Port Gamble S'Klallam Tribe

477 Report

FY 2014

October 1, 2013 – September 30, 2014
The Port Gamble S'Klallam Tribal Family Assistance Program (Tribal TANF) in its sixteenth year of operation assisted tribal families as they work towards self-sufficiency. In fiscal year 2014, the program assisted 64 families including 99 children. Twenty-four of these families were non-needy relative caregivers or child only cases. Of the remaining 40 families, 55 adults were required to participate in employment or barrier removal activities. The Family Assistance Program worked closely with the Employment and Education Departments, as well as other tribal departments and community resources in order to offer tribal families the services and opportunities they need to succeed. The success of this 477 program is reflected in the statistics shared with the Administration for Children and Families. The Tribe’s agreed TANF participation rate for the program was 35%. The Port Gamble S’Klallam Tribe’s FY2014 participation rate of 60 percent is lower than previous years due to some challenges, including staff turnover and changes in partner agency resources. This caseload included three families that were exempt from work participation due to disabilities. Any exemptions in a small program have a significant affect on the participation rate. The Family Assistance Program participation continues to be higher than the negotiated rate.

The Family Assistance Program assessed each client for his or her specific barriers to employment. Case managers assisted each client in the development of an Individual Responsibility Plan (IRP). Each IRP listed the client’s barriers and prioritized required activities aimed at overcoming these personal barriers. With the exception of relative caregivers, all clients were required to participate in work activities for a minimum of twenty hours a week. In two parent families, the adults are allowed to combine their hours and are responsible for 30 hours per week. Required participation hours are selected from a wide range of approved activities such as GED classes, high school course work, higher education, job search, work experience, employment, and traditional self-employment, parenting classes, mental health counseling and chemical dependency. In conjunction with barrier removal services, the Family Assistance Program focused on additional services including Employment Support Services, Self-Sufficiency Support and Crisis Support.

Employment Support Services included transportation needs such as car repair and gas vouchers. Clients received gas vouchers to attend required classes or activities that were included in their work participation requirement. The Family Assistance Program paid for GED testing fees and Department of Health Food Handler’s Permit fees. Those TANF clients who secured employment received purchase orders for work clothing. All TANF families received school clothing vouchers so that each child would have something new to wear on the first day of school.

The Program assisted low-income working families in immediate need with Self-Sufficiency Support. Most often this consisted of car repairs enabling working families to
have reliable transportation to get to work and keep their jobs so they would not need cash assistance.

These same services were available to Post-TANF clients who have followed their plan, obtained employment, and are no longer receiving benefits but need just a bit of assistance to remain self-sufficient. This included help with transportation.

Once in a lifetime "Crisis Assistance" continued to be available to those families on TANF and other low-income families that experience a crisis that could interfere with the parent’s ability to become self-sufficient.

Additional Services

The Family Assistance staff continued to determine eligibility for Foodstamps and Medicaid this past year which in turn made them eligible for free school lunches for the children and for low-income phone service. The number of families receiving Foodstamps and Medicaid coverage continued to increase through the efforts of program staff. Without this service, clients would need to find transportation to the local office in Bremerton, which is seventy miles round trip. The assistance given by the Family Assistance case managers has assured that low-income clients receive the services needed to improve the lives of their families.

Family Assistance case managers assisted clients in accessing other Federal and State programs such Low Income Home Energy Assistance and Working Connections Childcare. TANF staff assisted community members by connecting them with the Washington State Telephone Assistance Program. Case managers also connected low-income families to other non-profit agencies in order to get assistance with utilities once tribal funds were exhausted.

The Tribe was in its second ACF Child Welfare/TANF Collaboration grant. While not part of our 477, this program continued to improve collaboration with TANF and our Tribal Child Welfare Agency. We call this program ASK, which stands for Advocate for Strong Kids. Coordination meetings occur monthly in order to update family plans or services that will benefit the children and their families as they pursue self-sufficiency and healthy lives.

The Family Assistance Program staff worked with Tribal Foster Care, Indian Child Welfare, and Family Preservation Services with regard to poor health or living situations that affect clients. The ICW caseworkers, FPS staff and the TANF case managers collaboratively assessed the needs of families and successfully linked them with the appropriate services while focusing on preventive solutions. TANF, ICW, and the Advocate for Strong Kids (ASK) worked closely together with regard to children’s school progress and attendance concentrating on the at risk teens. The ASK Program worked with those families who are both on TANF and working with Indian Child Welfare to coordinate plans, strengthen the family and assure that at risk children do not fall through the cracks.
Program Successes

More clients are entering the Family Assistance Program having completed high school but many have little or no work history so when possible these clients are placed in work experience for the Tribe. While on Tribal TANF, three clients completed their GED’s. Several others have had positive education outcomes but have not quite finished their classes. Our 477 programs continue to stress the importance of education and programs work together to make sure students continue to attend school and make progress toward graduation. Currently the TANF and Education Department are working together to assist two mothers in getting ready for their GED test very soon.

This year the Family Assistance Program did not experience a higher number of positive terminations, rather than negative terminations, however, many clients began barrier removal services, such as GED studies or chemical dependency treatment and are working toward employment. There was one client who was approved for SSI and one client approved for disability benefits through prior employment.

Individual Client Successes

There are a couple of stories that stand out this year. They are both single parent households with single mothers raising their children.

The first one has extensive job history and experience, but was having a hard time getting back on her feet and being self sufficient again after a divorce. She was hired on at the Tribal Gliding Eagle Market gas station as a part time employee, but was having difficulty with the shifts that were often night time shifts and it was difficult for her to find care for her special needs son. She interviewed for a subsidized job position that was full time temporary and day shifts working for the Tribal Cultural Department. She worked hard and it paid off! The Tribal Administration sought her out to perform contract work as well for the Tribe to take the lead on organizing and managing operations for large community cultural events. She was able to prove herself and when her subsidy ended, she was hired on with the Tribal Youth & Prevention Program as a fulltime permanent staff member. She has already been tasked with great responsibility with our community youth and has attended leadership conferences and traveled to Washington DC as part of her job. She is feeling good knowing that she is again, self sufficient and able to care for her family and meet their needs.

Another single mom had moved back to the area after leaving a bad situation with her child’s father on the East Coast. She came back homeless, with a new baby and very little else. She stayed with family until she was approved for some assistance from the Tribal Housing Authority to get her own low income apartment. She had to secure housing off reservation, about 15 miles from her family and other services. She was able to get hired on at the Tribal coffee shop as a barista, at first on call status but that soon turned into part time status. She was able to quickly move off of TANF with her income and with the help of the Child Support staff, maintain her child support for at least one of her children.
so that she could get the full payment rather than the pass through that is allowed while on TANF. Between her income, housing and child support she quickly realized the feeling of self sufficiency and maintaining her own residence and being the sole provider for her sons.

Challenges

The Family Assistance Program in collaboration with our other 477 partners has been very successful in assisting families to overcome barriers and to accomplish their goals as they work toward self-sufficiency, but there are always new challenges. Even with folks leaving the program with positive outcomes, there are always new clients with many barriers. Many of the clients who access any of our programs are the young new parents who have little or no work history. Their barriers are many, including: being homeless, lack of transportation, chemical dependency issues, lack of education, no work experience, and no life skills. These continue to be the “hard to serve”.

Transportation continues to be a barrier to employment. There is still no public transportation out to this end of the county and many tribal members have less than reliable cars. One resource that we have had access to in the past is to assist in clients getting their driver’s license back through the DRIVE Program with Kitsap Community Resources. The program has been unable to refer clients to the DRIVE Program due to changes in how the local courts process fines and fees into collections. The collection agency that had the agreement with DRIVE to reinstate licenses, is no longer the collection agency on contract through County agencies and the program no longer exists.

This program assisted individuals with the reinstatement of suspended drivers’ licenses so that they might be able to drive to work. This change has been a challenge for our program since transportation is a barrier to most of our clients, especially with no bus service to or from the reservation. Fortunately, the Tribe continues to develop new programs which create employment opportunities right here on the reservation. Other than tribal employment, most good paying jobs are about 35 miles away. In FY2014, the Family Assistance Program assisted families with car repair for employment purposes. In order to receive this service clients are required to possess a valid driver’s license, registration and a clear title to the vehicle. These clients must have a job or be actively engaged in job search activities. Other transportation services included gas vouchers to get to work or required classes as part of their Plan. Assistance with transportation needs enabled clients to access needed services and retain their employment. Clients were also referred out to the County bus service for low income, reduced fare bus passes and assistance was given for the initial $25 required payment to start the bus pass; this helped families who found work outside of the North Kitsap area and were able to get a ride to the nearest bus stop for their daily commute.

In FY2014, those who had non-positive terminations either did not finish their GED or did not follow through with their chemical dependency program. Our TANF program continues to work with families with substance abuse as a major barrier to their self-sufficiency. Others had some success but did not complete their individual responsibility.
Their lack of compliance with required participation hours resulted in their termination from Tribal TANF cash assistance.

Many participants have moved on but the common barriers for the current participants continue to be the same recurring ones of chemical dependency, lack of higher education, transportation, and little or no work history. Even though there is some improvement in the current economic situation it is still a challenge to secure and retain gainful employment even for those with less barriers who have good employment history.

In order to move clients forward case managers have referred participants to the Tribal Education Clinic and to the Tribe’s Wellness Program for help with chemical dependency and mental health services. In addition, clients with children who need some additional assistance have been referred to Family Preservation Services or to the Tribe’s “Together for Children Program” serving clients with children up to 5 years old and the Maternal Health Program which provides good support for life skills with raising healthy babies. Many clients were able to send their children to daycare or headstart or early headstart right here on the reservation, but there continues to be waitlists for space. Some have had the opportunity to participate in work experience with various departments throughout the Tribe and a couple participants have eventually secured employment with the Tribe. Many of their needs can be met right here in the tribal community. Case managers refer clients to outside agencies as needed for additional services. Family Assistance clients who received sanctions for lack of participation must actively engage in barrier removal activities before receiving cash benefits upon their return to the Family Assistance Program.

In conclusion, the Family Assistance Program continues to collaborate with our 477 partners assessing client barriers and developing Individual Responsibility Plans with an ultimate goal of employment and self-sufficiency. In addition to the many challenges tribal families face in order to overcome their own barriers to employment, clients must confront the economic crisis still apparent throughout the entire country. Many of those tribal members living on the reservation are fishermen so when there is no fishing or “red tides” their livelihood is in jeopardy. That is why it is important for them to have education and additional skills in order to secure other employment in hard times. The earnings gain realized by terminees of the Family Assistance Program were impacted by Tribal Fisherman this year that were able to get assistance to re-start treaty harvesting and utilizing their Tribal Treaty Fishing Rights. The Family Assistance Program will remain committed to the challenge of assisting families on their journey to become healthy, employed, and self-sufficient.

**Child Care**

The Child Care Development Fund continues to be integrated into the Tribe’s 477 Plan.
Services Offered
The S'Klallam Early Childhood Program continues to provide child care services in a center-based model which is supported through Head Start funds for services to birth through five year old children and their families, Washington State Working Connections Child Care, Washington State Children & Family Services Child Care (foster care), Tribal funds and pay for service funds. The center is open from 7am until 5 pm. Children from 6 weeks old through 12 years old are offered child care services. The infant classroom ratio is one adult for every four infants; mobile infants and toddlers (7-36 months) have a ratio of four children for every one adult; preschool age and older have a one adult for every 10 children at a minimum.

A total of 36 slots are available for 1/2 day preschool services; 32 slots for infant/toddler socialization groups with extended day child care as an option and 12 openings for extended day child care for preschool and school age children. There have been no reductions in the level of child care offered. Current service levels are (as of 9/30/14):
- 29 preschool children enrolled in am or pm 4 hour classroom session
- 16 preschool/14 school age children receiving extended day child care
- 32 infants/toddlers enrolled in a 4 hour classroom session
- 17 infants/toddlers currently receiving extended day child care

Staffing Pattern
Currently staff employed at the center are composed of the following:
- 13 regular full-time and part-time teaching staff
- 8 regular full-time and part-time support staff
- 4 on-call classroom staff

46% of the staff working at the center are S'Klallam tribal members or a member of another Tribe, 31% community members with S'Klallam children and 23% non-Indian/non-community member. 20% of the direct service staff are men directly working with young children.

Staff turnover is a concern during 2014. One infant/toddler teacher position was vacant and filled; one preschool lead teacher was vacant and filled.

Quality of Staff
Teaching staff qualifications are important. At this time one teacher has a BA degree in a related field (human services); three have an ECE AA degree, three staff have their CDA credential. Currently, 15% of the teaching staff are enrolled in continuing education classes towards their degrees, five teachers are working on their hours and training hours for completion of their CDA Credential. In addition three of the support staff have higher degrees. One support staff is currently enrolled in NWIC pursuing a 4 year degree.

Equitable wages continues to be a primary concern.

Family Support
Our program is committed to assisting families in obtaining subsidy for child care if they are eligible. During this period 18 families received subsidized child care support for 25 children (this includes foster care maintenance support).
Facility
The Tribe continues to improve the outdoor learning environments for all ages (phase 3). In July 2014 with Tribal funds and foundation grants the ece was able to purchase and install two new structures on the preschool/school age play area- upper body strength building activities. On the toddler play area a new climbing and sliding down structure was installed to replace the old cedar structure that had been demolished during fall 2013. In addition the maintenance of the building continues to be a priority to assure the health and safety of children, staff and families.

Other
ECE continues in its partnership with the Tribe’s Home Visiting Program- Together for Children. The Together for Children Mental Health Therapist provides training and ongoing support to teaching and management staff.

The seventh annual Wolfe Summer Experience happened in Summer 2014. A total of 87 children participated in this 14-day session. A collaborative activity between the Tribe and the North Kitsap School District aimed at providing culturally relevant reading, math and science experiences to Port Gamble S’Klallam children in need of an academic boost during the summer break occurred in June/July 2014. A family engagement day was included in the schedule of activities. In addition the tribal dental clinic conducted a summer dental screening for all enrolled children. This program continues to be funded in cooperation with Discuren Foundation Funds and PGST Tribal Appendix X Funds.

Washington State Child Care Subsidy continues to be a challenge for families; however, longer certification times (up to 12 months) have been awarded to some families.

A continued decrease in the Child Care Development Fund grant amount has caused a decrease in available tribal subsidy for families. The decrease has been- 8% in FY 2012/ 10% in FY 2013/ 6.5% in FY 2014.

Career and Education

Employment Assistance
Our mission is to provide opportunities to improve the quality of life for community members through employment enhancement by utilizing achievable goals and comprehensive planning.

The services we provide are W.W.I.E.T.P. training and assisting clients with applying to the BIA GA program. We assist clients with obtaining work equipment, uniforms, assistance with resume preparation, cover letters and copies, interviewing skills/practice, and career counseling.

Below is client service data for each employment program:

The number of W.W.I.E.T.P. clients served from Sept 2013-Sept 2014: 41
The number of Resume Assistance Clients served from Sept 2013-Sept 2014: 3
The number of Bureau of Indian Affairs clients served from Sept 2013- Sept 2014: 17

Back to School Supplies Distribution
August 13th and 14th we held our annual back to school supply distribution event. This year we distributed 240 high quality backpacks filled with excellent school supplies to our Kindergarten through twelve grade enrolled members and community members.

Higher Education
2013/2014 Fall quarter 5 students applied for the tribal scholarship. One of which had been ineligible to receive funding, two of the students awarded were new applicants and the other two awarded were continuing applicants.

2013-2014 Winter quarter 14 students applied for tribal Scholarship. We awarded 2 new students and 12 continuing students. One student was not awarded due to an incomplete application.

2013/2014 Spring quarter 15 students applied for the tribal scholarship, 10 continuing and 3 new students were awarded a scholarship. Two students were not awarded, 1 student had no need and the other had an incomplete application.

2014/2015 Fall quarter 25 students applied for the Tribal Scholarship, 10 of which were ineligible either because of an incomplete application or No need. Out of the remaining 16 students, 6 were new applicants and 9 were continuing applicants.

This year we assisted 5 students with filling out their FAFSA and assisted 11 students with finding and applying to scholarships.

High School and College Graduates
This year we held our honoring ceremony on June 13th. We honored a total of 37 graduates this year, 18 High School, 8 GED, 5 Associates degrees, 5 Bachelors degrees, and 1 Masters Degree. We provided an extraordinary feast for our graduates with 124 family and community members in attendance.

Accomplishments in target areas of graduation achievement, and motivating student academic success

Objective: Increase adult potential for work-related education or higher education
GED program
Taught 5/7 adult students who earned a High School Equivalency Certificate
7 adults are currently enrolled in the program.

Objective: Increase post- high school student potential for work-related education or higher education
High School program
Taught/ Coached-8 seniors- culminating project assignments/ credit recovery/ EOC exam
study, 7/8 graduated, 1-Fall'14

**Objective:** Increase high school students' access to auxiliary programs which broaden educational opportunities

Assisted in enrollment for 4 in Running Start, 1 enrolled in Work-Based Learning, 3 enrolled in WST, 5 enrolled in PAL.

**Objective:** Increase high school students' potential for graduation and subsequent work and higher education opportunities

High School program
Taught Credit Recovery 10th-12th gr. - 11 recovered total of 8 credits
Tutored for improved skills and raising "F" grades 9th-12th gr - 7 raised grades from "F" in core subjects

**Incentive Awards Programs**

**All Stars**
Our goal is to encourage Tribal and community member children to maintain good grades, attend school regularly and to improve their academic performance. At the parents request we added Bus behavior monitoring.

This year the All Star incentive program served an average of 115 grade school students per month. Information was received from the teachers, an online school data network called Skyward and Bus Drivers. In order to receive rewards students couldn’t miss more than 2 assignments or 2 days of school a month or misbehave on the bus.

Below are the yearly results:

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<tbody>
<tr>
<td>Homework Completion</td>
<td>55%</td>
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<tr>
<td>Attendance</td>
<td>82%</td>
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<tr>
<td>Bus Behavior</td>
<td>95%</td>
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Bonuses were based on attendance.

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<tbody>
<tr>
<td>Christmas Bonus</td>
<td>80 students</td>
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<tr>
<td>Yearly Attendance</td>
<td>65 students</td>
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<th></th>
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<tbody>
<tr>
<td>0 - Days</td>
<td>4 students</td>
</tr>
<tr>
<td>1-5 Days</td>
<td>32 students</td>
</tr>
<tr>
<td>6-10 Days</td>
<td>29 students</td>
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</table>

**Grade Raisers**
High School Grade Raisers:
Our objective is to increase high school students' core grades quarterly, which provides opportunity to take challenging electives, or advanced classes.
We held two High School Incentive Program events for attendance and grade recognition 42 students in attendance at the first recognition and 45 students at the second.

Middle School Grade Raisers:
During the 2013-2014 school year we recognized 48 Middle School students for their success in academic achievement and attendance. The attendance incentives encourages our students strive for good attendance and stay active in school. It was heart warming to watch the students light up each quarter and ask about their grades and attendance and work hard to get missing assignments turned in on time. This program helps motivate our students and it has increased parental involvement.

**Academic Coaching Program**

With the addition of a new coach and the transfer of one of our long standing coaches to the coordinator position we created a new schedule for the coaches at Wolflle, Kingston Middle School (KMS) as well as placing one coach at the Kingston High School (KHS) level to work with 9th and 10th graders. The Coaches worked closely with staff at Wolflle, KMS and KHS to enhance students academic skills in all core areas, as well as assisting in the KMS after school reading and math tutoring programs, plus we provided transportation to Wolflle Elementary for morning groups to enhance math and reading skills. Since the start of the school year Coaches have attended regular attendance meetings with Wolflle and KMS to monitor attendance concerns, which has helped increase student’s attendance. The Coaches diligently help families and school staff find solutions to attendance and academic issues. The Academic Coach program has shown proven success with many students increasing their reading and math skills. The Coaches have a great rapport with students and their parents. The Coaches keep parents apprised of their students academic progress and attendance concerns. One of our biggest successors is a student who has increased two years in reading and a student who moved from Special Education classes to General Education classes.

**Summer Programs**

**Wolflle Summer Experience**

Our Summer Experience Summer School Program began on Monday, June 23rd and ended July 12th this year. This calendar mirrored the previous year’s calendar, and included 14 days of instruction and enrichment. This year we focused on literacy and math skills, and integrated many cultural and art experiences.

Some specific highlights:

- S’Kllallam Language classes were held for all students twice a week on site. Students got to practice and extend their learning of this beautiful and relevant language.

- One tribal member brought several weaving projects to teach and share with the children.

- We had a storyteller come visit. What a treat! This was the highlight for many.

- Many tribal members participated in the coordination and work of running the program.

- For the second year we were able to have a community member teach ZUMBA to our students two days a week. Research shows how important it is to have body movement for students to retain their learning. It helped with cognitive abilities as well as classroom management. Students came back from ZUMBA class energized and ready to learn.
• 14 days of summer service for 111 enrolled 5 yo to 12 yo children in five classrooms.
• 90 of 111 enrolled actively participated.
• Opportunity for several 6th grade children to serve as mentors in a classroom leadership role.
• Opportunity for five High School students to serve as interns.
• Our first field trip was to the Tribal Center. During this day, we had different stations including the Little Boston Branch of the Kitsap Regional Library, Sustainability taught by the Tribe’s Natural Resources Department, and Dental check-ups. Students explored nature around the Tribal Center and examined the beach and its food web. The local OESD joined us to host a “Block Fest” where students ages 5-8 explored hands on physics and engineering with a variety of materials. Families were invited to participate with us, and we had lunch together at the Tribal Center kitchen.
• Our second field trip was to the Port Gamble S’Klallam Tribe’s Heronswood Garden, where students got to tour this famous botanical garden, and even planted several different plants to take home.
• Our third and final field trip to Bainbridge Island was multi-stop, and differentiated by age. In the morning, the 3rd, 4th, and 5th grade students visited the Bloedel Reserve, and the younger students visited KiDiMu, or Bainbridge Island’s Kid’s Discovery Museum. We met for a picnic lunch at Battlepoint Park. Many parents joined us for this event. We set up fun stations: there were relay races, lollypop reading, hula hooping, and much more.
• Friends of the Library came by weekly to distribute free books for each child. Children loved having books of their own to choose and take home.
• A nutritious breakfast and lunch was served each day for enrolled children and mentors. The Port Gamble S’Klallam Child and Family Services Department supervised the USDA open lunch site providing hot lunches and the meal for the family event hosted at the Tribe.
• Kingston Food Bank with support of Kiwanis and Rotary distributed 95 food packets per week to children who participated.
• Seventeen S’Klallam preschoolers and five OESD preschoolers entering Kindergarten in September 2014 participated in fun, learning activities at the local school they will attend. The classroom teachers for this group of children were their preschool teacher and a Kindergarten teacher from the School District. These children were introduced to the school system including: visiting the school library, signing up to check out books, and interacting with the librarian; participating in a breakfast meal service at the school’s meal site; meeting other key school staff that included the principal and janitor.
• Collaboration opportunity for Wolfle Elementary School, OESD #114 Head Start, Port Gamble S’Klallam Tribe Early Childhood Program, Port Gamble S’Klallam Tribe Education Department, Port Gamble S’Klallam Child and Family Service Department, North Kitsap School District Title 1 Program, and North Kitsap School District Native American Education Program (NAEP).

Qualitative data
1. S’Klallam and other preschoolers will be prepared for a smooth transition to Kindergarten-ready to learn.
   • The teachers observed the following skills demonstrated by the preschool children involved in the Summer Experience Project:
     o Children rode the “big” yellow school bus. This is a critical skill for young children to learn and feel confident in doing. It was reported that all children with support learned this important step.
     o Children learned the routine for breakfast service.
     o Children learned the practice of walking in classroom lines in the hallway at the school.
     o Children were introduced to the library routines that include which door you enter, how you line up, where their section of books is located, where to sit to look at books after you choose one.
     o Children interacted with older children in large groups that help reduce anxieties when entering the “big” school.

2. S’Klallam and other students engaged in many different activities that enriched their understanding of the S’Klallam culture. This helps to break down barriers between the Native and non-Native students

3. S’Klallam and other students entering grades 1 through 5 will retain knowledge in reading, science and math gained in the previous year.
   • There is an assumption that a focused learning time that includes reading, writing, math and science fun helps the children who participate to retain skills during their summer break.

4. S’Klallam and other families will be familiar with the School District and will be prepared to support their child’s education
   • Enrolled parents and grandparents had a wonderful experience this summer and many parents are more actively engaged and support their children’s education.

Quantitative data
The Wolfe Summer Experience Project focuses on supporting a population of families and children who are at-risk. The SY 2013-2014 USDA free and reduced lunch statistic for Wolfe Elementary School was 59%. PGST Early Childhood Program free and reduced statistic was 94.4%.

The following are details regarding registration and average daily attendance:
   • 24 children were registered for the kindergarten classroom. Average daily attendance was 21 children.
   • 22 children were registered for the first grade classroom. Average daily attendance was 18 children.
   • 25 children were registered for the second grade classroom. Average daily attendance was 21 children.
• 23 children were registered for third/fourth grade classroom. Average daily attendance was 19 children.
• 22 children were registered for fourth/fifth grade classroom. Average daily attendance was 17 children.
• Through the Rolling Reader program, 5 high school students served as interns in classrooms.
• 2 Native American Coaches, and 3 para-professionals assisted in the 5 classrooms.
• 7 students from the Intensive Support Program were able to attend for the first time because of our ability to offer para-professional support in every classroom.

Over the Summer Gains/Losses for Wolfe Summer School Students

Over the Summer Gains/Losses for Students Attending Summer School

Notes:
1. This data is for one year only (spring and fall 2014).
2. In some cases, the number of students is very small. For incoming first grade, there were no comparison students. Only 8 first graders (that attended summer school) were actually tested. They are compared to ALL of the students entering second grade that attended. The bold number in parentheses represents the students that were originally tested. The growth here is nothing short of amazing!
3. Summer slide is typical, particularly in low-income groups, but it seems to be minimized in all but one age group.

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<th>Grade Equivalent</th>
<th>Gain/Loss Spring to Fall 2014</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Spring 1st</td>
<td>2.3</td>
<td></td>
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<tr>
<td>Fall 2nd</td>
<td>2.0</td>
<td>-0.3 (2.8)</td>
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<td>Spring 2nd</td>
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<tr>
<td>Fall 3rd</td>
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<td>Fall 5th</td>
<td>4.8</td>
<td>+0.2</td>
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***Important!
1st grade Spring had n=8
2nd grade Fall had n=17
(indicates original 8 student scores)
Our 2014 Middle School Summer School began July 2nd and ended August 1st, 2014. Each week of the program had different theme that were based around traditional animals. This year’s program was successful and well attended with 43 students enrolled. We focused on reading through our traditional language and history and used Place Based education and aquatic science to engage and motivate our students’ learning. This year’s program included more experiential learning, holistic education and the enriching curriculum encouraged the children to attend. Other factors that encouraged our children were the outdoor and out of classroom activities which included five field trips to places of importance.

Some specific highlights:

• Each day, as the students arrived, they received a hot breakfast and after their meal they began to work daily subject lessons in math reading and writing which were approximately 30 minutes in length. Science was an hour and a half per day and consisted of traditional plants, medicines, animal life cycles and traditional ancestral food.
• Our first field trip was to the Pacific Science Center in Seattle for a constellation lesson in the planetarium.
• Our second field trip was to the Seattle Aquarium where students were able to see and learn about different Pacific North West aquatic animals.
• The third field trip was to Port Townsend, as this is an ancestral site and our students learn about the significance, historical and ancestral importance of this place. This trip also consisted of teaching the students how to identify different plants and to learn how to gather the small shade blackberries used to make desserts and jams.
• The fourth fieldtrip was to the Burke Museum. Our children learned about special and significant tribal ancestral artifacts and history. For many students this was the first time they ever visited this museum
• One of our S’Klallam elder and fisherman, Fred Fulton Jr., visited our program and showed the students how to harvest seafood including crab, salmon and shellfish. He taught the students how to traditionally bake the clams and crab, and how to properly fillet a salmon and cook it on a stick over a fire pit. The students’ favorite part was learning how to cook and clean live crab. After gathering and preparing these traditional foods our students invited our S’Klallam elders to join us for a traditional lunch.
• We had the privilege of having Gene Jones, another S’Klallam Elder and artist, visit and speak with the students about where our ancestors resided before being placed on the reservations. He also taught the students how to make traditional paints using salmon eggs, seashells, charcoal and colorful plants. He was able to teach the students, that whatever plant or animal being used as food, medicines or art, that every piece had a purpose and was useful.
• We also had the privilege to work with Marie Hebert who is the tribe’s Culture Director. Marie is also an S’Klallam Elder and a certified S’Klallam Language teacher. Marie volunteered to teach the students S’Klallam words and phrases and
how to say different animals and commands. After the lessons 23 students were comfortable enough to introduce themselves in the S'Klallam Language.

- The prevalent subject for this year’s program was salmon. In the last week of our program, Brian Perry, an S’Klallam Artist and member of the Tribe, taught the students the basics of Salish design, painting and transferring art. The students assisted Brian and his assistants in creating an orca and a school of salmon mural in the hallway of the Port Gamble S’Klallam Education center.
- All the students were very surprised at all the different science subjects that related closely with our traditions. We ended our summer program with a trip to the San Juan Islands for a whale watching expedition and to our luck the students got to see a pod of Orcas and learn their life styles and cycles. The kids had an absolute blast!!

Quantitative data
1. Student participation retention was 85%.
2. Our students tested 20% higher on STAR math and science test scores and 16% in STAR reading.

Qualitative data
1. Our children have more confidence in themselves and their self-esteem is higher.
2. Our children are more interested in STEM fields.
3. Our students are better stewards of the land and learned many facets of sustainable education.
4. Our students are richer from the amazing exposer to our first teachers--our elders--and cultural teachers.
5. The students learned important traditional education, which includes: language, food sustenance, art, genealogy and traditional protocols that will sustain and benefit them throughout their lives.

Summer Youth -
This year’s program started July 2, 2014 and ended August 1, 2014. We had 30 youth apply, 3 of which were ineligible due to incomplete applications and 1 which was ineligible because they did not graduate from high school and weren’t enrolled in any school program. We hired 27 however 1 youth decided to go on the annual canoe Journey and honor his duties as Royalty. Fourteen of the remaining 26 youth worked full time and 12 part-time. The part-time youth participated in summer school credit recovery, which is a requirement if the student failed core classes in the previous school year. In the beginning of the program youth participated in a few workshops that included: first aid/CPR, application/resume writing, and yard equipment safety. Our youth were placed through the tribe’s department in the following departmental fields: Career and Education Department, Administration, Natural Resources, Kitsap Regional Library Little Boston Branch, Community Health, Elders Program, Gliding Eagle Grocery Store, Summer Food Program/Food Bank, Early childhood, Youth Center, Culture, Archaeologist and Summer Community Work Crew. One youth was offered continued employment after the program was complete.
Re-Entry Program

In 2014 the Re-Entry Program was able to secure funding to help 20 formally incarcerated individuals seeking help with employment and job trainings skills. At this time we have 9 clients that are still in the Program, 5 clients that are employed and successfully completed the Program, 1 client that was a successful completion but no employment available, and 5 that were discharged.

Out of the 20 clients 15 are enrolled Port Gamble S’Klallam Tribal Members. One client was a parent of an enrolled Tribal Member. Three clients were Federally enrolled and one client was a Community Member.

The Re-Entry Program was nationally recognized for their accomplishments in 2014 and the team was asked to present at the American Indian Justice Conference in Seattle Wa and to put on a National Webinar sponsored by the American Probation and Parole Association. We have many people across the nation inquire about our holistic and intensive case management Re-entry program that has helped reduce recidivism within the tribe.

A few other highlights for the year included being trained in Moral Recognition Therapy and in Correction Assessment and Intervention system. MRT and CAIS are both evidence-based tools designed to help the incarcerated individual move in a positive direction. MRT deals with moral reasoning in a group/counseling session and CAIS is an assessment tool that measures risk and needs.

The Conferences we attended this year to learn more about our clients needs include, The Second Chance Act National Conference, Recognizing and responding to Veteran Suicide risk, Treating and Supervising Methamphetamine addicts in your Drug Court, and Calming an Overactive Brain.

With all the success of this program we currently have 39 on the waiting list.
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## I. Participants Served

<table>
<thead>
<tr>
<th></th>
<th>Adults</th>
<th>Youth</th>
<th>Cash Assistance Recipients</th>
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<tbody>
<tr>
<td>Total Participants</td>
<td>79</td>
<td>244</td>
<td>55</td>
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<tr>
<td>Total Terminees</td>
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<td>43</td>
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<tr>
<td>Total Current Participants</td>
<td>28</td>
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## II. Terminatee Outcomes

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<tr>
<td>Total with Employment Objective</td>
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<tr>
<td>1. Entered Unsubsidized Employment</td>
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<tr>
<td>2. Other Employment Outcomes</td>
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<tr>
<td>3. Employment Objective Not Achieved</td>
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<tr>
<td>4. Earnings Gain $11.03 $9.36 $38.76</td>
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<td>$9.36</td>
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## III. Participant Activities

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<tr>
<td>Employment 45</td>
<td>31</td>
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<td>Education/Training 22</td>
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<td>Misc. Objective/Supportive Services 12</td>
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## IV. Child Care Development Activities

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<tbody>
<tr>
<td>Families Receiving Child Care 41</td>
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<tr>
<td>Children Receiving Child Care</td>
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</tr>
<tr>
<td>1. Ages 0 to 3 years</td>
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<tr>
<td>2. Ages 4 to 5 years</td>
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<tr>
<td>3. Ages 6 and above</td>
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<td>Care Received – Type of Provider</td>
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<tr>
<td>Tribal Center Based 87</td>
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<td>Other Center Based 87</td>
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<td>Group Home 87</td>
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<tr>
<td>Other Care 87</td>
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## V. Jobs Creation/Economic Development

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<th>Jobs Created</th>
<th>Indians/Alaska Natives Employed</th>
<th>Businesses Assisted</th>
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<tbody>
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<td>Number</td>
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