

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Indian Demonstration Grants for Indian Children

CFDA # 84.299A

PR/Award # S299A160044

Grants.gov Tracking#: GRANT12175095

OMB No. 1810-0722, Expiration Date: 06/30/2018

Closing Date: May 31, 2016

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="05/30/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="91-1004074"/>	* c. Organizational DUNS: <input type="text" value="0202452470000"/>
--	---

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

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

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="360-312-2197"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

I: Indian/Native American Tribal Government (Federally Recognized)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-022916-002

* Title:

Office of Elementary and Secondary Education (OESE): Office of Indian Education (OIE): Indian Education Discretionary Grants Programs: Demonstration Grants for Indian Children Program CFDA Number 84.299A

13. Competition Identification Number:

84-299A2016-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Lummi Marine Trades Native Youth Community Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

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

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="949,728.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="949,728.00"/>

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

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

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)** Yes No

If "Yes", provide explanation and attach

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

 ** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <input type="text" value="Kate Clark"/>	TITLE <input type="text" value="Lummi Nation Chairman"/>
APPLICANT ORGANIZATION <input type="text" value="Lummi Nation"/>	DATE SUBMITTED <input type="text" value="05/30/2016"/>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Tim Ballew, II * Street 1: 2665 Kwina Road * Street 2: * City: Bellingham * State: * Zip: Congressional District, if known:		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: US DOE	7. * Federal Program Name/Description: Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant: Prefix * First Name NO LOBBYING Middle Name * Last Name NO LOBBYING Suffix * Street 1 * Street 2 * City * State * Zip		
b. Individual Performing Services (including address if different from No. 10a) Prefix * First Name NO LOBBYING Middle Name * Last Name NO LOBBYING Suffix * Street 1 * Street 2 * City * State * Zip		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Kate Clark * Name: Prefix * First Name NO LOBBYING Middle Name * Last Name NO LOBBYING Suffix Title: Telephone No.: Date: 05/30/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299A160044

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
Lummi Nation	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix:	* First Name: Timothy Middle Name:
* Last Name: Ballew, II	Suffix:
* Title: Lummi Nation Chairman	
* SIGNATURE: Kate Clark	* DATE: 05/30/2016

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Project Abstract

Lummi Marine Trades Native Youth Community Project

Purpose and Expected Outcomes of the Project:

Lummi Nation School is located on the Lummi Indian Reservation in Northwest Washington State. The Lummi People are part of the Coastal Salish tribes who have traditionally resided along the Washington and British Columbia coastlines. The Lhaq'temish, "People of the Sea," have a long history of salmon fishing in the waters of Puget Sound surrounding the reservation and the location of the school. The Lummi Marine Trades Native Youth Community Project (LMTNYCP) is a partnership of the Lummi Nation School (LNS), the Lummi Nation, and Northwest Indian College. The two-part project will provide a major shift towards the development of a project and inquiry focused, culturally relevant curriculum for all students in grades 7-12. Part one of the Marine Trades Project involves transitioning to Project Based Learning (PBL) across all subject areas for the 120 middle and high school students attending Lummi Nation School, with a focus on connecting to solve real world problems and looking at situations relevant to different careers. Part two is the Marine Trades Program focus for grades 9-12, which involves the establishment of maritime Career and Technical Education courses and the development of a Marine Trades Center. Project goals include:

1. Increased student attendance;
2. Improved student engagement;
3. Increase in grade point average;
4. Increased family and community involvement via PBL projects and Marine Trades Project.

As a result of both projects we will see an increase in Native American student graduation rates, students with solid College and Career plans after graduation, and students engaged in the cultural heritage of where they live.

The purpose of the (LMTNYCP) is to build and establish a Career and Technical Education Program at Lummi Nation School that will focus on preparing students for college or a career in the Marine industries- fishing, crabbing, marine engine building and boat maintenance, boat building, Marine Sciences, and Natural Resources. We will be hiring a lead teacher from within the community for the program, and utilizing the expertise of local experts to assist with smaller specialized lessons. Students in grades 9 and 10 will have preliminary classes with cultural projects (net mending, crab pots, traditional stories and maps) and PBL projects incorporated into their math and science courses. Students in grades 11 and 12 will have half day specialized courses focused either towards engine repair, boat maintenance and building or towards Marine sciences and Natural Resources. All students will get experience going out on canoes and boats, fishing and crabbing. Students in grades 7-12 will be exploring PBL in all of their classes at Lummi Nation School as we engage students in relevant, real-world, place-based learning.

Defined Geographical Area Served by the Project: The Lummi Reservation is an area 21,000 square miles and surrounded by water on three sides. It is approximately 90 miles north of Seattle and 30 miles south of the Canadian border. The Lummi Nation School is located along the waterfront in the middle of the reservation, giving it ideal access for a Marine Trades program, and would be the only Native American one in Washington State. The students at Lummi Nation School do not all reside on the reservation, so the boundaries of the project will expand beyond the area of the reservation

to include all of the areas served by the school (see maps). The school buses students in from the neighboring Ferndale and Bellingham School Districts, as well as from the Nooksack area. Some of these students have more than an hour commute each way to attend a Native American school simply because they prefer to have the Culture for their children included every day.

Community based strategies and measurable objectives addressed by this project are:

Many students are losing HS credit and are not graduating on time (Primary barrier). Frequently we will see students missing 20+ days in a semester that they are not able to make up. The average daily attendance rate for the HS is 76%. Students are not engaged in their learning and do not see how it applies to their futures (Primary barrier). The project plans to address this by implementing Project Based Learning for grades 7-12 beginning with the 2016-17 school year. Teachers will begin creating projects aligned to curriculum over the summer and receive training during the 2016-17 school year to support this process as it begins implementation with longer class periods to supports student learning. Measurable Objectives: Average daily attendance rates for LNS HS will increase by 2% each year, students will express increased satisfaction with courses offered at the school based on end of year surveys by 10% the first year and 2% each additional year, and families will be more involved with the school as shown through sign in sheet attendance at FFN, parent meetings, etc, graduation rates will increase by a total of 10%, GPA will increase for students in 7-12th grade who participate in this project, and state testing will improve 2% each year.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

LUMMI MARINE TRADES PROJECT

NEED FOR PROJECT

The Lummi Nation tribe has approximately 4900 tribal members. Since time immemorial, the Lummi has been a fishing community. We built a subsistence-based culture and economy by following the resources of the land and sea, which has sustained us for thousands of years. Our Anthem, Che Shesh Whe Wheleq, “survivors of the flood,” tells us that our ancestors survived the Great Flood and that we, the Lummi People, have adapted over thousands of years to prosper and evolve with the times. Today we manage 13,000 acres of tideland on the Lummi Reservation, operating aquaculture, business and programs that benefit our Lummi Tribal Members, our neighbors, and northwest Washington State. Drawing from that strong spirit of perseverance, The Lummi Marine Trades Project is designed to build and establish a Career and Vocational Technical program at the Lummi Nation School (LNS) that will focus on preparing high school students for college or a career in the Marine Industries- marine engine building and boat maintenance, boat building, fishing, crabbing, Marine Sciences, and Natural Resources. The program will also transition all 7-12th grade courses at LNS to Project Based Learning in an effort to increase student engagement, deeper learning, and focus on content connections to culturally and career relevant place-based learning. The program seeks to be a catalyst for addressing barriers to success in and out of school such as low graduation rates and high drop-out rates of Lummi Nation students as well as high poverty, generational historic trauma, and unemployment of the Lummi Nation.

The target audience of these programs is: Project Based Learning for students in grades 7-12; Marine Trades Project for students in grades 9-12. Students in grades 9 and 10 will have preliminary classes with cultural projects such as net mending, making crab pots, utilizing traditional stories and maps with Project Based Learning projects as a foundational element by incorporating it into core courses. Students in grades 11 and 12 will have half day specialized courses focused either towards engine repair, boat maintenance and boat building or towards Marines Sciences and Natural Resources. All students will get experience going out in canoes, boats, fishing, and crabbing.

The greatest barriers both in and out of school to the readiness of Indian students for college and careers

Lummi Nation Tribal School enrolls approximately 120 Native American high school students and 40 Native American k-8 students with a total student population of its K-12 school of approximately 350 in the 2015-2016 school year. Students in special Education are comprised of 30% of the school's population and 100% are qualified for Free and Reduced Lunch. Although the school has myriad positive aspects, high drop-out rates and decreased graduation rates are attributed to poor attendance and lack of engagement in school. These are seen as the greatest barriers in school readiness for college and careers at LNS. As evidenced by data from LNS and OSPI, utilizing the following charts:

2014-2015 School Year 5-Year Adjusted Cohort, Class of 2014											
			Dropouts								Adjusted 5-Year Cohort Graduation Rate
Student Category	Beginning Grade 9 Students	Trans In	Year 1	Year 2	Year 3	Year 4	Year 5	Trans Out	Adj Cohort	Graduates	
All Students	78443	12902	588	1035	2047	4654	3863	12495	78850	63930	81.1
American Indian	1310	222	20	48	90	162	153	211	1321	769	58.2
Asian	5702	1174	34	48	67	175	133	854	6022	5392	89.5
Pacific Islanders	625	231	9	12	23	67	52	188	668	468	70.1
Black	3713	907	48	59	98	279	276	830	3790	2797	73.8
Hispanic	13201	2882	144	247	492	1118	1006	2507	13576	9902	72.9
White	49573	6886	311	571	1130	2570	2024	7273	49186	41180	83.7
Two or More Races	4315	599	22	50	147	282	219	629	4285	3422	79.9
Special Ed	9542	1146	64	162	363	816	778	1432	9256	5981	64.6
Low Income	40014	6259	319	743	1547	3476	3134	6300	39973	28649	71.7

TABLE 1: Class of 2015 Graduation rates comparing American Indian Students to students of other ethnic backgrounds and all students in Washington State. 56.4% of American Indian students graduated in 2015, while the Washington state graduation rate was 78.1%.

**School: LUMMI HIGH SCHOOL CALENDER: LHS 14-15 LUMMI HIGH SCHOOL
Attendance/Membership Record**

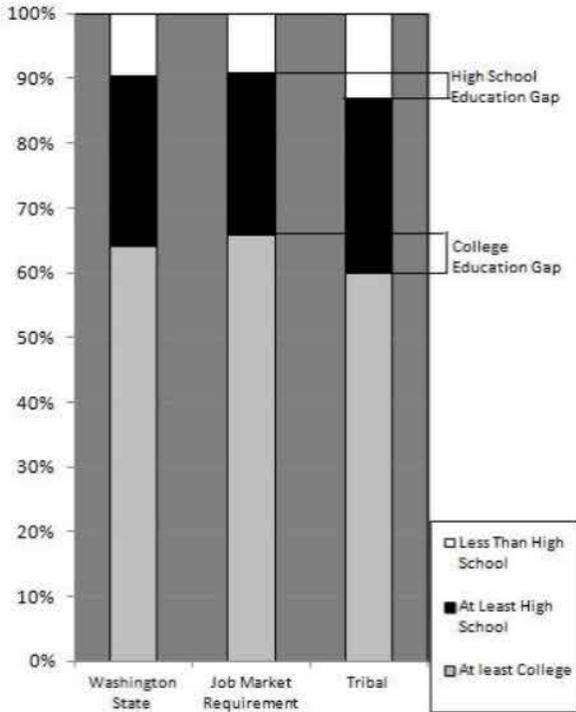
Grade	Student Count	Membership Days	Absent Days	Present Days	Unexcused Absences		Percent in Attendance
					Days	Daily Avg	
09	23	3208	516.58	2691.42	291.08	1.63	83.90%
10	30	4107	722.02	3294.98	391.08	2.17	82.03%
11	28	4081	848.59	3232.41	479.38	2.65	79.21%
12	45	5269	1034.23	4234.77	689.17	3.82	80.37%
TOTAL							
4	126	16,575	3121	13,454	1851	10.27	81.17%

Table 2: Total average attendance for Lummi Nation School grades 7-12 in 2015 was 81.17%. Despite many different attempts to improve attendance over the past 6 years, it has stayed fairly consistent during that time.

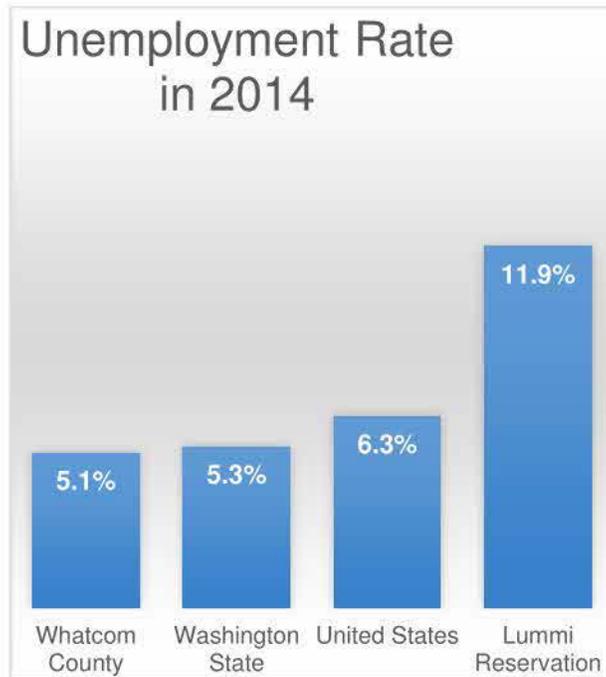
To address these critical needs, LNS examined multiple strategies as to why students are not engaged in their learning and do not see how it applies to their future,

and decided upon a focus of Career and Vocational Technical preparation with the foundational teaching method of Project Based Learning (PBL) which will be implemented beginning in the 2016-2017 school year. Both strategies took into account the rich cultural teachings available to them as well as the majority of their students' natural learning style of kinesthetic or "hands-on" learning. According to research from one of the leaders in PBL, the Buck Institute of Education (2013), Project Based Learning has been shown to yield a number of benefits for students, ranging from deeper learning of academic content to stronger motivation to learn. PBL helps students master the key competencies of critical thinking, collaboration, communication, creativity identified as essential for college and career readiness.

Out of school barriers to career and college readiness are high poverty, pervasive unemployment, and generational historical trauma. After analyzing the data from the Lummi Nation Comprehensive Economic Development Strategy (C.E.D.S.) report of 2015, the following information was ascertained:



Education Gap-The Lummi Nation has made huge strides in education attainment in the past couple decades. However, the education requirement for many jobs is higher than ever. Despite the Tribe’s gains, there is still a gap between the level of education attained and the level needed for a job (TABLE 5).

TABLE 6:

Source: www.city-data.com accessed April 30, 2015

In addition to high poverty and unemployment rates of the Lummi Nation, generational historical trauma interconnects as a barrier outside of school. Generation after generation, the Lummi people have endured the long standing effects of decades old consequences to their families history of trauma due to removal of the children from their families, homes, and community and forbidding and stripping them of their language and culture. These children were physically, sexually, psychologically, emotionally, and spiritually brutally abused. These effects are evident today with many of our children feeling ashamed of who they are as Native Americans. This intersects with self-esteem, lack of engagement, life purpose and ultimately with their future potential as members of the community. This traumatic history has disrupted the natural way the Lummi have taught their children their cultural ways and the Lummi Marine

Trades Project has been designed to engage and unite the time honored traditions of its rich heritage, community members, and the Lummi children.

Existing local policies, programs, practices, service providers, and funding

sources:

Our partner, the Lummi Indian Business Council, has numerous programs and service providers to assist in the implementation of this program as well as rich cultural traditions and ecological environment, and skilled marine trades community members. The following programs address the social, emotional, economic, cultural, and educational needs of its members and are valuable resources for the success of the Lummi Marine Trades Project.

Northwest Indian College (NWIC) is a tribal college with a baccalaureate level of accreditation with a focus on meeting the higher educational needs of the tribal communities of the Pacific Northwest. The educational philosophy of Northwest Indian College is based upon the belief that the opportunity of post-secondary education must be provided within the Native American community. Northwest Indian College is committed to the belief that self-awareness is the foundation necessary to achieve confidence, esteem and a true sense of pride; build a career; create a “self-sufficient” life-style; and promote life-long learning. It is also committed to the belief that a self-awareness program must include a study of Native American culture, values and history.

Lummi Education Commission is a community activity group established to insure and provide for the integration of life-long survival/learning skills into all Lummi

educational entities so all the entities may work as one, toward the Lummi Nation's educational goals.

Lummi Natural Resources Commission is a community elected group established to carry out the Lummi Code of Laws and ordinance to establish the institutional framework to govern and regulate fishing, hunting, and other natural resources activities under the jurisdiction of the Lummi Nation. The Commission also ensures the protection of the environment required to sustain high levels of production of those resources in alignment with accepted standards of international law and the Lummi Nation Treaty of Point Elliott.

Dislocated Fishers Program develops partnerships with employers, training, and educational institutions to empower dislocated fishers to make effective training and career choices based on realistic self-assessment and comprehension of the world of work, resulting in self-sufficiency and achievement of life-long success. The program assists dislocated fishers in obtaining the employment, education and job training needed to establish a career path toward economic stability. The dislocated fishers are eligible for "core services" including skill assessment, labor market information, training program advisement and job search and placement assistance.

Lummi Johnson O'Malley Program – JOM The program offers a variety of educational support to Lummi youth and enrolled tribal members attending Lummi Nation, Ferndale, and Bellingham schools

Lummi Vocational Rehabilitation - LVR is designed to provide comprehensive vocational and rehabilitative services to Lummi Tribal Member and Native Americans living on the reservation who have a medical, physical, emotional or cognitive condition

which interferes with their success in employment. Services may include, but are not limited to therapeutic services, training, technical assistance, transitional support and several additional support services as well.

Bellingham Fishing and Marine Resources- Bellingham Bay is part of the Lummi Reservation and the town of Bellingham is a short drive away. There is a significant boating community located in the marina that is available as a resource for our program.

Bellingham Technical College (BTC)- Bellingham Technical College offers a degree in Fisheries, welding, and other subjects that may be difficult to find individual instructors or resources for. BTC is a possible partner for later in the grant to offer Dual credit for college in the high school programs.

Quality of Project Design

The extent to which the project is focused on a defined geographic area

The targeted group for this proposal is Lummi Nation School students in grades 9-12 on the Lummi Indian Reservation in northwest Washington State. The Lummi People are part of the Coastal Salish tribes who have traditionally resided along the Washington and British Columbia coastlines. Known as Lhaq'temish, or People of the Sea, the Lummi People have a strong tradition of traveling, living, and fishing the local waters of the Puget Sound that surrounds the reservation on three sides. It is estimated that the rich environment of wildlife, streams, estuaries, and bays in the Lummi Nation are home to more than 200 species of fish and sea birds, and approximately 26 species of marine mammals.

The Lummi Reservation is 21,000 square miles and surrounded by water on three sides, located approximately 90 miles north of Seattle and 30 miles south of the Canadian border. Lummi Nation School is located along the waterfront in the middle of the reservation, giving it ideal access for a Marine Trades program where students can walk down to the waterfront for research, launch their own boats, and quickly access the boating community. The students at Lummi Nation School do not all reside on the reservation, so the boundaries of the project will expand beyond the area of the reservation to include all of the areas served by the school. The school buses students up to one hour each way in from the neighboring public school districts, as well as from the Nooksack area to attend our school programs.

01/19/2016

Lummi Reservation - Google Maps

Google Maps Lummi Reservation



Lummi Reservation

WA

Google Maps



The extent to which the proposed project is based on scientific research, or based on an existing program that has been modified to be culturally appropriate for Indian students

Research shows that Native American students struggle with the structure of the traditional education system. The format of sitting through seven hour long classes, listening to lectures, writing notes, doing homework, studying for exams, and taking tests is foreign from the traditional forms of education that the Lummi people had uses for centuries to teach their children. Oral traditions and storytelling has long been a circular way of sharing knowledge within the Native American communities. The idea of storytelling is to share the wisdom rather than force it (Meyer & Bogdan, 2001).

Anecdotal evidence from Lummi Nation School classroom teachers during a 2015 November survey found that students could orally and manually (with visual manipulatives) relay information when reviewing for biology exams with perfect accuracy, but when given a paper test to complete the students are unable to perform.

In a school- wide effort to address this issue, Lummi Nation School will be going to all Project Based Learning (PBL) beginning with the 2016-17 school year for grades 7-12. The goal of this will be to provide opportunities for students to show what they know in formats alternative to traditional classroom and state assessments. Through projects, students can be involved in the creation and design of something from the core of what they are learning. St. Charles and Costantino (2000) reported that cooperative learning appears to be more successful than individual competitive structures with Native American students because many feel more comfortable learning in small cooperative groups vs. whole-class instruction where they may be called on to

demonstrate knowledge in front of the class. The authors also suggested multisensory instruction that would include demonstrations, visual aids, manipulatives, and hands-on activities in the form of thematic units connected to their cultural and/or personal interests. The “Why are we learning this?” and “What is the point of this?” questions will be answered, as well as the connection to what can we do with this in the future. The overarching goal of the projects is to connect students to their Lummi culture and community, such as by having math and science class pair up to plan and design native flutes, or the history classes leading tours to Treaty Rock after rebuilding a trail and the English class writing letters to the city and speaking at local council meetings on why the area should be a designated cultural location.

Career and Technical Education (CTE) is a requirement from the Office of Superintendent of Public Instruction in Washington State, however none of the programs currently available have a Native American cultural component built into them. Washington State does not provide any additional resources to schools to establish these programs, and finding instructors willing to leave the public sector to become instructors is increasingly difficult. The Lummi Nation School has made a commitment to build up our CTE programs in the next five years, and after reviewing the options available with the administration, Lummi Education Board, and community, the decision was made that our first large scale program be the Marine Trades Program. This program was chosen because of the marine cultural heritage of The Lummi People, the close ties to the local fishing community, and the many jobs projected to be available in this industry in the coming years. The Workforce Development Council of Seattle King County reported, “With an anticipated 30% of professional mariners nearing retirement

in the state of Washington, a shortage in directly related maritime industries is estimated to occur by 2017.” The Marine Trades Project will include the development of a Marine Trades curriculum for students in grades 9-12, specializes trades courses for students in grades 11 and 12, and the establishment of a Marine Trades Center to house classes, work on boats and engines, and use as a cultural base for Marine sciences.

Meyer, J. F. & Bogdan, G. (2001). Our “First Education.” In 2001 Monograph Series, Proceedings of the Annual Meeting of the National Association of African American Studies, the National Association of Hispanic and Latino Studies, the National Association of Native American Studies, and the International Association of Asian Studies. Houston, TX, February 12-17, 2001. (ERIC Document Reproduction Service No. ED476011).

St. Charles, J. & Costantino, M. (2000). Reading and the Native American learner: Research report. Olympia, WA: Washington Office of the State Superintendent of Public Instruction, Office of Indian Education. (ERIC Document Reproduction No. ED451026).

Workforce Development Council of Seattle King County,
<http://seakingwdc.org/reports/state-of-the-workforce.html>

The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable

Lummi Nation School and the Lummi Nation have narrowed their plans down to what are considered the two most exciting projects for the purpose of this grant- the Marine Trades Project and the implementation of Project Based Learning for grades 7-12. These two projects complement each other and support the school and community goals of preparing students to be ready for the world beyond High School.

After careful review of our needs assessment, five objectives were chosen:

Objective 1: By the end of 48 months, students in 7-12th grade will have increased their average attendance rate to 90%.

Objective 2: Student, parent, and community perception and satisfaction with LNS will improve by 10% the first year of the grant and by 2 percent each additional year.

Objective 3: By the end of 48 months, Lummi Nation School graduation rates will have increased by a total of 10% as monitored yearly using 2016 as the initial benchmark

Objective 4: At the end of year 1, the LNS average student GPA for grade 7-12 will increase to 2.5 or above for 70% of students who participate in the project for the entire year.

Objective 5: The percentage of students meeting their individual growth targets for Reading and Math on NWEA MAP testing in grades 7-10 will increase by 2% per year.

These five objectives reflect the overall goals of the Lummi Nation School to increase student engagement in their learning, make learning relevant to the community and future career opportunities of the students, and improve student attendance in an effort to increase student learning. Objectives will be assessed multiple times throughout each year of the grant, with yearly reports showing program outcomes and allowing project partners to make adjustments as the program grows.

The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

The two parts of our proposed project will jointly serve to spark an interest in learning for the students attending Lummi Nation School. Initially, the school will contract with the Buck Institute, one of the leading innovators in Project Based Learning (PBL), to work with our teachers, community, and students on how to transition our classes to a culturally sensitive project based format. To best implement this shift to PBL, Lummi Nation School has committed to changing to a block schedule to provide extended blocks of time for student learning and projects. Year one will include significant teacher and staff training, with years 2-4 having continued project building for core courses, additional electives added, and ongoing once per year training offered from the Buck Institute or other PBL providers.

Through our Marine Trades project, we hope to establish a cohesive, “place-based” curriculum that unifies Marine learning along a central cultural focus for our students that ties to their heritage with the waters, wildlife, and lands of the Pacific Northwest. The term “place based” is important for two reasons. One, because we are looking to reconnect and expand the student’s cultural connection to their heritage through the use of subject matter that ties back to the soul of who they are as a people. The program proposal is looking to hire local members of the community as the lead teacher(s) for the Marine Trades program- utilizing that traditional manner of elder passing knowledge down to a new generation. In addition, we are looking to contract or

hire other community members for short term courses to teach specific skill beneficial to Marine Trades specific to the local waters and containing traditions of local families.

Secondly, “place-based” curriculum is important to this project because it extends beyond the reservation and the Lummi Nation to the entire Pacific Northwest. Puget Sound runs all the way down the coast of Washington State, and there is a strong maritime industry associated with the area. Many people who are trained in Washington find employment in the fishing and crabbing industry in Alaska, as we are the last connected state before heading north. Our goal is to prepare students who are interested in Marine Trades, marine sciences, and the maritime industries to be college and career ready for a next step beyond high school. The targeted goals for both parts of our projects is that the hands-on, high interest courses and projects will increase student attendance as shown through improving attendance percentiles by 2% per year and increasing student engagement as shown on a student satisfaction surveys done yearly.

The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

The Lummi Marine Trades Project is a partnership between Lummi Nation School (LNS) and The Lummi Nation. The Lummi Nation has numerous programs and services to assist the implementation of these projects and support the rich traditions and ecological environments and skilled marine trades of the community. An important supplemental Partner will be Northwest Indian College, which was initially established in 1973 to provide local technical for the Indian owned and operated fish and shellfish

hatcheries in the United States and Canada. The Northwest Indian College, located on the Lummi Indian Reservation, is one of only 32 tribal colleges nationwide. Additional supplemental partners that LNS will support the Lummi Marine Trades Project through collaboration, materials, skills sharing, and program analysis include: Dislocated Fisher's Program, Johnson O'Malley (JOM) Program, Family Services, Lummi CARE, Lummi Transportation Department, Lummi Natural Resources, and the Lummi Youth Academy. The local Lummi families and community will provide many resources for Marine project support as well. Project support will also be obtained through collaboration with the Office of Superintendent of Public Instruction (OSPI), other regional Marine Trade programs at high schools and college levels, and regional Professional Learning Curriculum Director meetings.

Quality of Project Personnel

The mission of Lummi Nation School and the Lummi Indian Business Council (LIBC) is to recruit, hire, train, and help retain qualified members of Lummi and other Native American tribes for the available positions within this grant. These positions are open to the public, and we encourage applications from persons who are members of all groups that have been traditionally underrepresented in a manner consistent with school and LIBC priorities and Native Preference goals. We seek to hire the most highly qualified individual for each position who can best provide a direct benefit to the students.

Qualifications of Current Grant Personnel:

Bernie “Pa-ha-luck-tun” Thomas, Lummi Education Director has over 45 years of advocacy, leadership, and direct service experience in the field of Indian education from early learning to higher education. Bernie is a member of the Lummi Nation who was born and raised on the reservation so knows the struggles and possibilities the students face. He graduated from Western Washington University with a degree in Journalism, and later returned to obtain his Education administrative credentials. Bernie brings a wealth of knowledge, innovation and dedication to improving the educational outcomes for Native American students. Bernie has served on both Lummi and public education school boards for a combined 39 years and was an elected tribal government member for the Lummi Tribal Council for 9 years. He currently serves as a member of the College Spark Committee and the Education Opportunity Gap Oversight Accountability Committee in his tireless efforts to represent the interests of Native American students. Bernie is an integral asset for the success of this project.

Dawn Walker, Director of Curriculum, Assessment, and Instruction, has worked for Lummi Nation School for 11 years and knows the students and community well. She has five years of experience as a second grade teacher, four years experience as the K-8 Literacy Coach, and has worked for the past two years as the K-12 Director of Curriculum, Assessment, and Instruction. Dawn received her Master's degree in 2004 from City University, and has a B.A. in History with Minor in English from Western Washington University. She has been highly trained as an Instructional Coach through Jim Knight at the University of Kansas, and has completed an intensive certification in the Common Core State Standards through Lead and Learn. She attends statewide

Curriculum and Assessment Director meetings multiple times per year to ensure that all standard are adequately being met and the interests of Lummi Nation School Native American students are being understood at a state and regional level. Dawn organizes the majority of professional development at Lummi Nation School, and will be responsible for managing the professional development with the Buck Institute.

Lisa Taft is a licensed mental health counselor and holds an Educational Staff Associate credential as a school social worker. She has worked in the mental health and the education fields serving children and youth from pre-K through K-12 for over 11 years. She has been working for the Lummi Nation since 2009. The mission of Lummi Nation School and the Lummi Indian Business Council (LIBC) is to recruit, hire, train, and help retain qualified members of Lummi and other "Native American tribes for the available positions within this grant. These positions are open to the public, and we encourage applications from persons who are members of all groups that have been traditionally underrepresented in a manner that is consistent with school and LIBC priorities and Native preference goals. We seek to hire the most highly qualified individual for each position who can best provide a direct benefit to the students.

Following notice of funding a full time 1.0 FTE CTE Coordinator/Teacher (job description attached) will be filled for the project. This position will manage the CTE program, monitoring and maintaining materials, developing and implementing projects, coordinating and securing community volunteers and experts in the desired field of trades.

The extent to which the applicant or one of its partners demonstrates capacity to improve outcomes that are relevant to the project focus through experience with programs funded through other sources.

Lummi Nation School has received many educational grants over the years resulting in positive outcomes on students at our school. We just reapplied for our second time for the 21st Century Grant to run our after school program. For the past three years LNS successfully ran a K-8 after school program, with select high school student participation. With the new regulations of that grant we are using the opportunity to change the program to a PBL format for the elementary students, add additional homework supports for low students, and expand into the high school level with robotics and specialized programs in the summer school. LNS was also successful with its Math Counts grant which started in 2009, earning distinction awards for student improvement on Aims Web scores from the Bureau of Indian Education.

The Lummi Nation Natural Resources department has used grants to provide science training and field trips for students at LNS that bring elder community members into the classrooms to teach about what the area was like during their youth and how to protect the resources. The Johnson O'Malley Grants have benefitted students in the Lummi community for many years with access to supplies for school and other resources as well.

Adequacy of Resources

Relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

Lummi Nation School (LNS), The Lummi Nation, and Northwest Indian College are committed to the success and growth of this project. LNS will be providing the majority of daily project and staff management. LNS will hire the CTE/ Marine Trades Lead Teacher and support staff, and employ the Curriculum Director, superintendent, and principal who will oversee the program. LNS employs highly qualified teachers who are able to transition to the PBL format and support the science needs of the Lummi Marine Trades Project with the eventual goal of offering college level Oceanography 101 courses in the high school. LNS currently has a large woodshop that can house the initial stage of the Lummi Marine Trades Project until the new location has been established. LNS will rent, renovate, or build to most appropriately house the new CTE Trades programs.

The Lummi Nation and the Lummi Indian Business Council (LIBC) have a strong history of working together in the best interest of the youth. The Lummi Nation will support this project through assistance with the location for the Marine Trades Building and a grant or loan for the major building repairs. The Lummi Nation will promote all programs associated with Lummi Nation School and the Marine Trades Project, and encourage local Tribal Community Members to volunteer and support to participate the program through donation of materials and the sharing of time/experience with the students. Working with the Lummi Tribe will provide access to departments invaluable to our new Marine Trades Projects and many STEM related experts available for consultation with PBL. Below are some areas within the Lummi Natural Resources Department that we will be working with:

Aquaculture Infrastructure- For nearly 50 years, the Lummi Aquaculture Facility has served as a hatchery for producing shellfish seed (infant shellfish) annually for shellfish farms and regional enhancement projects throughout the west coast of the United States and Canada, but also a few customers as far away as India, Australia and New Zealand. The facility is the third largest operation of its kind on the US west coast and the largest tribally owned operation in the world.

Lummi Salmon Enhancement- In 1969, the Lummi Nation constructed Lummi Bay Hatchery and Skookum Creek Hatchery to produce marketable pan size Coho salmon. After the 1974 Boldt Decision, the Lummi hatcheries shifted to releasing juvenile salmon to enhance salmon populations within the Nooksack River basin and surrounding areas. Today the Lummi Nation salmon hatchery programs are one of the major producers of Chinook and Coho salmon in Puget Sound area.

Fisheries Management- Lummi is a co-manager of several treaty-reserved fisheries: including Chinook salmon, sockeye salmon, Coho salmon, chum salmon, pink salmon, halibut, Dungeness crab, Manila clams, sea cucumbers, geoduck clams, and sea urchins. In support of this, they manage regulations between Lummi and State officials, file fishing permits, manage many aspects of the local fishing industry. Some of the tests they complete will be excellent PBL projects for Marine Trade and science class projects, such as:

- Sample biological data from the catch
- Conduct crab shell-condition testing
- Stock assessment (population) surveys

Northwest Indian College (NWIC) will be supporting the Marine Trades Program through the donation of materials, instructional support and consultation, and partnering for student dual credit programs by year four of the grant. NWIC has implemented similar programs before with a research focus. We will utilize their expertise to design many of those program components in our courses. NWIC has a research vessel that Lummi Nation School may be able to utilize for student training trips.

Extent to which the costs are reasonable in relation to the number of persons to be served.

Unlike other projects, the vast majority of costs for the Marine Trades Project are going directly into items to establish and build the program rather than into administration costs. It is the hope of Lummi Nation School and The Lummi Nation that through the transition to Project Based Learning and with the creation of the culturally relevant Marine Trades Project many disenfranchised students will be drawn back to Lummi Nation School and find purpose in learning. There are currently 500 school aged Lummi Nation youth that are not enrolled in any school district. Through programs like this we hope to draw them back. Initial cost per student is approximately \$1,500 per year, however, our aim is that the establishment of our Marine Trades Project will increase student enrollment at Lummi Nation School as students from neighboring public school districts are enticed back to strong cultural programs, project based format, and Marine Trades opportunities. A successful PBL and Marine Trades Program will create positive outcomes for the community. A program of this caliber and size will create a pipeline of skilled professionals supporting the Pacific Northwest's

aging maritime workforce and help bring specialized jobs to the Lummi Nation. As there are no established high school Maritime programs north of Seattle, an established Marine Trades Education Center has the potential to bring students in from neighboring districts and additional self-sustaining income once the program is established.

Quality of Management Plan

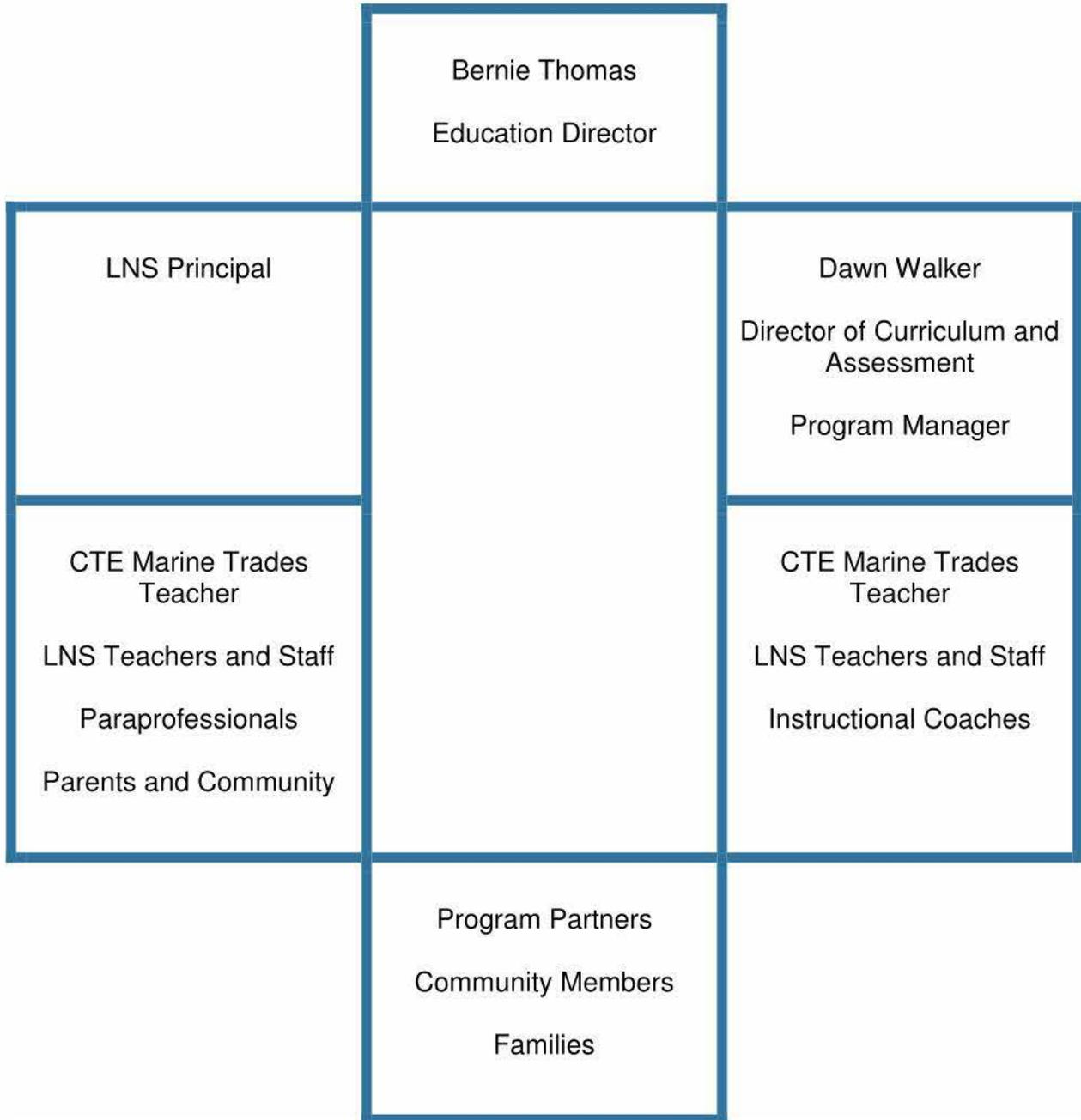
Adequacy of Management Plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing tasks

The Lummi Nation School (LNS) will handle Lummi Marine Trades Project management, coordination, and evaluation with assistance from their partnership with The Lummi Nation. The Lummi Nation Business Council (LIBC) is the business entity that runs Lummi Nation tribal government, LNS, and the public offices of the Lummi Nation. LIBC offices include the Chairman, Lummi Law and Order, Accounting, Human Resources, Natural Resources, and many other sectors that LNS will be working with for the duration of this grant. Due to this collaboration, LNS will be able to focus on the implementation of the grant itself while LIBC will act as the initial fiscal agent for the grant.

The project management plan includes Bernie Thomas, Education Director of Lummi Nation School, as the primary authority for the project. The LNS Principal would be managing the teachers and staff. He/she will hire and work closely with the new

CTE Marine Trades Teacher and support the 7-12 staff with training and implementation of PBL. Also under the Education Director would be the Curriculum Director/Program Manager Dawn Walker. She will be responsible for monitoring the growth of the project on a quarterly basis and is in an ideal position at LNS to perform formative assessments on teachers and students to see what changes need to be done for professional development or classes to support student learning in the programs. Other supports staff will include NASIS and Skyward Managers, Paraprofessionals, Literacy and Math Coaches, and counselors.

Lummi Marine Trades Program Leadership Circle



The charts below detail the management plans for the Lummi Marine Trades Projects. They include project responsibilities, anticipated timelines, and expected milestones for accomplishing project tasks. Bold items are considered project milestones.

<p>Goal: To provide Project Based Learning and establish a culturally relevant Marine Trades Program to increase Career and College readiness for 7th-12th grade Lummi Nation School students living on or near the Lummi Reservation in Washington State</p>			
<p>A. General Management Tasks</p>			
Project Tasks	Person(s) Responsible	Milestones/ Measures	Timeline
Hire a full time CTE Marine trades Coordinator/Teacher	Education Director Principal Program Manager	Background checks complete and contract signed with HR.	Within 14 days of grant notification
PBL orientation for CTE Coordinator/Teacher including goals, objectives, expectations, and outcomes.	Principal Program Manager Buck Institute	2 day orientation completed	Within 30 days of start up All staff training completed in August
PBL support dates planned for 2016-17 SY	Principal Program Manager	Schedule for PD developed for 2 additional site visits to analyze PBL development	October

<p>Attend two day post award meeting in Washington, D.C. to receive Technical Assistance on management plan and review rules and regulations that govern the grant.</p>	<p>Education Director Program Manager Marine Trades Teacher</p>	<p>Travel and other arrangements completed after Grantor agency sets date</p>	<p>Within 2 weeks of notification</p>
<p>Plan grant kick off meeting with partners on grant notification</p>	<p>Education Director Program Manager</p>	<p>After Grantor sets date; travel and other arrangements will be completed</p>	<p>Within 2 weeks of DC meeting</p>
<p>Develop a calendar for consistent staff meetings</p>	<p>Principal Program Manager</p>	<p>Action steps outlined for the year; position descriptions and reporting needs clarified; meeting dates set</p>	<p>Within 30 days of start up</p>
<p>Student recruitment for program begins First Marine Trades Classes Second Semester</p>	<p>Education Director Principal Program Manager Marine Trades Teacher</p>	<p>Flyers; online notifications; parent/student/community meetings; meeting notes</p>	<p>November</p>

<p>Evaluation meeting to review program progress and make adjustments as needed.</p>	<p>Education Director Principal Program Manager Marine Trades Teacher</p>	<p>Data gathering and documentation of progress and adjustments with recommendations moving forward with project</p>	<p>Monthly</p>
<p>School data collected from LNS NASIS and Skyward administrators</p>	<p>Program Manager</p>	<p>Attendance, GPA, etc data collected for analysis. Progress reports to partners at next monthly meeting.</p>	<p>Quarterly</p>
<p>End of year data and OSPI state data collected for analysis.</p>	<p>Principal Program Manager Marine Trades Teacher</p>	<p>Surveys, attendance, graduation rates, NWEA MAP data, PBL participation, staff support of program, community feedback and participation.</p>	<p>Data collected by July 31. Analysis reports released to community by August 30</p>
<p>PBL World Conference</p>	<p>Program Manager</p>	<p>4 day intensive conference; PD plan for staff year 2</p>	<p>June 2017</p>

Marine Trades Building grand opening	Education Director Program Manager Marine Trades Teacher	Announcements; all partners in attendance; community event	Year 2
Marine Trades program review by Colleges and Tech schools for possible Dual Credit	Education Director Principal Program Manager Marine Trades Teacher	Evaluation forms; partner meeting notification of results; OSPI verification of plan authenticity	Year 3 and/or 4

B. Objective 1: By the end of 48 months, students in 7-12th grade (160 students) will have increased their average attendance rate to 90% after participating in 8 or more PBL projects.

Project Tasks	Person(s) Responsible	Milestones	Timeline
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<p>1. Teachers will submit PBL plans to Curriculum Director each semester.</p>	<p>7-12th grade teachers Curriculum Director</p>	<p>7-12 attendance records will be tracked through NASIS and Skyward for reporting purposes.</p>	<p>Reports will be pulled quarterly from NASIS/Skyward systems to track attendance to look for patterns. Yearly reports will be calculated by June 30th by the Program Manager. All PBL plans and course Syllabi are due to Curriculum Director no later than one (1) week prior to the start of each Semester.</p>
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C. Objective 2: Student, parent, and community perception and satisfaction with courses offered at LNS will improve by 10% the first year of the grant and by 2 percent each additional year for all students who attend LNS for the complete school year and participate in at least 4 PBL projects.

Project Tasks	Person(s) Responsible	Milestones	Timeline
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<p>1. Pre and Post perception survey will be given to all students, parents, and community members at the beginning and end of each school year of the grant project. Specific focus questions will be the same each time to analyzed progress over the time of the grant. New questions will be added to calculate new needs of the students and community.</p>	<p>Principal CTE Coordinator/Teacher Program Manager 7-12th grade Teachers Family Liaison</p>	<p>Family and community pre-survey available online, Facebook, at Lummi Indian Business Council, and at school each year.</p>	<p>Fall: Aug 25-Sept 10th Spring: June 1-June 15th</p>
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Objective 3: By the end of 48 months, LNS graduation rates will have increased by a total of 10% as monitored yearly using 2016 as the initial benchmark

Project Tasks	Person(s) Responsible	Milestones	Timeline
<p>1. LNS graduation rate will be analyzed in comparison to Native American students across WA state and with all students in WA state each year using public data reports from the Washington State Office of the Superintendent of Public Instruction (OSPI) database.</p>	<p>Program Manager</p>	<p>Graduation rates will be calculated based on end of year reports pulled from NASIS.</p>	<p>Year-end reports will be analyzed by Project Manager prior to June 30th of each year for LNS data, with state data added into by August 30th of each year.</p>

D. OBJECTIVE 4: At the end of year 1, the LNS average student GPA for grades 7-12 will increase to 2.5 or above for 70% of students who participate in the project for the entire year. By the end of 48 months, 80% of students in grades 7-12 who participate in at least 1 full year of PBL and/or Marine Trades Project will have a minimum of a 2.5 GPA at the end of year.

Project Tasks	Person(s) Responsible	Milestones	Timeline
1. LNS 7-12th grade student GPA reports will be pulled from NASIS and/or Skyward by the LNS NASIS/Skyward managers to be given to the Program Manager.	LNS NASIS/Skyward Managers Program Manager	GPA data will be sorted based on amount of program participation, and length of time in program after year one.	Individual student GPA data will be pulled quarterly and given to the Program Manager.

Objective 5: The percentage of students meeting their individual targets for Reading and Math on NWEA MAP testing in grades 7-10 will increase by 2%per year.

Project Tasks	Person(s) Responsible	Milestones	Timeline
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<p>1. Students will be assessed 3 times per year under the supervision of LNS Curriculum Director in reading and math, with growth reports calculated fall to spring of each school year. NWEA MAP assessment funded through the Bureau of Indian Education. Additional report analysis and professional development support available yearly through NWEA MAP agreement with BIE.</p>	<p>LNS Curriculum Director</p>	<p>Data will be given to the Program Manager from the LNS Curriculum Director as needed.</p>	<p>Testing Windows: Fall-September Winter-December Spring- May Yearly individual growth target goals met will be calculated fall to spring. Annual student growth will be analyzed by June 30th of each year.</p>
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The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment towards achieving intended outcomes.

The management plan for the project is designed to provide feedback to all parties involved in a timely and consistent manner throughout the project. The Education Director, Principal, Project Manager, and Marine Trades Teacher will meet monthly to discuss progress on the project and next steps to meet goals. Update meetings will be held with partners on a quarterly basis to share new data reflecting changes in student achievement, collaborate on new program ideas, and discuss program progress towards establishing PBL courses and building up the Marine Trades Program. Initially more frequent meetings may occur as the program is established in the first three months.

One of the benefits to all of the grant staff being at the school is that LNS will be able to progress monitor program growth through formative assessments, informal teacher and student surveys, classroom walk-throughs, and progress on classroom assessments over the first year as the PBL projects are developed and implemented. This will enable LNS to adapt training and support needs quickly and with a focus on the individual needs of the Lummi Native American student population at LNS.

School wide data will be reported to partners at the quarterly meetings held 1 month after the end of the quarter. All data will also be shared with the community bi-annually in September and July after the surveys are completed. In addition, LNS and the collaborating partners will also participate in an annual end of year survey to rate progress towards meeting program goals, thoughts on next steps, and satisfaction with the project. The only delay in the July community data sharing would be if OSPI data on graduation rates has not been released for the year.

Extent to which Indian Tribes and parents of Indian children have been, and will be, involved in developing and implementing the proposed activities.

At the heart of the Lummi Marine Trades Project was the intention to bring our students, their families, and the community together in building a program that would weave Lummi's rich cultural heritage with the Career and College Readiness of our students. The Parent Action Committee and School Board have shared excitement and a commitment to incorporating experts in the field from the Lummi community for the PBL and Marine Trades program. Students who have been disengaged are showing significant interest and sharing stories of their own family experts in the community.

Key components to the program are having community experts in the marine trades field instruct in the classrooms as well as in the field. Incorporated are community based career fairs and career exploration for students and families based on PBL projects and Marine Trades. Students will also be expected to perform community education and provide presentations to display their work and educate the community on what they've learned. Feedback is an essential piece to this program and surveys will be given during these events as well as at the school's family fun nights, parent meetings, and school gatherings.

Extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

The proposed Lummi Marine Trades Project is designed to build to capacity for The Lummi Nation by bringing back a strength to its fishing heritage that not all students have access to in the community. Many family wage maritime jobs are available in the Pacific Northwest, and many more are expected to open in the next ten years as an aging group of mariners retire. Along with building skills to set LNS students ahead of peers their age, they will learn traditional and modern skills to set them apart from other local members of the boating community. There is also the draw for many young people to go work in the Alaska fishing industries.

The PBL approach provides a goal to engage students in relevant and meaningful learning that can lead to specific career paths they may never have imagined for themselves. Many students are afraid to dream big and we need to utilize the PBL projects to open those doors so that students can see what is available to

them. Lummi Nation School and The Lummi Nation are committed to the future of the children and see these projects as an initial step to reaching their education goals. As the grant progresses, LNS and the Lummi Nation will be looking for additional grant opportunities to fund other Career and Technical Education Centers we plan to establish at the school including: auto shop, cosmetology, culinary arts, dental, and financial. The Curriculum Director is working with OSPI to gain program approval for the Marine Trades curriculum so that our teacher can eventually be funded through the state. We will also be expanding our PBL curriculum knowledge into our elementary and 21st Century Grant after school program. The elementary program will be writing PBL units for culturally relevant science kits beginning in 2017. The current 21st Century Grant for our after school program is focused on the development of PBL kits that will rotate among students to help increase hands- on deeper learning to prepare younger students to be ready for the rigors of the middle school and high school curriculum.

Quality of Project Evaluation

The Lummi Marine Trades Project evaluation plan is designed to provide timely feedback to the LNS project staff and inform staff about the quality of the project as it progresses. The overall outcome of the project is to increase the college and career readiness of the Lummi Nation School students by engaging them in Project Based Learning and establishing a culturally relevant Marine Trades Project, while connecting with their community and heritage. The project evaluation will include both formative and summative feedback to enable LNS project staff to analyze the assessment data

and adapt the program to the needs of the students. Regular communication will also allow staff to troubleshoot unanticipated consequences, and reflect upon information and resource distribution that could better support and impact student growth. Each objective has a measurable outcome that can be monitored for progress. The Program Manager will be responsible for managing all data and reporting associated with this grant. All LNS and project staff will participate in any additional external evaluations of the program deemed necessary.

Objective 1: By the end of forty-eight months, students in 7-12th grade (160 student) will have increase their average attendance rate to 90% after participating in eight or more PBL projects. Quarterly 7-12 attendance records will be tracked through NASIS and Skyward for reporting purposes. Increased attendance is a reflection of student engagement in the format and projects being offered at the LNS.

Objective 2: Student, parent, and community perception and satisfaction with courses offered at LNS will improve by 10% the first year of the grant and by two percent each additional year for all students who attend LNS for the complete school year and participate in at least four PBL projects.

A pre and post-perception survey will be given to students, parents, and community members at the beginning and end of each school year of the grant project. Focus questions will be analyzed for satisfaction and perception.

Objective 3: By the end of forty-eight months, Lummi Nation School graduation rates will have increased by a total of 10% as monitored yearly using 2016 as the initial benchmark. Graduation rates will be calculated based on end of year reports pulled from NASIS prior to June 30th of each year. Graduation rate growth will be compared

with Native American students across Washington State and with all students in Washington State each year.

Objective 4: At the end of year one, the LNS average student GPA for grade 7-12 will increase to 2.5 or above for 70% of students who participate in the project for the entire year. By the end of forty-eight months, 80% of students in grades 7-12 who participate in at least one full year of PBL and/or Marine Trades Project will have a minimum GPA of 2.5.

Objective 5: The percentage of students meeting their individual growth targets for reading and math on NWEA MAP testing in grades 7-10 will increase by 2% per year. Students will be benchmark assessed three times per year in reading and math, with growth reports calculated fall to spring of each school year.

Objective	Evaluation	Time
<p>Objective 1: By the end of 48 months, students in 7-12th grade (160 student) will have increase their average attendance rate to 90% after participating in 8 or more PBL projects.</p>	<p>7-12 attendance records will be tracked through NASIS and Skyward for reporting purposes.</p> <p>Teachers will submit PBL plans to Curriculum Director each semester.</p> <p>Student participation will then be calculated based on course/ project enrollment.</p>	<p>Reports will be pulled quarterly from NASIS/Skyward systems to track attendance to look for patterns. Yearly reports will be calculated by June 30th by the Program Manager.</p> <p>All PBL plans and course Syllabi are due to Curriculum Director no later than one (1) week prior to the start of each Semester.</p>

Objective	Evaluation	Time
<p>Objective 2: Student, parent, and community perception and satisfaction with courses offered at LNS will improve by 10% the first year of the grant and by 2 percent each additional year for all students who attend LNS for the complete school year and participate in at least 4 PBL projects.</p>	<p>Pre and post perception survey will be given to students, parents, and community members at the beginning and end of each school year of the grant project. Specific focus questions will be the same each time to analyzed progress over the time of the grant. New questions will be added to calculate new needs of the students and community.</p>	<p>Family and community pre-survey available online, Facebook, at Lummi Indian Business Council, and at school each year: Fall: Aug 25-Sept 10th Spring: June 1- June 15th</p> <p>Student surveys to be given at school Sept. and June of each year via web poll on iPads.</p> <p>Survey results will be evaluated and calculated within 1 month after each assessment window by the Project Manager, and reported back to the grant partners, LNS staff, and community.</p>

Objective	Evaluation	Time
<p>Objective 3: By the end of 48 months, LNS graduation rates will have increased by a total of 10% as monitored yearly using 2016 as the initial benchmark.</p>	<p>Graduation rates will be calculated based on end of year reports pulled from NASIS.</p> <p>LNS graduation rate will be analyzed in comparison to Native American students across WA State and with all students in WA State each year using public data reports from the Washington State Office of the Superintendent of Public Instruction (OSPI) database.</p>	<p>Year end reports will be analyzed by Project Manager prior to June 30th of each year for LNS data, with state data added into by August 30th of each year.</p>

Objective	Evaluation	Time
<p>Objective 4: At the end of year 1, the LNS average student GPA for grade 7-12 will increase to 2.5 or above for 70% of students who participate in the project for the entire year.</p> <p>By the end of 48 months, 80% of students in grades 7-12 who participate in at least 1 full year of PBL and/or Marine Trades Project will have a minimum GPA of 2.5.</p>	<p>The LNS NASIS/Skyward managers to be given to the Program Manager will pull LNS 7-12th grade student GPA reports from NASIS and/or Skyward.</p>	<p>Individual student GPA data will be pulled quarterly and given to the Program Manager. GPA data will be sorted based on amount of program participation, and length of time in program after year one.</p>

Objective	Evaluation	Time
<p>Objective 5: The percentage of students meeting their individual growth targets for Reading and Math on NWEA MAP testing in grades 7-10 will increase by 2% per year.</p>	<p>Students will be assessed 3 times per year under the supervision of LNS Curriculum Director in reading and math, with growth reports calculated fall to spring of each school year. NWEA MAP assessment funded through the Bureau of Indian Education. Additional report analysis and professional development support available yearly through NWEA MAP agreement with BIE.</p>	<p>Testing Windows: Fall-September Winter- December Spring- May</p> <p>Yearly individual growth target goals met will be calculated fall to spring. Data will be given to the Program Manager from the LNS Curriculum Director as needed. Annual student growth will be analyzed by June 30th of each year.</p>

The Buck Institute will complete additional program analysis during the four on site professional development support days at LNS in years one and two. Those days are specifically for trained PBL advisors to perform program walk-throughs, hold teacher consultations, model lessons, analyze the format and content of PBL units currently developed, and offers program recommendation.

In years three and four, the Marine Trades program will be evaluated by local colleges and maritime trade schools for program efficacy and possible dual credit course opportunities. Possible partner schools including Northwest Indian College,

Bellingham Technical College, Seattle Maritime Academy, Skagit Valley College, and Western Washington University. Data from evaluations will be included in end of year reports for years three and four.

All data will be reported to partners and LNS staff quarterly as applicable. Survey data will be reported students and community on a bi-yearly basis. Data reports reflecting program growth will be reported out to the community by August 30th of each year. Reports will be available via social media, LNS website, or as paper copies at LNS and Lummi Indian Business Council offices.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

- Harvard Family Research Project. (2009) Family involvement makes a difference in school success [Discussion board]. Retrieved from <http://www.hfrp.org/publications-resources/browse-our-publications/family-involvement-makes-a-difference-in-school-success>
- Henderson, A.T. & Mapp, K.L. (2002). A new wave of evidence: The impact of school, family and community connection on student achievement. [Report] Retrieved from <http://www.pta.org/programs/content.cfm?ItemNumber=1459>
- Stuart, E. (2009). Closing the gap: Heritage helping raise Native American students' self-esteem. [Article] Retrieved from <http://www.deseretnews.com/article/705289792/Closing-the-gap-Heritage-helping-raise-Native-American-students-self-esteem.html?pg=all>
- Meyer, J. F. & Bogdan, G. (2001). Our "First Education." In 2001 Monograph Series, Proceedings of the Annual Meeting of the National Association of African American Studies, the National Association of Hispanic and Latino Studies, the National Association of Native American Studies, and the International Association of Asian Studies. Houston, TX, February 12-17, 2001. (ERIC Document Reproduction Service No. ED476011).
- St. Charles, J. & Costantino, M. (2000). Reading and the Native American learner: Research report. Olympia, WA: Washington Office of the State Superintendent of Public Instruction, Office of Indian Education. (ERIC Document Reproduction No. ED451026).
- Workforce Development Council of Seattle King County, <http://seakingwdc.org/reports/state-of-the-workforce.html>

VII. TERMS OF UNDERSTANDING The term of this MOU is for a period of 1 year from the effective date of this agreement and may be extended upon written mutual agreement. It shall be reviewed at least annually to ensure that it is fulfilling its purpose and to make any necessary revisions. Either party may terminate this MOU upon thirty (30) days written notice without penalties or liabilities.

VIII. AUTHORIZATION

A. The signing of this MOU is not a formal undertaking. It implies that the signatories will strive to reach, to the best of their ability, the objectives stated in the MOU. On behalf of the organization I represent, I wish to sign this MOU and contribute to its further development.

FOR Lummi Education Division

Bernard P. Thomas

(b)(6)

Signature, Bernard P. Thomas Lummi Education Division Director

FOR Lummi Indian Business Council General Manager

Tara L. Olsen, LIBC Tribal Administrator

(b)(6)

Signature LIBC General Manager's Office

Lummi Marine Trades Project

Defined Geographic Location

The Lummi Reservation is 21,000 square miles and surrounded by water on three sides, located approximately 90 miles north of Seattle and 30 miles south of the Canadian border. Lummi Nation School is located along the waterfront in the middle of the reservation, giving it ideal access for a Marine Trades program where students can walk down to the waterfront for research, launch their own boats, and quickly access the boating community. The students at Lummi Nation School do not all reside on the reservation, so the boundaries of the project will expand beyond the area of the reservation to include all of the areas served by the school. The school buses students up to one hour each way in from the neighboring public school districts, as well as from the Nooksack area to attend our school programs.

The Lummi People are part of the Coastal Salish tribes who have traditionally resided along the Washington and British Columbia coastlines. Known as Lhaq'temish, or People of the Sea, the Lummi People have a strong tradition of traveling, living, and fishing the local waters of the Puget Sound that surrounds the reservation on three sides. It is estimated that the rich environment of wildlife, streams, estuaries, and bays in the Lummi Nation are home to more than 200 species of fish and sea birds, and approximately 26 species of marine mammals.

Google Maps Lummi Reservation



Lummi Reservation
WA

Google Maps



Marine Trades Project- GEPA Statement

Native American youth that are part of the Lummi community have a high risk for educational failure. Only 31% of Native American students in Washington state have been show proficient on standardized state assessments, and many Lummi youth are disillusioned and disengaged enough to drop out of school completely. The Marine Trades Project hopes to bring back the excitement and exploration within school for all students by focusing on Project Based Learning for all students in grades 7-12, and establishing our Marine Trades Program for grades 9-12.

The Lummi Nation School facilities have been designed with accessibility in mind and are physically barrier-free for all students. All tables, desks and chairs have adjustable heights and the building has fully ADA accessible facilities. We currently employ an American Sign Language interpreter to work with students and provide 1:1 and personalizes services for students as needed. Through our hands-on project based programs, all students will be able to participate at the program level appropriate for them. Students with extreme disabilities may not fully participate in the Marine Trades Program, but they will participate in the sensory components of feeling the wood and parts of a boat, the field trips to the beach and out on the water, the social aspects of group work and interactions with their peers, and a sense of importance

Many of our students don't come to school ready to learn- they have difficult home lives, not enough to eat, limited healthcare, and are dealing with past emotional traumas. We go above and beyond to nurture and raise the whole child at Lummi Nation School. To support our students with these needs the school provides:

- Daily breakfast and lunch; whole fruit put out for students to grab throughout the day
- Three full time mental health counselors
- 2 family liaisons to go out to homes and meet with families, get paperwork signed, pick up late students, and drive parents to meetings.
- Dentist and dental assistant at our on-campus office minimum 1 day per week for dental checkups
- Registered Nurse full time for K-12, doctor from the clinic at the school 1-2 times per month
- Backpacks and school supplies offered through JOM to all Lummi students, back to school-clothing vouchers

Needs Assessment Results and Project Adaptation

Number	Key Components	Issues to Be Considered	
1	Local Barriers to readiness from needs assessment	attendance, dropout rate, student engagement,	
2	Ideas to support Native American Students	Continue to increase Culture program within the school and afterschool programs, support advanced students by creating a gifted and talented program, create connections with the Bellingham/ Ferndale Public Library to bring in Authors and encourage student reading, Change MS/HS schedule to block scheduling to provide longer learning times, Investigate and change MS/HS classes to Project Based Learning, Increase Career and Technical Education courses offered, Increase high-interest electives offered at the school, MS/HS math and science teachers STEM certification, Begin robotics courses and robotics connections with NWIC, Work with BTC to establish dual credit pathways for NA/LNS students, initial planning and implementation of CTE program- Marine, Auto, etc, explore how to establish cosmetology and culinary programs within the school, poll students, teachers, community, and parents on electives they would like to see.	

3	Existing Local policies, programs, practices, service providers, and funding sources	Family liaison, 21st Century Afterschool program, Johnson-O'Malley (JOM) programs, Increased Culture programs within the school, partnership with Lummi Natural Resources, Nooksack Salmon Enhancement Project, Compass 2 Campus College Volunteers from Western Washington University,	
4	Barries or opportunities chosen to be project focus:	<p>Barriers:</p> <ol style="list-style-type: none"> 1. Student Engagement 2. Attendance 3. Graduation Rates <p>Opportunities:</p> <ol style="list-style-type: none"> 1. Readily available marine community strong part of the Lummi native heritage 2. Project Based Learning (PBL)- interactive, hands-on and "real world" applicable; able to be closely tied to the community and culture 	
5	Strategy or strategies chosen to address that focus area:	<ol style="list-style-type: none"> 1. PBL to be developed and implemented for all subject areas in grades 7-12. 2. Marine Trades Program developed for grades 9-12 tied to traditional Lummi heritage, focus on creating a Marine legacy that will prepare students for college, a maritime academy , or maritime sector trades employment. 	

	<p>Measurable Objective(s) for each strategy:</p>	<p>By the end of the grant due to influence from both programs we expect to see:</p> <ol style="list-style-type: none"> 1. A minimum of 89% attendance, matriculation, and postsecondary enrollment. 2. 90% of students and teachers reporting increased student engagement. 3. Increase in percentage of students at benchmark on NWEA MAP assessments in grades 7-10. 	
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Memorandum of Understanding

This Memorandum of Understanding, MOU, is by and between the Lummi Nation School of the Lummi Nation Education Division of the Lummi Indian Business Council (LIBC) and the Office of the General Manager of the Lummi Indian Business Council (GM). This Memorandum of Understanding (MOU) affirms the long standing joint partnership between the Lummi Nation Schools and the departments, programs and functionaries of the Lummi Nation government supervised by the Office the General Manager, including: Communications; Education Division, including Johnson O'Malley and Early Learning Programs, especially Teen Parent Child Development Center; Elders; Enrollment; Family Services; Health Clinic; Lummi Dental Clinic; Lummi CARE; Lummi Transportation Department; Health Services, for example, Behavioral Health; Natural Resources; TANF; TERO; Veterans; Youth Academy; Washington State Open Doors – Youth Re-engagement Program; Youth Wellness Programs, among other programs that are or may be authorized by the LIBC, the governing body of the Lummi Nation.

I. BACKGROUND

The Lummi Nation Schools include Pre-kindergarten through grades eight and the Lummi Nation High School in one building. Both schools in one building are Bureau of Indian Education contract schools and recently, a Washington State Tribal Education Compact schools, similar to a Washington State Public School District. The Office of the General Manager of the Lummi Indian Business Council desire to maintain program situational awareness of the sociological dilemmas confronted by the Nation's families and for that reason, understand that maintain a functioning collaboration, in communication with community department leadership is critically important to wrap-around services necessary for the success of the Lummi Nation School students.

II. PURPOSE

This MOU defines the relationship between the Lummi Nation School and all administrative branches of the Lummi Business Council administration (Community Partners) and the roles each Party is expected to play. The goal of this partnership is to address the effects of preventative educational planning and execution of programming and to identify best practice for needed interventions as defined between the partners from time to time.

III. STATEMENT OF MUTUAL BENEFIT AND INTEREST

The parties to this MOU have separate missions for which they are committed; however, each party's individual mission hinges together with shared responsibility. These responsibilities include but are not limited to:

*Note: See Appendix A: A partnership rubric which conceptualizes the responsibilities of the Lummi Nation School and that shared between the Lummi Nation School and LIBC Divisions, Departments and Agencies.

The above parties agree that it is to their mutual benefit and interest to work cooperatively to achieve this collective mission and their individual mission.

For and by the Lummi Indian Business Council General Manager or Designee

(b)(6)

By Tara Olsen Date 5/26/16

For and by the Lummi Education Director,
Lummi Education Division
Lummi Indian Business Council

By Bernard P. Thomas Date _____

IV. DESCRIPTION OF PARTNERS Lummi Nation School is responsible for the education, social and emotional well-being; and safety of its students, staff, and faculty;

V. The GM has oversight authority and responsibility over the directors of programs, departments, division directors that in turn are responsible for the delivery of social, medical, and mental health services

VI. RESPONSIBILITIES EACH PARTY MAY INCLUDE SOME OR ALL:

A. The Directors of LIBC administration programs are convened by the GM to attend regularly scheduled meetings, which may act like a (Steering Committee) to provide tribally defined government programs to discuss and identify shared resources, problem solving in assistance to program students and, or their families.

B. Department Directors will themselves or their designee, act as a key contact or a representative to coordinate identified and agreed upon services needed by the Program students.

C. Program leadership or designated program personnel will work through the LIBC Directors or their designees or representative to provide necessary information to achieve mutually agreed upon goals, which may be applicable to a single family or to a group as may be determined from time to time.

D. The GM will direct the Grantee to designate a Single Point of Accountability (SPA). The SPA will explain to the Directors the needs of the educational programs from time to time, and to develop shared work plan goals, objectives, and actions that up-date this MOU.

E. Agree to coordinate priorities, actions, and resources for the greater good of the Lummi community and the Lummi Nation School.

F. Recognize that other organizations may be involved, but are not listed as partners, and maybe required to assist in endeavors critical to the purposes of this MOU under separate formal arrangements and as may be memorialized from time to time and added in addendum to This MOU. Such assistance may include but not be limited to: accounting of funds, writing grant applications, professional services, providing consultation, education, and facilitation.

VII. TERMS OF UNDERSTANDING The term of this MOU is for a period of 1 year from the effective date of this agreement and may be extended upon written mutual agreement. It shall be reviewed at least annually to ensure that it is fulfilling its purpose and to make any necessary revisions. Either party may terminate this MOU upon thirty (30) days written notice without penalties or liabilities.

VIII. AUTHORIZATION

A. The signing of this MOU is not a formal undertaking. It implies that the signatories will strive to reach, to the best of their ability, the objectives stated in the MOU. On behalf of the organization I represent, I wish to sign this MOU and contribute to its further development.

FOR Lummi Education Division

Bernard P. Thomas

Signature, Bernard P. Thomas Lummi Education Division Director

FOR Lummi Indian Business Council General Manager

Tara L. Olsen, LIBC Tribal Administrator

(b)(6)

Signature LIBC General Manager's Office

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Lummi Community and Parent Involvement

At the heart of the Lummi Marine Trades Project was the intention to bring our students, their families, and the community together in building a program that would weave Lummi's rich cultural heritage with the career and college readiness of our students. The Parent Action Committee and School Board have shared excitement and a commitment at incorporating experts in the community for the PBL and Marine trades program. Students who have been disengaged are showing significant interest and sharing stories of their own family experts in the community. This has sparked many ideas moving forward in this program to incorporate more trades and fields in the future. Key components to the program are having community experts in the marine trades field instruct in the classrooms as well as in the field. Incorporated are community career fairs, career exploration with students and families, and community education and presentations for the students to display their work and educate the community on what they've learned. Project based learning also incorporates community presentations and showcases the students work for their families and the community at large. Feedback is an essential piece to this program and surveys will be given during these events as well as at the school's family fun nights, parent meetings, and school gatherings.

Bernard P. Thomas – “Pa-ha-luck-tun”
Select education, career resume

Born in Bellingham, WA. Raised at the Lummi Indian Reservation

Attended Lummi Island School; Ferndale School District Schools, Graduated Ferndale High School, Ferndale, WA June, 1969.

Graduated from Western Washington State College, June, 1974, Bachelor of Arts in Journalism and WWSC – WWSC College of Ethnic Studies, Ethnic Studies double major

- Co-founder: WWSC American Indian Student Union, 1969 – 1974 (Now, Native American Student Union)

Earned M.Ed – Student Personnel Administration in Higher Education, Woodring School of Education - Western Washington University 1991

- Thesis: Student Success Factors of American Indians in a Predominantly White Institution, Western Washington University. Secondary survey data using two-groups, steps-wise, discriminant function analysis

2010 – Present Lummi Education Director, Lummi Education Division of the Lummi Indian Business Council, Lummi Nation, WA

Included: Lummi Nation Schools; Early Learning Programs (Early Head Start; Head Start; Daycare, ECEAP; Teen Parent Child Development Center); Johnson O’Malley Program

Boards & Committees

- Education Opportunity Gap Oversight Accountability Committee - Alternate
- Tribal Leaders Congress of Education – Co-Chairman
- College Spark Washington – A private foundation in Seattle, WA, Audit & Finance
- Native American Land Conservancy, co-founder, protecting sacred sites
- Theresa A Mike Memorial Scholarship, co-founder
- Northwest Indian College Foundation Board, Treasurer, Finance & Investment Committee
- California Indian Nations College (Palm Springs, CA – co-founding member multi-tribally controlled college seeking accreditation).

Privately Held Companies

- Native Plus Healthcare, Inc. – A State of California Corporation, COO
- Bernie Thomas Consulting – tribal economic development, mostly Indian casino financing, construction and start-up operations; British Columbia, Canada timber marketing for Canada First Nations;
- Hydroelectric energy company (Princeton Energy – British Columbia merger & acquisition)
- Kwelensen (Eagle Land or Territory) a land development company, President

Past Relevant Boards, Committees

- Co-founder Lummi School Board, 1977 to 1996
- Whatcom Community College Board, 1985 to 1995 College Without Walls to Full Campus Development, Bellingham, WA; pass-through accreditation for Northwest Indian College classes
- Ferndale School District Board Directors, 1996 to 2012
- Washington State School Directors Association, 1996-2012
- Lummi Indian Business Council 2005 to 2014
- President-elect, Northwest Association of Special Programs (NASP U.S. Education Trio Programs)
- National Council of Education Opportunity Association, 'NCEOA' (now Council for Opportunity in Education – US Education Department TRIO Programs).

Dawn Walker

(b)(6)

OBJECTIVE

To create a school wide learning environment where every student can enjoy meaningful educational experiences aligned to the Common Core State Standards at their level to help create productive community members for the future.

PROFESSIONAL EXPERIENCE

Lummi Nation School K-12 Director of Curriculum, Assessment, and Instruction 2014-Present

Lummi Nation K-12 School; Bellingham, WA

- Supported and monitored implementation of K-12 curriculum, evaluate new curriculum for quality
- Researched and provided professional development across subject areas for all K-12 staff
- Performed observations of classroom instruction, suggesting changes to support student growth, and modeled lessons for teachers.
- Perform all District level responsibilities and assessments for OSPI and Washington state to meet state testing requirements for federal and state accountability
- Conduct weekly staff meetings and lead professional development
- Establish master schedules for students and teachers
- Assessment coordinator for K-12

Lummi Nation School K-8 Literacy Coach, December 2009-2014

Lummi Nation K-12 School; Bellingham, WA

- Supported and monitored implementation of the Harcourt Storytown reading curriculum for K-6.
- Researched and provided training for David Matteson writing for grades K-2, and Writesteps Writing for grades 2-6.
- Performed observations of classroom instruction, suggesting changes to support student growth, and modeled lessons for teachers.
- Worked with reading intervention teacher to create supplemental resources for teachers to use during intervention blocks.
- Proctored Benchmark DIBELS reading assessments, analyzed data of benchmark and progress monitoring scores, and discussed findings with teachers.
- Planned and conducted bi-weekly grade level reading meetings, and attended weekly PLC meetings to discuss and analyze student data.

- Assessment coordinator and proctor for all state assessments grades 3-12 spring 2014.
- Created Master K-6 schedule, and schedules for para-professionals.
- Created awards for the K-6 quarterly awards assemblies.
- Purchased books for classroom libraries, arranged bike giveaway to students, and gave out monthly reading log prizes.

Lummi Nation School 2nd Grade Teacher, September 2004- November 2009
Lummi Nation K-12 School; Bellingham, WA

- Worked with school and community to meet cultural needs of students.
- Training and teaching experience with Open Court Reading, Reading Master Plus, DIBELS, Everyday Math, Saxon Math, MESA Science Program, FOSS Kits, AIMSweb math testing, and NWEA MAPS testing.
- Trained as a Direct Instruction Reading Coach through SRA summer 2007.
- Aligned Math and Science curriculum to meet state grade level standards.
- Collaborated with grade level team to place students into reading/math groups based on assessed abilities.
- Member of the Sunshine Committee, designed to recognize and uplift staff members for their achievements.

Substitute Teacher, April 2003- September 2009

- Worked as a substitute teacher for the Burlington-Edison School District, the Ferndale School District, and Whatcom Day Academy
- Experience with students in grades 1-8
- Experience in multi-age classrooms, individualizing instruction, and with English Language Learners.

EDUCATION

Bachelor of Arts: European History
Western Washington University 1996-2000; Bellingham, WA

- Minor in English

Master in Teaching

City University 2002-2003; Everett, WA

- K-8 Teaching Certification

ADDITIONAL EXPERIENCE

- Member of the International Reading Association, and subscriber to Reading Teacher, Reading Today, and the Journal of Adolescent and Adult Literacy.
- Whatcom Day Academy Targeted Skills summer teacher for 2003 and 2004
- Student Teaching practicums in Middle School classes with the Arlington School District, Bellingham School District, and Burlington-Edison School District

INTERESTS

Family, travel, baking, history, reading, crafts, and learning.

Lisa Taft
• Bellingham, WA 98226 •

CREDENTIAL

Educational Support Associate-School Social Worker

CREDENTIAL

Washington State Licensed Mental Health Counselor

EDUCATION

Master of Social Work, Eastern Washington University
2007

Bachelor of Science, Behavioral Counseling, Drexel University
2003

WORK EXPERIENCE

Academic and High School Counselor: Lummi Nation Tribal School
2016-
present

Clinical Director: University of Washington Parent-Child Assistance Program at host
agency SRC
2014-
2015

Mental Health Counselor: Lummi Behavioral Health Department
2010-
2014
• Primarily provided school based counseling from Head Start and K-12

Caseworker: Lummi Children's Services
2009-
2010

Clinical Director: Timber Ridge Center
2008-
2009
• Supervisor of clinical team, crisis response, and special education
• Develop and implement appropriate clinical interventions and track RTI data
• Coordinator and Community Liaison between social service agencies and school

Clinical Administrator: Timber Ridge Center

- 2008 2006-
- Collaborated with teachers to provide assistance in classroom and behavior management
 - Facilitated group and individual counseling to students and families
- Intervention Specialist/Clinician:** Timber Ridge Center 2003-
2006
- Provided assessment, behavior modification, and clinical services to students
- Therapeutic Preschool Intern (Practicum):** 2002-
2003
Eastern Pennsylvania Psychiatric Institute, Partial Hospitalization Program
- Research Assistant (Practicum):** 2002-
2003
Drexel University School of Medicine, Institute for the Study of Child Development

RELATED EXPERIENCE

- **Trauma-Focused Cognitive Behavioral Therapy**
- **Historical and Generational Trauma**
- **Motivational Interviewing**
- **Multicultural Counseling**
- **Crisis De-escalation and Physical Management Trainer**
- **Administrator for Behavioral Disorders Classroom**
- **EMM Coach - Positive Behavioral Support Program**
- **Mediator and Conflict Resolution Facilitator**
- **Timber Ridge of Tomorrow Member- School Improvement Committee**
- **Whatcom County Truancy Board Member**
- **Advisory Developer and Mentor**

Lummi Nation School

Educational Excellence for the Future



2334 Lummi View Drive / Bellingham, WA 98226 Ph. (360) 758-4300 Fax: (360) 758-3152

'Working together as one to Preserve, Promote and Protect our Sche Lang en'

JOB DESCRIPTION

JOB TITLE: CTE Coordinator/Teacher

SALARY: DOE-WA State Pay Scale

DIVISION: Education

SHIFT: Day

DEPARTMENT: Administration

LOCATION: Lummi Nation School

SUPERVISOR: Principal

DURATION: School Year

BACKGROUND CATEGORY: 3

Coordinator/Teacher will work closely with the School Board, Administration and LNS staff to create, implement and teach a program that allows and encourages students to be career and college ready and prepared for the competitive workforce. Teaches one or more classes in the field of CTE education and creates a rigorous program and environment favorable to learning and personal growth in accordance with each student's ability.

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

1. Develop and coordinate an overall plan for students while integrating a program; assuring curriculum is aligned with Common Core state standards, state assessments and CTE requirements
2. Work closely with LNS administration and academic counselor to coordinate, manage, instruct and teach CTE program that encourages and allows students ample opportunities to become career and college ready through technical education courses/classes.
3. Write and implement lesson plans for each instructional period and/or project.

4. Secure supplies needed to carry out the program. Monitors the use of and maintains an inventory of those supplies.
5. Adapt the program where needed to provide for the needs of each student.
6. Coordinate with other 7-12 teachers within the schools to provide for an integrated academic program
7. Establish and maintain standards of student behavior consistent with the classroom rules which will achieve a functional learning atmosphere.
8. Communicate with parents relative to the progress of their children and keep them updated on the current trades program.
9. Instruct students in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school district.
10. Coordinates and manages balanced CTE instructional program in such areas but not limited to; marine engine building and boat maintenance, boat building, welding, carpentry
11. Secures community partners and other teacher leaders to assist with CTE instruction specific to specialized areas of expertise and knowledge.
12. Develops, manages and implements a case management system for those students whom qualify for work experience
13. Create an environment that allows diverse instruction and adapts curriculum to the needs of students with varying abilities, and to accommodate a variety of instructional activities.
14. Maintain the high level of ethical and confidentiality regarding student information as is expected of fully certified teachers.
15. Participate in any staff meetings, all school in-service training, and all-school activities
16. Instruct students in proper care and use of tools and equipment
17. Organize storage areas and control use of materials, equipment and tools to prevent loss or abuse, and to minimize time required for distribution and collection
18. Evaluate each student's performance and growth through data tracking in knowledge and aesthetic understandings, and prepare progress reports
19. Plan and present appropriate displays and exhibitions designed to exhibit students' work for the school and the community; may sponsor exhibits from outside the school
20. Maintain professional competence through in-service education activities provided by the school and/or in self-selected professional growth activities
21. Communicate regularly with students, parents and school counselors on student and program progress

MINIMUM QUALIFICATIONS:

- Bachelor's degree in Education
- Valid WA State teaching certification; Educational Level: Grades 7-12
- Valid WA State CTE endorsement
- Must possess a valid Washington State Driver's license and meet eligibility requirements for tribal insurance.
- Lummi/Native American/Veteran preference policy applies.

KNOWLEDGE, ABILITIES AND SKILLS:

- Physical Activities: Routine physical activities that are required to fulfill job responsibilities.
- Proficient Skills: Communication, instructional strategies that connect the curriculum to the learners, student management.
- Satisfactory recommendations from training supervisors or other professionals who have observed the candidate's personal characteristics, scholastic achievement and job-related performance.
- Demonstrate cultural sensitivity in teaching and in relationships with students, parents, and community.
- Ability to inform, involve, and collaborate with parents and families to build strong school partnerships in the educational process. Establish and maintain open effective communication and good rapport with students, parents and school personnel.

REQUIREMENTS:

- Must pass pre-employment and random drug and alcohol test to be eligible for and maintain employment, as required by the LIBC Drug & Alcohol Free Workplace Policy.
- This position requires regular contact with or Control over Indian Children and is therefore subject to an extensive Criminal Background Check and CAMIS Check with Washington State Patrol and Federal Bureau of investigation Fingerprint Clearance.
- Must provide verification of employment from other districts/schools.
- Must provide grade transcripts.
- Experience working within the Lummi Community with high-risk youth and families in supplying community support services/referrals; *preferred*
- Must be able to adhere to strict attendance expectations of the Lummi Nation School.
- Proof of U.S. Citizenship.

TERMS OF EMPLOYMENT:

- All elements of this job description apply.
- Salary depends on qualifications.
- Job duration is year round (12 month employment)

I understand that this position is subject to the drug and alcohol testing requirements of Section 603, the LIBC Alcohol and Drug Free Workplace Policy and that this policy has been provided to me. This policy requires testing that includes, but is not limited to random testing, testing following workplace injury or accident, and testing when employees appear unfit for duty. I also understand that a positive test will result in disciplinary action that may include termination of employment and that this position is

classified as safety and security sensitive and does not qualify for a “Last Chance Agreement” under the LIBC Alcohol and Drug Free Workplace Policy.

I understand that this is an Indian Preference position subject to Tribal Policies. I have discussed the above outlined duties with my supervisor and understand that these duties will serve as the basis for performance evaluations in the future.

Employee’s Signature:

_____ Date: _____

Supervisor’s Signature:

_____ Date: _____

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

2. Fringe Benefits

Component	Percent of Salary
Payroll Tax (FICA)	6.2
Workers Compensation	0.36
Retirement	3.1
Medical and Dental	22.32
TOTAL FRINGE BENEFIT RATE	31.98

	Wage	Benefit Cost
Project Manager	\$40,000	\$77,888
Marine Trades CTE Teacher	\$200,000	\$15,576
	TOTAL \$240,000	\$93,468

3. Travel

Purpose of Travel	Location	Item	Rate	Cost
Grantee Meeting	Washington, DC	Airfare	\$1400/flight x 3 persons	\$16,800
Grantee Meeting	Washington, DC	Hotel	\$250/ night x 3 persons	\$9,000
Grantee Meeting	Washington, DC	Per Diem (meals)		\$2,070
Grantee Meeting	Washington, DC	Incidentals (car rental/taxi/baggage/etc)	\$100 per person	\$1,200
Local Travel Meetings	Washington State	Mileage	1000 miles at \$0.54 p/ mile	\$2,160
PBL World- Buck Institute	Napa Valley, CA	Conference Registration	\$1,200/ person for 4 day conference x 2 persons	\$2,400
PBL Conference	Napa Valley, CA	Airfare	\$700/flight x 2 persons	\$1,400

Purpose of Travel	Location	Item	Rate	Cost
PBL Conference	Napa Valley, CA	Hotel	\$200/ night x 2 persons	\$2,000
PBL Conference	Napa Valley, CA	Per Diem (meals)		\$759
PBL Conference	Napa Valley, CA	Incidentals (car rental/taxi/baggage/etc)	\$100 per person	\$200
Educational Field Trips connected to PBL projects and/or Marine Trades for groups of students	Seattle, WA	Field trip entrance fees, student food costs, incidentals.	\$1000 per trip x 10 trips per year	\$40,000
			TOTAL	\$77,989

As stipulated in the grant, travel money is set aside for the Project Manager, Marine Trades Teacher, and one partner representative to attend the Grantee meeting in Washington, DC. Local travel is primarily to meet with partner schools and colleges that are using PBL or have established Maritime programs. Local travel is figured at the 2016 GSA POV rate of \$0.54 per mile. Conference money set aside for Curriculum Director and one teacher to attend the Buck Institute PBL World conference on Project Based Learning, either within Year 1 or during the summer between Year 1 and Year 2.

4. Equipment

Equipment will be a large budget expense for Years 2 and 3 of the project. As we establish the new Marine Trades Center, what Maritime tools cannot be donated will need to be purchased for the project. The equipment items listed below are anticipated to last longer than 5 years, with replacements as needed for tools due to loss, destruction, etc. Not all expenses will be for all years.

Items	Description and Quantity	Total Cost
Teacher Laptop	1 Teacher laptop for use in Marine Trades Center- laptop is most applicable due to mobile nature of the course in case they have classes in the regular school building as well as the Trades building.	\$900
10 Basic Tools sets for students use; 2 advance tool sets for teacher use; specializes shop and woodworking tools needed to set up and care for equipment.	examples include: complete socket sets in SAE and metric sizes; screwdrivers or a bit set that covers all standard types as well as torx, security and hex shapes; variety of pliers including needle-nose, bent needle nose and vice grips; tool maintenance and cleaning equipment.	\$28,000
Specialty Marine Tools- Tools from each manufacturer, as many outboard motors have proprietary parts requiring these items.	Tools from each manufacturer, as many outboard motors have proprietary parts requiring these items.	\$8,000
Engines- new samples of engines for class modeling and parts identification- not used for student dissection	Inboard, outboard, jet drive, and stern drive motors- additional parts for different brands to illustrate important components of the type.	\$15,000
Boat lift, engine hoist, jack stands, dollies/rolling carts	1 boat lift used to lift and move boats for repair, renovation, and building. 20 jack stands, 4 dollies/rolling carts	\$10,000
Safety Equipment	Life jackets, coveralls, rubber boots, steel toe boots, goggles, etc. 20 pairs of each in assorted sizes; 3 welding helmets and 3 welding gloves asst sz.	\$40,000
PBL Project Materials	Materials are TBD based on project units as they are developed- some may require more advanced materials than others. Amount would not be distributed equally, but would be carried over to the following year if available to be used for additional PBL projects. This is a yearly expense. 20 teachers x 4 Projects x \$500/class project= \$40,000	\$160,000
	TOTAL	\$261,900

5. Supplies

General office supplies such as paper, pens, poster paper, markers, etc are necessary for any classroom and to administer both parts of our program, however Lummi Nation School will be covering the cost for those basic classroom expenses by providing a yearly teacher supplies budget for each staff member. Postage, phone, and internet costs will also be covered in the same manner.

Supplies needed to be covered by the grant are more difficult to define. With the transition to PBL, we do not know what those projects are going to look like yet, what materials will be needed for each teacher, or how consumable those will be. The grant will have a “quick supplies” fund for supplies needed to be purchased quickly for PBL projects- items that expire, consumable products that can be purchased at a local store, specialized products that the teacher must choose in person locally, live items, cultural items, etc.

Program promotional items will be used to advertise and recruit students and sponsors for the program. Major training materials to create binders of training materials, present PBL and Marine Trades presentations will be funded.

Marine Trades Center consumable materials will be funded by the grant based on what is needed to safely and properly manage the program with materials.

Item(s)	Rate	Cost
PBL “Quick Supplies” fund- items that expire, consumable products that can be purchased at a local store, specialized products that the teacher must choose in person locally, live items, cultural items, etc.	\$1000 x 9 mo	\$36,000
Promotional Items	100 items @ \$5 each	\$2,000
Training Materials for teacher and community workshops	4 per year x \$200	\$3,200

Item(s)	Rate	Cost
Marine Trades Center consumable materials- examples: chemicals, rubber gloves, towels, nuts/bolts/screws, coveralls, engine oil, engine coolant, transmission oil, hazmat equipment and containers, parts washer, flashlights, headlamps, etc	\$5000 initial startup cost to outfit \$500/mo x 9 months per year	\$5,000 one time expense \$18,000 for grant period
	TOTAL	\$64,200

6. Contractual

Contracted PBL Support Services: Lummi Nation School will contract with the Buck Institute to provide professional development during year 1 and 2 of the grant to the grade 7-12 teachers as they develop their place-based and culturally relevant project based units. The Buck Institute will provide the PBL 101 and 201 training to LNS teachers and administration during teacher in-service days, focusing on a consistent format for building units, how to incorporate culture, and reaching a deeper depth of knowledge for student learning. The Buck Institute will also send support personnel to the school over the first two years for 4 additional visits per year in order to evaluate and support teacher progression for a total of 6 on-site visits. The 2 year cost for the program support is \$40,000.

Temporary Experts in Career Fields- highly qualified individuals, ideally members of the Lummi Community, will be hired to come and teach 2 week “Experts in the Field” mini-courses connected to PBL projects and Marine Trades Courses (example: mending crab pot nets). With block scheduling, 2 weeks would be 4 classes, each approximately 1.5 hour of teaching. Temporary staff Experts would be paid a stipend of \$200.

Provider	Service and Term	Cost
The Buck Institute	Project Based Learning professional development training and support during years 1 and 2. Year 1- PBL 101 training, 2 additional on-site visits Year 2- PBL 201 training, 2 additional on-site visits	Year 1- 20,000 Year 2- 20,000
Experts in Career Fields	2 week service, teaching 4 class periods 1.5 hours each. Temporary Staff Experts will be paid a \$200 stipend. $\$200/6 \text{ hrs total} = \33 per hr. 20 per year x \$200	\$16,000

7. No construction costs will be funded through this grant

8. Other

Bus Transportation	Bus costs for PBL and Marine Trades field trips to Seattle area- driver, mileage, etc 10 trips per year x \$ 260	\$10,400

9. Total Direct Costs

The sum of expenditures, per budget category, of lines 1-8 \$803,957

10. Indirect Costs

Identify indirect cost rate %18.72

\$145,772

A copy of the most recent approved indirect cost rate agreement is included in the attachments section of the application

11. Training Stipends are not applicable through this grant

12. Total Costs

Sum of total costs and indirect costs \$949,729

Year 1 Total Costs	\$274,917.50
Year 2 Total Costs	\$242,776.50
Year 3 Total Costs	\$216,017.50
Year 4 Total Costs	\$216,017.50
Grand Total Costs	\$949,729.00

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Dawn		Walker	

Address:

Street1:	2665 Kwina Road
Street2:	
City:	Bellingham
County:	
State:	WA: Washington
Zip Code:	98226
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
360-758-4315	

Email Address:

dawn.walker@1-k12.org

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

--

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

Lummi Nation

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	60,000.00	60,000.00	60,000.00	60,000.00		240,000.00
2. Fringe Benefits	23,367.00	23,367.00	23,367.00	23,367.00		93,468.00
3. Travel	22,166.50	17,804.50	17,804.50	17,804.50		75,580.00
4. Equipment	90,900.00	59,409.00	57,000.00	57,000.00		264,309.00
5. Supplies	19,800.00	14,800.00	14,800.00	14,800.00		64,200.00
6. Contractual	24,000.00	24,000.00	4,000.00	4,000.00		56,000.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	2,600.00	2,600.00	2,600.00	2,600.00		10,400.00
9. Total Direct Costs (lines 1-8)	242,833.50	201,980.50	179,571.50	179,571.50		803,957.00
10. Indirect Costs*	40,729.69	37,810.75	33,615.74	33,615.74		145,771.92
11. Training Stipends						
12. Total Costs (lines 9-11)	283,563.19	239,791.25	213,187.24	213,187.24		949,728.92

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 01/01/2016 To: 12/31/2016 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 18.72%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
PR/Award # S299A160044

Name of Institution/Organization Lummi Nation	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524