (18 points)

3A. Staffing capacity for proposed programs and services, including the student-to-staff ratios. The academic portion of the program has the support of certified teachers and ratios are more than 1:10. Enrichment/Recreational Program ratios are no more than 1:15.

Staffing ratios will include both certified and paraprofessional staff. Staffing ratios of 10:1- for academics and 15:1- for enrichment have been established. It is only through the leveraging of partnership and existing staff resources (e.g. G.T., and ELA programs) that we can achieve those ratios. We expect an average staff to student ratio of 12:1 given our emphasis on academic instruction. Staff pay ranges are addressed in the attached budget and budget narrative.

We have made a carefully considered decision to utilize existing school staff to staff the project. Our experience with our former federal grant taught us that we can do this by supplementing their regular pay with after-school or summer "supplemental contracts" for services. Because we will extend scientifically based curricula (such as reading Mastery) used in the day school into the after school and summer programming, this practice efficiently leverages all the training and materials that are provided by the base day school revenues. We will distribute those supplemental hours in a way that does not overburden any one staff member for too long a day. This approach also allows us to recruit directly from an existing staff of about 200 employees.

Ongoing 21st century programming will provide a base of potential coordinators and instructors that can "hit the ground running" if new funds are received. Many of these staff have shown their ability to provide such instruction and enrichment through other programs such as gifted/talented, and Titles IV & VII.

The effectiveness of those programs, and partnership resources, will be enhanced and more effectively directed to student needs through the new 21st century program. Coordinating,

progress monitoring, and management functions of the new program will build a "whole that is greater than the sum of the parts".

3B. Job Descriptions are attached in the appendices.

Combined Coordinator time meets the following criteria:

Program serves this number of students	Expected Coordinator’s time
101-150 students	.75 FTE

The table identifying a .75 coordinator for 101-150 students expected to be in our program. The point .75 fte will be achieved by hiring a “proven” 21st century program coordinator who successfully coordinated our last grant. She will work closely with two Program assistants who work in the Elementary and HS/MS school respectively under the guidance of the program coordinator. A project director (Grants Officer) will have oversight responsibilities to ensure effective and timely program management. Please refer to attached job descriptions.

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

Safe Provision of Transportation: Because our program will serve extended school day and extended school year, we will be utilizing our existing school transportation system. This system is regularly reviewed by administration to determine that it meets all GSA and BIE transportation guidelines and requirements.

This not only ensures that existing safety procedures are in place, but will leverage regular transportation resources by utilizing the existing to-school transportation resources and only incurring additional one way rides home for those that miss the regular dismissal due to their participation in the program.

The existing summer school (2 way) transportation funds will be significantly supplemented by the 21st century budget and other funding sources that can allowably transport students afterschool, e.g., G/T, to accommodate the expected increase in students involved in programming. Because we bus 100% of our students throughout a large area, safe and reliable transportation is a necessary expense.

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

Administrative support for this program is strong. The administrative team has already discussed way of "leveraging" of resources to provide for sustainability. Strong grant management is contributed to the project without incurring a full time project director salary. We have carefully considered the allocation of grant resources to maximize the efficient use of school and partnership resources. The Chief Leschi School board has approved the present project design and has committed the school facility and infrastructure towards its success. Both the Chief Leschi Elementary school principal and the secondary principal have

committed the full use of our facilities. These commitments are supported in "Chief Leschi Memoranda of Agreement" and support letters as attached.

More than 1.5 million dollars in technology equipment and support which will be available for the grant. This outstanding facility and technology base will allow Chief Leschi to serve as a delivery center for existing and new services, especially for interactive telecommunication used for project activities and project staff training. For example, the schools' three computer labs will be made available to the Programs, as well as computers that are infused in each classroom. All classrooms are Internet accessible. Centrally managed video and audio equipment is available to each classroom. Vocational education classrooms will be available to the secondary Program, including graphic arts, video production, business education, technology survey mock-ups, and family I consumer sciences; All of these facilities, as well as outstanding sports, library, music and fine arts facilities will be available to the project. Chief Leschi School has established a facility utilization policy that states the rules and regulations applicable to building and equipment use and supervision guidelines. 21st century use is well supported within those policies and procedures.

Strong partnership commitments, e.g., , Sylvan and GREAT program, have already been secured to assist in recruiting volunteers and leveraged use of school facilities that support the programs. Mentorship, volunteer tutoring, and cross age tutoring programs are already in place that will extend day school and community volunteer resources to the project. Many of the enrichment activities will be provided by partners which will free up grant dollars to make grant dollars "last dollars". Periodic performance and financial updates for the project will be made by the Chief Leschi School Superintendent to the Chief Leschi School Board. The monthly Pow Wows will be a focal point for recruitment of students, parents, and volunteers;; dissemination of project information to the community, and obtaining feedback regarding program effectiveness. Optimal coordination of the Programs and the participating entity resources will be facilitated through the evaluation procedures. These activities will provide on-going guidance and direction in program implementation and services delivery.

The Partnership Coordinating Committee will meet on a quarterly basis to assist in identifying needs and priorities and to provide viable delivery strategies responding to these priorities. Building Leadership Teams (BLT) meets at least monthly. The BLT will generally act as a steering committee and will focus on efficient use of resources.

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

Significant resources are described in the previous section

The resources provided by the Puyallup Tribe, in the form of complete access to Chief Leschi School and related tribal facilities (e.g. sporting facilities such as the tribe's softball/baseball stadium and soccer/football field) are substantial. Almost all activities are conducted on the CLS campus. In addition to facility and equipment and supplies, staffing support, in-kind, (such as administrative oversight from the CLS Grants Officer who will act as Project Director off budget) are substantial.

Examples of (estimated) additional contributions from past partners who have again committed to assist our project include:

- Citizens of a Healthy Bay, \$500
- G.R.E.A.T. Program, \$2,000
- Kwawatchee, 1,000
- Sylvan Learning via Puyallup Tribal Higher Education, \$5,000
- Washington State University 4/H, \$200
- School of the Arts, \$2,000
- Upward Bound (not yet confirmed), est., 1,000

(data from most recent PPICS report)

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

Tribal partner authorities were consulted through direct contact. They have previously participated in our 21st Century federal grant and were happy to be consulted in the prospective new initiative. Their participation was bolstered by ongoing advertisements and articles in the tribal newspaper demonstrating positive grant. School administrators strongly believe in shared decision making, and stakeholder group member involvement led to administrator approval.

Tribal administration members contributed to the project design through direct outreach to the tribal planning office and to tribal program personnel such as for Dr. Danelle (Kwawatchee Mental Health, see commitment letter) and the Puyallup Tribal Police (see support letter).

The proposed Grant Officer / Project Director has specifically met with the tribal planning office to obtain formal approval to initiate the project.

The Chief Leschi School Board (governing entity under charter with the Puyallup Tribe) has been apprised of the grant opportunity. As the tribal and board approved fiscal agent lead, Superintendent Ray Lorton has approved this tribal school application under his signature (SF 424, and attached letter of authorization).

4. Quality of the Management Plan (24 points)

4A. Table 13: Include clearly defined 21st CCLC SMART goals tables, responsibilities, and milestones for accomplishing project tasks aligned with Native Star SMART goals.

Prior SMART goals, most recent data (2011-2012), and updated SMART goal (2012-2013)			
SMART GOAL	RESONSIBILITY	MILESTONE	NEW SMART TOAL
Previous Smart Goal (2011-2012 grant final year)	Person(s) responsible and (data collection tool)	Met objective in prior year (Y/N) and plan for improvement	New Smart Goal (2012-13 grant proposal): <u>More challenging goal updates are underlined below</u>
1.1 At least 7% of elementary regular program participants (at least 30 days) will make adequate annual progress on oral reading fluency as measured by NWRA MAPs	Academic Coach in cooperation with 21 st century coordinator. (NWEA reporting system)	Yes: Fully align with three tier model in the day school to target students most in need (consult coaches).	1.1 At least <u>10%</u> of elementary regular program participants (at least 30 days) will make adequate annual progress <u>reading and math</u> as measured by NWRA MAPs
1.2 At least 6% of secondary 21 st Century regular program participants (at least 30 days) will improve their grades annually as measured by regular school grade reporting	Classroom Teacher: (progress reports and grades in NASIS)	Yes: Review mid quarter grade reports to target tutoring and homework help to students at risk of classroom failure	1.2 At least <u>10%</u> of secondary 21 st Century regular program participants (at least 30 days) will improve their grades annually as measured by regular school grade reporting

1.3 serve 150 students who are on track to be full time (30 days or more) by the end of the project year as measured by attendance recorded weekly	21 st Century Program Coordinator (spreadsheet or NASIS)	No: Actively recruit students into program activities shown to be high attendance offerings	1.3 serve 150 students who are on track to be full time (30 days or more) by the end of the project year as measured by attendance recorded weekly
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1.4 Annually, at least 300 parents and extended family members will participate in family literacy nights or related community literacy activities as measured by sign in sheets	Parent Involvement Coordinator (Excell Spread-sheet)	Yes: Continue to expand our successful array of after school family engagement offerings	1.4 Annually, at least <u>500</u> parents and extended family members will participate in family literacy nights or related community literacy activities as measured by sign in sheets
2.1 At least 50 students will have participated in culturally relevant activities annually as measured by student enrollment logs and student attendance data.	21 st Century Program Coordinator (spread-sheet or NASIS)	Yes: Continue successful activities. Add new culturally based student leadership activities, e.g., canoe club	2.1 At least <u>75</u> students will have participated in culturally relevant activities annually as measured by student enrollment logs and student attendance data.
2.2 At least 25 students will have participated in youth development activities annually as measured by students enrollment logs and student attendance data.	21 st Century Program Coordinator (spread-sheet or NASIS)	Yes: Continue successful activities. Add new youth development activities, e.g., GREAT leadership	2.2 At least <u>50</u> students will have participated in youth development activities annually as measured by students enrollment logs and student attendance data.
3.1 The Building Leadership Team reviews student progress monitoring data four times per year to monitor student progress and make needed program changes.	Project Director in cooperation with Building Coordinator (Native Star)	Yes: Continue effective activities in cooperation with BLT: project coordinators sit on BLT.	3.1 The Building Leadership Team reviews student progress monitoring data four times per year to monitor student progress and make needed program changes.
4.1: The number of	Academic Coach in	No, but made	4.1: The number of students

students in grades 3-12 that attend 21st Century programs at least 30 days and test on the MAPs that reach proficiency will improve by at least 10% annually.	cooperation with 21 st century coordinator. (NWEA reporting system)	significant progress: Increase alignment with MAPs tools, e.g., Compass and DeCartes.	in grades 3-12 that attend 21st Century programs at least 30 days and test on the MAPs that reach proficiency will improve by at least 10% annually.
4.1: New SMART goal	Behavior specialists and counselors in cooperation with 21 st century coordinator.(NASIS)	Not Applicable	4.1: The number of students in grades 3-12 that attend 21st Century programs at least 30 days will demonstrate lower rates of behavioral referrals than the overall student population by at least 20%

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

Table 14

<u>Three Month Pre – Implementation Phase</u>	<u>Administrative Activities: Program Implementation and Continued Planning</u>
Upon Funding Notice	The Chief Leschi School Superintendent will finalize grant negotiations with the B.I.E., Office of 21st Century Community Learning Center: <i>utilize grant document as scope of work</i>
Months 1	The School Superintendent with input from the Partnership Coordinating Committee will initiate start-up activities upon notice of grant award (e.g. publicize project): <i>award document,</i>
Month 1	The Human Resources Officer with input from the Chief Leschi School 21st Century Community Learning Center Partnership Coordinating Committee will advertise for, screen, interview, and select project staff: <i>personnel handbook, 2r' century job descriptions (attached)</i>

Month 2	The project manager and Chief Leschi School Human Resources Officer will orient the new staff toward school policies and procedures as well as the goals and purpose of the Learning Center project: <i>CLS school policies and procedures and student handbooks will apply to 21st century.</i>
Month 3	The project Coordinators with guidance from Principals will advertise for, screen, and select
<u>Implementation Phase</u>	<u>Administrative Activities: Program Implementation and Continued Planning</u>
Months 2-4	The project manager & principals will ensure that the project participants have formalized all necessary materials for entry into NASIS the 21st Century Community Learning Center program.
On-going	The project manager will initiate, manage, and report the budgeting issues with approval from the Finance Director and Principal: <i>Grant budget, grant scope of work, partnership commitments</i>
On-going	The Principal and project manager will utilize key tables in the grant to monitor the project
On-going	The project coordinators will conduct bi-monthly student progress meetings with staff in the 21st
On-going	The project coordinators will conduct monthly staff meetings with associate staff members to
On-going	The project coordinators will report the project progress activities to the Partnership Coordinating
Quarterly	The project manager will work directly with program staff to ensure collection and analysis of
As Needed	The project coordinators will utilize Chief Leschi School purchase order forms for the acquisition
Quarterly	As required, the project manager will submit a quarterly progress report to the Superintendent,
<u>Sustainability timelines</u>	<u>Administrative Activities: Program Implementation and Continued Planning</u>
<u>Timelines related to sustainability</u>	Building Leadership Team and Administrative Team continuously (e.g., standing agenda items), review sustainability resources, commitments, and ongoing organizational support for continued operation after loss of project funds

<u>Timelines related to sustainability</u>	Grants officer / Project Director works directly with administrative team to determine additional funding opportunities and submit grant proposals for continuation funding: quarterly report to administrative team.
<u>Timelines related to sustainability</u>	Grant and school personnel engage with tribal planning office to determine additional funding leverage and support from existing available funds that may be re-allocated. Sustainability will be maintained through the ongoing commitments of our

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

Table 15: Management and Evaluation data records management

Management is based on the periodic collection, filing, and staff review of pertinent information. The attainment of objectives will be based upon a time elapsed/partial attainment of objective procedure. If attainment is off-line, then mid-course corrections will be taken by project director		
ACTIVITY	DOCUMENTS/FORMS	PERIODIC REVIEW
Advertising within Community	Ads, brochures, news release, flyers, posters, liaison with other tribal and state programs:	Weekly
Staffing	Job Description, Interview Rating Form, Student/staff handbooks, CLS policy/procedures Manual, Resume, Time Report, NASIS	As Needed
Staffing review	Employee Time, Attendance and Leave Record	Quarterly
Materials Development	Correspondence File, Mail Log, Materials Inventory, Supply Order Forms, Consultant Contracts	Monthly
Student Instruction	21 st Century Registration Forms, After-school Class Schedule, Student attendance in project, student weekly progress report, instructor evaluation	Weekly and Monthly
Family Resource Center	Volunteer Attendance Schedule, Parent Participant List, and Family sign-in list.	Weekly
After School Teacher In-service Training	Learning Inventories on File, Lesson Plans on File, Class Schedule, teacher evaluation of materials and instructor, In-Service Training Prospectus	Quarterly
21 st Century Staff Meetings	Participant sign-in list, minutes of meetings	Weekly

21st Century Records Material Data Collection Tables 16

Document	Originator	Due Date
<p>Project director will be responsible to utilize data based on project objectives, timelines, responsibilities, and expected outcomes. Materials are designed to capture summative and formative data to identify student, teachers and project staff, and program needs:</p> <ul style="list-style-type: none"> • assess the capabilities and strategies (input) for addressing the program objectives • provide information for implementing or changing the program procedures (process), • collect quantitative data about student and teacher outcomes (product). 		
Performance Measure Tracking form	Program Coordinator	12/15, 3/15, 6/15, following summer programming
Student Achievement Monitoring	Program Coordinator (w/ coaches)	Bimonthly, tier 3; Monthly
Attendance	Teachers, paras	NASIS:, Talled Monthly
Lesson Plans	Teachers w Program Coordinator	On-going, Monitored
Tutor Notes	Teachers, paras	On-going, Monitored
Coordinator's Schedule	Coordinator with Project	4 times per year
Student Files	Program Coordinator	On-going, Monitored
Parent Surveys	Parent Involvement Specialist	Annually
Student focus groups and/or	Program Coordinator.	Twice a year
Budgeting & reconciliation	Project Director in w/	Quarterly
Internal Performance	Project Director convenes BLT	Twice a year
Required reports to B.I.E.	Project Director in coop w/ Coordinators	Annually or per BIE schedule

<u>Records Management Protocol: Project Director Collects or accesses the following records:</u>	
1. Records Related To Grant Funds	a) The amount of funds under the grant
	b) The amount of funds under the grant
	c) The total cost of the project
2. Records Related To Compliance	a) Records documenting compliance with scope of work.
	b) Other records related to compliance.
3. Records Related To Performance	a) Records of significant project experiences and results.
	b) Records used to determine progress in accomplishing goals and objectives.

All management concerns for improvements will be addressed at periodic times before these issues become a crisis through Project Director review with the Administrative Team. Changes can be made in the program at periodic intervals in concurrence with the BIE.

Data collection tasks: The School Superintendent is responsible for overall school records that provide for accurate and accessible data on grant funds, compliance with project requirements, performance and program participants. The project manager will be responsible for maintaining programmatic data, e.g., program membership, attendance, outcome data, schedules of operation, etc. For each measurable objective, a "Primary Performance Indicator" will be identified that will produce data that will be reported to the BIE and stakeholders (BLT).

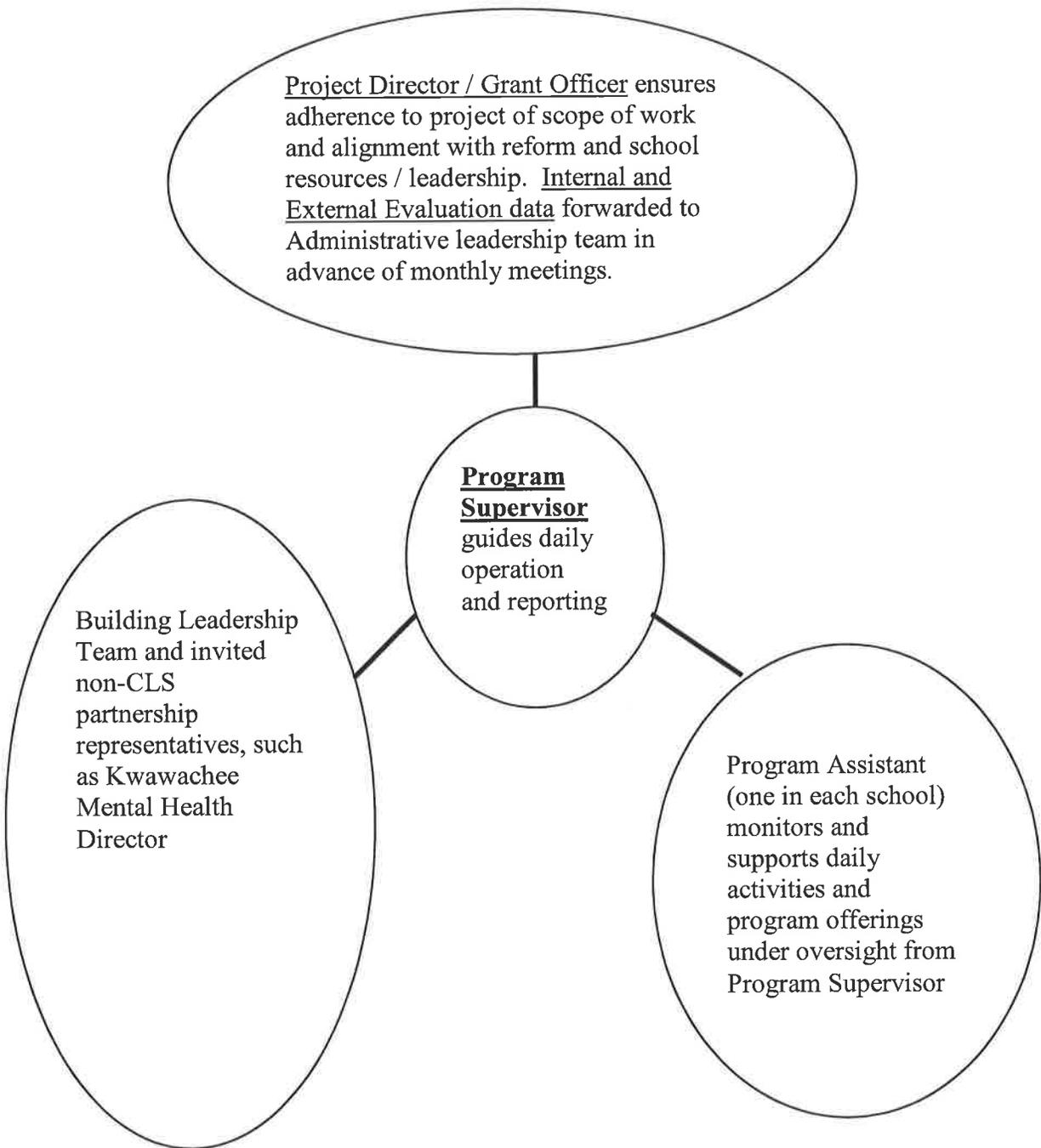
Those indicators include quarterly monitoring. Evaluative data derived via the internal data collection activities will be used as periodic assessment of the project throughout each of the project years. These on going data collection activities will be compiled on a quarterly basis and the information provided will be used to modify the project, if necessary. However, the modifications, if necessary, will not alter the general intent or scope of this project. As outlined above the reports and other data collected will be reviewed according to the time period listed in the resource and personnel plan. The review and subsequent actions will follow a pattern as described by the following:

Routine weekly staff meetings and weekly support staff component meetings are built into the project plan for effective data collection and careful monitoring. All programmatic evaluative concerns can be addressed at periodic times before these issues become a crisis. Changes can be made in the program at periodic intervals in concurrence with the Bureau of Indian Education regulations and grant scope of work. **How we will expand opportunities and student motivation after school.** Our day school has achieved academic success by using intensive direct instruction methods.

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

Organizational Structure will promote effective management including professional development, stakeholder collaboration (BLT), information dissemination, and data collection. The project will be managed through the Chief Leschi School Administration.. All financial matters will be under the supervision of the Finance Director. The finance office has established necessary certifications with federal, state, and tribal agencies and is audited annually. The Grant Officer / Project Director will work closely with the comptroller and administrative team to ensure effective management and program outcomes. Please see the following graphic for program organization:

Figure 2: Project Functional Relationships Design (grant funded positions shown in bold)



This and the previous tables show how program quality and service delivery will be monitored

Table 17 Project and contracted staff positions, responsibilities, and qualifications		
Staff Title	Responsibilities	Qualifications
Project director / Officer position (non grant funds) (also include support from school grant)	coordination program wide, data collection for evaluation, coordination with community. Supervise project staff. Public relations and awareness of project.	Evidence of program development skills, leadership, strong interpersonal skills, and word processing skills, Excel.
Principals (non grant funded): additional project direction (see attached M.O.U. from each principal)	Develops, Coordinates, guides, and monitors all project activities. Leads team-building activities for staff and participants ensures ongoing training and staff development for all project activities	Proven experience in volunteer, staff and program development and team based after-school curriculum and programming,
Program Coordinators approx. .5 total After school center coordinator and summer coordinator (part time supplemental contracts at each center)	Coordinates academic and enrichment programs at each school including tutoring, homework help. Collects related evaluation data. Links academic programming with day school thru site councils. Coordinates Family Night Out and Literacy nights. Work with technology dept. to integrate technology into curriculum. Make needed referrals to support partners	Experience with after-school programming. Possesses volunteer and classified staff management skills, and understands educational tutoring programs. Experienced with linking curriculum with Common Core and assessment system. Prior training and teaching certificate required.
Classified Staff Supplemental Contracts (also utilize leverage funds)	Classified staff act as tutors in summer programs. Day school classified staff act as tutors and project team leaders in after-school programs. Supplement with community & school	Pass screening criteria, e.g., youth work experience and fingerprinting. Participate in orientation and training activities prior to working with project participants.

The project manager will be under the supervision of the Principal. These individuals will utilize "After the Bell tool #14" to clarify responsibilities. The present Principals are committed to this project, and have directly been involved in proposal under our former grant. The Principals have oversight for both Chief Leschi Elementary and Secondary schools. A vice-principal at each school directly administers operations at those schools under his direction.

Persons responsible for use of the management materials have been clearly defined. The CLS administrative team includes both elementary principals, Director of Curriculum, Assessment, and Instruction, and the 21st Century Grant Operator / Project Director (Grant Officer). The Project Director / Grant Officer collaborates closely with the previously described BLT. The Director/Officer, in cooperation with building principals, will ensure that the Program Supervisor collects and manages data described above (items 1-4) and supports and monitors the involvement of the two building level 21st Century Program Assistants (each of the two program assistants will oversee the activities in one of the two buildings).

We will have an elementary program assistant and a secondary program assistant. Those individuals will the daily program offerings and individuals participating in this project. The Program Supervisor will track and monitor each of the project participants through their involvement and completion of this after school project, and will collect data such as training sessions, participated in project teams, and quantitative data regarding student grades, quality of cultural and academic materials developed and learned, attendance in after-school activities and other teaching and learning activities, and pre/post outcome measures.

The evaluative data derived via the internal monitoring activities will be used as periodic assessment of the project throughout each of the three-year project cycles. These ongoing data collection activities will be compiled on a quarterly basis and will be provided to the Project Director / Grant Officer. That individual will consult with the administrative team and BLT (as needed) to modify the project, if necessary, within allowable bounds per grant management guidelines and regulations.. However, the modifications, if necessary, will not alter the general intent or scope of this project. As outlined above the reports and other data collected will be reviewed according to the time period listed in the resource and personnel plan.

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

. The program coordinator will provide professional development for all afterschool staff in the areas of project-based learning, aligning with the school day, STEM, strengthening partnerships, and family involvement. See examples of the available courses below.

Figure 3: Examples of STEM Courses: Professional Development



Project-Based Learning

In this course, afterschool practitioners can become acquainted with the concepts and benefits of project-based learning. Learn about why adults become facilitators or coaches, see students collaborate to take charge of learning, and explore the power of demonstrating and reflecting on learning.



Aligning With the School Day

Here, 21st CCLC professionals can learn about the power of learning outside school hours to boost academic engagement and achievement in school. Learn about key concepts and elements such as building a shared vision for learning, coordinating curriculum and supporting partnerships with school-day staff.



STEM

This short course helps you explore exciting ways to incorporate science, technology, engineering and math (STEM) in your 21st CCLC environment. You'll learn how to find resources and people who can help you design and execute STEM activities, and you'll see examples of STEM projects in action.



Strengthening Partnerships

This short multimedia course is designed to familiarize you with some important concepts and steps to develop and sustain partnerships. You will learn the answers to some key questions. How can I develop partnerships? What do I need to do to make sure they work?



Family Involvement

• Constructive relationships with students, parents and other caregivers do not happen by chance, and they do contribute to better results for kids. Forging strong links to students' families can help them overcome challenges that have kept them from active involvement with school staff.

The above information shows data driven PD design. The most critical PD issue is linking all afterschool PD to the restructuring driven PD in the school day. Release time will be made available to all afterschool staff and they will be fully integrated into ongoing coaching support and integrated PD plans including orientation of new staff, fostering positive behavior (our Safe and Civil School initiative), ongoing involvement in PSS and staff meetings, linking to the school day especially for curriculum adoption trainings, and partnership personnel who will assist with enrichment/recreation training and collaboration. Data review walks and intentional analysis will include both day and evening staff. All PD activities will be data driven, particularly for results from fall, winter, and spring benchmarking results.

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

Coordination with the school and other programs: Please see references above to the BLT and the "vertical alignment" across the day and afterschool programs through shared staffing and oversight. Primarily, the coordination with the school will result from the close involvement of the principal in each of the two schools. We are fortunate to have two very strong principals who have already shown their commitment to academic rigor and staff accountability.

As described in the Management Plan, they will have direct oversight of coordination of services with the day program, as well as other providers. Furthermore, our Grants Officer / Project Director will chair the BLT, and will have additional oversight for program efficiency and coordination. These senior administrators demonstrated their willingness and ability to provide these functions when they administered our former 21st century federal grant (also at no direct cost to the grant).

The Project Director, as Grants officer, has a broad range of oversight for ensuring effective coordination and collaboration with all stakeholders, e.g., chairs the Partnership Coordinating council.

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

Table 18 Information Dissemination: parents that are not otherwise able to access information such as on our website or who do not read the tribal paper. They will schedule times for “shut		
ACTIVITY / PERSON	DOCUMENTS/FORMS and DISSEMINATION METHOD	Time Schedule
Project Director in cooperation with Building Leadership Team (BLY)	Use multiple means of understandable outreach and information sharing. For example, we will work with the school’s two parent involvement coordinators to ensure that dissemination activities reaches into the homes of parents and extended family members	Through direct contact in ongoing activities of parent educators (daily)
Advertising within the Community	Ads, brochures, news release, flyers, posters, liaison with other tribal and local newspaper (Disseminate through posting and publishing)	Ongoing with Monthly review (collect samples for collection of evidence)
School Parent Involvement Specialists	Parent Involvement personnel disburse info, promote Volunteer Attendance Schedule, Parent Participant List, Family sign-in list.	Monthly data collection and reporting to director
Publish 21 st century monthly calendar (Project Coordinator)	Calendar is posted throughout school and made available in the community. Program thematic highlights are included and student leaders post banners and signs throughout school	Monthly calendar showing weekly activities, also summer calendar
School Parent Involvement Specialists	Volunteer Attendance Schedule, Parent Participant List, and Family sign-in list.	Per monthly parent night.

4H) how data will be collected to monitor student progress and behavior as well as data from PPICS data to be included in data reporting to the BIE and community, school staff, and school board. Student progress is explicitly monitored with pre and post testing for the summer programs.

Our management design includes both internal and external evaluation and reporting functions. This design collects and analyzes four differing types of evaluative data: context, input, process, and product. This evaluation plan consists of a series of formative and summative evaluation measures that are based on the specific objectives, benchmarks & indicators, and outcomes identified in the tables and narrative in the preceding sections. which in turn are based on GPRA.

The first measure is designed to identify student, teachers and project staff needs (context); the second measure is to assess the program capabilities and strategies (input) for addressing the program objectives; the third is to provide information for implementing or changing the program procedures (process), and the final measure is to collect quantitative data about student and teacher outcome criteria (product). The Project Manager (10% time allocation from Curriculum Director, Mr. Rick Basnaw- not grant funded) will guide this process in close cooperation with the Program Coordinators.

The internal evaluations will be based on the periodic collection, filing, and staff review of pertinent information. The attainment of objectives will be based upon a time elapsed/partial attainment of objective procedure. In other words, if one quarter of the project year has elapsed, then approximately one quarter of the objective should be attained. If attainment is off-line, then appropriate action will be taken. The following Table is a list of information or documents which will be maintained and the timetable upon which they will be reviewed. In addition to the benchmarking describe throughout this proposal, and above, the summer 21st century programs will utilize a targeted Pre and Post test to ensure positive outcomes for summer participants. The following table describes our data collection process.

The other tables, above, in the “Quality of Project (2) and Management (4) sections have also described the management and reporting functions that will be utilized in reporting to the BIE, PPICS, and the community. Quarterly student progress monitoring will be conducted in accordance with all BIE and Department of Education requirements as we have done continuously in our past grant requirements.

Data collection will promote program sustainability: The BLT will receive a monthly update on project operations and outcomes and will make recommendations and identify resources in cooperation with the project manager with a focus on sustainability of the project after federal funding ceases. The BLT will formally review the operation of the project, and the expected impact on test scores and other key student outcomes, such as reduction in drug/alcohol related risk factors. Project Goal Three addresses sustainability through close linkages and ongoing partnership development with afterschool providers that are funded through other sources. The continuing afterschool activities that are still in place after the cessation of our former grant are a testimony to how we will use new grant funds to even further promote long term programs.

Table 19: Internal program evaluation data records management

ACTIVITY	DOCUMENTS/FORMS	PERIODIC REVIEW
Staffing	Hiring docs, Time Report	As Needed
Quarterly Goal Contract	Employee Time, Attendance and Leave Record	Quarterly
Materials Development	Correspondence File, Mail Log, Materials Inventory, Supply Order Forms, Consultant Contracts	Monthly
Student Instruction	21st Century Registration Forms, After-school Class Schedule, Student attendance in project, student weekly progress report, instructor evaluation	Weekly and Monthly
After School Teacher / provider In-service Training	Learning inventories on File, Activity Plans on File, Class Schedule, teacher evaluation of materials and instructor, In- Service Training Prospectus	Quarterly
Afterschool Activity providers	21 ⁵¹ Century Staff Meetings Participant sign-in list	Weekly
Afterschool Activity providers	2151 Century Staff Meetings Participant sign-in list	Weekly

5: School Improvement Status (12 points)

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

We are a School Improvement Grant school and therefore have responded to criterion 5A

We have selected the Transformation Model of SIG reform. This model is heavily based in use of data through a growth model to achieve catch-up growth for students. We have reviewed meta analyses of SIG research and determined the methodologies that were best. The core of the SIG Grant is based on “restarting” with new critical administration, staff, programs, and assessment based decisions across our three tier model.

Our past success and high staff retention is a strong predictor of sufficiency for capacity of the staff to participate and implement programming. This veteran staff will be continued to engage resources and commitments for the program. Building Leadership and Administrative teams will have project review on standing committees such as administrative round table and BLT meetings to ensure effective implementation of the project.

Our SIG project is moving forward successfully as evidenced by our successful SIG monitoring by the BIE and technical assistance reviews by CORE. Our existing (albeit limited) afterschool programming directly complements and enhances SIG activities, e.g., for “8th period study table at the High School level. The two programs are complementary.

6) Budget/Budget Narrative (15 points)

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

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

The following budget narrative addresses all criteria in the budget narrative section. It ties directly to the budget document (Tab).8

Table 20: Anual Budget Narrative for Chief Leschi's 21st CCLC Afterschool Program		
Line Item	Title	Cost
Line 1	Transportation TOTAL	16537.50
Line 2	One way ride home for participating students = 70 miles/evening x 60 evenings @ \$3.15/mi	13230.00
Line 3	Weekend field trips to GREAT or Recreation club activities. 15 trips annually @ 70 miles/trip at \$3.15/mi.	3307.50
Line 4 Section 6C:	Description: Transportation is provided by Chief Leschi's existing transportation department. All buses are leased based on regular school day needs. All bus drivers are thoroughly trained to safely transport each student directly to their homes. We serve a large geographical area from inner-city to fringe metropolitan areas. Most of the activites through the school year will be preventative latch-key programs, meaning the students will already be on campus and not need transportation to these activities. High school students pose no additional cost for transportation as they ride home during the elementary regular school day routes at 3:30pm. We use existing transportation routes as often as possible to ensure efficiency within the transportation program.	
Line 5	Supplemental Salary Agreements TOTAL	65625.00
Line 6	20 staff members @ \$25/hr x 1.75/hr x 75 evenings	
Line 7 Line Budget Narrative Criterion One	Certified and Non-Certified Description: A sufficient number of personnel are identified to provide sufficient capacity to serve the high needs participants identified in the proposal. Specific roles and responsibilities of program operators are located in Appendix A. The agreed upon salary amounts are identified to stay competitive in our high-cost area. The salary amounts are in alignment with our state pay scale. We have a generous number of volunteer staff that are currently operating programs. This contributes to our sustainability efforts and to keep salary costs to the 21st Century program at a minimum.	
8	Materials & Supplies TOTAL	6871.00
Line 9: Selection criterion 6d:	Description: Supplies have been approximated for the various programs. We consistently utilize all materials avaiable from the regular school day operations. Such as, curriculum materials, software, classroom materials, library books, computers, sporting equipment, etc. Due to the presently undetermined nature of the exact needed components for each program, the broad categories of probable expenditures are detailed here. Materials needed primarily consist of consumable materials needed such as specific art supplies, cultural activity materials, cedar, cattail, beargrass, beads, etc. These are	

	materials that are not otherwise available during the regular school day. Chief Leschi is reimbursed by the USDA for afterschool snacks, therefore it has not been included as part of the budget.	
10	Travel TOTAL	2000.00
Line 11: Budget criterion 6A: only CCLC travel is expected	Description: Three staff members are required to travel to an annual 21st CCLC conference and a local/regional conference. Anticipating the conferences will be for two days each, we will budget for a cost of \$222 per staff member/per day while attending the conference. This amount includes mode of transportation, lodging and meals.	
12	Personnel/Fringe TOTAL	34072.50
13	Program Coordinator 15 hrs/wk @ \$25/hr	12375.00
14	Elementary assistant 12.5 hrs/wk @ \$25/hr	8250.00
15	Secondary assistant 12.5 hrs/wk @ \$25/hr	8250.00
16	Fringe 18%	5197.50
17	Description: Program coordinator and assistants will work closely with the project director and the two principals to bring a total project management structure to a 1.0 FTE. This management will be supplemented by in-kind additional governance and management capacity represented by stakeholder groups. The program coordinator and assistants will directly coordinate service delivery at each center. Coordinator and assistants will also focus on building additional partnerships and connections with potentially supportive tribal and non-tribal entities, as well as providing direct services to the project. Specific roles and responsibilities of the coordinators and assistants are located in Appendix A.	
18	Professional/Technical TOTAL	0.00
19: budget (criterion 6B): no contract costs are expected	Description: There are no anticipated proposed subcontract agreements at this time. All partnerships and services will be in-kind. Our expected in-kind partnerships and in-kind amounts are located in narrative part 2G	
20	Coordinated Funding	N/A
21: (criterion 6E) Please see additional information below	Description: Chief Leschi will leverage funding from our LDP grant, Gifted and Talented funding, SIG grant. We will also utilize our instructional coaches to support our academic improvement goals.	
22	ANNUAL GRAND TOTAL:	125,106.00

6E. Coordinated Funding:

Provide a brief narrative... **Costs are reasonable in relation to the funds requested, given the coordinated funding we utilize during grant years and non-grant years.**

Given the high needs of our target population, and the high number of those students and families to be served (Over 1,000 total participants), we must be efficient and fully coordinate funding with partnership, tribal, and community resources. Our project incorporates a “wrap around” model that seeks to comprehensively address the pervasive and severe risk factors that impact our urban Native youth and families. Supplemental funding will be utilized wherever possible, such as the USDA summer program (the majority of our students are Free/reduced USDA eligible). In addition to partnership and in-kind resources, federal funds will be supplemented through program income, e.g., “table rentals” at pow wows and concessions at pow wows and sports events.

As indicated previously, volunteers will contribute substantial resources. In a survey of school staff and parents, more than 95% indicated they would volunteer at least one hour per week in the project. A key to our success will be the fact that leveraged resources will be directly linked to achievement of project goals and objectives. Resources provided under these partnership agreements include long term support resources for high needs students and families, including: services to severely disabled participants, work skills building; drug and alcohol assessment and treatment; rehabilitation; counseling and mental health services; and family supports.

The project director/grant office will have a key role in working with project staff to link partnership resources to needs and activities. In performing this role, the manager will benefit not just from the immediate commitments as expressed in the commitment letters, but from the fact that our many key partnerships are of long standing duration, as evidenced by memorandums of agreement and commitment letters. This will provide what has too long been missing: a means of focusing existing community resources in a coordinated way that multiplies the benefits for highest needs youth and families.

The BLT will receive a periodic updates on project operations and outcomes; will make recommendations and identify resources in cooperation with the project manager with a focus on sustainability of the project after federal funding ceases. The BLT will formally review the operation of the project, and the expected impact on test scores and other key student outcomes, such as reduction in drug/alcohol related risk factors. Periodic performance and financial updates for the project will be made by the Chief Leschi School Superintendent to the Chief Leschi School Board. The proposed monthly Pow Wows will be a focal point for recruitment of students, parents, and volunteers,; dissemination of project information to the community, and obtaining feedback regarding program effectiveness.

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Figure 4: Annual Growth areas: Becoming Connected, Capable, and Contributing
 (adapted from VanBrocklin, BrokenLeg, et. al. , 2002)

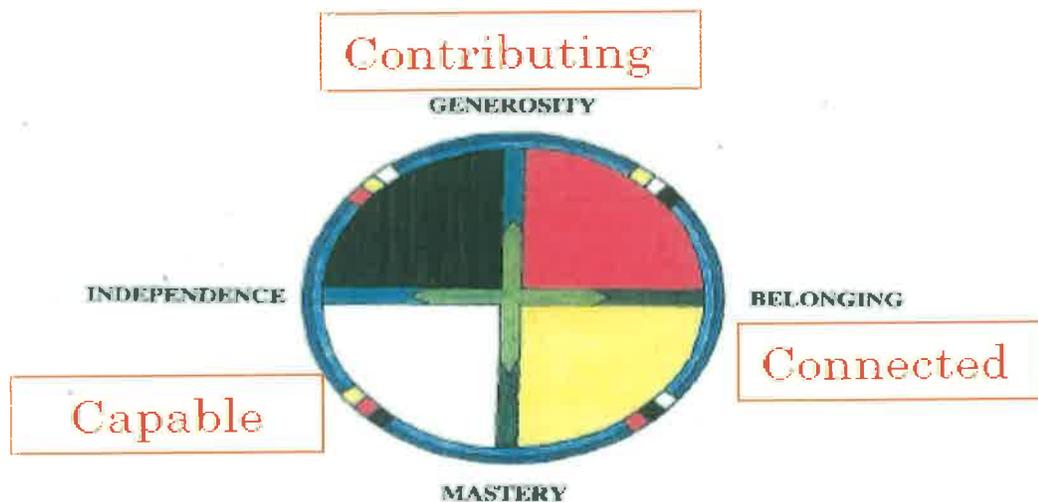


Table 3: Risk Factors, Hawkins / Catalano 1998
Community
Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime
Media Portrayals of Violence
Transitions and Mobility
Low Neighborhood Attachment and Community Disorganization
Extreme Economic Deprivation
Availability of Drugs Availability of Firearms
Family
Family History of the Problem Behavior
Family Management Problems
Family Conflict
Favorable Parental Attitudes and Involvement in the Problem Behavior
School
Early and Persistent Antisocial Behavior
Academic Failure Beginning in Late Elementary School
Lack of Commitment to School
Individual/Peer
Alienation and Rebelliousness
Friends Who Engage in the Problem Behavior Favorable Attitudes Toward the Problem Behavior
Early Initiation of the Problem Behavior Constitutional Factors

TABLE 21: STUDENT RISK FACTORS ADDRESSED BY PROJECT PROTECTIVE FACTORS

<i>Protective Factors developed through program activities →</i>	<i>Social competence e.g., healthful conflict resolution skills</i>	<i>Demonstrates positive values, self-identity, & cultural identity.</i>	<i>Uses time constructively and participates in pro-social activities</i>	<i>Supported by healthful families and caring adults</i>	<i>Demonstrates Economic and Life-skills Competence</i>	<i>Is capable and confident academically</i>	<i>Is empowered by serving others and acting confidently as part of a team</i>
<u>Risk Factors ↓</u>							
<u>Community: Economic Deprivation</u>			X		X	X	X
<u>Community: Low neighborhood Attachment / comm. Disorganization</u>		X	X	X			X
<u>Family: Family management problems</u>	X	X		X	X		X
<u>Family: family conflict</u>	X			X	X		X
<u>Family: single parenthood.</u>	X	X		X	X		
<u>School: Antisocial behavior: early adolescence</u>	X	X	X				X
<u>School: academic failure</u>					X	X	X
<u>School: lack of commitment to school</u>					X	X	X
<u>Individual: favorable attitudes of peers toward problem behavior</u>	X	X					X
<u>Individual: Early initiation of the problem behavior</u>	X	X			X		X
<u>Individual: Alienation</u>		X	X	X			X

Risk Factor Family Domain table 22:

Family management problems. Frequency of child abuse and neglect is a compelling barometer of family risk factors. Puyallup Tribal Children's Services received 164 referrals for investigation during calendar year 1995. In 96 of these cases, or 58%, substance abuse was involved. Almost 14% were referred for child abuse; 76.4% were referred for neglect; and 9.8% were referred for sexual abuse. Nearly 50% of these investigations were substantiated. Fifteen percent or 27 cases were referred to Tribal Court, while over 80% were referred to other agencies. As of June 6, 1996 Puyallup Children's Services was supervising 51 cases, an estimated 8.7% of all children over which this agency has jurisdiction are under its care. Nearly one out of every eleven children residing on Puyallup Reservation trust lands is under Children's Services supervision.

Family conflict. Within our 7th through 12th grade population 18% report that their family fights and argues a lot; 39% report families with almost no involvement in school activities; and 27% report weak family support of school goals (Tri-Ethnic Center Dec., 1999 survey).

Number of single parent families. Over 74% of Chief Leschi students come from non-traditional single parent or blended families. Within Pierce County the rate of families maintained by female householders was 27.3% in Native families compared to 16.5% in the general population (U.S. Census, 1990).

School Domain

Persistent antisocial behavior in early adolescence. Four measures of antisocial behavior are (1) rates of discipline referrals, (2) gang involvement, (3) school violence, and (4) guns in school. Chief Leschi's 1992-2000 year-end report for grades K-12 indicate a high number of negative student behaviors. There were 1,967 reported negative behavioral incidents for a student population of 825; these incidents 219 were violent, involving 137 offenders. These negative incidents also included 43 related to substance abuse, involving 35 offenders. Among 7th through 12th graders these negative behaviors resulted in 14 expulsions, 46 short term and 10 long term suspensions. Despite the severity of problem behaviors, our students and families possess much strength, such as extended family ties, natural community supports, and a vital cultural heritage. Our partnership is committed to the belief that this project, which is built on a strengths model that will build multiple protective factors, will significantly reduce the cycle of inter-generational dysfunction that currently impacts many of our youth. The above negative factors lead to drop-out. We have seen in recent programming (such as GREAT program) how afterschool and summer programming that builds on these strengths can directly provide reductions in outcomes such as dropout. The framework of connection, capability, and contribution build strong linkages to our school that reduce dropout.

Table 23 Native Star Indicator IIIA02 - teachers weekly lesson plans based on aligned instruction.

Improved Development: Our new administrative structure has ensured that the majority of teachers, paraeducators, and afterschool provided understand the need and process to developing aligned lesson plans. Training in assisting staff to develop unified weekly lesson plans, e.g., through DesCartes that are linked to assessments that target needs and provide appropriate instruction is planned. Admin review will ensure that lesson plans and activities are based on aligned units of instruction for highest risk students attending day and after school. Collaborative Lesson Plans are turned in weekly for both academic and behavioral needs.

Behavioral planning will be linked to the three tier B-RTI process that is in place, e.g., through consultation with the Behavior Intervention Specialist or Counselors (Intervention Planning Team is already developed and assisting with after school programming).

Table 24: Impact objectives and examples of activities leading to measurable increases in student and family protective factors:

<u>Protective Factor</u> → <u>Objectives:</u>	<u>Connected:</u> <u>Displays social skills, e.g., healthful conflict resolution</u> <u>Related objective</u> ↓	<u>Connected:</u> <u>Demonstrates positive values, self-identity, and cultural identity.</u> <u>Related objective</u> ↓	<u>Connected</u> <u>Actively participates in pro-social activities</u> <u>Related objective</u> ↓	<u>Connected</u> <u>Supported by healthful families and relationships with caring adults</u> <u>Related objective</u> ↓	<u>Capable:</u> <u>and confident academically</u> <u>Related objective</u> ↓	<u>Contributing:</u> <u>Shows empowerment by serving others and acting confidently in a team</u> <u>Related objective</u> ↓
<u>Measured by:</u> see table above for 2012-13 related smart goals	<u>Improvement in social skills data, including NASIS behavior data and teacher rating scale</u>	<u>improvement in social skills data, including NASIS behavior data and teacher rating scale</u>	<u>Targeted student s show (PPICS) engagement in at least 5 hours of pro-social after school or summer activity</u>	<u>improvement in family / community survey data (family attachment, conflict levels, and communication)</u>	<u>increase in reading and math proficiency as measured by NWEA MAPs student growth data (Fall to Spring Benchmark)</u>	<u>Senior High participants engage in at least 20 hours of community service, (PPICS) e.g.,</u>

<p><u>Example of Program Activity that supports above objective:</u></p>	<p>Mental Health provider (school based) or Kwawachee boys and girls after-school groups e.g, friendship Refusal Skills:</p> <p>Decision making / refusal skills group formed</p>	<p>Students and families participate in monthly community Pow-Wows in school gym which are also used to promote project, encourage family participation in project activities and share project results with the community.</p> <p>Culture and Native Language Coordinators consult with program staff to ensure cultural relevancy</p> <p>Second Step curricula for violence prevention, e.g., <u>Bullying Prevention.</u></p>	<p>School sponsors Quarterly “Family Back-to-school Night” (family literacy events)</p> <p>-----</p> <p>Canoe Club: Elders, spiritual leaders, and tribal members will act as mentors. Club activities linked with academic and service learning curriculum</p>	<p>After school “study table” linked to school day academic requirements: e.g., tutoring, expanded library hours, targeted preteach / reteach.</p> <p>Sylvan Learning on-site supplemental program</p>	<p><u>“Warrior Pride” service learning opportunities, Cross age tutoring, GREAT leadership academy</u></p> <p>Students author and illustrate books for placement in school and tribal offices</p>
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Figures 5 Partnership and Program Integrated Scheduling:

Mon		Tue		Wed	
<p>April 30</p> <p><i>Broadway Play w/Concert Band Performance @ 4:30pm in Little Gym</i></p>	<p>May 1 <i>Big Drum-G, Concert Band, Drama Extended Art, Food/Nutrition Girl's Culture/Language, Girl's Unite Guitar, Native Designs, Science Club, Scrapbooking Sew-tastic, Sylvan</i></p>	<p>May 2 <i>Cheer, Dance, Flag Football Floor Hockey, Get Fit-Don't Quit Relays, Track, Volleyball</i></p>			
<p>May 7 <i>3/4th Art, Advanced Concert Band Big Drum-B, Boy's Culture/Language Create Cards, Drama, Food/Nutrition Guitar, Passport to Food, Sew-tastic Sign-Language, SOTA, Sylvan, Weaving</i></p>	<p>May 8 <i>Big Drum-G, Concert Band, Drama Extended Art, Food/Nutrition Girl's Culture/Language, Girl's Unite Guitar, Native Designs, Science Club, Scrapbooking Sew-tastic, Sylvan</i></p>	<p>May 9</p> <p>No After School</p> <p align="right">1/2 Day</p>			
<p>May 14</p> <p align="center">No After School</p> <p align="center">Native American Day</p>	<p>May 15 <i>Big Drum-G, Concert Band, Drama Extended Art, Food/Nutrition Girl's Culture/Language, Girl's Unite Guitar, Native Designs, Science Club, Scrapbooking Sew-tastic, Sylvan</i></p>	<p>May 16 <i>Cheer, Dance, Flag Football Floor Hockey, Get Fit-Don't Quit Relays, Track, Volleyball</i></p>			
<p>May 21 <i>3/4th Art, Advanced Concert Band Big Drum-B, Boy's Culture/Language Create Cards, Drama, Food/Nutrition Guitar, Passport to Food, Sew-tastic Sign-Language, SOTA, Sylvan, Weaving</i></p>	<p>May 22 <i>Big Drum-G, Concert Band, Drama Extended Art, Food/Nutrition Girl's Culture/Language, Girl's Unite Guitar, Native Designs, Science Club, Scrapbooking Sew-tastic, Sylvan</i></p>	<p>May 23 <i>Cheer, Dance, Flag Football Floor Hockey, Get Fit-Don't Quit Relays, Track, Volleyball</i></p>			
<p>May 28</p> <p align="center">No After School</p> <p align="center">Memorial Day</p>	<p>May 29 <i>Big Drum-G, Concert Band, Drama Extended Art, Food/Nutrition Girl's Culture/Language, Girl's Unite Guitar, Native Designs, Science Club, Scrapbooking Sew-tastic, Sylvan</i></p>	<p>May 30</p> <p align="center"><u>Last Celebration Day of AS</u></p>			

AFTERSCHOOL SCOOP

IMPORTANT DATES

- May 30, Last Day of Elementary Program
- May 30, Elementary Celebration
- June 1, MSHS Celebration
- June 8, last day of MSHS Program

CONTACT INFORMATION

Elementary Office
(253) 445-6001

HS/MS Office
(253) 445-6002

Transportation
(253) 445-6000 ext. 4000

Nurse
(253) 445-6000 ext. 3045

If you have Afterschool Program questions...

Fred Palmiero (Grades 7-12)
253-445-6000 ex: 3127

Constance Marth (Grades 3-6)
253-310-2069

Brittany Corpuz
1st CQLC Program Supervisor
253-445-6000 ex: 3038

What's Up In Afterschool...

CHECK IT OUT

Our Check It Out program is our MSHS Math Team. This intelligent group of students is led by Judy Hills, Sarah Wooley and Davina Barnhill. Recently they competed and placed in the WSMC High School Regional competition. The students range from 7th grade through 12th. There were about 10 different schools with 100+ students. It was held at the Professional Development Center in Tacoma. There were several categories including a team project, solving a story problem for one hour as a team, multiple choice questions, and a Knowdown (like a spelling bee with math). The Team Project was a state wide research category that they had been working on since fall. Congratulations to all! Currently, the math team is focused on ROBOTICS! Very Exciting!

LET'S CELEBRATE

Afterschool is quickly coming to an end. The last day for Elementary is May 30, and the last day for MSHS is June 8. Students and staff will celebrate their commitment to our Afterschool program with a few fabulous surprises. The goal of our Afterschool program is to support the school day and give students a consistent place to enrich their academic and social goals. 21st Century and CLS programs encourage students to attend at least 30 days in Afterschool during the school year. Studies show that students who attain this goal generally perform at a higher level than without taking part in the program. Attendance and participation are the keys to success!

SURVEYS

Be on the look out for our student, staff and parent surveys! Please complete and return ASAP. We will use this valuable information to help improve our Afterschool programs next year. Your input and opinions are very important in our effort to continually strive for excellence!

"Coming together is a beginning, Keeping together is progress, Working together is success."

- Anonymous

Engaging ~ Enriching ~ Exciting



Class	Description	Instructor(s)	Lesson Plan	Strategies of teaching
3-6 Grade Sign-Language T 3:30-5:30pm	To learn American Sign Language. To learn the alphabet, songs and basic words.	Haddie Sampson Misty Gaspaire	Native Sign Language storytelling of "Raven" & "Water Monster," Charade games w/kids, & review of previous lessons. Students showcased their skills from the overall year by leading our assembly w/The Pledge of Allegiance.	Model/Teach The teachers model the sign language and students repeat to mastery.
3-6 Grade Native Designs M 3:30-5:30pm	The children will learn the importance of their culture and Historical Native American figures through native art and personal creation. A lot of hands on activities and opportunities to shine in their own creative way.	Haddie Sampson Misty Gaspaire	Students showcased their art pieces for our assembly: Medicine Wheel, Dream Catcher, Eagle Puppet, Tee-pee & Talking Feather.	Group discussion Model/Teach Independent creativity
3-6 Grade Create Cards M 3:30-5:30pm	Students will be able to use their creative side to create scrapbooks and cards.	Kayla Blankenship Analisa McCann	Show example of this week's project. Model how to create the same project. Allow students creative time to complete their project.	Model Teach Independent/creative time
3-6 Grade Food/Nutrition M/T 3:30-5:30pm	Students will learn simple recipes for healthy snacks, dinners and desserts that they can easily recreate at home as well as learn about the nutritional value of recipes and healthy diet choices.	Kristen Holland Meghan Ebert Tina Cayson	We continued to teach students how to appropriately use appliances and tools found in the kitchen. The students learned how to make healthy and fulfilling snacks and meals. Some examples made this session are: smoothies, spaghetti sauce, guacamole, sandwich wraps, and quesadillas.	Model/Teach Group discussion
5/6 Grade SOTA M 3:30-5:30pm	School Of The Arts in downtown Tacoma senior students taught our kids to expand their creativity and gain artistic skills.	Erin Scannell Harlie Carter Sophie Lafreniere Nichelle Madison	Continuation of perspective in drawing & watercolors.	Model/Teach Independent creativity
3-6 Grade Girl's Unite T 3:30-5:30pm	This age group discusses appropriate/inappropriate social skills, self esteem and relationships	Gabrielle Spencer Danielle Bendorf	Use of North Star girls group curriculum which includes daily journaling, activities and discussions regarding self-esteem, body image, social pressure, friendship, and healthy relationships.	Small group discussions & activities
3-6 Grade Drama M/T 3:30-5:30pm	We continued working with the Broadway Center For the Performing Arts on a play called Full Circle. The showcase was on April 30 th . We then worked on a play called Pine Park Mystery. The showcase for this play was May 30 th .	Linda Akins Carolyn Daarud Cindy Arnold	We practiced the concepts of theater taught by Cindy Arnold from the Broadway Center. There were activities for projecting voice, breathing techniques, movement and practicing their lines. We designed scenery, made props and practiced their lines weekly for the showcase of Pine Park Mystery. The students also practiced the parts at home with their parents. The students did an excellent job performing the play.	Model/Teach Performance
Class	Description	Instructor(s)	Lesson Plan	Strategies of teaching

Appendix IV: Participants Served Chart

Name of After School Site	School Status	% Free/Re-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>Chief Leschi School</i>	<i>Restructuring</i>	<i>Approximately 50%</i>	<i>Although over 350 will be served, we expect at least 150 "completers" of 30 days attendance</i>	<i>350 total served out of approx. 875 = approx. 40%</i>	<i>Approximately 1000 in community activities, e.g family nights and school pow wow</i>	<i>PK-12</i>

Appendix V: Performance Measures Template

Performance Objective 1: Provide after-school (latch-key) and evening activities to at least 150 youth (unduplicated count) to assist students in building protective factors and meeting or exceeding state academic standards as per stakeholder and impact objectives.

<u>Strategies</u>	<u>Person Responsible</u>	<u>Benchmark Dates</u>	<u>Purpose</u>	<u>Evidence of Completion / Evaluation</u>
An initial cadre of secure & trained volunteers is identified from existing resources then further developed through community outreach & recruiting.	Project mngr & Program Coordinator	By week 3, then ongoing	Community involvement ; project efficiency	Background checks, orientation & training documents on file
Day school and partnership staff are contracted, and volunteers are scheduled to create an idealized average staff / student ratio of 8:1 – 10:1 for project activities.	PCC partners, school staff, reading mentors, work study students, etc.	By week 4 then ongoing	Lower ratios can better address individual & family needs	Staffing pattern published and shared, supplemental contracts on-file, volunteer records maintained
Determine baselines for math, reading, and / or risk factors, and determine % improvement in regularly participating (12 hours / week or more) youth. Communicate aggregate findings to participants and the community.	Project mngr., in cooperation w/ specialists, Principals & grants manager	Begin by week 4 formal updates at least semi-annually.	Demonstrate participants' progress to themselves and the community.	Primarily authentic measures, e.g., Star (accel. Reader) Assessments, WASL tests, tri-ethnic surveys, school behavioral data
A schedule of after-school and evening and / or weekend activities established as per following activities (see below)	project manager & program coordinator, staff	By week 4, then ongoing	Full utilization of resources	Documents show avg of 15 hours or more per week of unduplicated operating hours.
Protocols and procedures established & published for logistics: e.g., schedules, attendance, transportation routes & times, permissions, etc. (see following activities)	Project mngr, & school staff, e.g., transportation, principals	By week 4	Ensure effective and efficient daily operations	Documents disseminated, & on file, staff oriented, copies on file.

Plan for occasional meals and daily snacks as appropriate to activities and timelines: supplement with USDA \$, donations	Project mngr & center specialists kitchen staff	By week 4	Meet nutritional needs of youth	Menus planned, published, and on file
Conduct information and retention activities to include at least 8 family Pow-wows held to raise awareness of project and disseminate project calendars, brochures & build community involvement & cohesion.	Comm. Coord. (Concessions, table space rental, etc., defray costs)	Pow Wows held throughout school year	Recruit & enroll parents in project, improve com-munity attachment	Monthly pow wow schedule published, on file, and disseminated. Participation levels tracked
A menu of literacy, reading and math activities are established, e.g., tutoring, homework help, extended library, etc.	Principals, project mngr., specialists	Activities start by week 5	Assist youth in meeting state standards	Written plan, & weekly calendars published and disseminated
Recreational, cultural & sports offerings designed by school's cultural enrichment team & offered on a regular basis	Project staff, school personnel	Activities start by week 5	Provide healthful alternatives	Written plan, & periodic calendars published and disseminated
A menu of career and life skills (counseling) activities are established, e.g., work based learning, career exploration, life skills (& referrals)	Principals, project mngr., specialists	Activities start by week 6	Assist youth & families in meeting scans competencies	Written plan, & weekly calendars published and disseminated
Parent training and involvement activities designed, e.g., parent plus training, parent computer link, Bates classes	Principals, project mngr., Fam. Supt. Spec.	Activities start by week 6	Involvement of parents with their children	Written plan, & weekly calendars published and disseminated
Culture curriculum activities established that include activities linked to academic objectives.	Program staff & curriculum, 4H Program Coord.	Activities start by week 7	Culture curric. linked to state standards	Written plan, & calendars published and disseminated
Provide language enhancement offerings aligned with the school's bilingual Twel-shoot-seed (Salish) program.	Program staff & curriculum, com-munity coord.	Activities start by week 7	Self-identity & community attachment	Written plan, & calendars published and disseminated
Conduct a "Parent link Computer outreach": how parents access NASIS parent portal	Chief Leschi technology dept. donated equip.	Activities start by week 7	Project staff, extended day staff	Written plan, & calendars published and disseminated

Provide connections to school to work initiative, e.g., career awareness and employment skill building activities	Bates tech. College, project staff	Activities start by week 8	Address economic deprivation	Written plan, & weekly calendars published and disseminated
Conduct Native family parenting program e.g., “parenting plus”, collaborate with mental health service providers	Community Coord, Family support Spec.	By 2 nd month	Address family mngmnt problems	Written plan, & weekly calendars published and disseminated
Conduct periodic community and mental health offerings e.g. smoking cessation, dental health, healthy lifestyles	FSS, Takopid Health center staff, ESD MOA	By 3 rd month	Address comprehensive health needs	Written plan, & periodic calendars published and disseminated
Build a “family reading” collection in the secondary center and extend library hours	Cultural liaison, Leschi librarian	By 4 th month	Literacy, model reading	Library extended hour schedule disseminated

Performance Objective 2: Engage at least 50 youth during “critical periods”, including summer months, and seasonal breaks

<u>Strategies</u>	<u>Person Responsible</u>	<u>Benchmark Dates</u>	<u>Purpose</u>	<u>Evidence of Completion / Evaluation</u>
The summer work plan emphasizes academic activities, e.g., tutoring and student readiness to learn, SpEd E.S.Y.	Project staff, school personnel, partners	TBD: on school site	Reduce academic recidivism	Written plan, calendars and brochures published and disseminated
A summer and seasonal event activity plan is developed that includes academic, parent involvement, counseling, recreational, sports and cultural programs such as those included in objectives one and two. Summer activities may be hosted by tribal or other partners	project manager , specialists, Tribal Partners, including Takopid and Kwatchee	By wk 9 held in centers and / or at tribal headquarters, e.g., HUD Apts.	Increase protective factors during times of less structure in student’s lives.	Written plan, calendars and brochures published and disseminated, student participation documented
Family and community involvement events planned with cultural or seasonal themes, e.g., events honoring elders	Project staff, school personnel, partners	At least 3 / year	Increase community attachment	Written plan, calendars and brochures published and disseminated

Appendix VI: Schedule of Operations

Session Time (School days during School Year only)	Total hours Per Week	Total hours Mon-Friday, School Year
3:30 – 4:15 = 45 min per day x 4 days per week	Elementary Academic Support = 3 hrs per week	Total (3 + 5 + 2 + 3 hrs = 13 Hours per week during operational school weeks during school year (day programming only)
4:15 - 5:30 = 75 min per day x 4 days per week	Elementary/ Middle School Enrichment Activity = 5 hrs per week	
2:15-2:45 = 30 min per day x 4 days per week	High School Academic Support= 2 hrs per week	
2:45-3:30= 45 min per day x 4 days per week	High School Enrichment Activities= 3 hrs per week	

Table 15: Schedule of Operations- Chief Leschi 21st CCLC Afterschool Program

School Year 2012-2013 Typical Annual Dates 10/1/2012-5/30/2013

Number of Weeks During the school year: 33

Activity	Time	Location/Staff	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
STEM & Reading Instructional Support. Progress toward meeting MAPs goals.	3:30 – 4:15	Primarily CLS staff supplemented by partnership personnel and volunteers	Elementary/ Middle School Academic Support	Elementary/ Middle School Academic Support	Elementary/ Middle School Academic Support	No Activity	Friday Night Study Table	GREAT & Recreation Clubs as scheduled.

See below for specific list of activities and staff members.	4:15- 5:30	Primarily CLS staff supplemented by partnership personnel and volunteers	Elementary/ Middle School Enrichment Activity	Elementary/ Middle School Enrichment Activity	Elementary/ Middle School Athletic Activity	Elementary/ Middle School Athletic Activity	No Activity
STEM & Reading Instructional Support. Progress toward meeting MAPs goals.	2:15-2:45	Primarily CLS staff supplemented by partnership personnel and volunteers	High School Academic Support	High School Academic Support	High School Study Table	No Activity	Friday Night Study Table
See below for specific list of activities and staff members.	2:45-3:30	Primarily CLS staff supplemented by partners	High School Enrichment Activities	High School Enrichment Activities	High School Study Table	High School Enrichment Activities	Friday Night Study Table

Summer Activity	When, Where and by Whom	DATES
G.R. E. A. T CAMP	1 week intervals, Monday-Friday 5 weeks per summer. Operated by Officer Gerking and Volunteers. Location is GREAT CAMP in Graham, WA	7/15-8/15
Kindi Kamp	2 week session, Monday - Friday 1 session per summer. Instructed by certificated Kindergarten staff of CLS. Location- Chief Leschi Elementary	8/13-8/24
K-12 Summer School and ESY	2 week session, Monday - Friday 1 session per summer. Instructed by certificated Special Education and Regular Education staff of CLS. Location- Chief Leschi Elementary	8/13-8/24
Tutorial (includes HS credit retrieval)	12 day session, Monday - Friday 1 session per summer. Instructed by certificated Highly Qualified H.S. staff of CLS. Location- Chief Leschi Elementary	8/13-8/26

Appendix III – 21st CCLC Budget Worksheet

Chief Leschi Schools

ADD	<i>West</i>
ELO	John Claymore
Name of School	Chief Leschi School
Grant Name	21 st Century Community Learning Center
Award Number	
Project Start Date	January 2013
Project End Date	2018- Years 4 and 5 based on availability of funds.

PREVIOUS SCHOOL YEAR ALLOCATION	\$166,809.00
EXPENDED PREVIOUS SY ALLOCATION	\$166,809.00
TOTAL CARRYOVER AVAILABLE	\$0.00
CURRENT SCHOOL YEAR ALLOCATION	\$ 0.00
TOTAL AVAILABLE	\$0.00

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			\$ 53,812.50
Item 1: Personnel Salaries	Supplemental salary agreements 20 staff members @ \$25/hr x 1.75/hr x 75 evenings		\$53,812.50
Employee Benefits			\$11,812.50
Item 2: Benefits/Fringe	18% benefits applied		\$11,812.50
Professional Development			\$ 0.00
Item 3: Program Development	Current program coordinator will utilize the You 4 Youth DOE portal for training modules and resources to further develop the program.		0.00
Purchased Services			\$0.00
Item 4: Partnerships	All In-Kind		0.00
Equipment			\$ 0.00
Materials and Supplies			\$ 6871.00
Item 5: Program Materials	Estimated amount to provide necessary materials for successful programs.		\$6871.00

Other Expenses:			\$ 0.00
Instructional Support			
Personnel Services			\$ 28,875.00
Item 6: Personnel Salaries Coordinator	Supplemental salary agreement- \$25/hr x 15 hrs/week x 33 weeks annually.		12,375.00
Item 7: Personnel Salaries Program Assistants	2 Assistants, 1 Elementary / 1 Secondary Salary agreements- \$25/hr x 10 hrs/week x 33 weeks annually.		16,500.00
Employee Benefits			\$5,197.50
Item 8: All salaries are supplemental to regular day contracts.	18% benefits applied		\$ 5,197.50
Professional Development			\$ 2000.00
Item 9: 21 st Century Annual and Local/Regional Conferences	3 staff members to attend each conference for 2 days at \$222/day per staff member		\$2000.00
Purchased Services			\$ 0.00
Equipment			\$ 0.00
Materials and Supplies			\$ 0.00
Other Expenses: Transportation			\$ 16,537.50
Item 10: Transportation Home	One way ride home for participating students = 70 miles/evening x 60 evenings @ \$3.15/mi		\$13,230.00
Item 11: Transportation during field trips.	Weekend field trips to GREAT or Recreation club activities. 15 trips annually @ 70 miles/trip at \$3.15/mi.		\$3307.50

Non-Instructional Services			
Material and Supplies			\$ 0.00
Item 12: TOTAL BUDGET			\$125,106.00
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).

Ray Lorton, Superintendent

Typed Name and Title of Authorized Representative


Signature of Authorized Representative

11-20-12
Date

Chief Leschi Schools
JOB DESCRIPTION

I. IDENTIFYING INFORMATION

- A. Job Title: 21st Century Grant Program Operator /
(Project Director)
- B. Reports to: Special Services Director
- C. Classification Level & Job Classification:
- D. Division:

II. SUMMARY OF ASSIGNMENT

This position will directly manage all grant requirements.

III. RESPONSIBILITIES

A. Essential Functions

1. Serves as director of two learning centers.
2. Manages and fulfills all grant requirements and generates internal and external evaluation data reports.
3. Manages the annual budget and provides monthly reports and staff presentations to the Superintendent and/or School Board.
4. Writes grants and functions as a member of the grant committee.
5. Coordinates, implements, supervises and evaluates staff and all programs.
6. Works with staff, students, community and surrounding organizations and agencies in order to implement the programs and to continue it's existence.
7. Performs other duties as assigned.

The essential functions listed above are not exhaustive and may be supplemented as necessary. The position may perform a variety of non-essential functions consistent with the scope and intent of the position. This position is contingent upon availability of school funds and is a .5 FTE assignment.

B. Required Knowledge, Skills and Abilities

1. Knowledge of grant writing.
2. Ability to operate an annual budget.
3. Ability to communicate effectively orally and in writing.
4. Ability to work well with the administration.

IV. MINIMUM QUALIFICATIONS

1. Bachelor's degree in any field from an accredited college or university.
2. Experience in hiring and supervising staff.
3. Grant writing experience

Job Description – 21st Century Grant Program Operator
Page 2

V. PREFERRED QUALIFICATIONS

1. Master's Degree in any field from an accredited college or university.
2. Supervision or working with staff and students in a school setting.

VI. CURRENT POSITION HOLDER:

Job Description Created: 8/1/01

SUPPLEMENTAL CONTRACT FOR:

K - 12

21ST CENTURY/AFTER SCHOOL PROGRAM SUPERVISOR

JOB DESCRIPTION

I. General Job Description

Works with the building principal, CIA Director and CLS staff to supervise all 21st Century/after school programs at the elementary school and the secondary school, including development of program offerings, after-school program operations, program reporting/grant requirements and financial management of operations on regular basis.

II. Essential Duties - K-12 Program Supervisor

- Serves as supervisor for 21st Century after school activities
- Manages program development and program operations
- Oversees program staff
- Manages grant requirements and generates data reports for external evaluation and grant reporting
- Manages regular operating budgets and provides fiscal reports as necessary to administration and budget office
- Supports day-to-day operations as needed
- Supervises after school program staff
- Works with staff, students and community in order to implement the programs and to continue its existence
- Provides PR for program as necessary
- Performs other duties as assigned

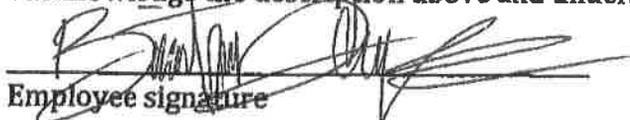
III. Terms of Compensation

K - 12, 21st Century/After School Supervisor (s) shall be paid a stipend of \$375.00 per week. The estimated amount of hours per week will be no more than 15 hours. Estimated start date will be 10/24/11 and ending on June 30, 2011. Stipend will be paid through June 30, 2011. Possible summer work may be required with additional compensation based on program needs. This will be a supplemental contract.

IV. MINIMUM QUALIFICATIONS

- Certificated Staff Member of CLS
- Computer experience with Word, Excel
- Excellent organizational and interpersonal skills.
- Ability to manage a budget.
- Ability to communicate effectively orally and in writing.
- Ability to work well with the administration.

I acknowledge the description above and understand the expectations of the position.


Employee signature

11/3/11
Date

SUPPLEMENTAL CONTRACT FOR:

K - 6

21ST CENTURY/AFTER SCHOOL PROGRAM ASSISTANT

JOB DESCRIPTION

I. General Job Description

Works with the building principal, 21st Century/after school program supervisor and CLS staff to support/supervise after school programs at the elementary school and/or the secondary school

II. Essential Duties - Elementary and Secondary Program Assistant (K - 6)

- Serves as campus coordinates for 21st Century after school activities
- Manages daily after school programs, attendance and supervises students
- Manages the after school snacks programs
- Oversees program staff during after school program operations
- Generates data reports as requested for 21st CCLC Supervisor
- Supports day-to-day operations as needed
- Coordinates and supervises after school program student participants
- Works with staff, students and community in order to implement the programs and to continue their existence
- Provides PR for program as necessary
- Performs other duties as assigned

III. Terms of Compensation

Classified staff member: 21st Century/After School Assistants shall be paid current hourly rate (OT if applicable). Certificated staff member: flat rate of \$25.00 per hour. Hours will be from 4 PM until buses are loaded and facility is secure (no later than 6PM). Days will be Monday through Thursday during 21st century service days. Hours should not exceed 8 hours per week. This will be a supplemental contract.

IV. MINIMUM QUALIFICATIONS

- Staff Member of CLS
- Computer experience with Word, Excel
- Excellent organizational and interpersonal skills.
- Ability to manage students and supervise program operations
- Ability to communicate effectively orally and in writing.
- Ability to work well with the administration.

I acknowledge the description above and understand the expectations of the position.

Employee signature

Date





CHIEF LESCHI SCHOOLS

Puyallup Tribe of Indians

November 21, 2012

Superintendent's Office
ext. 3118

Elementary School
ext. 3001

Middle/High School
ext. 3002

Transportation
ext. 4000

Human Resources
ext. 3054

Accounting Dept.
ext. 3006

Jack Edmo
Bureau of Indian Education
Albuquerque, NM

Dear Jack:

I would like to commit my fullest support to the current grant application that Chief Leschi Schools will be submitting for a 21st CCLC grant. With the approval of an application, CLS would have continued funding for some of our most vital activities that both support academic performance and enrich the lives of our students with learning opportunities outside the school day.

During my twelve years as Director of Curriculum, Instruction and Assessment, I have serviced as the 21st CCLC Project Director. I have worked with school staff and community agencies to make after-school programs a link that brought all of our key stakeholders together to support and enrich our students' lives at CLS.

I have worked to keep after-school programs a separate entity but also a vital link to the classroom of reading, writing and mathematics. Key instructional strategies learned during the day have been woven into the fabric of application of those skills during after-school fun time.

We have worked hard to focus upon professional development to ensure that staff members are prepared to deliver key instruction during the day but also connect with our students after school to build meaningful relationships and support the total child in a safe and nurturing environment at CLS from morning until after extended day programs are completed.

Please know that I will continue to work to implement strong after-school programs should our grant application be favorably reviewed and approved. We would continue to provide 21st CCLC programs as those brought recognition as an exemplary program two years ago.

Respectfully Yours,

Rick Basnaw
Director of CIA
Chief Leschi Schools
5625 52nd Street East
Puyallup, WA 98371



CHIEF LESCHI ELEMENTARY

Puyallup Tribe of Indians

INTRATRIBAL MEMORANDUM OF AGREEMENT

Chief Leschi Elementary School
And
21st Century Program

Principal
Bill Wyant
253-445-6001

Whereas, Chief Leschi Schools and Bureau of Indian Affairs 21st Century Community Learning Center Program share a common vision to improve educational services for tribal school students; and

Assistant Principal
Chris Brannon
253-445-6000
Ext. 3010

Whereas, the mission of Chief Leschi Elementary is to support the development of quality opportunities for youth and families to develop academic competence, effectiveness, and positive growth; and

Attendance
253-445-6016

Whereas, Chief Leschi Elementary has previously operated a 21st Century Community Learning Center and continue to be engaged in collaborative efforts with community partners to provide after school and summer educational programming; and

Transportation:
253-445-6000
Ext. 4000

Whereas, Chief Leschi Elementary will utilize and extend those existing partnerships and the resources of the school to provide additional scientifically research based instruction and enrichment activities.

ECE
253-445-6000
Ext. 3050 ECEAP
Ext. 3182 PTP

FACE
253-445-6000
Ext. 3069

Therefore, Chief Leschi Elementary School will commit available programmatic, physical, fiscal, and management resources to support the scope of work represented by the grant proposal being submitted to the BIE on November 23, 2012. As director of food services and transportation, I will work closely with grant personnel to most cost effectively provide food services and transportation services to the afterschool and summer program.

Specifically we will commit:

- ✦ The time and support of the principal and/or designees to direct and manage the scope of work in cooperation with the Director of Curriculum and Instruction, and the Secondary Learning Center Program Coordinator, and Culture Program teachers and staff.
- ✦ The use of CLS facilities such as computer labs, library, classrooms, cafeteria, and common areas with no impact on grant budget.
- ✦ The assistance of specialists such as reading and math coaches, and the librarians, including identifying the students MOST in need of services.

Assistance will also be provided in advertising and promoting membership and attendance in the program, particularly for "at risk" students.

Signature


Bill Wyant, Principal

Date

11/20/12

INTRATRIBAL MEMORANDUM OF AGREEMENT

**Chief Leschi Schools
and
Kwawachee Counseling Center of the Puyallup Tribal Health Authority**

Whereas, Chief Leschi Schools and Puyallup Tribal Health Authority share a common vision to improve social, health, and educational services to the Puyallup Tribal membership and the Pierce County Native American community; and

Whereas, the respective missions of Chief Leschi Schools and the Kwawachee Counseling Center support the development of quality opportunities for youth and families to develop unity, effectiveness, and positive growth; and

Whereas, Chief Leschi Schools and the Kwawachee Counseling Center are presently engaged in collaborative efforts such as referrals for individual, group and family counseling; and cooperative case management regarding mental health, education, and family wellness; and

Whereas, Chief Leschi Schools and the Kwawachee Counseling Center adhere to the directions and guidance of the Puyallup Tribal Council and the Chief Leschi School Board to establish mutually beneficial collaborations which will increase the efficiency and effectiveness of service delivery to youth and families on and near the Puyallup Reservation,

BE IT THEREFORE RESOLVED THAT Chief Leschi Schools, Inc., and the Kwawachee Counseling Center each commit available programmatic, physical, fiscal, and management resources to mutually support mental health assessments and screening, evaluation, referral, counseling, and family wellness support services for the students of Chief Leschi Schools including the following commitments:

Chief Leschi Schools will provide the following services and resources including:

- Written referral of students deemed in need of intake screenings and mental health evaluations, and for counseling services using a format approved by the Kwawachee Counseling Center;
- Prior to referring any student under the age of thirteen years for Kwawachee services, school staff will secure a signed parental consent;
- Chief Leschi will designate a single referral source who will coordinate all referrals to Kwawachee Counseling Center from Chief Leschi Schools;
- Completed forms with appropriate signatures: CONSENT FOR AGENCY TO PROVIDE SERVICES TO ENROLLED STUDENTS OF CHIEF LESCHI

INTRATRIBAL MEMORANDUM OF AGREEMENT

Chief Leschi Schools and Puyallup Tribal Health Authority

Whereas, Chief Leschi Schools and the Puyallup Tribal Health Authority share a common vision to improve social, health, and educational services to the Puyallup Tribal membership and the Pierce County Native American community; and

Whereas, the respective missions of Chief Leschi Schools and the Puyallup Tribal Health Authority support the development of quality opportunities for youth and families to develop unity, living skills, effectiveness, and positive growth; and

Whereas, Chief Leschi Schools and the Puyallup Tribal Health Authority are presently engaged in collaborative efforts such as: Classroom presentations on health topics, health fairs, informational booths, collaborative planning, medical consultation for the health nurses, participation on Multi-Disciplinary Team (MDT) and Individual Education Plan (IEP) meetings, dental screens and sealant application programs; and

Whereas, Chief Leschi Schools and the Puyallup Tribal Health Authority adhere to the directions and guidance of the Puyallup Tribal Council and the Chief Leschi School Board to establish mutually beneficial collaborations which will increase the efficiency and effectiveness of service delivery to youth and families on or near the Puyallup Reservation,

BE IT THEREFORE RESOLVED THAT Chief Leschi School, Inc., and the Puyallup Tribal Health Authority each commit available programmatic, physical, fiscal, and management resources to mutually support health education, health screenings, academic planning, participation in MDT/IEP meetings and the development of a Comprehensive School Health Program for the students of Chief Leschi Schools including the following commitments:

Chief Leschi Schools will provide the following support through services and resources including:

- A registration packet for each student that includes a form signed by parents to allow medical (to include hearing, vision and scoliosis) and dental screens, and application of sealants;
- A registration packet that includes a form for parental permission for, or instruction for student to be removed from, a State required comprehensive K-12 class instruction regarding sexuality and HIV material;
- Provide assistance and space for the school nurses to assist in special screenings;
- Assist in scheduling and management of students for special screenings, classroom instruction and health fairs.



CHIEF LESCHI ELEMENTARY

Puyallup Tribe of Indians

November 19, 2012

Dear Norm,

Principal
Bill Wyant
253-445-6001

Assistant Principal
Chris Brannon
253-445-6000
Ext. 3010

Attendance
253-445-6016

Transportation:
253-445-6000
Ext. 4000

ECE
253-445-6000
Ext. 3050 ECEAP
Ext. 3182 PTP

FACE
253-445-6000
Ext. 3069

I am writing this letter of commitment from my comic book program, Basement Dwellers, for the proposed Chief Leschi 21st Century Community Learning Centers grant application. Currently, I am voluntarily instructing my afterschool program, and will continue in years to come.

Our comic book club has an active presence in Chief Leschi's afterschool program. I intend to continue those supports as part of the 21st Century Community Learning Center at Chief Leschi Schools. Activities that we intend to continue are discussions centered around comic books and different type of activities related to comics. We currently have 27 members signed up. Students read comics that have been ordered for the club like Invincible, The Runaways, Axe Cop, Venom and Scott Pilgrim. I would hope to order more comics for the club.

Another activity we do with in the club is play different type of strategy games. The students play Zombies that is a survival board game where student try to survive a zombie break out. They also play Munchin Axe Cop where students try to gain levels and compete with others. We just started our first role playing game where students develop characters and backgrounds for their characters and have them go on an adventure. Students are encouraged to keep a journal for that game and write down information that happens in the game. One student has brought in his Magic the Gathering cards to teach other students how to play.

Students have also started to write their own comics using Celt-X script writing program. They also have been drawing and coloring pictures and using the internet to learn how to draw within a certain genre. We discuss our favorite things we enjoy to start each meeting to help promote interests of the students. We have also watched movies based on comics and last year I took 3 adults and 12 students to the Emerald City Comic Con and would like to do that again this year.

I have been running this club now in its second year and students enjoy it. I hope to use our resource Olympic Cards and Comics in Lacey to learn more games, have guest speakers and help students find new hobbies they do not know about. Olympic C.C. has helped us with giving us a deal on order supplies and will line up speakers for us when they can. Also they told me they would teach us how to play different games, so I would like the opportunity to bring a group of students down there to learn. I also plan on expanding the club to either 2 or 3 days a week.

I look forward to providing a safe, structured and nurturing environment for the students at Chief Leschi.

Sincerely,

Erik Madsen



CHIEF LESCHI SCHOOLS

Puyallup Tribe of Indians

Norm Dorpat
Director of Development
Chief Leschi Schools
5625 52nd Street East
Puyallup, WA 98371

November 19, 2012

Dear Norm,

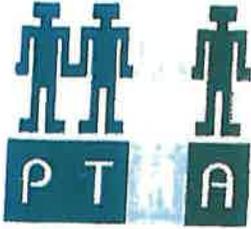
I am writing on behalf of the Gifted and Talented Culinary Arts Club for Chief Leschi's 21st Century After School/Extended Day program.

The Culinary Arts Club will continue to support students with food preparation, career readiness, and preparing for annual team challenges. Chief Leschi's Gifted and Talented Culinary Arts Club has been a part of the 21st Century program in years past. The Culinary Arts Club has competed with other schools in the region over the years and has placed in the top 10, four out of the last six times at the Washington State ProStart Invitational Culinary Competition. We intend to support Chief Leschi's After School program with their sustainability efforts.

Respectfully,

A handwritten signature in black ink, appearing to read "G. T. White".

G. T. White
K-12 GT Coordinator
Chief Leschi Schools



Puyallup Tribal Health Authority

Puyallup Tribal Health Authority
2209 East 32nd Street • Tacoma, WA 98404
Phone (253) 593-0232 • www.eptha.com
A Tax Exempt, Non-Profit Organization

November 20, 2012

21st Century Community Learning Centers - Elementary & Middle Schools
Letter of Support for Chief Leschi Schools

The Puyallup Tribal Health Authority (PTHA), Kwawachee Counseling Center (KCC) submits this letter in support for the Chief Leschi Schools 21st Century Community Learning Centers (CCLC) program grant application. The primary mission Kwawachee Counseling Center is to promote the mental health and wellness of Native Americans residing on Pierce County. Currently, KCC works closely with Chief Leschi schools to support the mental health needs of our youth. Our department provides a full compliment of outpatient mental health services that includes: individual assessment and treatment planning, individual counseling services, family counseling (when appropriate), case management services, psychiatric services, group supportive psychotherapy and psycho-education related to skill building, anti-bullying, violence prevention, health promotion and disease prevention.

With greater collaboration and a 21st Century grant award we hope to develop and implement innovative, constructive, and culturally relevant programs for the students and their families at Chief Leschi Schools. KCC would provide counseling supports, outreach and psychoeducation for the students and their parents. Lessons would combine aspects of best practice models for social development training, emotion regulation, coping strategies, communication models, and wellness strategies based within a cultural context and rooted in Native American history and traditions.

Chief Leschi Schools and Kwawachee Counseling Center's last memorandum of agreement was signed in 2008, it is the hope that the programs proposed in this grant application would prompt our agencies to review, update and renew a formalized relationship that would allow us to more effectively meet the social, emotional and psychological needs of our children. Our aim is to promote health and wellness for our youth and their families for which this grant provides for increased prevention, education and access to mental health services. Our system of care has many barriers; however being selected KCC (along with the school) accepts the challenge to remove the barriers and provide engaging opportunities that pave a path for our youth to grow and development into healthy and successful individuals.

Sincerely,

Danelle Lynn Reed, Ph.D.
Director, Kwawachee Counseling Center



CHIEF LESCHI ELEMENTARY

Puyallup Tribe of Indians

January 14, 2013

Dear Mr. Lorton:

Principal
Bill Wyant
253-445-6001

Assistant Principal
Chris Brannon
253-445-6000
Ext. 3010

Attendance
253-445-6016

Transportation:
253-445-6000
Ext. 4000

ECE
253-445-6000
Ext. 3050 ECEAP
Ext. 3182 PTP

FACE
253-445-6000
Ext. 3069

This Letter of Commitment is on behalf of Chief Leschi Schools' application for 21st Century Community Learning Center funding. It is to establish after-school and summer activities in two Learning Centers (Elementary and Secondary). We have already participated in the provision of youth development and intervention services at Chief Leschi Schools.

Those services are outlined in a services agreement that has already been executed. This letter reaffirms those commitments and assures that we will work closely with the School administration to integrate our youth support activities into the proposed 21st Century project.

We are aware of the project design and understand that a variety of integrated academic and student support services programs will be established to serve the severe needs of the urban Native Youth targeted by the project. The student support activities, in particular, will be a "good fit" with the mission of the Puyallup Tribal Police. For example, our School Resource Officer will actively work to integrate the Gang Resistant Education and Training program (GREAT) into the 21st Century program offerings. Through that collaboration, youth will develop skills in communication, decision-making, contributing as a member of a team, avoiding risky behaviors, choosing activities that promote physical health and wellbeing, and having control over personal goals in the future.

A current initiative is the development of the GREAT student leadership academy. Through this program, students will be able to "give back" to the community as peer leaders to promote healthy choices. We intend to continue our relationship with Chief Leschi School in being a primary partner in the success of after school programming. We believe that through our ongoing collaboration, Native students will attain state standards in core academic skills and show growth in social, cultural, and interpersonal skills! We will also contribute to the quarterly Partnership Coordinating Council meetings to help guide the implementation of the project and make needed mid-course corrections. We look forward to hearing of successful funding for this important initiative; however we intend to continue our collaborative efforts regardless of the grant award.

Signed
Position
Date


SPO Director of GREAT Camp
1-19-13

Gang Resistance Education And Training leadership committee

What is it ? It will be three students each from 6th, 7th, 8th along with High school workers and campers.

What will we do? You will be an ambassador of the G.R.E.A.T. program. Some of your duties would be

1. Keep your classmates informed of what is going on in the G.R.E.A.T. program. Includes public speaking at Events we have.

2. Hand out and collect paperwork for GREAT to your classmates.

3. Attend all meetings up to 1 per week either afterschool or during lunch.

4. Attend all available camps

5. Attend and be a leader during spring break leadership camp. Spring break 2013 April 1st through the 5th.

6. Keep a 2.0 or higher GPA

7. Have good attitude in and out of school

8. No write ups at school

Why Would I want to be an ambassador of the program?

You will be able to have direct say in the future of what we do in our after school program and at weekend and summer camps. Also you will get recognition and be able to take advantage of special events that we have as the GREAT program. This also will put you on the fast track to being a counselor at GREAT camp.

Please sign below if you are interested in being a GREAT ambassador. I understand the duties and requirements.

Student signature _____

Parent signature _____



12020 Meridian East
Suite D
Puyallup, WA 98373

T | 253.848.0771
F | 253.845.9256
sylvanpuyallup@aol.com

November 19, 2012

Dear Mr. Lorton:

Sylvan Learning Center presently has a service agreement with the Puyallup Tribe to provide instruction and tutoring to tribal members. This letter of support documents our intent to coordinate those program services with Chief Leschi Schools under the proposed 21st Century Grant.

We have provided instructional services in the past at Chief Leschi Schools 21st Learning Program in the summer months and after school, both on site at Chief Leschi. We plan to continue to provide those services based as an ongoing collaboration with the Puyallup Tribe. Because these services are underwritten directly by the tribe, they will be provided on site at no cost to the 21st Century program at Chief Leschi.

We understand the grant will be coordinated through a "Partnership Coordinating Council"(PCC). We will actively participate in the quarterly Partnership Coordinating Council meetings to help guide the implementation of the project and make needed mid-course corrections. We will confirm the nature of on-site offerings through participation on the PCC.

We look forward to continuing our relationship with Chief Leschi School in being a partner in the success of these services. We believe that through our ongoing collaboration, Native students will attain state standards in core academic skills, and show growth in social, cultural, and interpersonal skills!

Sincerely,

A handwritten signature in black ink that reads "Terri Gunns".

Terri Gunns
Center Director
Puyallup Sylvan Learning

November 20, 2012

Chief Leschi Schools
5625 52nd St East
Puyallup, WA 98371

Brittany Corpuz,
Program Supervisor
21st Century Grant Program

RE: Letter of Support for the Chief Leschi Schools Afterschool Program

Dear Brittany Corpuz,

I am delighted to submit this letter of support for the Chief Leschi Schools Afterschool Program. WSU Pierce County Extension Expanded Food and Nutrition Education Program (EFNEP) has been committed to a partnership with the Chief Leschi Schools over the past 3 years. The partnership has involved our program serving the elementary school youth in grades 3-5, as well as high school teens, pregnant and parenting teens in the FACES program, and families participating in ECEAP. We have offered a variety of life skills programming geared toward increased knowledge in basic nutrition, food resource management, and food safety practices.

EFNEP is designed to assist limited resource audiences in acquiring the knowledge, skills, attitudes, and changed behavior necessary for nutritionally sound diets, and to contribute to their personal development and the improvement of the total family diet and nutritional well-being. Through an interactive, hands-on approach, participants learn healthy lifestyle habits such as the importance of increasing the amount of fruits and vegetables they consume, ways to become more physically active, recipe preparation, and other life skills such as learning to stretch family food dollars. This year, we were excited to provide general nutrition information to all grade levels at Chief Leschi Schools.

We are committed to continue our collaboration with Chief Leschi Schools and have planned three sessions with grades 3-5 for six weeks each, beginning January 28, 2013, which will last until the end of the school year. We value our partnership with Chief Leschi Schools and look forward to working together with faculty and staff annually in order to help the youth and families you serve develop strategies to eat healthier, become more self-sufficient, and to increase in nutrition knowledge.

Sincerely,


Merrianneta Nesbitt,
Extension Program Coordinator
WSU Expanded Food and Nutrition Education Program



UNITED STATES ENVIRONMENTAL PROTECTION AGENCY
REGION 10
Suite 900
1200 Sixth Avenue Seattle, WA 98101

November 21, 2012

Chief Leschi Schools
5625 52nd St East
Puyallup, WA 98371

Ms. Brittany Corpuz,
Program Supervisor
Century Grant Program

RE: Letter of Support for the Chief Leschi Schools Afterschool Program

Dear Brittany Corpuz,

I am pleased to submit this letter of support for the Chief Leschi Schools Afterschool Program.

The Tribal Air Team from the EPA Region 10 Office of Air Waste and Toxics has formed a partnership with the Chief Leschi Elementary School over the last several years. Under this partnership a team from the EPA which at times includes capstone environmental studies students from the University of Washington along with the Puyallup Tribes Air Quality Specialist has presented a lesson plan on Air Quality to 3rd through 5th grade students.

The Tribal Air Team has developed a lesson plan to take into schools that allows children to learn about the science of air, its makeup and properties, and how it impacts our health both good and bad. We do this through an interactive instructional session which includes many hands on experiments used to better understand what air is composed of and how pollutants can affect air quality and our health. It is our goal that these children will bring this information home and help their parents as well as themselves be better stewards for improving air quality.

We plan on continuing this partnership with the Chief Leschi Schools and are currently planning our schedule for 2013. We believe that these types of partnerships are critical for not only getting important information into the educational community but also allow the students to have varied learning experiences. Thank you for allowing us to work with you.

Sincerely,

A handwritten signature in blue ink that reads "Gary Olson".

Gary Olson
Outreach and Education
Tribal Air Team
Office of Air, Waste and Toxics
EPA Region 10



CITIZENS FOR A HEALTHY BAY

535 Dock Street
Suite 213

Tacoma, WA 98402
Phone (253) 383-2429
Fax (253) 383-2446
chb@healthybay.org
www.healthybay.org

November 19, 2012

Mr. Norm Dorpat,
Director of Development
Chief Leschi School
5625 52nd Street East
Puyallup, WA 98371

Dear Mr. Dorpat:

Executive Director
Bill Anderson

I am writing to inform you that Citizens for a Healthy Bay (CHB) is fully committed to serving as a strong partner in the after-school educational programs of Chief Leschi School through the school's 21st Century Community Learning Center. CHB's participation in Chief Leschi's after-school programs for the past three years has enabled it to fulfill an important part of its mission – to educate young people about watersheds and ways to reduce water pollution.

Board of Directors

Bonnie Becker
Cheryl Greengrove
Kathleen Hasselblad
Bruce Kilen
Melissa Braisted Nordquist
Bill Pugh
Lee Roussel
Robert Stivers
Angie Thomson
Sheri Tonn

Chief Leschi School's proposal to provide organized activities after school and during an extended school year will give both of our organizations the opportunity to continue this important work. **We are committed to providing ongoing watershed and environmental education services through the 21st Century Community Learning Center in the years ahead. We also offer to provide technical assistance and consultant services to the Center whenever we can help.**

Please keep us informed of the school's progress in establishing the 21st Century Community Learning Center and thank you for including CHB as a partner in this important project..

Yours truly,

Bill Anderson
Executive Director

A tax-exempt
501(c)(3) Washington
nonprofit corporation

APPENDIX D: ASSESSMENT OF OBJECTIVE DATA REGARDING NEED FOR BEFORE AND AFTER SCHOOL PROGRAMMING (Drawn from project narrative)

Growing student population and related needs:

Figure 1: Student population trend:

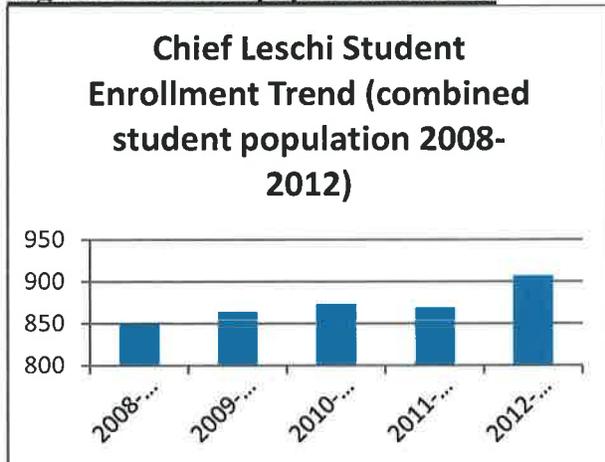


Table 1: 2012-2013 Growth Targets for "catch-up" Growth, NWEA Maps Benchmark Data Fall to Spring Cohort Academic Growth (these targets exceed 2011-2012 targets by 3%)		
	Math Catch up target, % of students	Reading Catch up target, % of students
Catch up target, % of students		
Move up one level or maintain proficiency	10%	10%

Address the needs of the target population... (also see narrative data from Native Star and NASIS: We use a "care team" approach to identify additional risk factors, including attendance, behavioral, and social data. Longitudinal data from risk factor surveys (YRBS) is used for social data. The most recent survey of Chief Leschi's secondary student population, conducted by the Tri-Ethnic Center for Prevention Research, reported that 43% had committed a crime, 31% had been arrested, 59% had been suspended or kicked out of school, and 27% had failed an entire school year. Each of these students have a coach, an academic advisor or counselor who will utilize these data, as well as behavior incident data (NASIS), and academic risk factor data (quarterly benchmark assessments) to monitor and encourage these tier 2 and tier 3 students to enroll and participate in our 21st Century project. Our special education Response to Intervention process is also aligned with the 3 tier model.

Table 3, State Assessment Growth Data (% of Students Meeting/Exceeding Standard)

READING State Assessment data						MATH State Assessment data					
	2010	2011	Growth 2010 to 2011	2012	Growth 2011 to 2012		2010	2011	Growth 2010 to 2011	2012	Growth 2011 to 2012
(3 rd)	58	55	-	55	-	(3 rd)	35	23	-	24	1
(4 th)	44	35	-	52	17	(4 th)	7	24	17	35	11
(5 th)	47	33	-	30	-	(5 th)	17	11	-	9	-
(6 th)	32	50	18	57	7	(6 th)	25	30	5	27	-
(7 th)	25	15	-	39	24	(7 th)	13	7	-	31	24
(8 th)	37	22	-	31	9	(8 th)	5	9	4	7	-
(10)	62	58	-	51	-	Ten	9	30	25	31	-

E

Letter of support from the Official Tribal Grant, stating full compliance, support, and financial integrity with the BIE's 21st CCLC RFP application requirements



November 19, 2010

Jack Edmo
Education Program Specialist
Bureau of Indian Education
Division of Performance & Accountability
Manuel Lujan, Jr. Indian Affairs Building
1011 Indian School Road NW
Suite 332
Albuquerque, NM 87104

Dear Mr. Edmo:

As you know, Chief Leschi Schools has had a long standing 21st Century program. We have supported the program as both a delivery program and demonstration project, e.g., with the "Six Hours is Not Enough" video.

We appreciate the opportunity to apply for BIE 21st century funds to continue to "leverage" other sources of support. Sustainability and efficiency of programming is a top priority for this important program.

The proposal represented by this cover letter attachment is aligned with our school's mission to ensure that students are "Capable, Connected, and Contributing". Our project is designed to align with our day school reform program to provide before school, after school and summer programming that leads to academic proficiency for all students.

This letter documents our full compliance, support and financial integrity with the BIE's 21st CCLC RFP application requirements.

Sincerely,

Ray Lorton
Superintendent