

CosaBlank

## J. APPLICATION CHECKLIST AND REQUIRED FORMS

A COMPLETE APPLICATION MUST CONTAIN THE FOLLOWING ITEMS AND BE ORGANIZED AND TABBED AS OUTLINED BELOW.

- Application for Federal Assistance (Standard Form 424), completed according to the instructions and signed by an authorized official (page 1) Form may be found at the US Department of Education Grant application and other forms page. [www.ed.gov](http://www.ed.gov)
- Cover Page
- Table of Contents (1 page)
- Program Summary and Abstract (2 page)
- Program Narrative (no more than 35 pages single-spaced)
- Participants Served Chart
- Performance Measures Template
- Schedule of Operations
- Budget Form –Appendix III (complete one for each center site)
- 21<sup>st</sup> CCLC Assurance Form
- Appendices – only those described below:
  - Job descriptions for key staff members
  - Documents of support from school and tribe
  - Memorandums of Agreement/Contracts for key partners
  - Assessment of objective data regarding the need for before and after school programming
  - Letter of support from the Official Tribal Grant, Contract School or Dormitory Official stating full compliance, support and financial integrity with the BIE's 21<sup>st</sup> CCLC RFP application requirements

### NOTE:

- Attachments not requested by the RFP will result in disqualification of the application. Send only the information specified in this RFP.
- Proposals not in the required format will be automatically disqualified.

**ORIGINAL**

Bureau of Indian Education

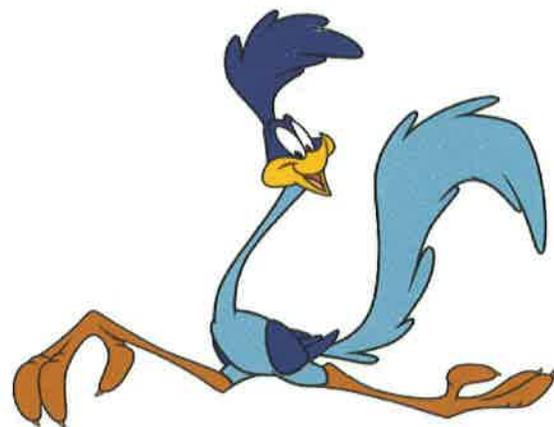
**21<sup>st</sup> Century Community Learning  
Centers Program**

CFDA 84.287

January 17, 2013

**Casa Blanca Community School**

**Casa Blanca Roadrunners  
Running to OUR Future**



**P.O. Box 10940  
Bapchule, Arizona 85121**



**Application for  
Federal Assistance –  
Standard Form 424**

# Application for Federal Education Assistance (ED 424)



U.S. Department of Education

Form Approved  
OMB No. 1890-0017  
Exp. 04/30/2008

## Applicant Information

### 1. Name and Address

Legal Name: Casa Blanca Community School, Inc.

Address: P.O. Box 10940

3455 West Casa Blanca Road

Bapchule

City

AZ  
State

Pinal  
County

85121 -  
ZIP Code + 4



Organizational Unit

Casa Blanca Community School, Inc.

2. Applicant's D-U-N-S Number | 8 | 2 | 5 | 3 | 8 | 2 | 7 | 4 | 0 |

3. Applicant's T-I-N | 8 | 6 | - | 0 | 8 | 2 | 4 | 3 | 0 | 5 |

4. Catalog of Federal Domestic Assistance #: 84. 2 | 8 | 7 |

Title: 21<sup>st</sup> Century Community Learning Center

5. Project Director: Eric James, M Ed

Address: 3455 West Casa Blanca Road

Bapchule

City

AZ

State

85121

Zip code + 4

Tel. #: ( 480 ) 403 - 8595 Fax #: ( 520 ) 315 - 3938

E-Mail Address: ejames@cbschools.com

6. Novice Applicant  Yes  No

7. Is the applicant delinquent on any Federal debt?  Yes  No  
(If "Yes," attach an explanation.)

8. Type of Applicant (Enter appropriate letter in the box.) | B |

- A - State
- B - Local
- C - Special District
- D - Indian Tribe
- E - Individual
- F - Independent School District
- G - Public College or University
- H - Private, Non-profit College or University
- I - Non-profit Organization
- J - Private, Profit-Making Organization

K - Other (Specify): \_\_\_\_\_

9. State Application Identifier \_\_\_\_\_

## Application Information

10. Type of Submission:

- PreApplication Construction
- Application Construction
- PreApplication Non-Construction
- Application Non-Construction

11. Is application subject to review by Executive Order 12372 process?

Yes (Date made available to the Executive Order 12372 process for review): \_\_\_/\_\_\_/\_\_\_

No (If "No," check appropriate box below.)  
 Program is not covered by E.O. 12372.  
 Program has not been selected by State for review.

12. Proposed Project Dates: 02 / 04 / 2013 06 / 30 / 2013  
Start Date: End Date:

13. Are any research activities involving human subjects planned at any time during the proposed project period?  
 Yes (Go to 13a.)  No (Go to item 14.)

13a. Are all the research activities proposed designated to be exempt from the regulations?  
 Yes (Provide Exemption(s) #): \_\_\_\_\_  
 No (Provide Assurance #): \_\_\_\_\_

14. Descriptive Title of Applicant's Project:

Roadrunners RUN!

Running to OUR Future

## Estimated Funding

- 15a. Federal \$ 121,716.80
- b. Applicant \$ \_\_\_\_\_ .00
- c. State \$ \_\_\_\_\_ .00
- d. Local \$ \_\_\_\_\_ .00
- e. Other \$ \_\_\_\_\_ .00
- f. Program Income \$ \_\_\_\_\_ .00
- g. TOTAL \$ 121,716.80

## Authorized Representative Information

16. To the best of my knowledge and belief, all data in this preapplication/application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is awarded.

a. Authorized Representative (Please type or print name clearly.)

Eric James, M Ed

b. Title: School Principal

c. Tel. #: ( 480 ) 403 - 8595 Fax #: ( 520 ) 315 - 3938

d. E-Mail Address: ejames@cscschools.com

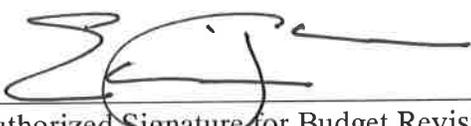
e. Signature of Authorized Representative

Date: 1 / 14 / 2013



# Cover Page

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

Cass Blanca Community School, Inc. Organization	
Eric James Name of Contact Person	480-403-8595 Telephone
ejames@cbschools.com E-mail Address	520-315-3938 Fax Number
 Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures	January 14, 2013 Date
<i>■ Note: The general certifications and assurances that are signed and submitted by the district each spring (or provided by the applicant to EED) will apply to this federally funded program.</i>	
 Signature of Organizational Representative	January 14, 2013 Date
Principal Title	

\$ 121,718.80 Total Funding Requested Per Year
\$ 365,150.40 Total Funding Requested for Three Years

<b>BIE Use Only</b> Project Number: _____	Date Received: _____
Project Approval: _____	Amount Awarded: \$ _____



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Bureau of Indian Education  
21<sup>st</sup> Century Community Learning Program

**Casa Blanca Community School, Inc.**  
**Casa Blanca Roadrunners**  
**Running to *OUR* Future**

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# Program Summary and Abstract

Bureau of Indian Education  
21<sup>st</sup> Century Community Learning Program

**Casa Blanca Community School, Inc.**  
**Casa Blanca Roadrunners**  
**Running to *OUR* Future**

**Program Summary and Abstract**

The Casa Blanca Community School, its' planning team, and its coalition of partners are determined to utilize all available resources to reach as many children and families as possible. The School has demonstrated that students face pressing needs that can no longer be left unmet. At the heart of this program's design is the unquestionable need to create an equal playing field for all students to feel success and transcend social barriers. With the empowerment and vision of hope for the 21<sup>st</sup> Century Community Learning Centers within the community, it is not an impossible task. Many steps have been taken prior to this time and Casa Blanca will build upon these endeavors and will expand this vision to include greater, more encompassing works based on the proven success models implemented across the nation.

The Casa Blanca 21<sup>st</sup> CCLC Program will address the following needs of its students and community:

- An increase in students' academic achievement in reading and mathematics, as demonstrated by improved scores on the Arizona Instrument of Measurement Standards (AIMS), Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP), and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is essential for these students to succeed in intermediate and high school.
- A safe learning environment – free of behavioral, violence, and peer pressure – is needed to optimize learning, physical health and well-being.
- Health, wellness, prevention and social services are needed to address the student and family most basic needs.
- An increase in parent involvement and parent education skills is critical for student success.

Casa Blanca Community School's mascot is the Roadrunner, a tenacious bird of speed, bravery and endurance. This Program in partnership with community stakeholders, embodies the spirit of our students running toward a brighter future. The staff, community and coalition of partners truly believe with immediate interventions, assisting students in braving the overwhelming social barriers, there is an opportunity to build a new future for the young kindergarten, first, second, third and fourth grades. Completion of high school is a minimum prerequisite to success in today's society. While success in the early grades does not guarantee success in high school, research substantiates that failure in elementary school strongly predicts failure in the latter years. The 21<sup>st</sup> Century Community Learning Program will ignite, inspire, and encourage these students to thrive as they run to an optimistic future. This future will not include academic failure. This promising future will not include poverty, unemployment or crime.



# Program Narrative

Bureau of Indian Education  
21<sup>st</sup> Century Community Learning Program

**Casa Blanca Community School, Inc.**  
**Casa Blanca Roadrunners**  
**Running to *OUR* Future**

**PROGRAM NARRATIVE**

**Competitive Priority**

This proposal is eligible for and has met all of the competitive priorities.

- **Applications submitted in partnership with a community or tribal based organization, tribal or local community colleges, colleges and/or universities, and state, local and county agencies.**

Casa Blanca Community School, Inc. has submitted the proposal for the BIE 21<sup>st</sup> Century Community Learning Center Program, Roadrunners Running to *OUR* Future, in partnership with The Boys and Girls Club of the East Valley, Gila River Indian Community, as well as local community partners.

Casa Blanca Community School recognizes the importance of collaboration within the community. The school community believes that creating a 21<sup>st</sup> CCLC program in the Casa Blanca Community School community will benefit the educational, health, social, cultural and recreational needs of the students and community. The proposed program assure a safe and nurturing environment for children before school, after school, and summer learning programs by providing academic enrichment, homework centers and tutors and a broad array of cultural, developmental and recreational opportunities. Lifelong learning activities and literacy programs will be provided to adult community members at the Casa Blanca Community School campus.

- **Health, wellness, prevention and social service activities that provide services to students and parents/caregivers.**

The Casa Blanca Community School 21<sup>st</sup> CCLC program provides a comprehensive plan to address the most basic needs of students and their families. There are many good programs and services available, but they are not effectively connected to the children and families who need them the most. By coordinating the efforts of child and family related programs and services, the Casa Blanca 21<sup>st</sup> CCLC program will increase the accessibility by maximizing service delivery, eliminated duplicated services, and leveraging efforts of all participants.

Research has demonstrated over the past generation that several factors contribute to the development of antisocial behavior in young people that culminate to violent outcomes for children, their families, schools and communities. These factors include: stressful family environments, lack of parenting skills, alienation between family and school and individual characteristics of the child. The presence of these factors result in a child's behavior being more difficult to influence during later years and leads to an onset of aggressive behaviors both at home and at school. Without interventions, antisocial behavior will continue throughout a

Bureau of Indian Education  
21<sup>st</sup> Century Community Learning Program

**Casa Blanca Community School, Inc.**

**Casa Blanca Roadrunners  
Running to *OUR* Future**

**Need for Project**

*Description of Community*

Casa Blanca Community School, Inc. is located on the 372,000 acre Gila River Indian Community in south-central Arizona to the south of Phoenix and on both sides of the Gila River from the Salt River. The school serves approximately 250 students each year in grades kindergarten through fourth. The students at Casa Blanca are confronted by significant community risk factors largely due to the area's remoteness and isolation, as well as some cultural differences. If these risk factors are not addressed in primary grades, then the students at Casa Blanca will be at greater predictive risk of academic failure, poverty, unemployment and possible criminal activity in their later years. Currently, there is very little for students to do to be constructively occupied in the out-of-school times and very few community resources that provide services to them and their families. And, given the high level of poverty in the area, the students' families themselves often have very little to offer in terms of opportunity. K-4

When students leave Casa Blanca Community School, they enter into a larger education environment which is often troubled with low academic achievement, high levels of disciplinary offenses and an increasing number of students not completing their education. Students from this community often do not advance past eighth grade, much less high school. Ira H. Hayes High School had a graduation rate of only 17% according to 2009 State of Arizona Department of Education statistics. It is for this reason that Casa Blanca Community School believes it is imperative to build a solid academic, social, emotional and behavioral foundation in all students. 17%

A history of low academic achievement impacts a students' confidence about their ability to succeed academically. By providing a supportive school-based program where students can socially interact in positive ways, the 21<sup>st</sup> CCLC program helps boost confidence and encourage success through participation in enrichment activities as well as academic pursuits. The 21<sup>st</sup> CCLC program helps students experience school as a place where they can enjoy activities that are fun and in which they can succeed. The program helps better connect the students to school so that they are more enthusiastic about all of the activities, the academic pursuits during the regular school day, as well as the tutoring, enrichment activities, and recreational clubs they participate in as part of the 21<sup>st</sup> CCLC program.

According to the U.S. Census data in 2009, 48.2% of the general population in the targeted Casa Blanca community population earns income below the poverty level. The average per capita income for this community is \$8,111 which is 24.1% of the Arizona per capita income and 20.9% of the US per capita income level. The area's extreme poverty, coupled with lack of outside recreational opportunities for youth often leads to early alcohol and substance abuse

*read / math*

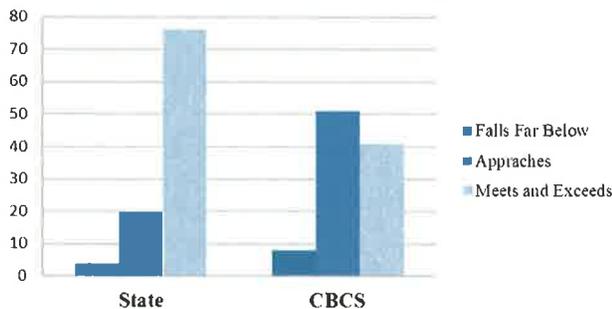
*FF 13*

The students at Casa Blanca Community School demonstrate a significant need for reading and math intervention as determined by the Arizona Instrument to Measure Standards (AIMS). AIMS is a Standards Based Assessment that measures student proficiency of the Arizona Academic Content Standards in Reading and Mathematics and is required by state and federal law. The students at Casa Blanca significantly under perform their grade level peers on a state wide review. A score of 'Falls Far Below' and 'Approaches' are designations that students are not meeting the State standards. A score of 'Meets' and 'Exceeds' indicates the student is passing the State standards. This program will **target student growth** and provide opportunities for students to gain additional intervention to ensure academic growth.

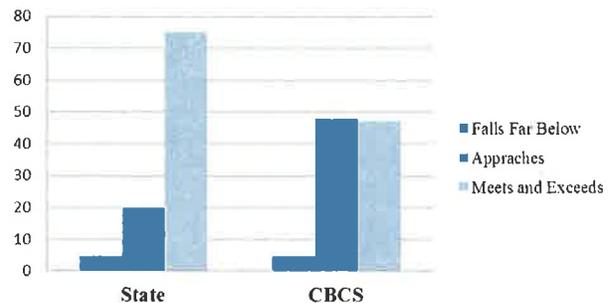
- 59% of 3<sup>rd</sup> grade students at Casa Blanca are not meeting the reading standards compared to 24% of 3<sup>rd</sup> grade students state-wide.
- 53% of 4<sup>th</sup> grade students at Casa Blanca are not meeting the reading standards compared to 25% of 4<sup>th</sup> grade students state-wide.
- 74% of 3<sup>rd</sup> grade students at Casa Blanca are not meeting the math standards compared to 31% of 3<sup>rd</sup> grade students state-wide.
- 81% of 4<sup>th</sup> grade students at Casa Blanca are not meeting the math standards compared to 33% of 4<sup>th</sup> grade students state-wide.

*Computer data well Charted*

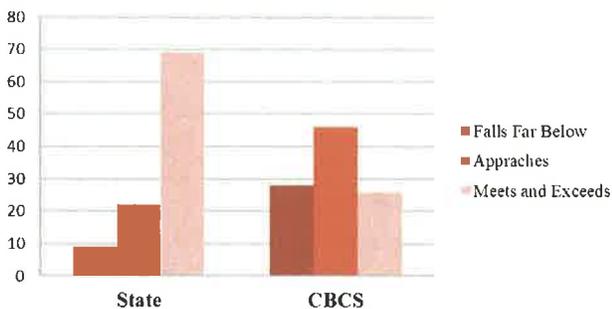
**3rd Grade Reading**



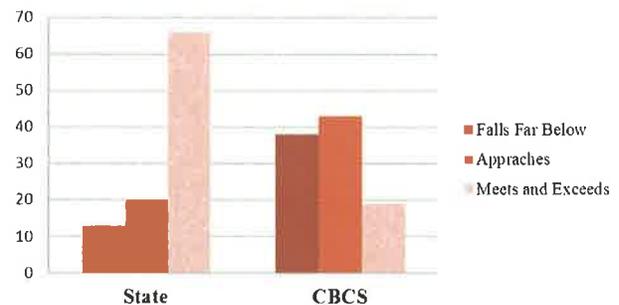
**4th Grade Reading**



**3rd Grade Math**



**4th Grade Math**

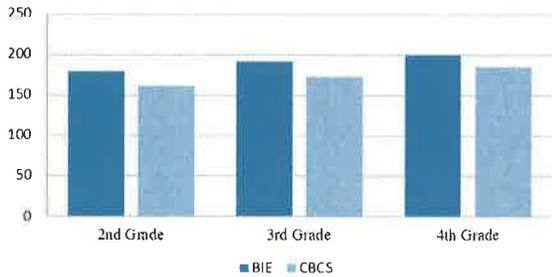


In addition to administering the Arizona State assessment, as a BIE funded school, Casa Blanca is required to administer the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP). This allows a dual system for test development and comparison data. Students at Casa Blanca underperform their peers in both Reading and Math on this assessment as well. The following charts provide a comparison of students enrolled at Casa Blanca compared to their peers on the NWEA Reading and Math assessments.

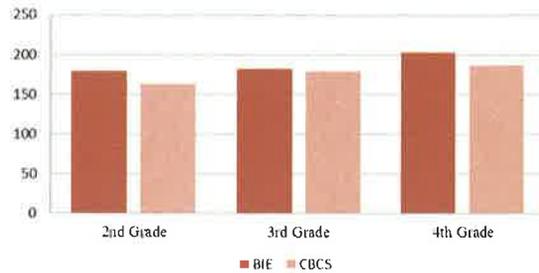
*dual sys*

*BIE funded sch  
NWEA*

**Reading RIT Scores**



**Math RIT Scores**



As a final measurement of academic need, Casa Blanca Community School utilizes the *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)* assessment. This assessment is used as both a screening tool and a progress monitoring tool. The assessment helps educators identify students who may need additional literacy instruction in order to become proficient readers. This research based program is an integral part of the school's school improvement plan and response to intervention program.

DIBELS

Transportation challenges also impact the level of services available to students. Given that the school serves a 90 mile radius, some students must travel over an hour each way to access school. This makes participation in after-school activities challenging and also negatively impacts the level of parent involvement challenging. The provision of transportation services and active outreach to parents will help address some of the challenges described here.

90 miles  
1 hr

***Providing Services for the Targeted At-Risk Student Population***

The Casa Blanca Community School and a coalition of partners, including Boys and Girls Club, a community based organization, tribal offices, local feeder schools and community partners have identified these significant needs for the target population of at-risk students. The specific program proposed in this program are tied directly to each of the identified needs of these students and will provide senior citizen programs, after school academic intervention, after school enrichment, community service, summer academic intervention, summer enrichment programs, expanded library services for children and adults, technology education for learners of all ages, parenting skills and adult education. These programs will be **targeted towards students who demonstrate the greatest need for annual growth** based on low achievement, suffer from poverty, experience high absenteeism and are at risk of academic failure. The following identifies the population to be served by the Casa Blanca 21<sup>st</sup> CCLC program.

Coalition  
Tribal

Name of Each After School Site	Designation – School Status	% Free or Reduced Lunch	Estimated # of Students to be Served	# of Family Members to be Served, if Appropriate	Grade Levels to be Served
Casa Blanca Community School	Level 2 School Improvement	89.9%	125 students	25 adults	Kindergarten through 4 <sup>th</sup> grade

Based upon **risk factors linked to academic failure** that have been identified in this community, students need structured time outside of the traditional school day to focus on academics, particularly in the areas of math and reading. The program planning team including the principal, curriculum coordinator, academic coach, teachers and community members developed a program plan will target students for the program based on their **risk of academic failure**, meaning they are in danger of not meeting standards. Specifically, the program will **target and**

Principal  
Acad. coach  
Curriculum coord  
+ teacher

recruit sub-populations of students and their families most at risk of need of these services based on those who score in the lower percentile on the standardized tests including AIMS, NWEA and DIBELS. As a rural Indian Grant School, Casa Blanca shares many of the same concerns as rural Indian Grant Schools across the United States. To identify the local problems, needs, and gaps in services, planning dialogs were held with representatives from community organizations, community partners, tribal entities and school staff. The problems identified include:

tribal  
engage  
p/ur

**Need One:** An increase in students' academic achievement in reading and mathematics, as demonstrated by improved scores on the Arizona Instrument of Measurement Standards (AIMS), Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP), and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is essential for these students to succeed in school.

Academic achievement data clearly demonstrates the need for academic intervention programs at Casa Blanca. Without the early intervention beginning as early as kindergarten, children at Casa Blanca will not have the strong academic foundation to be successful as the progress into intermediate, high school and beyond. The **state academic assessments and other measures such as AIMS, NWEA and DIBELS** data paint a clear picture of the very real need for outside of school academic assistance to help our students meet standards. There are a high number of students who have not shown adequate growth in reading and math for several years. This school continues to show a significant number of students who rank in the lower quartile of achievement. These students identified for Tier Three will benefit from the School's implementation of the Response to Intervention model. According to the National Center on Response to Intervention (RTI) RTI integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems.

Acad

This program will target students demonstrating low academic success as well as students just entering into school. Parents of all students not currently proficient in the academic standards in the area of reading and math as measured by the AIMS test (students scoring Falls Far Below or Approaches) and the School assessment NWEA, will receive a personal, mailed letter from the Principal inviting their children to participate in the 21<sup>st</sup> CCLC program. Those subgroups of students identified in the School Improvement Plan as most in need of improvement will also be specifically targeted.

Attended

In addition, outreach services for enrollment and sustained attendance will take the form of individual letters to parents and special focus during parent/teacher meetings. All students will receive a presentation during the regular school day about the 21<sup>st</sup> CCLC program and promotional materials to take home. The entrance of the school will have a 21<sup>st</sup> CCLC bulletin board dedicated solely for the program information and activities. This will be updated regularly and emphasize the enrollment opportunities. Flyers will be placed in community businesses, and in tribal buildings.

Recruitment efforts will extend throughout the school year to ensure students have the opportunity to join the program at any time. 21<sup>st</sup> CCLC celebrations including family nights, weekend carnivals and other exciting events will be coordinated to ensure the program maintains a high level of retention.

7

**Need Two:** *A safe learning environment – free of behavioral, violence, and peer pressure – is needed to optimize learning, physical health and well-being.*

Community data clearly demonstrates that students at Casa Blanca Community School are exposed to ***crime and violence*** repeatedly. In order for students to be academically successful, they must feel safe and feel that adults on campus care about them and for them. The school must instill high expectations for not just academics, but behavior as well and this will be done through teaching, modeling and coaching. Tutoring clubs, enrichment clubs, a safe recreational center, and summer programs must be available to students. Ultimately, students must feel a sense of connectedness to their school and this connection must be fostered at every opportunity.

**Need Three:** *Health, wellness, prevention and social services are needed to address the student's and family's most basic needs.*

In order to combat the long-reaching consequences of academic failure, several community partners have joined with Casa Blanca community school to ensure success of this program. In addition to the academic programs, ***social services such as health screenings*** will be provided to students and their families. The school is committed to investing in after school activities, weekend and summer opportunities to make a difference in the lives of children, families and community members. The funds requested will be used to target a significant number of low achieving students and battle the multiple risk factors facing students at Casa Blanca every day.

**Need Four:** *Increasing parent involvement and parent education skills is critical for student success.*

Parents play a critical role in their child's academic success. ***Parental support is essential for the success of the students.*** Parents are expected to participate in educational decision-making for the students and maintain an open, positive communication with the teachers. Currently, parent involvement at Casa Blanca Community School is minimal. This is measured by the frequency of parents volunteering in their classrooms, parent involvement in committees and parent attendance at parent teacher conferences. During the 2011-12 school year, parent participation in parent-teacher conferences was measured at only 47%. During this same year, there was no active parent-teacher organization (i.e., PTO). Adult education statistics clearly demonstrate the adults in Casa Blanca's community are undereducated and lack many of the basic parenting skills. Providing ongoing family education students will provide parents with opportunities to support their child's development. Adult education, job skill training and parenting classes will be provided to increase the family's engagement in education.

Casa Blanca Community School's mascot is the Roadrunner, a tenacious bird of speed, bravery and endurance. This Program in partnership with community stakeholders, embodies the spirit of our students *running* toward a brighter future. The staff, community and coalition of partners truly believe with immediate interventions, assisting students in braving the overwhelming social barriers, there is an opportunity to build a new future for the young kindergarten, first, second, third and fourth grades. Completion of high school is a minimum prerequisite to success in today's society. While success in the early grades does not guarantee success in high school, research substantiates that failure in elementary school strongly predicts failure in the latter years. The 21<sup>st</sup> Century Community Learning Program will ignite, inspire, and encourage these students to thrive as they run to an optimistic future. This future will not include academic failure. This promising future will not include poverty, unemployment or crime.

**Quality of Project Design**

The program planning team including the principal, curriculum coordinator, academic coach, teachers and community members developed a program plan to meet the needs of the students at Casa Blanca Community School, Inc. The goal of the 21<sup>st</sup> CCLC program is to plan, implement, coordinate and integrate educational and support services for students and community members. Emphasis will be placed on academic intervention programs and prevention services that decrease the existing high-risk factors that lead to academic failure, poverty, and criminal activity. Supportive environments for homework completion and extended learning opportunities will be made available. Safe, drug and violence free activities will provide recreational opportunities that have been lacking for the targeted students. Each of the proposed programs in this proposal have objectives that have been designated to meet this goal as well as the US Department of Education and the Bureau of Indian Education.

In support of the Casa Blanca Community School’s mission “...is committed to providing a quality educational environment where students can build a foundation as life-long learners and reinforce the ideals of their culture and community”, the 21<sup>st</sup> CCLC program will provide the necessary framework to offer integrated prevention and intervention services. The children and families served by Casa Blanca Community School will no longer perceive the services as fragmented, inaccessible, inconvenient, and uncoordinated. The vision for the Casa Blanca Community School 21<sup>st</sup> CCLC program is to change the way the local school is viewed and its role played within the community.

***Program SMART Goals, Performance Measures, Objectives and Activities***

The foundation of the 21<sup>st</sup> CCLC program is designed around ***evidenced based programs***, built upon best practices. It is the intent of the 21<sup>st</sup> CCLC program to address the ***identified needs of targeted students and their families who are at greatest risk***. The overall ***SMART goals*** (specific, measurable, attainable, realistic and timely) for the comprehensive plan are as follows:

**Goal 1:** Overall student participation in the program will include at least 50% of the student population in at least two afternoons per week and three weeks during the summer.

***Objectives and Activities:***

- 1.1 Provide programming opportunities four days per week until 5:00 pm during the school year and half day during the summer months.
- 1.2 Provide the Boys and Girls Club program five days per week until 7:00 pm during the school year and throughout the day during the summer months and school closure days.
- 1.3 Establish a positive and nurturing school climate that fosters youth development and high academic achievement.

***Performance Measures:***

<i>Measurable Improvement Objective</i>	<i>Strategies</i>	<i>Person(s) Responsible</i>	<i>Benchmarks</i>	<i>Evidence of Completion</i>
1.1	Student participation	Program	Monthly	Attendance reports

	and attendance data	Coordinator	attendance data	
1.2	Student and family satisfaction surveys	Program Coordinator and School Principal	Semester surveys	Survey reports
1.3	School climate surveys	School Principal	Annual surveys	Survey reports, staff meeting strategy planning

**Goal 2:** There will be a 10% increase annually in the number of students who measure as *approaching* and *meets* on the AIMS assessment in reading and mathematics at the end of each school year.

**Objectives and Activities:**

- 2.1 Provide after school ‘Roadrunner Math Club’ and ‘Roadrunner Reading Club’ to students in grades first through fourth.
- 2.2 Recruit 20 students from Ira H. Hays High School and Skyline District 5 to participate in peer leadership and mentoring programs in the ‘Roadrunner Math Club’ and ‘Roadrunner Reading Club’.
- 2.3 Expand the school library hours to include access to the school library until 6:00 pm on school days and a minimum of two Saturdays per month.
- 2.4 Expand the school technology lab hours to include access to the lab until 6:00 pm on school days and a minimum of two Saturdays per month.
- 2.5 Targeted Tier 2 and Tier 3 reading and mathematics intervention programs will be offered to students in the after school and summer environments.

**Performance Measures:**

<i>Measurable Improvement Objective</i>	<i>Strategies</i>	<i>Person(s) Responsible</i>	<i>Benchmarks</i>	<i>Evidence of Completion</i>
2.1	Program schedule offerings	Program Coordinator	Monthly Program Schedule	Governing Board Report
2.2	High school mentor recruitment data	Program Coordinator	Recruitment applications, interviews and selection data	Mentor schedule
2.3	School library utilization data including after school hours and circulation data	Program Coordinator and Librarian	Schedule of activities	Sign in sheets, circulation logs
2.4	School technology	Program	Schedule of	Sign in sheets,

	lab utilization data including after school hours	Coordinator and Technology Coordinator	activities	utilization logs
2.5	AIMS, NWEA, DIBELS assessment data	School Principal, Achievement Coach and Curriculum Coordinator	Monthly, Quarterly and Yearly assessment data	Achievement reports

**Goal 3:** There will be a 15% increase annually in the number of students who participate in engaged after school and summer academic and enrichment opportunities at the end of each school year.

**Objectives and Activities:**

- 3.1 Increase participation in the Boys and Girls Club by 25 students.
- 3.2 Provide afterschool ‘Roadrunners Run Club’ that offers enrichment opportunities in the area of reading, writing, mathematics and science.
- 3.3 Recruit 15 students from Ira H. Hays High School and Skyline District 5 to participate in peer leadership and mentoring programs in the ‘Roadrunners Run’.
- 3.4 Provide two opportunities per month for students from Casa Blanca to participate in cultural awareness activities after school including visits to the exhibits at the nearby HuHuGam Heritage Center.
- 3.5 Provide one evening and one weekend storytelling opportunity each month where elders from the Gila River Senior Services Center will share culturally significant historical stories.
- 3.6 Provide presentations by Police Department personnel on law related education.
- 3.7 Coordinate with Gila River Health Care to provide School Health Program personnel services for health screening and age appropriate health education classes during the weekend, evening and/or summers.

**Performance Measures:**

<i>Measurable Improvement Objective</i>	<i>Strategies</i>	<i>Person(s) Responsible</i>	<i>Benchmarks</i>	<i>Evidence of Completion</i>
3.1, 3.7	Student participation and attendance data	Program Coordinator	Monthly attendance data	Attendance reports
3.2, 3.4, 3.5, 3.6, 3.7	Program schedule offerings	Program Coordinator	Monthly Program Schedule	Governing Board Report
3.3	Mentor recruitment	Program Coordinator	Recruitment applications, interviews and	Mentor schedule

			selection data	
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**Goal 4:** There will be a 10% increase annually in the number of parents who participate in school related activities as measured by involvement in parent teacher conferences and parent committees.

**Objectives and Activities:**

- 4.1 Reinstigate the parent-teacher organization and recruit at least one parent from each grade level to involve parents in active decision making related to their child’s school experience.
- 4.2 Make available adult literature and reading materials for parents and community members to check out through the school library.
- 4.3 Conduct adult technology classes at least one evening per week.
- 4.4 Provide adult job readiness classes including resume building, interviewing skills and overall communication skills to parents and community members.
- 4.5 Offer adult basic education classes to parents and community members.
- 4.6 Offer parenting skills workshops to parents and future parents as well as community members.
- 4.7 Conduct family fun nights geared to reading, math, technology and other academics monthly during the school year.
- 4.8 Provide family literacy classes and activities two times per month.
- 4.9 Provide opportunities for students and their families from Casa Blanca to participate in cultural awareness activities after school and on weekends including occasional visits to the exhibits at the nearby HuHuGam Heritage Center.
- 4.10 Provide presentations by Police Department personnel on law related education.
- 4.11 Coordinate with Gila River Health Care to provide School Health Program personnel services for parents on health education classes during the weekend, evening and/or summers.

**Performance Measures:**

<i>Measurable Improvement Objective</i>	<i>Strategies</i>	<i>Person(s) Responsible</i>	<i>Benchmarks</i>	<i>Evidence of Completion</i>
4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11	Student/Family participation data	Program Coordinator	Monthly attendance data	Attendance reports
4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11	Program schedule offerings	Program Coordinator	Monthly Program Schedule	Governing Board Report
4.3, 4.4, 4.5,	Pre/Post assessments of parent/adult	Program Coordinator/21 <sup>st</sup>	Pre/Post Surveys	90% submission by parent/adult

4.6	education and confidence in their skills	CCLC Program Staff		completion
4.1	Parent involvement data including participation in parent/teacher conferences and classroom volunteering opportunities	School Principal, Classroom Teachers, 21 <sup>st</sup> CCLC Program Coordinator	Parent-teacher conference participation, classroom volunteer logs	Increased parental involvement in parent teacher conferences and volunteer opportunities
4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11	Student school day attendance data	School Principal	Quarterly student achievement reports	Increased student achievement data

**Goal 5:** At least 25% of the student population will indicate a highly satisfied rating on 21<sup>st</sup> CCLC program surveys.

**Objectives and Activities:**

- 5.1 An initial kick-off event will introduce the entire community to the programs available.
- 5.2 After school transportation will be provided each day to encourage student participation.
- 5.3 Weekend bus routes will be offered to encourage community participation in Saturday offerings.
- 5.4 Evening classes will be held for adults.
- 5.5 Marketing efforts will include enrollment letters home, school assembly, school newsletters, community newspaper.

**Performance Measures:**

<i>Measurable Improvement Objective</i>	<i>Strategies</i>	<i>Person(s) Responsible</i>	<i>Benchmarks</i>	<i>Evidence of Completion</i>
5.1, 5.2, 5.3, 5.4, 5.5	Student/Family participation and attendance data	Program Coordinator	Monthly attendance data	Attendance reports
5.1, 5.2, 5.3, 5.4, 5.5	Student and family satisfaction surveys	Program Coordinator/21 <sup>st</sup> CCLC Program Staff	Pre/Post Surveys	Student/parent/family participation

**Goal 6:** At least 20% of students and parents will increase their level of overall school satisfaction.

**Objectives and Activities:**

- 6.1 A pre and post survey will be conducted with the student and parent population to gage the satisfaction with school programs, student engagement, parent involvement, student perceived safety, and parent satisfaction with behavior and conflict resolution strategies.
- 6.2 Gila River Police Department will provide opportunities for students to have positive interactions with police officers through law related education opportunities, guest speakers at assemblies, and overall positive presence on campus.

**Performance Measures:**

<i>Measurable Improvement Objective</i>	<i>Strategies</i>	<i>Person(s) Responsible</i>	<i>Benchmarks</i>	<i>Evidence of Completion</i>
6.1	Student/Family participation and attendance data	Program Coordinator	Monthly attendance data	Attendance reports
6.1	Student and family satisfaction surveys	Program Coordinator/21 <sup>st</sup> CCLC Program Staff	Pre/Post Surveys	Student/parent/family participation
6.1	AIMS, NWEA, DIBELS Data	School Principal, Achievement Coach and Curriculum Coordinator	Monthly, Quarterly and Yearly assessment data	Achievement reports
6.1, 6.2	Student school attendance data	School Principal	Quarterly student achievement reports	Increased student achievement data

**Key Community Partners**

*Coalition*

Casa Blanca Community School and its key community partners have formed a coalition of partners to link the resources to address the targeted needs. The table below details each partnering agency, the services they will provide, the community need(s) each will address, and the objectives/outcomes they will achieve. The services listed below will be made available to all participants of the proposed programs.

Partners

services

Needs

Goals

Partnering Agency	Collaborative Services to be Provided	Needs Met	Goal Met
Boys and Girls Club of the East Valley	After school enrichment program. Character and leadership development programs. Education services. Health and life skills. Arts, sports, fitness and recreational programs.	Needs 1, 2 and 3	Goals 2, 3 and 5
Ira H. Hays High School and Skyline District 5	Student volunteers to serve as mentors and tutors to students at Casa Blanca Community School.	Needs 1 and 2	Goals 1, 2, 3, 5 and 6
Gila River Health Services	Behavioral services, health screenings, evening and weekend clinics.	Need 3	Goals 1, 3, 4, and 6
Gila River Police Department	Law related education, provide positive role models, guest speakers at school assemblies.	Need 2 and 3	Goals 1, 3, 4, and 6
Gila River Senior Services	Volunteers to provide storytelling and cultural education. Provide native language speakers for classroom activities.	Need 1 and 2	Goals 1, 3 and 4
HuHuGam Heritage Center	Cultural education enrichment opportunities for students, parents and community members.	Needs 1 and 2	Goals 1, 3 and 4

The coalition of partners will form and meet as an Advisory Board to assist program administrators in effectively managing the program and will meet a minimum of five times a year. Members will serve four functions: (1) provide volunteers, services and in-kind contributions as specified in the letters of commitment in the Appendix; (2) inform and involve the community in the program; (3) provide feedback to ensure an effective and successful program; (4) plan for sustainability. As an ethnically, economically, and culturally diverse community, the need to understand and respect all issues and values is critical to the continuing success of programs dedicated to providing all children with the best possible future.

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**Program Descriptions**

Sustainable

The 21<sup>st</sup> CCLC program will provide **research based programs that support the programming and teaching strategies** through which students can gain better knowledge and time on task to become better readers and writers, as well as better math students. By ensuring individual achievement in reaching benchmarks to support overall school performance and help attain **Annual Yearly Progress**, will not only assist the school in obtaining it's overall goals, but will also ensure individual student success is obtained. Each activity will include a specific teacher-

identified learning objective in the priority subjects of reading and mathematics. After school staff will be familiar with the intervention programs and assessments and will communicate daily with regular classroom staff to ensure the traditional school day leanings are extended into the after school hours.

### ***Attracting Youth and Their Families***

The after school environment will be a more relaxed setting with rules appropriate for behavior, but with a shift away from the regular school day environment. The 21<sup>st</sup> CCLC program will be a place where students recognize that learning is fun! All of the planned activities will be very hands-on. In addition, the 'Club' approach (i.e., Roadrunner Reading Club and Roadrunner Math Club) will encourage student participation as opposed to requiring it. This will allow students to feel that their participation is of their own choosing and something they want to do.

The programs offered through the 21<sup>st</sup> CCLC program will have an academic, character education and enrichment component. The student mentors from Ira H. Hayes High School and Skyline District 5 will play a critical component in the success of the programs.

H-S  
mentors

### ***Link to the School Day***

*An Academic Component* – The 21<sup>st</sup> CCLC program will focus on academic intervention and structured homework completion. Casa Blanca Community School implements the Renaissance Learning products which encompass research-based, best practice tools that focus on accelerating student growth. The Accelerated Reader and Accelerated Math programs build excitement and success by differentiating instruction, monitoring progress, and making data-driven decisions. Both of these curriculum tools focus on the common core curriculum and offer intervention programs. These programs are utilized during the school day and academic and enrichment activities will be developed around these standards to be offered in the after school environment. The teacher to student ratio will be approximately 1:8, allowing teachers to give the students the concentrated help and instruction they need to tackle more difficult academic concepts. Additionally, it is during this time that the teachers and the student mentors help will students improve their study skills by teaching them how to organize their folders, assignments and even their back packs, and by reinforcing academic skills necessary for academic success.

day  
↓

*A Character Building Component* – In addition to meeting after school daily, the 21<sup>st</sup> CCLC participants will meet twice a month on Saturdays to address the program's goals through an enhanced sense of community involvement. Character building activities based on the *Character Counts!* six pillars of character are incorporated into service learning programs connecting the students to outside community-based organizations and feeder school mentors. The six pillars of character: trustworthiness, respect, responsibility, fairness, caring, and citizenship, will be related to each service learning program as a tool for learning and understanding the need of the program. The six pillars will give the students, teachers and families the appropriate terminology to express actions and emotions to help them recognize how they impact society. Character building activities will be worked into daily activities through group discussions and debriefings.

*Enrichment Component* - Enrichment opportunities through a diversified curriculum with enhanced activities will be offered. We believe these experiences will stimulate and nurture intellectual and social growth and instill in our students a desire for lifelong learning. Activities

include age-appropriate clubs, sports, academics, enriching classes, and more to help kids stay focused and have fun after school.

***Communication between the after school and regular school day*** program will be essential for program success. Strategies for ensuring effective communication will include ensuring the after school staff include the same highly qualified staff that work in the regular school day program. These teachers will attend grade level meetings, and offered staff training targeted for the after school learning environment and will include cultural and sensitivity components.

There will be regular program meetings where classroom teachers can receive updates on program activities and student progress reports provided to the classroom teachers. Classroom teachers will also have access to the daily schedule of activities and staffing schedule to ensure they have a means to communicate individual student needs to the after school program staff.

### ***Expanding Student Learning Opportunities and Increasing Student Motivation After the School Day***

#### Roadrunner Math Club

The Math Club will extend the school day learning by implementing the *Accelerated Math for Intervention* and *MathFacts in a Flash* intervention programs. These ***research based programs*** are provided by Renaissance Learning which provides tools to personalize practice and easily manage the daily activities of students at all levels. The School has already effectively implemented *Accelerated Math* in the curriculum and will expand the use of an intervention program to accelerate learning in the after school environment. Renaissance Learning allows for flexible usage, yet has the ability to improve student motivation and goal setting and ultimately helps students achieve higher test scores on their state and national tests. Teachers will also develop grade appropriate, student level lessons to reinforce the Arizona State Standards for the appropriate grade level. Additionally, the NWEA, a research-based computerized assessment system, will be used to monitor student success.

#### Roadrunner Reading Club

Like the Roadrunner Math Club, the Roadrunner Reading Club will also extend the school day. This will be done by implementing the ***research based programs Accelerated Reader*** and *English in a Flash*. These programs will provide students with continuous feedback on reading practice with the world's most popular and successful reading software. The English in a Flash program provides intervention to the students whose primary language is not reading. This gives students the opportunity to practice independent reading based on their own vocabulary knowledge. The School has already effectively implemented *Accelerated Reader* in the curriculum and will expand the use of an intervention program to accelerate learning in the after school environment. Like the other Renaissance Learning programs, this program allows for flexible usage, yet the ability to improve student motivation and goal setting. Fun, grade appropriate lessons will be developed to reinforce the Arizona State Standards for the appropriate grade level. In addition to the use of the NWEA, a research-based computerized assessment system, the DIBELS assessment will also be used to monitor student success.

## Roadrunner RUN Club

After-school (as well as weekend and summer) recreation programs can be one means of providing more structured, better supervised, and more productive use of free time for these students and families. After-school recreation programs are believed to ensure that children have the opportunity to gain many social skills as well as needed physical activity. These activities will also provide children the opportunity to interact with other children and older peer mentors, thus forming a long term friendship with peers. The School Principal will provide formal training for the older peer mentors in order to give them a framework for working with their younger peers and to encourage leadership skills.

### ***Encouraging Students to Attend***

These programs will be designed to meet the needs and interests of our students through the wide variety of course offerings, such as: chess, drawing and cartooning, keyboarding, arts and crafts, music, and movement and a variety of additional opportunities. Classes will be offered after school, on the weekends and during the summer. Children will have fun participating in a wide variety of programs that will teach them new skills and encourage you to explore new opportunities. By providing structured recreational programs, children will gain the social skills necessary to be more successful in their school environment and ultimately later in life. Casa Blanca Community School believes that through active recruitment and retention strategies, students will become more effectively engaged in not only the after school programs, but also the traditional school day.

### **Application Submitted in Partnership with the Boys and Girls Club, a Community Based Organization**

As a competitive priority, this program has included a strong *community based program partner*. *The Boys and Girls Club of the East Valley* is a community-based character building youth development organization. The Boys and Girls Club has a branch in Sacaton and Casa Blanca Community School will ensure there is a bus stop location at this branch. Currently very few children participate in the program. The goal of the 21<sup>st</sup> CCLC program is to increase enrollment and participation of students from Casa Blanca. The Boys and Girls Club delivers a high quality program that provides opportunities to assist youth in developing their self-esteem, values and skills in a fun and safe environment. The after school recreation program helps students become responsible, caring citizens and acquire needed leadership and decision making skills. Professionals guide students through personal, educational and social development, to realize their full potential and become positive, value-oriented and productive citizens.

### **Cultural Education – Involving Tribal Elders**

The cultural education component will honor tradition while achieving excellence and community. As quoted by Barbara Munson a member of the Oneida Nation, “The responsibility for the continuance of our culture falls to Native people. We accomplish this by surviving, living, and thriving; and in doing so we pass on our stories, traditions, religions, values, arts and our languages. We sometimes do this important work with people from other cultural backgrounds, but they do not, and cannot continue our culture for us. Our ancestors did this

work for us, and we continue to carry the culture for the generations to come. Our cultures are living cultures that are passed on, not ‘preserved’”.

The important recognition of bridging the teachings and strength of the culture with the tools of solid academic principles is crucial to creating the foundations of not only an intelligent Native American child, but a Native American child who will possess a strong sense of personal pride and leadership traits to be carried on into their adult life. The success of the partnership with the local cultural center and senior community center will only benefit future generations. The cultural component weaves together stories, traditional games, images, songs, poems, experiences, and music to create an opportunity to foster increased awareness of heritage, traditions, and culture.

The 21<sup>st</sup> CCLC program will provide students the opportunity to see, touch and hear various historic and modern cultural items, often made available from the participants’ parents, in an effort to promote an environment of sharing and celebrating the diversity found within communities.

Cultural education activities will include instilling the Native American culture and heritage through culturally appropriate and school-wide programs, activities, and presentations, which can include but are not limited to songs, finger plays, games, poems and stories in which phonemic patterns such as rhyme and alliteration are prominent. The nearby HuHuGam Heritage Center offers displays of historical artifacts, cultural materials and other traditional presentations unique to the Gila River Tribe.

#### Parent and Adult Education

The 21<sup>st</sup> CCLC program will provide effective parent education and empowerment workshops to Native American families while incorporating Native American culture and heritage.

There is a great need for more activities that promote increased parent and family involvement in their child’s learning and increased parental skills in areas such as child development, child guidance, advocacy, communication skills and English as a second language. One researcher stated, “Students do well when their parents get involved with school activities and make education the number one priority in the home” (Steinber, Arizona State University). When parents are involved in the educational process, students’ achievement is higher, student behavior improves and educational programs, and schools become more effective.

Evening and weekend workshops will be offered at school to teach adults effective parenting strategies to encourage their child’s success in school. These sessions will be particularly pertinent to parents of young children and will focus on helping parents understand the importance of preparing their young ones for school. These classes will offer parents the opportunity to improve their feeling of self-worth and their ability to be self-motivating, self-directed learners in order to meet their responsibilities as parents.

Different parenting classes will be offered to the parents each semester. Other training sessions will help parents embrace their role as their child’s first teacher. Additional opportunities such as résumé building, interviewing skills and other job readiness skills will also be offered to parents and community members.

## Family Education and Support

There is a great need for more activities that promote increased parent and family involvement in their child's learning and increased parental skills in areas such as child development, child guidance, advocacy, communication skills and adult education. When parents are involved in the educational process, students' achievement is higher, student behavior improves and educational programs and schools become more effective. By including families through targeted outreach and family-focused activities, the program will help to develop family support for student success. Activities such as computer classes, family literacy and expanding the library resources to include adult and family materials will expose families to and involve them in the school environment so they have a better understanding of what the school setting is like for their children. By better connecting them to teachers and other school personnel, they will feel a strong connection and will be more willing to ask and seek information about their child's education. It will also help families to develop a greater appreciation for the importance of education overall so they will be more willing to support their children in achieving school success.

It has been our experience that Native American families most at risk often have higher levels of truancy, limited (if any) communication with schools, including lack of participation in parent-teacher conference meetings. In these situations, the school must be proactive in providing supplemental support and intervention through home visits, participating in school staff and parent meetings.

## Teacher Cultural Competency Development

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The professional development program will aim to support any interested stakeholder, as well as all program staff to enable them to maximize their potential and teach in ways which can differentiate learning students in grades kindergarten through fourth grade. Development opportunities will help staff to employ methods that promote parent participation. By engaging staff in training and experiential opportunities that increase their cultural awareness of the native communities, we will further engage and address the needs of our young learners and their families. Workshops on cultural diversity and cultural awareness events will translate into program activities that reflect meaningful, relevant and sensitivity to students who are increasingly engaged and learning.

Further, teachers will develop culturally appropriate materials aligned to School, State, and National academic standards to be made available to families for home use which will encourage creation of a print-rich environment to provide opportunities and tools for children to see and use the written language.

## Health Screening and Resources

Casa Blanca Community School has an established partnership with the Gila River Indian Community Health Care department to provide coordinated services, resources and personnel to provide a registered nurse to provide student health services. This registered nurse provides quality health services to students and ensures the safe administration of medication for students and helps ensure students are appropriately immunized. As a registered nurse, the students receive assessment and treatment of illness, injuries and acute health conditions. The registered

nurse is able to evaluate student health records to identify allergies, chronic health conditions, special health care needs and other factors that may affect the educational needs of individual students. The registered nurse is also able to provide preventive health screenings according to tribal, state and federal guidelines. As part of the 21<sup>st</sup> CCLC program, this registered nurse will have extended hours to assist in providing additional health screenings of students to help address their most basic needs such as acute health care needs, as well as vision and hearing screenings and provide community health care needs such as flu shots, community clinics and adult education classes. Health education classes will be offered to families to educate them on healthy lifestyle and good nutrition. Students participating in the 21<sup>st</sup> CCLC after school program will also benefit from healthy snacks as part of the National School Lunch After School Snack Program. This will allow students to receive a health snack approved by the USDA that includes fruits and vegetables. Students will learn the importance of a healthy diet through a variety of activities.

### ***Sustainability Plan***

Casa Blanca Community School fully understands that the sustainability of this program is critical. The school intends for its future funding base to be built with external funding from grants and collaborating agencies. Sustainability is further ensured by involvement of key community partners serving on the 21<sup>st</sup> CCLC Advisory Board. After federal assistance with this proposed program, the School will be able to attract additional support by measurably improving the quality of its programs and increasing the opportunities available to at-risk youth. Moreover, as stated in a recent article about long-term sustainability, “when community stakeholders come together to create a shared vision, make appropriate financial investments, and align public policy with public will, they will – and are - overcoming obstacles, reaching their goals, and ensuring that programs are sustained over time.”

**Adequacy of Resources**

As with any program, the need to keep abreast of pertinent information regarding education, community collaboration, and “what’s good for kids” is of utmost importance. This proposal will address these issues through hiring quality staff and providing training for teachers, parents, and community members in order to ensure a quality voice to all participants. All 21<sup>st</sup> CCLC staff and member of our Advisory Board will have experience and training with the target population and a commitment to integrated education. The table provides a list of key personnel and their responsibilities. Specific job descriptions for key positions can be found in the appendices.

Personnel Title	Responsibilities	Qualifications
<p>1</p> <p>Program Coordinator</p> <p>1.0 FTE</p> <p>Daily Schedule: 2:00pm – 8:00pm</p> <p>Saturday Schedule: 10:00am – 12:00pm</p>	<p>Program lead; grant administrative duties; personnel management; program reporting; activities and program coordination; responsible for activities/program/staffing; government communication; public relations</p>	<p>Evidence of leadership; strong interpersonal skills; community school experience</p>
<p>2</p> <p>School Principal</p>	<p>Monitor the quality of services; report educational effectiveness; measure identified program goals and objectives; provide training to peer mentors; provide adult education training</p>	<p>Board appointed; supporter of efforts;</p>
<p>3</p> <p>21st Century CCLC Advisory Board</p> <p>See Appendix</p>	<p>Represent diversity of the school community; provide advisory oversight for program and policies; provide specified activities at each 21<sup>st</sup> CCLC site; provide vision and guidance for the program; meet at least five times a year</p>	<p>Ability to represent interests of the partnering organization</p>
<p>4</p> <p>Academic Coach</p>	<p>Collect student assessment data. Serve as school assessment coordinator. Provide student achievement data. Train staff on interpretation of student assessment data. Assist in determining school wide student achievement data. Track student assessment on AIMS, NWEA, DIBELS assessments.</p>	<p>Ability to assess student level and classroom level student achievement data. Serve as a peer professional development coach and trainer.</p>
<p>5</p> <p>Curriculum Coordinator</p>	<p>Collaborates with staff in the development, writing and implementation of school curriculum. Provides professional development based on student needs. Provides resources and support for effective technology integration based on teacher and student needs.</p>	<p>Skills in a variety of educational technologies including learning management systems, curriculum databases and instructional design tools.</p>

## *Staffing Capacity*

**Certified Teacher Ratio:** It is expected that the student to teacher ratio during the Math and Reading Clubs will be at one teacher to eight students. High school student mentors will help lower this ratio by providing more direct assistance to students in the high need academic areas.

**Enrichment/Recreational Program Ratio:** It is expected that the student to adult ratio during the enrichment and recreational programs will be at one adult to twelve students. Like in the academic programs, during the enrichment programs, high school student mentors will help lower this ratio by providing more services to students.

## *Transportation*

As a result of the area's remoteness, all students travel on school buses for the regular school program. The school includes a 90 mile radius, so safe travel is essential to ensure student participation. The 21<sup>st</sup> CCLC program will provide participants transportation following the after school program and for the summer program. Casa Blanca Community School will provide bus transportation along regular designated routes following all rules, regulations and procedures that apply to the regular day routes, as mandated by federal, state and school policies. The 'activity bus' will run after school from the school campus and from the Boys and Girls Club location to allow for maximum participation. The safety of students to and from school and after school programs is of primary importance to Casa Blanca Community School. Students must adhere to the rules of conduct. Bus rules include respecting the driver and other students. Students demonstrate this by keeping their hands to themselves and staying seated while talking in a quiet voice. The bus is an extension of the school day and all school rules apply. Students are reminded of the rules on the school bus with the simple acronym BUS – Be Respectful, Use a Quiet Voice, Stay Seated. Students will be expected to follow the school bus rules to ensure safe travel. Bus stops and routes will be monitored to determine if any changes need to be made based on participation and road conditions. *rules*

*vol* Additionally, Casa Blanca Community School owns a school van that will be utilized to provide additional transportation services to parents and community members who participate in the program. This additional transportation will be provided based on parent registration in family and adult education programs. *V 97*

The 21<sup>st</sup> CCLC Program Coordinator will be responsible for ensuring dismissal procedures are followed at the end of the program and that any transportation issues are immediately addressed with the school principal.

## *Leveraging Resources*

The proposed program will allow Casa Blanca Community School to leverage existing resources to meet the significant needs of the community. By coordinating the efforts of the Title I program, Baby FACE grant, and other federally funded programs, the 21<sup>st</sup> CCLC program will extend the academic intervention programs and the health, wellness and prevention programs for children and their families.

*Capacity*  
The School has the organizational capacity manage a program of this magnitude. Some examples of expanded service delivery include specific academic enrichment programs

supported by Title I funds, extended technology lab utilization and develop a more comprehensive library program based on utilization and circulation.

Specifically the School has identified Title I funds to be used to support students who are not achieving benchmark on the standardized test by providing intervention programs such as AIMS Academy for students in 3<sup>rd</sup> and 4<sup>th</sup> grade. This program is currently offered after school and provides students the opportunity to participate in a debate-style intervention where students have the opportunity to support their opinions and claims with facts derived from resources. This program provides students the opportunity to critique the reasoning of their peers in order to refine their own thinking.

Casa Blanca Community School has invested the needed resources to provide students with the technology resources to allow for creativity and innovation. For many of the students, the computer lab is the only access to technology. Students from Casa Blanca don't have computers in their homes and internet access is limited in the community. The computer lab will remain open after school and during weekend program offerings to allow this continued access for students. Student mentors from Skyline District 5 and Ira H. Hayes High School will also have access to the lab during their mentoring program. Students from these feeder schools will mentor younger students on new learning techniques using technology.

Currently, there is no public library within the Casa Blanca community. The school current extends its library hours into the after school hours to offer students the ability to access literature beyond the school day. Through the 21<sup>st</sup> CCLC program, the library program will be extended to include community utilization. Funding from the 21<sup>st</sup> CCLC program will be utilized to expand the library book selection to include young adult and adult books to encourage adult literacy. Parents and family members will be welcomed into the library to check out books from the expanded library collection.

#### ***Alignment with NATIVE Star Goals***

The goals of 21<sup>st</sup> CCLC are aligned to the Schools' School Improvement and Correction Action Plan identified in NATIVE Star based on NCLB. Casa Blanca believes that student achievement goals must be aligned regardless of funding source for the activities. Casa Blanca Community School's teaching team focuses on data. Decisions are based on student level data. When a visitor walks into the school office, they are welcomed by a data wall that shares the current grade level data for assessments such as DIBELS, AIMS, NWEA and others. This culture ensures teachers are committed to student achievement. The Leadership Team and Grade Level Teams are responsible for assessing where improvements need to be made, researching effective school improvement strategies and monitoring the progress of the programs and strategies that are implemented.

#### ***Community Partners***

Casa Blanca Community School staff, along representatives from the Gila River Indian Community, has recognized a need for the 21<sup>st</sup> CCLC program. The design of the program will be based on research and best practices. Through incorporating this program with current academic intervention programs, Casa Blanca will go beyond only meeting the academic needs of these at risk students. Together this strategy will help students thrive academically, socially

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and emotionally.

To ensure various stakeholders are involved in the design and implementation of the program, Casa Blanca Community School and its key community partners are forming a 21<sup>st</sup> CCLC Advisory Board to link the resources to address the targeted needs. The table below details each partnering agency and the services they will provide.

Partnering Agency	Collaborative Services to be Provided
Boys and Girls Club of the East Valley	After school enrichment program. Character and leadership development programs. Education services. Health and life skills. Arts, sports, fitness and recreational programs.
Ira H. Hays High School and Skyline District 5	Student volunteers to serve as mentors and tutors to students at Casa Blanca Community School.
Gila River Health Services	Behavioral services, health screenings, evening and weekend clinics.
Gila River Police Department	Law related education, provide positive role models, guest speakers at school assemblies.
Gila River Senior Services	Volunteers to provide storytelling and cultural education. Provide native language speakers for classroom activities.
HuHuGam Heritage Center	Cultural education enrichment opportunities for students, parents and community members.

Through regular meetings, the 21<sup>st</sup> CCLC Advisory Board will assess program goals, review evaluation feedback and determine necessary programmatic changes.

To ensure continuous communication between the school site, after school program staff and parents of the students involved in the program, the 21<sup>st</sup> CCLC program will extend the program coordinator contract by two hours each week. The coordinator will be responsible for identifying the participants of the program. Parent meetings will be held to inform parents and gain their support of all the program components and requirements. The coordinator will also be responsible for ensuring that communication remains consistent between parents, school staff and identified partners. The coordinator will support the program evaluation by gathering students' attendance, test scores, teacher evaluations and disciplinary referrals.

## Quality of the Management Plan

### Year One Timeline

The Casa Blanca 21<sup>st</sup> CCLC program will concentrate on achieving specific objectives at specific times, yet will remain flexible enough to allow consistent delivery of services to students who enter the program at any time. Additionally, the program will respond to significant community needs, unforeseen learning opportunities and the coalition of partners committee decisions. The following timeline serves as an overview of the activities, services, Advisory Board meetings, and milestones to be provided during the first year. Based on program evaluations, changes will be implemented for future years of the program.

Activity	Timeline											
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Hold 21st CCLC kick-off community event to announce the awarding of the grant	*											
Hire 21st CCLC Program Coordinator	*											
Advertise after school program staff, interview and hire staff	*				*			*				
Hold staff orientation training	*				*			*				
Contact community partners to begin program plans	*											
Develop brochures, flyers, pamphlets to market available services; referral process target population and contact persons	*		*		*		*		*		*	
Request student referrals from teachers based on underperforming status and academic performance	*	*	*	*	*	*	*	*	*	*	*	*
Send home parent notification of after school learning opportunities and parent/family offerings	*		*		*			*		*		*
Purchase program supplies	*	*				*		*				
Recruit and train high school mentors	*		*		*		*		*		*	
Conduct school climate survey	*				*			*				*
Launch after school programs	*	*							*			
Launch summer programs						*						
Hold advisory committee meeting to evaluate enrollment, effectiveness of programs	*				*				*			
Screen identified students for need for a health treatment referral		*	*	*	*	*	*	*	*	*	*	*
Provide parent education training opportunities		*	*	*	*	*	*	*	*	*	*	*
Provide adult education classes including job readiness skills		*	*	*	*	*	*	*	*	*	*	*
Provide family literacy nights		*	*	*	*	*	*	*	*	*	*	*
Hold cultural education opportunities by including community Elders in after school and family literacy events		*	*	*	*	*	*	*	*	*	*	*
Hold parent-teacher committee meeting	*		*		*		*		*		*	
Collection of grants, attendance and test data				*			*					*
Provide year-end evaluation to advisory committee, program staff, district administration, and community					*			*				*
Ensure monthly, quarterly and annual reports are submitted to the BIE					*			*				*

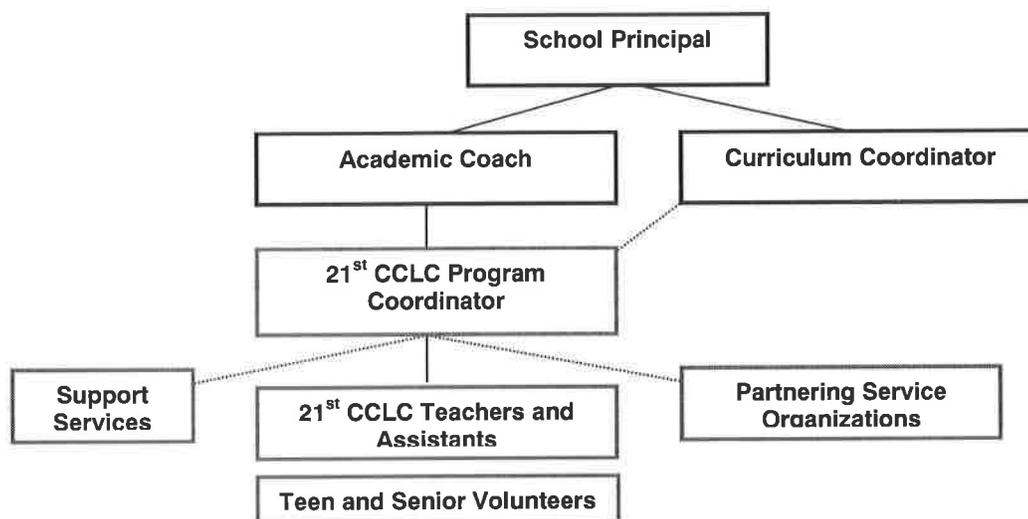
## *Management Plan*

The School coordinates multiple federally funded programs, which include Title I, ISEP, and other programs. The School has the organizational capacity to manage a program of this magnitude. The 21st CCLC program will receive support for successful implementation by coordinated assistance from the following departments: Finance, Human Resources, and Curriculum. The 21st CCLC program will be managed by the 21st CCLC Program Coordinator with oversight from the School Principal. The Curriculum Coordinator and Academic Coach will work directly with the Program Coordinator to ensure the academic programs are aligned to the school's common core curriculum goals. (See job descriptions in appendix.) The 21st Century CCLC Advisory Board members and the key School personnel will serve together to provide overall direction and support to the program staff. In addition to running the after school program, the Program Coordinator's key duties will be to link students and their families with the programs and services using the school as the focal point for service delivery. Services will be made available to students who experience problems that interfere with their learning or place them at risk of academic failure.

The 21st CCLC program staff will concentrate on achieving specific objectives at specific times yet will remain flexible enough to allow consistent delivery of services to students who enter the program at any time. Additionally, the program will respond to significant community needs, unforeseen learning opportunities, and on-going feedback and direction from the Advisory Board. The timeline previously shared serves as an overview of the activities, services and milestones to be achieved during the term of the grant.

To maintain adequate communication and sharing of information among all partners, the organizational structure is set up to be participatory with frequent personal contacts and building of relationships among staff, partners, students, parents, communities, and the school. The importance of teamwork to the success of this plan cannot be stressed enough. Program staff will continuously seek feedback for ongoing improvement from the steering committee and the various stakeholders.

## *Organizational Structure*



Based on the organizational structure illustrated, the 21<sup>st</sup> CCLC Program Coordinator will work directly with the Academic Coach and Curriculum Coordinator, yet supervised by the School Principal. The program will be monitored for enrollment and effectiveness by the School Principal on a regular basis, yet achievement goals and progress will be monitored by program staff to include the Academic Coach and Curriculum Coordinator.

Mr. Eric James serves as the principal of Casa Blanca Community School. With his Masters in Educational Leadership with a background in Special Education, he has successfully managed a rapidly growing school. Mr. James will hire a Program Coordinator to be responsible for the daily management of the grant. He/she will be responsible for coordinating all of the partnering agencies contract agreements, supervision of the staff and program delivery. Additionally, the Coordinator will work in direct partnership with the finance department of the School to ensure all cash management and financial reporting is done efficiently. All program evaluation data will be submitted through the *Profile and Performance Information Collection Survey (PPICS)* data collection and information gathering instrument administered by the US Department of Education.

### *Program Handbook and Registration Materials*

One of the first tasks assigned to the 21<sup>st</sup> CCLC Program Coordinator will be to develop a program handbook and registration materials. The handbook will identify program registration timeline, program operation hours, and program offerings. The registration materials will identify the emergency contact information, the student method of transportation and information on who is authorized to pick up the student.

### *Professional Development - Training*

The focus of all professional development opportunities in the School is to train teaching and support staff members to work toward enhancing student achievement. Staff is trained on how to

effectively use student level data in their decision making. Training includes instructional best practices in all subject areas.

The 21<sup>st</sup> CCLC Program Coordinator will schedule training sessions for after school staff to include effective communication strategies, strategies for keeping students engagement and data collection. All staff involved in the after school program will be offered opportunities to participate in training. Staff working directly with children will receive training on alternative teaching styles to ensure students remain engaged in the after school program. Support staff, such as bus drivers, will be offered training on student management, behavior management, and strategies for addressing bullying between children.

### ***Communication and Marketing Plan***

In anticipation of the generous funding and support from the BIE 21<sup>st</sup> Century Community Learning Center Grant, a kick off community event will be held in January announcing the award of the 21<sup>st</sup> CCLC grant. Promotional materials will be sent home with students. The entrance of the school will have a 21<sup>st</sup> CCLC bulletin board dedicated solely for the program information and activities. This will be updated regularly and emphasize the enrollment opportunities. Flyers will be placed in community businesses, and in tribal buildings.

The Program Coordinator will meet with the principal once a month to discuss any programmatic issues, inkling scheduling, staffing and progress toward meeting program goals and objectives. Student assessment data will also be shared by the Principal with the Program Coordinator. The Program Coordinator will review the student assessment data to determine student level data and will adjust the delivery of services to students accordingly, whether that means offering students more attention to certain concepts and strands within a specific content area, or recommending remedial support.

Regular classroom teachers will routinely share information about student progress with 21<sup>st</sup> CCLC staff on an on-going basis. This will be done via email, personal phone calls and in person meetings. Information will also be shared via teacher mailboxes and during monthly staff meetings. The Principal will set aside time during the monthly meetings for after school staff to exchange program and student progress with each other.

The 21<sup>st</sup> CCLC Program Coordinator will play a key role in facilitating communication between program staff and families of participating students. Based upon information that is received on a daily basis from 21<sup>st</sup> CCLC teacher, the Program Coordinator routinely writes memos and letters to parents regarding student progress in the program, disciplinary issues, attendance issues, transportation concerns, etc. The Program Coordinator will routinely place personal phone calls home to families to keep in close communication with them regarding their students. These efforts help to mitigate the workload for our 21<sup>st</sup> CCLC classroom teachers who must continually lead classes, supervise volunteers and supervise, teach and tutor students.

### ***Objective Performance Methods Related to the Outcomes***

The evaluation plan for this program is based on on-going assessment of the program's effectiveness in meeting the goals, objectives, outcomes and performance indicators. Program evaluation will include performance measures at the individual student, program, school and community levels. Evaluation questions will center on the identified priority needs, the program

goals, the program's objectives, the impact on the entire school, and the degree to which the students and parents feel that their needs are being addressed. The Program Coordinator will develop pre and post outcome measures at the individual participant level. Various other data sources will be used for individual, school and community assessments. Program registrations, pre-post tests, satisfaction surveys, grade, attendance, discipline logs, and police domestic violence statistics will all be closely examined and compiled for both individual and school-level evaluations.

The Program Coordinator will communicate with the classroom teachers and program staff to document student assessment, attendance and participation data on a monthly basis. The NWEA computerized assessments will be a primary data source.

Strategies will be included to measure the extent to which this 21<sup>st</sup> CCLC program has impacted the entire school and the larger community. Process evaluation measures will include population demographics, hours and times of service, numbers of participants, marketing plans, and ultimately increases in student achievement data.

These measurable evaluation methods will provide needed information for students, parents and the community. The Advisory Board will be able to have answers to the following key questions:

- **Students** – To what degree were the academic performances of participating students enhanced? Have the programs been serving those students with the highest need? How have attitudes towards attending school been impacted? How have literacy levels in ESL students been impacted?
- **Parents** – How have parents benefited from increased learning opportunities for their children? Has parental involvement with their children and children's school increased?
- **Community** – How has the community been impacted by the increased activities for children and youth during non-school hours? What specific community indicators have been impacted by this program? How has the Advisory Board leveraged resources to secure sustainable programming beyond funding provide by this grant? How has this program adjusted to meet the changing needs of the community and participants?

Data analysis will be performed on a quarterly basis. Findings and recommendations will be provided to the program providers and the coalition of partners in a timely manner to allow for program revisions or adjustments. Quarterly meetings will be scheduled with the Program Coordinator and teachers to review feedback from the quarterly evaluation. On-going program evaluation data will also be used for media coverage with the goal of stimulating current interest, but also as a tool to secure future funding for sustainability.

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## **School Improvement Status**

Casa Blanca Community School *did not make AYP (Adequate Yearly Progress)* and is currently in *School Improvement Year 2 Status*. The goals identified for the 21<sup>st</sup> CCLC program are directly aligned with the school's goals of strengthening students' skills in reading and math to ensure they meet state standards.

Alignment to NATIVE Star School Improvement Plan: The site has targeted school-wide SMART goals in reading and math and has created action plans and measurable performance objectives for each content area. The following are the program goals directly aligned to the NATIVE Star SIP goals:

**21<sup>st</sup> CCLC Program Goal 1:** Overall student participation in the program will include at least 50% of the student population in at least two afternoons per week and three weeks during the summer.

**21<sup>st</sup> CCLC Program Goal 2:** There will be a 10% increase annually in the number of students who measure as *approaching* and *meets* on the AIMS assessment in reading and mathematics at the end of each school year.

The program activities identified within the program design will assist students in their individualized and identified areas of need. These areas of need include: (a) more time on task, (b) individualized learning programs, (c) individualized and/or small group instruction, (d) more engaging activities and curriculum, (e) alternative learning strategies with emphases on collaboration, experimentation, and hands-on experiences, (f) working with teachers and professional staff specifically trained for tutoring and small group facilitation, and (g) parental support.

Extended day enrichment clubs will provide opportunities for students to participate in hands-on and exploratory experiences designed to engage the learner, support classroom instruction, and encourage collaboration and cooperation.

Summer school program will provide four-weeks of learning and enrichments opportunities allowing each participating student to enter school in August with enriched academic experiences focusing on core subjects on a par with their grade-level peers. These programs will expand knowledge through technology, hands-on, and individualized lessons through innovative curriculum and materials.

Professional development will be provided for teachers, focusing on tutoring strategies supported by research, academic success with diverse student populations, assessments, analysis of testing data, and successful strategies in adult education. Attention to these critical elements will support the goal of increased student achievement, increase the ability of parents to support students, and implement strategies supported by scientifically based research, best practices, and proven results.

To ensure the program's alignment with school goals, after school program offerings will build on concepts taught during the school day. For example, math lessons taught during the day will not only be reinforced in tutoring and homework assistance, but will also be incorporated into fun and enriching activities that apply the concepts in other ways for students to learn. Concentration will be on standards taught during the day, but instruction will be presented in a more relaxed and fun way outside of regular school hours and with smaller groups of students.

The staff at Casa Blanca Community School has the drive, motivation and desire to implement the 21<sup>st</sup> CCLC program. Together, the program team has developed an integrated framework that reflects the overall vision for the community and provides a solid foundation for activities geared toward the improvement of student achievement and healthy development of children and families. In response to the 21st CCLC, we have identified strategies and activities that will support and enhance current efforts, utilize best practices, and provide information for both increased effectiveness and documentation of outcomes.

In a metaphoric way, the 21st CCLC program is like a jigsaw puzzle. Each outer piece interlocks with two others to form the puzzle's framework and give structure and support to the puzzle as a whole. Each piece has a unique design and cut, ensuring just the right place to fit within the puzzle. Every day staff members form the edge pieces that interlock to create a safe environment and provide support to one another. In a unique way all of our partners provide just the right place for every child, student, parent, and community member to fit safely and securely. All of our partners provide the strength and stability, just like the edge pieces. None of us stand alone in this responsibility. With the funding from the 21st CCLC, the Casa Blanca Community School will be equipped to link the needed services to our students and families.

## **Budget/Budget Narrative**

Casa Blanca Community School administration fully understands that the sustainability of these programs is critical and is confident that this program can reach long term sustainability. We intend for its future funding base to be built with external funding from grants and collaborating agencies. After five years of federal assistance with this proposed program, the District will be able to attract additional support by measurably improving the quality of its programs and increasing the opportunities available to children. Moreover, as stated in a recent article about long-term sustainability, “when community stakeholders come together to create a shared vision, make appropriate financial investments, and align public policy with public will, they will – and are - overcoming obstacles, reaching their goals, and ensuring that programs are sustained over time.” Ultimately, the community will change the way programs are offered and the common barriers families have faced in the past will be eliminated, thus creating sustainability.

Fiscal controls for all categorical programs are handled by the School’s Business Office which includes accounting and payroll functions. All purchases, travel requests, etc. must be approved by the Business Office administrator before they are processed. These departments ensure all regulations are followed with regard to the funding source and the grant’s requirements. The school follows the accounting procedures required for grant schools and is audited by an independent auditor annually.

A total annual budget of \$121,716.80 in year one is being requested. It is understood that during the first year this budget will be prorated based on the award period. The following is a breakdown of the budget.

### **Certified and Non-Certified Staff:**

Certified teachers will provide the *Roadrunner Math, Roadrunner Reading and Roadrunner RUN Club* (enrichment). These programs will be offered four days per week after school. The program budget is based on 34 weeks per year. Certificated staff will be paid \$25 per hour for delivery of services to students. Benefits are estimated at 12%. Total cost: \$28,560

Certificated teachers will provide *adult education/parenting classes* one day a week, every other week during the school year. These classes will be offered for two hours each session. Certificated staff will be paid \$25 per hour for delivery of parenting/adult education classes. Benefits are estimated at 12%. Total cost: \$1,904

Certificated teachers will provide *summer school opportunities* for students. Summer school will be offered four hours per day for four weeks during the summer. Certificated staff will be paid \$25 per hour for summer school. Benefits are estimated at 12%. Total cost: \$7,168

Certificated and non-certificated staff will offer *Saturday workshops and family fun events*. These Saturday events will be offered every other week for four hours each Saturday. Certificated staff will be paid \$25 per hour while non-certificated staff pay will vary based on their hourly rate and any overtime

requirements. Benefits are estimated at 12%. Total cost: \$3,808

A 1.0 FTE **Program Coordinator** will be hired to oversee, coordinate, and deliver the 21<sup>st</sup> CCLC program. The Program Coordinator will work from 2:00pm – 7:00pm daily and from 7:00am to noon on Saturdays. This schedule will adjust based on program needs, community events, and meetings. The annual salary budgeted is \$30,000. Benefits are estimated at 12%, plus health care. Total cost: \$38,600

**Professional/Technical:**

**Boys and Girls Club of the East Valley, the Sacaton Branch** will extend its program offerings to include more students from Casa Blanca Community School. Based on the projected increase in enrollment and additional staff time required, a subcontractor agreement in the amount of \$20,000 is included in the proposal. The MOA included in the appendix identifies the programs and services that will be provided by Boys and Girls Club of the East Valley. Total cost: \$20,000

**Staff and Student Travel:**

**Bus drivers** will be paid for additional time to offer extended transportation services to students participating in the after school program, as well as a late bus run from the Boys and Girls Club. Because bus drivers are non-exempt, their hourly rate will vary based on overtime requirements. It is estimated that the average cost will be \$15 per hour. A total of 576 additional bus driver hours are estimated. Benefits are estimated at 12%. Total cost: \$9,676.80

Additional **fuel** costs are estimated at \$2,000.

**Supplies/Materials/Curriculum/Testing:**

As part of the after school program, student supplies will be needed. These will include consumable supplies like classroom materials, paper, pencils, craft materials, organized games, etc. **Youth education materials.** Total cost: \$4,000

As a component of the service learning program where older students from the feeder schools come to mentor the younger students at Casa Blanca, it is expected that there will be a need for some consumable supplies for the older students. **Service learning supplies.** Total cost: \$1,000

The Casa Blanca library will add an adult literacy component to its collection of materials. Parents and family members of students at Casa Blanca will be afforded the opportunity to utilize these books on a checkout basis. **Adult literacy and library collection** Total cost: \$2,000

Parenting and adult education classes will be offered each week. These offerings will utilize consumable supplies like paper, pencils, and other resources. **Adult education and parenting classes materials and supplies.** Total cost: \$2,000

**Coordinated Funding:**

Casa Blanca Community School has a history of coordinating funds to better serve the needs of children. Funding will be coordinated between Title I, ISEP, Baby FACE, Title II Professional Development and other federal funding. Other grant sources such as Title I will be used to expand the program offerings to ensure programs are offered every day after school. Casa Blanca Community School will leverage existing resources such as the school library and technology lab. The Senior Center will commit volunteers to provide storytelling and cultural awareness activities. The feeder schools, Skyline Division 5 and Ira H. Hays High School will provide student volunteers to serve as mentors thus leveraging the participant ratio. The goal of all of the resources committed to Casa Blanca Community School is to strengthen the infrastructure thus increasing student achievement, the ultimate goal. These coordination efforts will help provide a wide range of activities for the children and families of Casa Blanca Community School.



# Participants Served Chart

**Participants Served Chart**

<b>Name of Each After School Site</b>	<b>Designation – School Status</b>	<b>% Free or Reduced Lunch</b>	<b>Estimated # of Students to be Served</b>	<b># of Family Members to be Served, if Appropriate</b>	<b>Grade Levels to be Served</b>
<i>Casa Blanca Community School</i>	<i>Level 2 School Improvement</i>	<i>89.9%</i>	<i>125 students</i>	<i>25 adults</i>	<i>Kindergarten through 4<sup>th</sup> grade</i>



# Performance Measures Template

**Performance Measures Template**

**Goal 1:** Overall student participation in the program will include at least 50% of the student population in at least two afternoons per week and three weeks during the summer.

***Objectives and Activities:***

- 1.1 Provide programming opportunities four days per week until 5:00 pm during the school year and half day during the summer months.
- 1.2 Provide the Boys and Girls Club program five days per week until 7:00 pm during the school year and throughout the day during the summer months and school closure days.
- 1.3 Establish a positive and nurturing school climate that fosters youth development and high academic achievement.

***Performance Measures:***

<i>Measurable Improvement Objective</i>	<i>Strategies</i>	<i>Person(s) Responsible</i>	<i>Benchmarks</i>	<i>Evidence of Completion</i>
1.1	Student participation and attendance data	Program Coordinator	Monthly attendance data	Attendance reports
1.2	Student and family satisfaction surveys	Program Coordinator and School Principal	Semester surveys	Survey reports
1.3	School climate surveys	School Principal	Annual surveys	Survey reports, staff meeting strategy planning

**Goal 2:** There will be a 10% increase annually in the number of students who measure as *approaching* and *meets* on the AIMS assessment in reading and mathematics at the end of each school year.

***Objectives and Activities:***

- 2.1 Provide after school ‘Roadrunner Math Club’ and ‘Roadrunner Reading Club’ to students in grades first through fourth.
- 2.2 Recruit 20 students from Ira H. Hays High School and Skyline District 5 to participate in peer leadership and mentoring programs in the ‘Roadrunner Math Club’ and ‘Roadrunner Reading Club’.
- 2.3 Expand the school library hours to include access to the school library until 6:00 pm on school days and a minimum of two Saturdays per month.
- 2.4 Expand the school technology lab hours to include access to the lab until 6:00 pm on school days and a minimum of two Saturdays per month.
- 2.5 Targeted Tier 2 and Tier 3 reading and mathematics intervention programs will be offered to students in the after school and summer environments.

**Performance Measures:**

<i>Measurable Improvement Objective</i>	<i>Strategies</i>	<i>Person(s) Responsible</i>	<i>Benchmarks</i>	<i>Evidence of Completion</i>
2.1	Program schedule offerings	Program Coordinator	Monthly Program Schedule	Governing Board Report
2.2	High school mentor recruitment data	Program Coordinator	Recruitment applications, interviews and selection data	Mentor schedule
2.3	School library utilization data including after school hours and circulation data	Program Coordinator and Librarian	Schedule of activities	Sign in sheets, circulation logs
2.4	School technology lab utilization data including after school hours	Program Coordinator and Technology Coordinator	Schedule of activities	Sign in sheets, utilization logs
2.5	AIMS, NWEA, DIBELS assessment data	School Principal, Achievement Coach and Curriculum Coordinator	Monthly, Quarterly and Yearly assessment data	Achievement reports

**Goal 3:** There will be a 15% increase annually in the number of students who participate in engaged after school and summer academic and enrichment opportunities at the end of each school year.

**Objectives and Activities:**

- 3.1 Increase participation in the Boys and Girls Club by 25 students.
- 3.2 Provide afterschool ‘Roadrunners Run Club’ that offers enrichment opportunities in the area of reading, writing, mathematics and science.
- 3.3 Recruit 15 students from Ira H. Hays High School and Skyline District 5 to participate in peer leadership and mentoring programs in the ‘Roadrunners Run’.
- 3.4 Provide two opportunities per month for students from Casa Blanca to participate in cultural awareness activities after school including visits to the exhibits at the nearby HuHuGam Heritage Center.
- 3.5 Provide one evening and one weekend storytelling opportunity each month where elders from the Gila River Senior Services Center will share culturally significant historical stories.
- 3.6 Provide presentations by Police Department personnel on law related education.
- 3.7 Coordinate with Gila River Health Care to provide School Health Program personnel services for health screening and age appropriate health education classes during the weekend, evening and/or summers.

**Performance Measures:**

<i>Measurable Improvement Objective</i>	<i>Strategies</i>	<i>Person(s) Responsible</i>	<i>Benchmarks</i>	<i>Evidence of Completion</i>
3.1, 3.7	Student participation and attendance data	Program Coordinator	Monthly attendance data	Attendance reports
3.2, 3.4, 3.5, 3.6, 3.7	Program schedule offerings	Program Coordinator	Monthly Program Schedule	Governing Board Report
3.3	Mentor recruitment	Program Coordinator	Recruitment applications, interviews and selection data	Mentor schedule

**Goal 4:** There will be a 10% increase annually in the number of parents who participate in school related activities as measured by involvement in parent teacher conferences and parent committees.

**Objectives and Activities:**

- 4.1 Reinstitute the parent-teacher organization and recruit at least one parent from each grade level to involve parents in active decision making related to their child’s school experience.
- 4.2 Make available adult literature and reading materials for parents and community members to check out through the school library.
- 4.3 Conduct adult technology classes at least one evening per week.
- 4.4 Provide adult job readiness classes including resume building, interviewing skills and overall communication skills to parents and community members.
- 4.5 Offer adult basic education classes to parents and community members.
- 4.6 Offer parenting skills workshops to parents and future parents as well as community members.
- 4.7 Conduct family fun nights geared to reading, math, technology and other academics monthly during the school year.
- 4.8 Provide family literacy classes and activities two times per month.
- 4.9 Provide opportunities for students and their families from Casa Blanca to participate in cultural awareness activities after school and on weekends including occasional visits to the exhibits at the nearby HuHuGam Heritage Center.
- 4.10 Provide presentations by Police Department personnel on law related education.
- 4.11 Coordinate with Gila River Health Care to provide School Health Program personnel services for parents on health education classes during the weekend, evening and/or summers.

**Performance Measures:**

<i>Measurable Improvement Objective</i>	<i>Strategies</i>	<i>Person(s) Responsible</i>	<i>Benchmarks</i>	<i>Evidence of Completion</i>
4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11	Student/Family participation data	Program Coordinator	Monthly attendance data	Attendance reports
4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11	Program schedule offerings	Program Coordinator	Monthly Program Schedule	Governing Board Report
4.3, 4.4, 4.5, 4.6	Pre/Post assessments of parent/adult education and confidence in their skills	Program Coordinator/21 <sup>st</sup> CCLC Program Staff	Pre/Post Surveys	90% submission by parent/adult completion
4.1	Parent involvement data including participation in parent/teacher conferences and classroom volunteering opportunities	School Principal, Classroom Teachers, 21 <sup>st</sup> CCLC Program Coordinator	Parent-teacher conference participation, classroom volunteer logs	Increased parental involvement in parent teacher conferences and volunteer opportunities
4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11	Student school day attendance data	School Principal	Quarterly student achievement reports	Increased student achievement data

**Goal 5:** At least 25% of the student population will indicate a highly satisfied rating on 21<sup>st</sup> CCLC program surveys.

**Objectives and Activities:**

- 5.1 An initial kick-off event will introduce the entire community to the programs available.
- 5.2 After school transportation will be provided each day to encourage student participation.
- 5.3 Weekend bus routes will be offered to encourage community participation in Saturday offerings.
- 5.4 Evening classes will be held for adults.
- 5.5 Marketing efforts will include enrollment letters home, school assembly, school newsletters, community newspaper.

**Performance Measures:**

<i>Measurable Improvement Objective</i>	<i>Strategies</i>	<i>Person(s) Responsible</i>	<i>Benchmarks</i>	<i>Evidence of Completion</i>
5.1, 5.2, 5.3, 5.4, 5.5	Student/Family participation and attendance data	Program Coordinator	Monthly attendance data	Attendance reports
5.1, 5.2, 5.3, 5.4, 5.5	Student and family satisfaction surveys	Program Coordinator/21 <sup>st</sup> CCLC Program Staff	Pre/Post Surveys	Student/parent/family participation

**Goal 6:** At least 20% of students and parents will increase their level of overall school satisfaction.

**Objectives and Activities:**

- 6.1 A pre and post survey will be conducted with the student and parent population to gauge the satisfaction with school programs, student engagement, parent involvement, student perceived safety, and parent satisfaction with behavior and conflict resolution strategies.
- 6.2 Gila River Police Department will provide opportunities for students to have positive interactions with police officers through law related education opportunities, guest speakers at assemblies, and overall positive presence on campus.

**Performance Measures:**

<i>Measurable Improvement Objective</i>	<i>Strategies</i>	<i>Person(s) Responsible</i>	<i>Benchmarks</i>	<i>Evidence of Completion</i>
6.1	Student/Family participation and attendance data	Program Coordinator	Monthly attendance data	Attendance reports
6.1	Student and family satisfaction surveys	Program Coordinator/21 <sup>st</sup> CCLC Program Staff	Pre/Post Surveys	Student/parent/family participation
6.1	AIMS, NWEA, DIBELS Data	School Principal, Achievement Coach and Curriculum Coordinator	Monthly, Quarterly and Yearly assessment data	Achievement reports
6.1, 6.2	Student school attendance data	School Principal	Quarterly student achievement reports	Increased student achievement data



# Schedule of Operations

**Schedule of Operations**

**School Year (August – May)**

Number of weeks: estimated 36 weeks

<b>Activity</b>	<b>Time of Day</b>	<b>Where/By Whom?</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>	<b>S</b>
Roadrunner Math Club	After School	CBCS Staff	*	*	*	*		
Roadrunner Reading Club	After School	CBCS Staff	*	*	*	*		
Roadrunner RUN Club	After School	CBCS Staff	*	*	*	*		
Boys and Girls Club Enrichment	After School	Boys & Girls Club	*	*	*	*	*	
Adult/Parenting Classes	After School/ Evening	CBCS Staff		*		*		
Health Screenings	Various	Health Services	various					
Saturday Events	Day	CBCS and Partnering Agencies						*

**Summer (June – July)**

Number of weeks: estimated 4 weeks

<b>Activity</b>	<b>Time of Day</b>	<b>Where/By Whom?</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>	<b>S</b>
Summer School	Day	CBCS Staff	*	*	*	*		
Adult/Parenting Classes	After School/ Evening	CBCS Staff		*		*		
Saturday Events	Day	CBCS and Partnering Agencies						*
Health Screenings	Various	Health Services	various					

# Budget Forms

## Appendix III – 21<sup>st</sup> CCLC Budget Worksheet

ADD	Bart Stevenson
ELO	Jim Hastings
Name of School	Casa Blanca Community School, Inc.
Grant Name	Roadrunners RUN, Running to OUR Future!
Award Number	
Project Start Date	2/4/13
Project End Date	6/30/13

<b>PREVIOUS SCHOOL YEAR ALLOCATION</b>	\$0.00
<b>EXPENDED PREVIOUS SY ALLOCATION</b>	\$0.00
<b>TOTAL CARRYOVER AVAILABLE</b>	\$0.00
<b>CURRENT SCHOOL YEAR ALLOCATION</b>	\$0.00
<b>TOTAL AVAILABLE</b>	\$0.00

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
<b>Direct Instruction</b>			
<b>Personnel Services</b>			<b>\$ 31,900.00</b>
Math and Reading Club	1 hour per day/4 days per week/ 34 weeks per year 3 teachers to provide services	1x4x34x3x\$25/hr	10,200
Roadrunner Club	1.5 hours per day/4 days per week/ 34 weeks per year 2 teachers to provide services	1.5x4x34x2x\$25/hr	15,300
Summer School	4 hours per day/4 days per week/ 4 weeks per year 4 teachers to provide services	4x4x4x4x\$25/hr	6,400
<b>Employee Benefits</b>			<b>\$ 3,828.00</b>
	12%	\$ 3,828.00	
<b>Professional Development</b>			<b>0</b>
Ongoing professional development for teaching staff. No cost to the program.			
<b>Purchased Services</b>			<b>\$ 20,000.00</b>
Boys and Girls Club After School and Summer Programs	From dismissal until 7:00pm every day, full day summer program		20,000
<b>Equipment</b>			<b>\$ -</b>
No equipment requested			
<b>Materials and Supplies</b>			<b>\$ 5,000.00</b>

Youth Education Materials			\$ 4,000.00
Service Learning Materials			\$ 1,000.00
<b>Other Expenses:</b>			\$ -
<b>Instructional Support</b>			
<b>Personnel Services</b>			\$ 35,100.00
1.0 Program Coordinator			\$ 30,000.00
Parenting Classes	2 hours per day, 1 day per week, 18 weeks per year, 2 employees @ \$25/hr	2x1x17x2x25/hr	\$ 1,700.00
Saturday Workshops	4 hours per day, 1 day per week, 18 weeks per year, 2 employees @ \$25/hr	4x1x17x2x25/hr	\$ 3,400.00
<b>Employee Benefits</b>			\$ 9,212.00
	12%	\$	9,212.00
<b>Professional Development</b>			\$ -
<b>Purchased Services</b>			\$ -
		\$	-
<b>Equipment</b>			\$ -
<b>Materials and Supplies</b>			\$ 4,000.00
Library books	adult circulation books		\$ 2,000.00
Adult Education Materials	Curriculum resources		\$ 2,000.00
<b>Other Expenses:</b>			\$ 1,000.00
Mailing/Surveys	mailing of materials and processing of surveys		\$ 1,000.00
<b>Non-Instructional Services</b>			
<b>Transportation</b>			\$ 11,676.80
Bus Driver Salary	2 hours per week, 4 hours per week, 36 weeks, 2 employees, \$15/hr	2x4x36x2x\$15/hr	\$ 9,676.80
Fuel associated with the additional bus runs to encourage participation			\$ 2,000.00
<b>TOTAL ANNUAL BUDGET</b>			\$ 121,716.80
Difference (Allocation less Budget)			\$0.00



# 21<sup>st</sup> CCLC Assurance Form

## APPENDIX VII: Assurance Form

### Assurances for BIE 21<sup>st</sup> CCLC

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

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

Eric James, MEd      Principal of Casa Blanca Community School, Inc.

Typed Name and Title of Authorized Representative

Signature of Authorized Representative

January 14, 2013

Date



# Appendices

**Job Descriptions**

Personnel Title	Responsibilities	Qualifications
<p>Program Coordinator</p> <p>1.0 FTE</p> <p>Daily Schedule: 2:00pm – 8:00pm</p> <p>Saturday Schedule: 10:00am – 12:00pm</p>	<p>Program lead; grant administrative duties; personnel management; program reporting; activities and program coordination; responsible for activities/program/staffing; government communication; public relations</p>	<p>Evidence of leadership; strong interpersonal skills; community school experience</p>
<p>Academic Coach</p>	<p>Collect student assessment data. Serve as school assessment coordinator. Provide student achievement data. Train staff on interpretation of student assessment data. Assist in determining school wide student achievement data. Track student assessment on AIMS, NWEA, DIBELS assessments.</p>	<p>Ability to assess student level and classroom level student achievement data. Serve as a peer professional development coach and trainer.</p>
<p>Curriculum Coordinator</p>	<p>Collaborates with staff in the development, writing and implementation of school curriculum. Provides professional development based on student needs. Provides resources and support for effective technology integration based on teacher and student needs.</p>	<p>Skills in a variety of educational technologies including learning management systems, curriculum databases and instructional design tools.</p>

CASA BLANCA COMMUNITY SCHOOL  
POSITION DESCRIPTION

**POSITION: 21<sup>st</sup> Century Community Learning Center Program Coordinator**

Responsibilities

- Visits with program providers to provide direction and guidance to insure compliance with established district policies, procedures, and regulations.
- Works with parents and students to improve achievement for selected students.
- Conducts home visits and confers with parents regarding student achievement with selected students.
- Liaison between school personnel, students and parents.
- Assists in the development of a parent center.
- Oversees programs aimed at involving parents in their children's education.
- Maintains records of liaison activities and home visits.
- Acts as liaison between social service agencies and specific needs identified on behalf of students
- Implementation of 21st century programs in accordance with contract specifications
- Schedule opportunities during non-school hours, including transportation
- Marketing programs to the larger \ community
- Facilitates site based meetings to insure quality communication between contract providers
- Coordinate programs with other 21st Century schools and with other existing programs on-campus
- Process reimbursements for services provided by subcontractors
- Insure follow-through on all evaluation requirements
- Development of community partnerships for sustainability
- Assist with grant writing to request funding for continuation and expansion of programs
- Facilitates coordination of rooms based on availability in need with school secretary
- Works with the staff to coordinate cleaning schedule by custodial staff
- Ensures budget compliance which includes monitoring site expenditures
- Performs other related duties as assigned

**CASA BLANCA COMMUNITY SCHOOL  
POSITION DESCRIPTION**

**POSITION:** Academic Coach - exempt position

**QUALIFICATIONS:**

1. Arizona Elementary Teacher's certificate; preferably with a Principal's certificate.
2. B.A. degree from an accredited institution of higher learning; Master's degree preferred.
3. Must have three (3) years of successful classroom experience.
4. Must have experience in reading and/or math assessment, testing, and data driven decision-making.
5. Knowledge of Scientifically Based Research in math and reading and instruction.
6. Should possess a belief that all children can succeed in reading and the responsibility for student achievement lies on the school and staff.
7. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

**POSITION GOAL:** The Academic Coach is a master teacher of reading and math who works collaboratively with the Assistant Principal to assist and carry out directives with the K-4 staff. Will implement the curriculum as directed by the Assistant Principal. The focus of the coach is to develop a teacher centered system of support that transfers the curriculum in its entirety into classroom practice. The goal of the coach is; through observation and evaluation; will build teacher capacity in the use of effective instruction and strategies; and will continually provide ongoing coaching.

**SUPERVISED BY:** Assistant Principal

**SUPERVISES:** None - However, has significant influence on the Assistant Principal's expectations of classroom results.

**POSITION RESPONSIBILITIES:**

1. Will provide guidance regarding the math and reading curriculum and the curriculum in its entirety.
2. Plans and prepares a program that meets the individual needs, interests, and abilities of the teacher. Will assist and support the teacher as they adjust their teaching methods based on individual differences among students.
3. After classroom observation and evaluation will consult and collaborate with the Assistant Principal for recommendations to enhance teacher performance.
4. The Academic Coach's classroom observations and evaluations will weigh heavily on Assistant Principal's recommendations for expected results.
5. Meets and collaborates regularly with the Assistant Principal regarding the progress of classroom performance.
6. Submits necessary and requested reports as appropriate, in a timely and complete manner.
7. Collaborates with each teacher providing in-class support through modeling, team teaching, and/or observation.
8. Observes and monitors instruction and provides teachers with essential feedback.
9. Supports the use of effective instruction based on analysis of various types of data.
10. Demonstrates strong oral and written communication, facilitation, and presentation skills.
11. Understands and applies knowledge of adult learning theory.

12. Supports professional development through facilitation and/or participation at in-services, grade level team meetings, and staff meetings.
13. Collaborates with technical assistance providers.
14. Exhibits sensitivity and respect for the Gila River Indian Community language, culture, history, traditions, and people.
15. Attends staff meetings and other meetings as required.
16. Provides for the proper care and use of assigned supplies and equipment.
17. Performs other duties as assigned.

The duties listed above are only intended as illustrations of the various types and scope of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment or extension of the position. This position description does not constitute an employment agreement between the employer and the employee and is subject to change by the employer as the needs of the employer and the requirements of the position change.

**LENGTH OF CONTRACT:** According to the annual school calendar; through the month of June; the number of actual days worked will be determined annually and specified within the employee's contract.

**SALARY AND BENEFITS:** As established for this position.

**METHOD OF EVALUATION:** The Assistant Principal, in accordance with the provisions of the Casa Blanca Community School personnel policy, will do performance evaluation of the position annually.

**SPECIAL REQUIREMENTS:** Valid Arizona driver's license or ability to obtain one.

**TOOLS AND EQUIPMENT NEEDED:** Personal computer, including word processing spreadsheet and database management software; calculator; copy and fax machine; telephone; automobile and audio-visual equipment.

**PHYSICAL DEMANDS:** The physical demands described here are representative of those that must be met by the employee to successfully perform the essential functions of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this position, the employee is frequently required to walk, sit, talk or hear. The employee is occasionally required to use hands to finger, handle, feel or operate objects, tools or controls; and reach with hands and arms. The employee is occasionally required to stoop, kneel or crouch.

The employee must occasionally lift and/or move up to twenty-five (25) pounds. Specific vision abilities required by the job include close vision, distance vision, color vision, peripheral vision, depth perception and the ability to focus.

**WORK ENVIRONMENT:** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of the position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is generally quiet to moderately noisy. The employee must occasionally attend events at which large numbers of children and adults are present.

**SELECTION GUIDELINES:** Formal application, rating of education and experience, oral interview, reference check and background check.

## JOB DESCRIPTION CURRICULUM COORDINATOR

The Curriculum Coordinator ensures the faculty has the resources and support they need to promote students' abilities to think and create in personally meaningful ways through an inquiry based, integrated curriculum in a nurturing environment. The Curriculum Coordinator ensures that adopted curriculum meets mandated Arizona State Common Core Standards.

**Reports to:** Principal

**Supervises:** None

**Desired Education:** M.A. of Education, Curriculum and Instruction or related field

**Years of Experience:** 5 - 8 years of classroom and Administrative experience with demonstrated knowledge of inquiry based teaching

**Position Type:** 11 month, full time

**Salary Range:** \$33,000 - \$50,866

### **Responsibilities:**

Support the implementation of mandated curriculum requirements.

- Collaborate with the CBCS staff in the development, writing and implementation of district curriculum.
- Assure curriculum alignment with Arizona Common Core Standards.
- Provide ongoing evaluation of curriculum.
- Provide information, resources, and support to the CBCS staff to ensure effective implementation of curriculum.
- Provide meaningful professional development according to the needs of the CBCS staff.
- Manages the development of curriculum materials for on-ground delivery platforms and updates of existing course materials to reflect changes in law, regulation, philosophy, or practice
- Maps course topics, objectives and assignments into program designs to demonstrate that standards are met and assessment is achievable.
- Ensures the Curriculum Design and Development projects are completed on time and within budget.

### **Technology:**

- Provide resources and support for effective technology integration based on teacher needs.
- Create an online resource library for teachers.
- Other duties as assigned:

## Skills and Abilities

- Demonstrated skills in a variety of educational technologies including learning management systems, curriculum databases, electronic instructional design tools, web-based applications, graphic design, and multimedia educational products such as Promethean Boards, iPads, etc.
- Excellent organizational skills required, experience with project management tools & techniques preferred.
- Excellent oral and written communication skills required for interaction with faculty and staff, as well as external constituencies at all levels.
- Demonstrated ability to manage databases, develop formal written reports and deliver this information in a formal presentation.
- Demonstrated leadership skills in planning and directing processes, program components, and staff.

## Competencies:

- **Action-Oriented** - Displays and encourages a sense of commitment to meeting deadlines and achieving results and devotes resources to "what is important now."
- **Communication** - Demonstrates effective verbal and written communication. Communicates effectively with faculty, staff, students, and other departments across the organization. Listens to others to ensure understanding and contributes meaningful information during meetings.
- **Integrity and Ethics** - Consistently demonstrates integrity and ethical behavior congruent with the Institution's values of integrity, excellence, service, and stewardship in all transactions and relationships.
- **Motivation** - Sets and achieves challenging goals. Demonstrates persistence and overcomes obstacles. Measures self against standard of excellence and takes calculated risks to accomplish goals.
- **Planning/Organizing** - Prioritizes and plans work activities and uses time efficiently. Organizes or schedules tasks and develops realistic action plans.
- **Professionalism** - Approaches others in a professional manner. Reacts well under pressure and always treats others with respect and consideration regardless of their status or position. Accepts responsibility for own actions and follows through on commitments. Demonstrates commitment to continuous improvement of processes, procedures, and policies. Copes effectively with change and is comfortable working with uncertainty.
- **Student-Oriented** - Interacts cooperatively and constructively with students and exhibits the highest standards of dedication and commitment to quality service to meet or exceed student requirements. Demonstrates a continual focus on student-centered learning and retention and learner needs.

- **Teamwork** - Contributes to building a positive team spirit by placing success of team above own interest. Supports everyone's efforts to succeed. Gives and welcomes constructive feedback.

**METHOD OF EVALUATION:** Performance of the job will be done in accordance with the provisions of the Cas Blanca Community School personnel policies.

**WORK ENVIRONMENT:** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this position. (Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions).

The noise level in the work environment is generally considered moderately noisy.

Outside work may be done in extreme heat.

The employee must occasionally attend events at which large numbers of children and adults are present.

**SELECTION GUIDELINES:** Formal application, rating of education and experience, oral interview, reference check and background check.



# Appendices

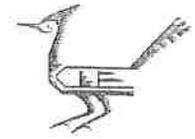
Documents of support from school and tribe



# Casa Blanca Community School

Post Office Box 10940  
Bapchule, Arizona 85121

School Office: 520-315-3489 Fax: 520-315-3504  
Administration: 520-315-1868 Fax: 520-315-3938



November 5, 2012

INTERIM BOARD  
OF TRUSTEES:

Terrance Evans

President

Arzie Hogg

Vice-President

Yvonne Flores

Member

Manuella Wilson-Ochoa

Member

Brenda Kyyitan

Member

ADMINISTRATION:

Eric James

Principal

BIE 21<sup>st</sup> Century Community Learning Center

BIE/ASC/DPA

BIA Building 2

1011 Indian School Road, NW

3<sup>rd</sup> Floor, Suite 332

Albuquerque, NM 87104

RE: Casa Blanca Community School, Inc.'s 21<sup>st</sup> Century Community Learning Center Grant  
(21<sup>st</sup> CCLC)

To whom this may concern,

As Governing Board President, I acknowledge that the tribal authority has knowledge of and will be compliant with the provisions stated in the 21<sup>st</sup> CCLC RFP and the application submitted by Casa Blanca Community School, Inc.

We recognize the importance of collaboration within our community. We believe that creating a 21<sup>st</sup> CCLC program in the Casa Blanca Community School, Inc., community will benefit the educational, health, social, cultural and recreational needs of our students and community. The proposed program will keep children safe in before school, after school, and summer learning programs by providing academic enrichment, homework centers and tutors and a broad array of cultural, developmental and recreational opportunities. Lifelong learning activities and literacy programs will be provided to adult community members at the Casa Blanca Community School campus.

Thank you for consideration of this application.

Sincerely,

Mr. Terrance Evans,  
Governing Board President



**Memorandum of Agreement with Key Partners**

<b>Partnering Agency</b>	<b>Collaborative Services to be Provided</b>
Boys and Girls Club of the East Valley	After school enrichment program. Character and leadership development programs. Education services. Health and life skills. Arts, sports, fitness and recreational programs.
Ira H. Hays High School and Skyline District 5	Student volunteers to serve as mentors and tutors to students at Casa Blanca Community School.
Gila River Health Services	Behavioral services, health screenings, evening and weekend clinics.
Gila River Senior Services	Volunteers to provide storytelling and cultural education. Provide native language speakers for classroom activities.

Bureau of Indian Education  
21<sup>st</sup> Century Community Learning Center Program

**Casa Blanca Community School, Inc.**  
**21<sup>st</sup> CCLC 'Running to *OUR* Future' Program**  
**Memorandum of Agreement**

**I. Parties of this Memorandum of Agreement**

Casa Blanca Community School, Inc.  
Boys & Girls Clubs of the East Valley  
Gila River Branch - Sacaton

**II. Purpose**

The purpose of this MOA is to establish an agreement among the above-mentioned parties concerning their respective roles and responsibilities for implementation of a 21st Century Community Learning (CCLC) Center Grant from the Bureau of Indian Education.

This agreement is to establish and coordinate joint processes and procedures for the provision of afterschool (including summer, before school, weekends, evenings, vacation breaks, etc.) programs for students, family engagements activities, staff development, supervision and program evaluation.

**III. Duration of Agreement**

January 2013 through December 2013, renewable for up to five years.

**IV. 21<sup>st</sup> Century Community Learning Center Vision and Overview**

We recognize the importance of collaboration within our community. We believe that creating a 21<sup>st</sup> CCLC program in the Casa Blanca Community School, Inc., community will benefit the educational, health, social, cultural and recreational needs of our students and community. The proposed program will keep children safe in before school, after school, and summer learning programs by providing academic enrichment, homework centers and tutors and a broad array of cultural, developmental and recreational opportunities. Lifelong learning activities and literacy programs will be provided to adult community members at the Casa Blanca Community School campus.

We support the major goals and objectives of the Casa Blanca Community School comprehensive plan by addressing the needs of children, their families and the community at large. All partners share this collective vision of Casa Blanca Community School for the program and have a common understanding as to the scope and purpose of the program.

*Casa Blanca Community School is committed to providing enriching and empowering educational opportunities for all Native American children in a safe and drug-free setting. Cultural identity and respect for the history and language of the Gila River Indian Community will be combined with knowledge of the present to build for the future. All children are capable of achieving and will acquire social and academic skills necessary to become productive, capable and responsible citizens of the Gila River Indian Community.*

#### **V. Duties of Parties**

The Casa Blanca Community School, Inc. hereby agrees to the following roles and responsibilities:

- Serve as the fiscal agent for the grant.
- Hire, fund, supervise, and evaluate the position of the project coordinator.
- Dispense funds from the 21<sup>st</sup> CCLC grant to partner agencies, as indicated in the budget.
- Provide needed support including office space, telephone use, and computer use for afterschool staff.
- Provide classroom, library, and technology lab space to accommodate the program.
- Provide custodial support, office support and other appropriate support services to ensure the program runs smoothly and that children are safe after school.
- Responsible for purchasing necessary materials and supplies in accordance with the CCLC budget.
- Support staff in trainings and professional development opportunities in areas related to after school programming and issues.
- Responsible for collecting and reporting program data as prescribed by granting entity.
- Recruit and refer students, parents and community members to the 21<sup>st</sup> CCLC program.

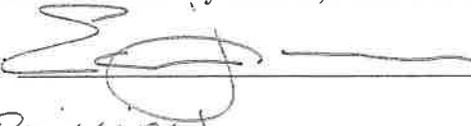
Boys & Girls Club of the East Valley, Gila River Branch - Sacaton hereby agrees to the following roles and responsibilities:

- Establish a collaborate relationship between our staff and the 21<sup>st</sup> CCLC program staff.
- Provide high quality, trained staff to work with students from Casa Blanca Community School.
- Provide recreational opportunities to assist youth in developing their self-esteem, values, and skills in a fun safe environment.
- Provide after school services from 2:00pm – 7:00pm on the school days and 8:30am - 5:30pm on non-school days.
- Provide participation data to the 21<sup>st</sup> CCLC program staff.
- Assist in promotion and marketing of 21<sup>st</sup> CCLC program opportunities to students.

**VI. Authorization**

The signing of this MOA 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 MOA. On behalf of the organization I represent, I wish to sign this MOA and contribute to its further development.

**Casa Blanca Community School, Lead Partner:**

Signature:  \_\_\_\_\_

Title: Principal \_\_\_\_\_

Date: November 19, 2012 \_\_\_\_\_

**Boys & Girls Clubs of the East Valley, Community Based Partner**

Signature: Ramon Elias \_\_\_\_\_

Title: President & CEO \_\_\_\_\_

Date: NOV. 14, 2012 \_\_\_\_\_

Bureau of Indian Education  
21<sup>st</sup> Century Community Learning Center Program

**Casa Blanca Community School, Inc.  
21<sup>st</sup> CCLC 'Running to *OUR* Future' Program  
Memorandum of Agreement**

**I. Parties of this Memorandum of Agreement**

Casa Blanca Community School, Inc.  
Ira H. Hayes High School  
Skyline District 5

**II. Purpose**

The purpose of this MOA is to establish an agreement among the above-mentioned parties concerning their respective roles and responsibilities for implementation of a 21st Century Community Learning (CCLC) Center Grant from the Bureau of Indian Education.

This agreement is to establish and coordinate joint processes and procedures for the provision of afterschool (including summer, before school, weekends, evenings, vacation breaks, etc.) programs for students, family engagements activities, staff development, supervision and program evaluation.

**III. Duration of Agreement**

January 2013 through December 2013, renewable for up to four additional years.

**IV. 21<sup>st</sup> Century Community Learning Center Vision and Overview**

We recognize the importance of collaboration within our community. We believe that creating a 21<sup>st</sup> CCLC program in the Casa Blanca Community School, Inc., community will benefit the educational, health, social, cultural and recreational needs of our students and community. The proposed program will keep children safe in before school, after school, and summer learning programs by providing academic enrichment, homework centers and tutors and a broad array of cultural, developmental and recreational opportunities. Lifelong learning activities and literacy programs will be provided to adult community members at the Casa Blanca Community School campus.

We support the major goals and objectives of the Casa Blanca Community School comprehensive plan by addressing the needs of children, their families and the community at large. All partners share this collective vision of Casa Blanca Community School for the program and have a common understanding as to the scope and purpose of the program.

*Casa Blanca Community School is committed to providing enriching and empowering educational opportunities for all Native American children in a safe and drug-free setting. Cultural identity and respect for the history and language of the Gila River Indian Community will be combined with knowledge of the present to build for the future. All children are capable of achieving and will acquire social and academic skills necessary to become productive, capable and responsible citizens of the Gila River Indian Community.*

## **V. Duties of Parties**

The Casa Blanca Community School, Inc. hereby agrees to the following roles and responsibilities:

- Serve as the fiscal agent for the grant.
- Hire, fund, supervise, and evaluate the position of the project coordinator.
- Dispense funds from the 21<sup>st</sup> CCLC grant to partner agencies, as indicated in the budget.
- Provide needed support including office space, telephone use, and computer use for afterschool staff.
- Provide classroom, library, and technology lab space to accommodate the program.
- Provide custodial support, office support and other appropriate support services to ensure the program runs smoothly and that children are safe after school.
- Responsible for purchasing necessary materials and supplies in accordance with the CCLC budget.
- Support staff in trainings and professional development opportunities in areas related to after school programming and issues.
- Responsible for collecting and reporting program data as prescribed by granting entity.
- Recruit and refer students, parents and community members to the 21<sup>st</sup> CCLC program.

Skyline District 5, and Ira H. Hayes High School hereby agrees to the following roles and responsibilities:

- Establish a collaborative relationship between our staff and the 21<sup>st</sup> CCLC program staff.
- Provide student volunteers to serve as mentors and tutors to younger students attending Casa Blanca Community School, Inc.
- Provide participation data to the 21<sup>st</sup> CCLC program staff.
- Assist in promotion and marketing of 21<sup>st</sup> CCLC program opportunities to students and parents.
- Provide opportunities for students of their respective schools to participate in 21<sup>st</sup> CCLC program opportunities.

**VI. Authorization**

The signing of this MOA 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 MOA. On behalf of the organization I represent, I wish to sign this MOA and contribute to its further development.

**Casa Blanca Community School, Lead Partner:**

Signature:  \_\_\_\_\_

Title: Principal \_\_\_\_\_

Date: 11/19/2012 \_\_\_\_\_

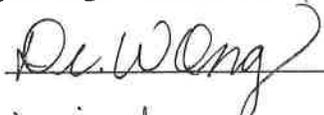
**Skyline District 5, Partner:**

Signature:  \_\_\_\_\_

Title: Principal \_\_\_\_\_

Date: 11-19-12 \_\_\_\_\_

**Ira H. Hayes High School, Partner:**

Signature:  \_\_\_\_\_

Title: Principal \_\_\_\_\_

Date: 11-19-12 \_\_\_\_\_

Bureau of Indian Education  
21<sup>st</sup> Century Community Learning Center Program

**Casa Blanca Community School, Inc.**  
**21<sup>st</sup> CCLC 'Running to *OUR* Future' Program**  
**Memorandum of Agreement**

**I. Parties of this Memorandum of Agreement**

Casa Blanca Community School, Inc.  
Gila River Indian Community Elder Services Division

**II. Purpose**

The purpose of this MOA is to establish an agreement among the above-mentioned parties concerning their respective roles and responsibilities for implementation of a 21st Century Community Learning (CCLC) Center Grant from the Bureau of Indian Education.

This agreement is to establish and coordinate joint processes and procedures for the provision of afterschool (including summer, before school, weekends, evenings, vacation breaks, etc.) programs for students, family engagements activities, staff development, supervision and program evaluation.

**III. Duration of Agreement**

January 2013 through December 2013, renewable for up to additional four years.

**IV. 21<sup>st</sup> Century Community Learning Center Vision and Overview**

We recognize the importance of collaboration within our community. We believe that creating a 21<sup>st</sup> CCLC program in the Casa Blanca Community School, Inc., community will benefit the educational, health, social, cultural and recreational needs of our students and community. The proposed program will keep children safe in before school, after school, and summer learning programs by providing academic enrichment, homework centers and tutors and a broad array of cultural, developmental and recreational opportunities. Lifelong learning activities and literacy programs will be provided to adult community members at the Casa Blanca Community School campus.

We support the major goals and objectives of the Casa Blanca Community School comprehensive plan by addressing the needs of children, their families and the community at large. All partners share this collective vision of Casa Blanca Community School for the program and have a common understanding as to the scope and purpose of the program.

*Casa Blanca Community School is committed to providing enriching and empowering educational opportunities for all Native American children in a safe and drug-free*

*setting. Cultural identity and respect for the history and language of the Gila River Indian Community will be combined with knowledge of the present to build for the future. All children are capable of achieving and will acquire social and academic skills necessary to become productive, capable and responsible citizens of the Gila River Indian Community.*

## **V. Duties of Parties**

The Casa Blanca Community School, Inc. hereby agrees to the following roles and responsibilities:

- Serve as the fiscal agent for the grant.
- Hire, fund, supervise, and evaluate the position of the project coordinator.
- Dispense funds from the 21<sup>st</sup> CCLC grant to partner agencies, as indicated in the budget.
- Provide needed support including office space, telephone use, and computer use for afterschool staff.
- Provide classroom, library, and technology lab space to accommodate the program.
- Provide custodial support, office support and other appropriate support services to ensure the program runs smoothly and that children are safe after school.
- Responsible for purchasing necessary materials and supplies in accordance with the CCLC budget.
- Support staff in trainings and professional development opportunities in areas related to after school programming and issues.
- Responsible for collecting and reporting program data as prescribed by granting entity.
- Recruit and refer students, parents and community members to the 21<sup>st</sup> CCLC program.

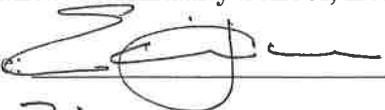
Gila River Indian Community, Elder Services Division hereby agrees to the following roles and responsibilities:

- Establish a collaborative relationship between our staff and the 21<sup>st</sup> CCLC program staff.
- Provide opportunities for Elder community members to have positive interactions with youth, through mentoring, storytelling, cultural education and volunteer experiences related to the 21<sup>st</sup> CCLC program.
- Provide opportunities for Elder community members to provide native language speakers in the classroom.
- Provide participation data to the 21<sup>st</sup> CCLC program staff.

**VI. Authorization**

The signing of this MOA 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 MOA. On behalf of the organization I represent, I wish to sign this MOA and contribute to its further development.

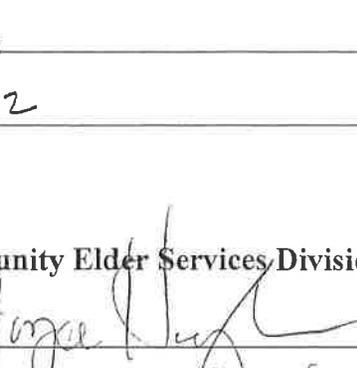
**Casa Blanca Community School, Lead Partner:**

Signature:  \_\_\_\_\_

Title: PRINCIPAL \_\_\_\_\_

Date: 11/19/2012 \_\_\_\_\_

**Gila River Indian Community Elder Services Division, Partner:**

Signature:  \_\_\_\_\_

Title: Akimel O.phan Instructor / Consultant \_\_\_\_\_

Date: November 19, 2012 \_\_\_\_\_

MEMORANDUM OF AGREEMENT  
BETWEEN THE  
CASA BLANCA COMMUNITY SCHOOL / DISTRICT #5  
AND THE  
GILA RIVER HEALTH CARE

This Agreement has been entered into by and between the Casa Blanca Community School / District #5, hereafter referred to as the SCHOOL and the Gila River Health Care, hereafter referred to as the GRHC for the provision of school health services.

WHEREAS, it is to the mutual benefit of the SCHOOL and the GRHC to enter into this agreement to provide for the health care needs of the students; and

WHEREAS, the GRHC receives adequate funding to hire personnel and purchase medical equipment and medical supplies needed to provide for the health care needs of the students; and

WHEREAS, the SCHOOL identifies the need for qualified health care for its students; and

WHEREAS, all parties hereto agree to cooperate in the administering of school health services.

**PURPOSE**

This Agreement establishes working procedures between the SCHOOL and the GRHC for the provision of school health services to the students by:

1. Coordinating services, resources, and personnel to facilitate the provisions of a Free Appropriate Public Education (FAPE) to the children enrolled in the SCHOOL;
2. Ensuring that cooperative arrangements are developed, implemented, and reviewed regularly;
3. Defining the services to be provided by each party;
4. Ensuring that each party cooperatively maintains communication and shares leadership responsibility at the local level to ensure that available resources are utilized in the most effective manner;
5. Ensuring that standards of care are maintained;
6. Ensuring that Tribal, State, and Federal statutes are upheld; and
7. Ensuring that the terms and conditions are established for meeting the legislated mandates in the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. 1400 et seq., as amended by Public Law 102-119 (October 1991) and Section 504 of the Rehabilitation Act of 1973.

## MUTUAL OBJECTIVE

This Agreement is based upon the belief that the provision of a comprehensive system of school health care services facilitates a student's academic success and provides a healthful and safe school environment that facilitates learning.

## INTENT

The **SCHOOL** hereby agrees to:

1. Require parent/guardian to provide all necessary medical information and consents before child may attend school and exclude any child from attending school if this information is not provided. These forms must be completed annually at the beginning of each school year and/or at the time of enrollment.
2. At the beginning of each school year provide the School Health Services Program a list of all students to include the child's name, date of birth, parent / guardian's name, address, and phone number.
3. Provide the School Health Services Program with, a minimum of monthly, up-to-date class lists reflecting accurate student enrollment.
4. Provide the School Health Services Program with immediate written notification of all changes in student enrollment status, parent/guardian contact information, and emergency contact information.
5. Provide adequate and appropriate space for the school health office per guidelines and regulations of the Occupational Safety and Health Administration (OSHA), the American with Disabilities Act (ADA), the Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics (AAP), the American School Health Association (ASHA), the National Association of School Nurses (NASN), and any other regulatory agency pertaining to school health services and the educational environment:
  - Privacy and confidentiality for students, parents/guardians, and school personnel;
  - Separate rooms and adequate space for sick room, health examinations, healthcare procedures, and screening;
  - Direct line telephone service with voice messaging capabilities;
  - Computer to use for electronic charting and e-mail;
  - Locked storage area for medications;
  - Locked storage area for medical supplies and equipment;
  - Locked file cabinet for medical records;
  - Lavatory facilities with soap dispenser and disposable towels.
  - Sufficient lighting, ventilation, and utilities including heating and cooling;
  - Vermin Control measures
  - Handicap accessibility to both health office and lavatory; and
  - Daily janitorial services to include:
    - Emptying trash

- Cleaning bathroom(s)/ sinks
  - sweeping and mopping floor of health office
  - Other janitorial services as needed
6. Refrain from utilizing the School Health Office for any other purpose other than the care of sick and/or injured students, including but not limited to:
    - a) Lost and found depository,
    - b) Clothing storage,
    - c) Detention/disciplinary office,
    - d) Use of bathroom for staff or students
  
  7. Limit access to the School Health Office by insuring that the School Principal, the School Health Services Program Personnel, the School Health Services Program Director and the Principal Designated School Personnel are the **only** persons with access to keys for the school health office. Keys for health office, medication box, file cabinet and treatment cart will be placed in lock box in health office for use and combination will be given to pool personnel and designated school personnel.
  
  8. Limit access to confidential student health information by providing locking file cabinets for student health records and insuring that the School Health Services Program Personnel, the School Health Services Program Director and School Principal are the **only** persons with access and keys to these files. Principal Designated personnel will not be allowed access to the file cabinet.
  
  9. Provide general office equipment, supplies and support, including but not limited to:
    - Computer system and printer that meets required specifications for computerized school health records;
    - Direct Internet access;
    - Office furniture, including; desk, desk chair, and other office equipment;
    - Routine office supplies;
    - Secretarial support;
    - Photocopy services and fax availability; and
    - Incidental services and related support.
  
  10. Identify and assign appropriate school personnel to receive education and training for the provision of selected school health services in the absence of the School Health Services Program personnel, including:
    - Medication Administration Training for Principal Designated School Personnel
    - CPR
    - First Aid
    - Blood-Borne Pathogens Training
    - Anaphylaxis and Emergency Epinephrine Administration HIPAA/FERPA:  
Student Confidentiality
    - Communicable disease control measures
    - Injury prevention and infection control measures

11. Provide transportation with adult escort for:
  - Students sent home for any reason;
  - Students requiring medical screening, evaluation, and/or treatment if deemed appropriate and necessary;
  - Students receiving screening, evaluation, and/or treatment under such programs as the dental services, vision referrals, hearing referrals; and
  - Students requiring screening, evaluation, and/or treatment as specified under IDEA and/or Section 504.
12. Provide the School Health Services Program with written guidelines, policies and procedures governing the SCHOOL.
13. Refrain from assigning School Health Services Program personnel any additional duties and/or responsibilities without the written agreement of the School Health Services Program Director.
14. Allow the School Health Services Program personnel time away from campus for meetings and educational programs as deemed necessary and appropriate by the School Health Services Program Director.
15. Abide by all Tribal, State, and Federal guidelines, rules and regulations pertaining to school health services.

**The GRHC hereby agrees to:**

1. Establish and maintain school health offices with appropriate medical equipment and medical supplies.
2. Provide a School Health Services Program Director to:
  - Establish guidelines for maintaining standards of care;
  - Provide medical supervision, direction, and consultation to the school nurses;
  - Oversee the activities of the School Health Services Program personnel;
  - Serve as a consultant to the SCHOOL on health related matters; and
  - Provide direct medical evaluation and treatment for the students.
3. Assign Registered Nurse to provide student health services on the SCHOOL campus for the agreed upon days per week during the regular academic year. School Health Director will provide a substitute (Registered Nurse) for the health office in the event of illness, absence, or resignation whenever possible and will communicate with principals at school in regards to staffing the health office.
4. Train appropriate school personnel to receive education for the provision of selected school health services in the absence of the School Health Services Program personnel, including:

- Principal Designated School Personnel in Medication Administration
  - Blood-Borne Pathogens Training
  - Anaphylaxis and use of Emergency Epinephrine Administration
  - HIPAA/FERPA: Student Confidentiality
  - Communicable disease control measures
  - Injury prevention and infection control measures
5. Recommend Certified CPR/First Aid Training resources.
  6. Ensure appropriate parental consent is obtained before providing school health services.
  7. Provide quality school health services to the students.
  8. Provide for the safe administration of medications to students.
  9. Provide for assessment and treatment of illnesses, injuries, acute health conditions and chronic health conditions.
  10. Provide for the provision of specialized health care procedures for students with special health care needs.
  11. Make appropriate contact with parent/guardian as needed for the health and safety of their child.
  12. Provide for emergency medical services and assist in establishing emergency medical procedures in the school setting.
  13. Establish, update, and maintain confidential health records for all students.
  14. Evaluate student health records to identify allergies, chronic health conditions, special health care needs, and other factors that may affect the educational process of individual students, and to identify students with any potential for crisis medical situations.
  15. Evaluate student health records for immunization status against vaccine preventable diseases, provide school based immunization clinics, and complete all required immunization reports.
  16. Provide for preventative health screening according to Tribal, State, and Federal guidelines.
  17. Complete all required Departmental, Tribal, State, and Federal health related reports.
  18. Provide for infectious disease and communicable disease control.
  19. Provide for age appropriate health education classes.

20. Lease from the SCHOOL the School Health Office for \$1.00 a year for the term of this Agreement.

**The SCHOOL And The GRHC Mutually Agree To:**

1. Annually seek funding for school health services.
2. Treat all student health information as confidential medical information according to FERPA and HIPPA regulations.
3. Treat all student academic information as confidential according to FERPA, IDEA, and ADA regulations.

**PROPERTY**

No transfer of real property between the SCHOOL and the GRHC is allowable under this Agreement without prior written approval from the appropriate agency representative. All supply procurement or property transactions must be approved and coordinated by the appropriate agency representative. Items of equipment which may be provided by the SCHOOL and the GRHC for augmenting the purposes of this Agreement shall remain the property of that agency.

**TERM**

This Agreement shall become effective on the date first written above and will be effective for a period of twelve (12) months thereafter. This Agreement, as it may be amended from time to time, will automatically be renewed for successive periods of twelve (12) months each on the same terms and conditions contained herein, unless sooner terminated pursuant to the terms of this Agreement.

This Agreement may be terminated by either party giving thirty (30) days written notice to the other party or may be terminated at any time by the written agreement of both parties. The SCHOOL and the GRHC shall jointly make final decisions concerning any disputes resulting from this collaborative agreement.

**CONFIDENTIALITY**

The confidentiality of information that identifies individual persons and is exchanged pursuant to this Agreement is to be safeguarded in accordance with requirements contained in the Privacy Act of 1974, Public Law 93-579; the Family Educational Rights and Privacy Act (FERPA); the Individuals with Disabilities Act (IDEA); Section 504 of the Rehabilitation Act of 1973; the Head Start Act, 42 U.S.C. 9801 et seq, Public Law 93-644 (January 1, 1998); and the Health Insurance Portability and Accountability Act (HIPAA).

## GOVERNING LAW

This MOA shall be governed by, interpreted, construed and enforced in accordance with the laws of the Gila River Indian Community, Sacaton, Arizona.

## DISPUTE RESOLUTION

Any dispute arising under this Agreement which cannot be resolved by the parties to their mutual satisfaction shall be submitted to a mutually agreed upon mediator or mediation system.

## TORT

The Parties agree that the GRHC is deemed by statute to be part of the Public Health Services of the United States for purposes of coverage under the Federal Tort Claims Act (FTCA), while performing services, functions or participating in activities or programs under a self-determination contract with the Indian Health Services. FTCA coverage is more fully described in federal regulations 25 C.F.R. § 900.

## INDEPENDENT CONTRACTOR

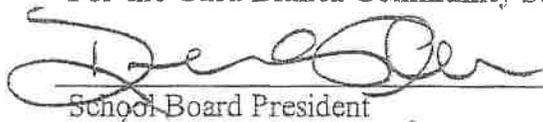
The parties hereby acknowledge that GRHC shall provide the services required by this MOA as an independent contractor. No agent, employee, officer, director, servant or subcontractor of GRHC shall be, or shall be deemed to be, an agent, employee, servant or subcontractor of the Resource Center. No agent, employee, officer, director, servant or subcontractor of the Resource Center shall be, or shall be deemed to be, an agent, employee, servant or subcontractor of the GRHC.

## OFFICIAL CAPACITY

The parties acknowledge that this MOA is a contract by and on behalf of the GRHC, School Health Services and the Resource Center, rather than by or on behalf of their officers, directors, employees, representatives, or agents. Execution and performance under this MOA is undertaken in the official capacity of the parties' respective officers, directors, employees, representatives, or agents, and not in their individual capacities.

AUTHORIZING SIGNATURES:

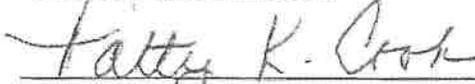
For the Casa Blanca Community School / District #5:



School Board President

9/21/10

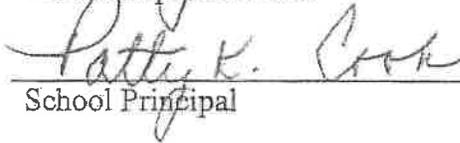
Date



School Superintendent

9/21/10

Date



School Principal

9/21/10

Date

Other

Date

For the Gila River Health Care Corporation:



Chief Executive Officer

10/13/10

Date



Chief Nursing Officer

10/13/10



School Health Services Program Director

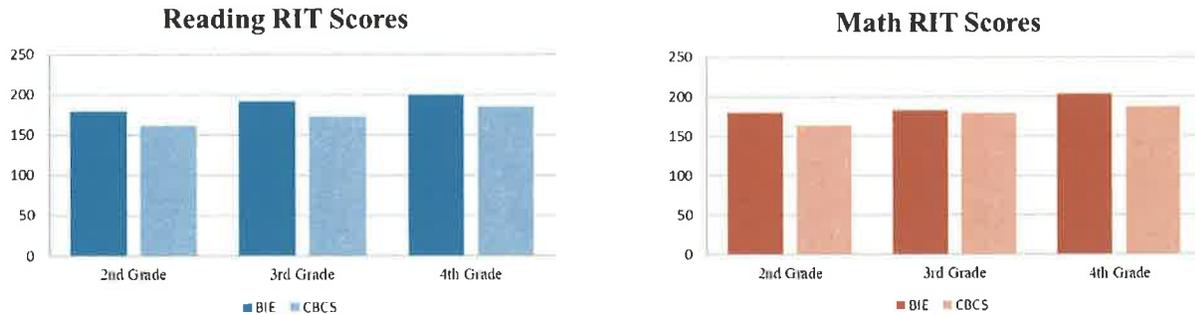
7/22/10

Date

# Appendices

Assessment of objective data regarding need for after  
school programming

In addition to administering the Arizona State assessment, as a BIE funded school, Casa Blanca is required to administer the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP). This allows a dual system for test development and comparison data. Students at Casa Blanca underperform their peers in both Reading and Math on this assessment as well.



The following charts provide a comparison of students enrolled at Casa Blanca compared to their peers on the NWEA Reading and Math assessments.

**Poverty**

According to the U.S. Census data in 2009, 48.2% of the general population in the targeted Casa Blanca community population earns income below the poverty level. The average per capita income for this community is \$8,111 which is 24.1% of the Arizona per capita income and 20.9% of the US per capita income level. The area’s extreme poverty, coupled with lack of outside recreational opportunities for youth often leads to early alcohol and substance abuse which continues into later life.

**Unemployment**

There are a number of factors that contribute to a student’s risk of academic failure. High rates of poverty and crime are often a result of low education attainment. The correlation between these risk factors is documented throughout research. This research indicates that student achievement in primary and elementary grades impacts the students’ ability to be successful in high school years. For the population of 25 years and over in Gila River Indian Community, 31.8% have earned less than a high school diploma while 68% have a high school diploma, compared to 89.8% nationwide. A startling 25.5% of residents over the age of 25 years old in this community are reported as unemployed.

**Criminal Activity**

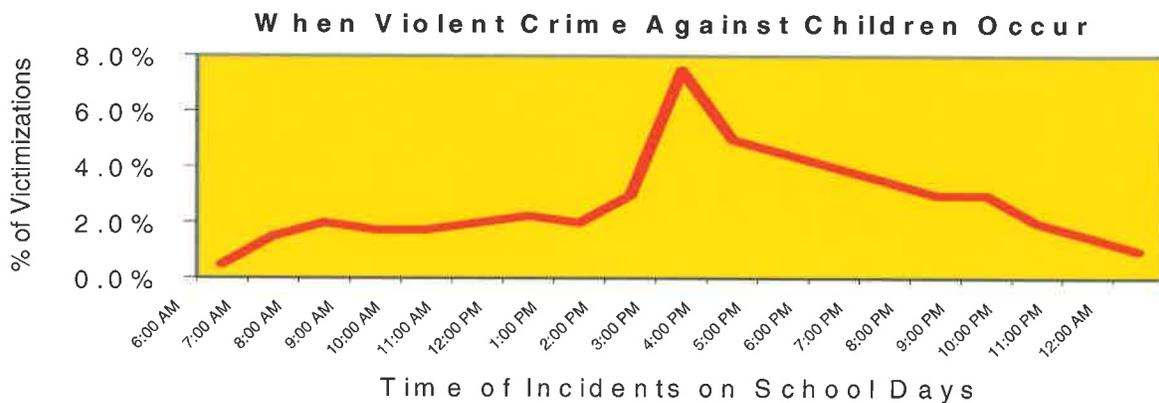
Rates for Native American youth violence is 65% greater than the national average for youth. According to the 2003 report from the U.S. Department of Justice statistics, the Gila River Indian Community had the most violent crimes per capita in all of Indian Country. Furthermore, 90% of the violent crimes on the Gila River Indian Community are alcohol related. While students at Casa Blanca are in the young grades of kindergarten through fourth grade, many are already exhibiting disruptive behaviors. Students are disciplined for having illegal drugs on campus, fighting, disorderly conduct, and theft.

Students at Casa Blanca Community School have experienced crime first-hand within their

neighborhoods. Below is a table outlining the unfortunate crime rates reported by the Gila River Community Police Department during 2011.

Aggravated Assault and Larceny	Destructive/Vandalism	Driving Under the Influence	Drug Related Offences	Family Offences	Simple Assault	Runaways	Weapons
614	817	535	484	1,216	993	147	166

Data shows that students are more likely to become victims of criminal activity or participate in criminal activity away from school than at school. The graph below shows the peak time for children to participate in and become victims of crime are in the after school hours (Juvenile Offenders and Victims National Report, 1999).



To identify the local problems, needs, and gaps in services, planning dialogs were held with representatives from community organizations, community partners, tribal entities and school staff. The problems identified include:

**Need One:** *An increase in students' academic achievement in reading and mathematics, as demonstrated by improved scores on the Arizona Instrument of Measurement Standards (AIMS), Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP), and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is essential for these students to succeed in school.*

**Need Two:** *A safe learning environment – free of behavioral, violence, and peer pressure – is needed to optimize learning, physical health and well-being.*

**Need Three:** *Health, wellness, prevention and social services are needed to address the student's and family's most basic needs.*

**Need Four:** *Increasing parent involvement and parent education skills is critical for student success.*



# Appendices

Letter of Support from the Official Tribal Grant



# United States Department of the Interior

BUREAU OF INDIAN EDUCATION  
Arizona South Education Line Office  
2901 N. Central Avenue, Suite 970  
Phoenix, Arizona 85012  
Phone: 602-265-1592 Fax: 602-265-0293



November 6, 2012

TO WHOM IT MAY CONCERN:

This is a statement of support of the 21<sup>st</sup> CCLCP being submitted to the Bureau of Indian Education, Division of Performance and Accountability by Casa Blanca Community School, Inc. This letter serves as an acknowledgement that Casa Blanca Community School will stay in compliance and uphold the financial integrity of the 21<sup>st</sup> CCLCP.

If you have any questions please feel free to contact me at 602-265-1592. Thank you.

Regards,

Jim Hastings, ELO  
Arizona South Education Line Office

