

RECEIVED
JAN 17 2013

RECEIVED
NOV 28 2012

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input checked="" type="checkbox"/> Preapplication <input type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		* 2. Type of Application: <input type="checkbox"/> New <input checked="" type="checkbox"/> Continuation <input type="checkbox"/> Revision		* If Revision, select appropriate letter(s): _____ * Other (Specify) _____	
* 3. Date Received: _____		4. Applicant Identifier: _____			
5a. Federal Entity Identifier: _____			* 5b. Federal Award Identifier: _____		
State Use Only:					
6. Date Received by State: _____		7. State Application Identifier: _____			
8. APPLICANT INFORMATION:					
* a. Legal Name: Pinon Community School Board, Inc.					
* b. Employer/Taxpayer Identification Number (EIN/TIN): 86-0615622			* c. Organizational DUNS: 159420728		
d. Address:					
* Street1: Navajo Rte 4					
Street2: _____					
* City: Pinon					
County: Navajo					
* State: Arizona					
Province: US					
* Country: USA: UNITED STATES					
* Zip / Postal Code: 86510					
e. Organizational Unit:					
Department Name: Residential			Division Name: Recreation		
f. Name and contact information of person to be contacted on matters involving this application:					
Prefix: Mr.		* First Name: Joe			
Middle Name: _____					
* Last Name: Benally					
Suffix: _____					
Title: Principal					
Organizational Affiliation: _____					
* Telephone Number: 928-725-3250			Fax Number: 928-725-3232		
* Email: Cominngoin@yahoo.com					

10 30

Application for Federal Assistance SF-424

9. Type of Applicant 1: Select Applicant Type:

Indian/Native American Tribal Government (Federally Recognized)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

DOI - Bureau of Indian Education

11. Catalog of Federal Domestic Assistance Number:

84.287

CFDA Title:

Title X - 21st Century

*** 12. Funding Opportunity Number:**

* Title:

Title X - 21st Century

13. Competition Identification Number:

Title:

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

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

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant AZ 1, 2

* b. Program/Project AZ 1, 2

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

17. Proposed Project:

* a. Start Date: 12/01/2012

* b. End Date: 11/33/2013

18. Estimated Funding (\$):

* a. Federal \$100,000.00

* b. Applicant Pinon community School Board, Inc.

* c. State Arizona

* d. Local Pinon

* e. Other

* f. Program Income 0.00

* g. TOTAL \$100,000.00

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

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.) Applicant Federal Debt Delinquency Explanation**

Yes

No

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

** I AGREE

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

Authorized Representative:

Prefix: Mr.

* First Name: Leonard

Middle Name:

* Last Name: Elthie

Suffix:

* Title: PCS Board, Inc. President

* Telephone Number: 928-725-3250

Fax Number: 928-725-3232

* Email:

* Signature of Authorized Representative:

* Date Signed:

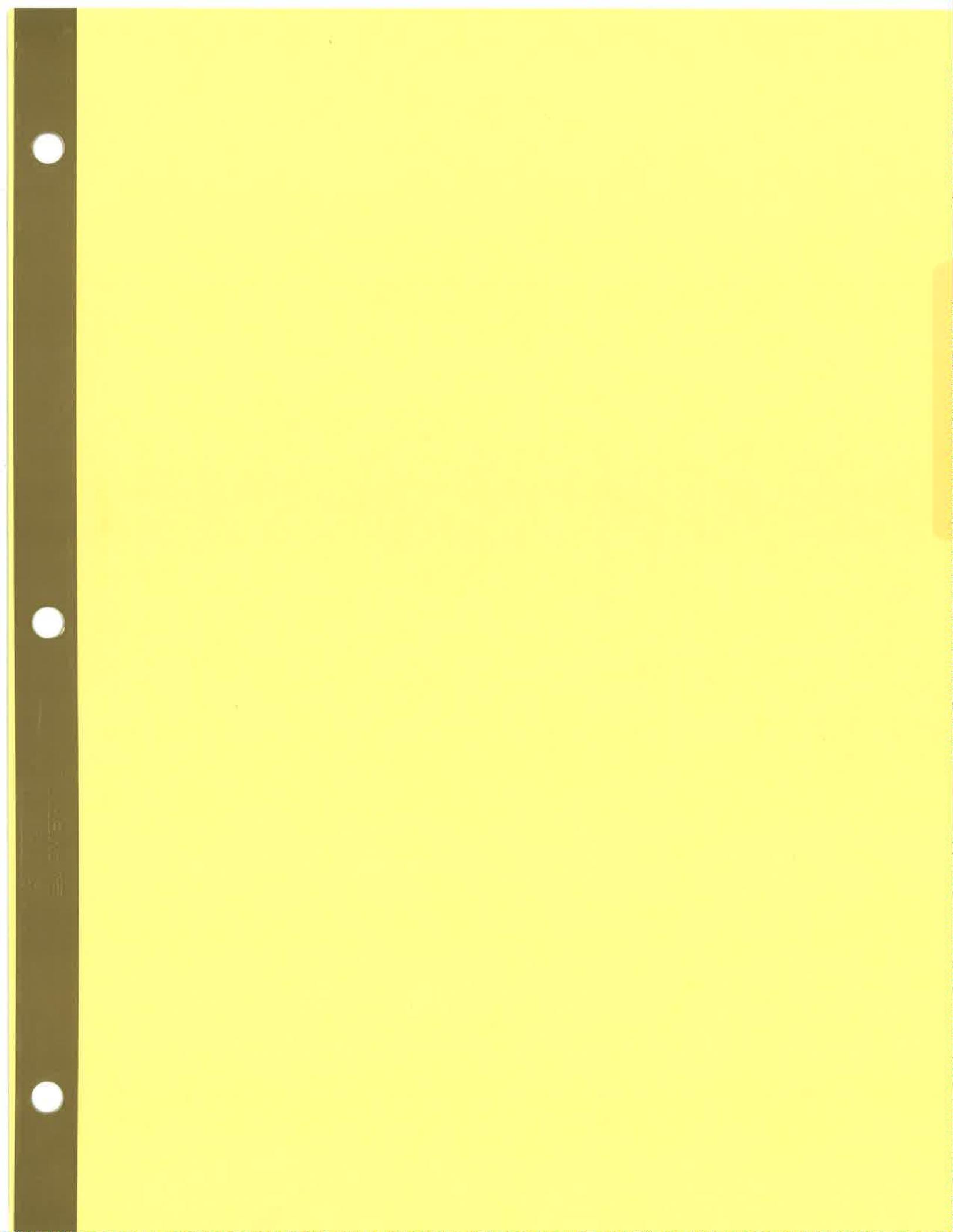
11-20-12

Application for Federal Assistance SF-424

*** Applicant Federal Debt Delinquency Explanation**

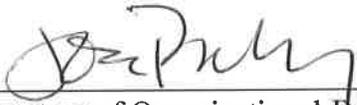
The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

[Empty text box for explanation]



COVER PAGE

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

<u>Pinon Community School, Inc.</u> Organization	
<u>Joe Benally</u> Name of Contact Person	<u>(928) 725-3250</u> Telephone
<u>cominnqoin@yahoo.com</u> E-mail Address	<u>(928) 725-3232</u> Fax Number
 Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures	<u>11/20/12</u> Date
<p><i>■ Note: The general certifications and assurances that are signed and submitted by the district each spring (or provided by the applicant to EED) will apply to this federally funded program.</i></p>	
 Signature of Organizational Representative	<u>11/20/12</u> Date
<u>Principal</u> Title	

\$ _____ Total Funding Requested Per Year
\$ _____ Total Funding Requested for Three Years

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

APPENDIX IX: Documentation Requirements



SECRET

TABLE OF CONTENTS

DESCRIPTION	PAGE
Application for Federal Assistance (Standard Form 424).....	1
Cover Page.....	2
Table of Contents.....	3
Program Summary.....	4-5
Abstract.....	6
<u>Program Narrative</u>	
Need for Project.....	7-11
Quality of Project Design and Management Plan.....	12-26
Adequacy of Resources	27-28
School Improvement Status.....	29-32
Budget/Budget Narrative.....	33-34
Appendices.....	35
<ul style="list-style-type: none">• Participants Served Chart• Performance Measures Template• Schedule of Operations• Budget Form –Appendix III• 21st CCLC Assurance Form• 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	



PROGRAM SUMMARY

The Pinon Community School Board Inc. is proposing to establish an after school and enrichment program for the students in grades Kindergarten to twelve (K-12th). This program is designed to create instruction for children, students, parents and community. The program will be comprised of an array of inclusive and supervised activities that include extended learning and enrichment opportunities for students, parents and community members.

The highlights of the program will include reading, literacy, math, physical education activities, music, horsemanship, adult education program, arts/crafts, culture/language related activities, expanded library service, program for limited English proficient and remedial education activities, prevention programs for drug and violence, counseling programs, and character education programs, music education activities and entrepreneurial education programs, tutoring services and mentoring programs, telecommunications and technology education programs, programs that promote parental/caregiver involvement and family literacy, provide assistance to students who have been truant, suspended, or expelled and to allow the students to improve academic achievement. In addition, the program will serve all students and students with disabilities.

The target population: 100% of the students, parents and community members to be served by this Program are Navajo. 60% of the PCS students are limited English Proficiency. Many of the families live in subsidized housing. Unemployment is very high and incomes very low.

The Pinon Community School is located on the Navajo Reservation, approximately 130 miles northeast of Flagstaff, Arizona, accredited by North Central Accreditation (NCA) and the State of Arizona, serving the Navajo Nation and maintaining a total enrollment of 84 students in the grades K through 12. Ninety-five (95) percent of Pinon Community School students qualify for the Free/Reduced Cost Lunch program ninety (90) percent are Title I students. Eighty-Five (85) percent of Pinon Community School students are considered limited English proficient (LEP) status. In the 2011-12 school years, average daily attendance at Pinon Community School was eighty-five 85% and the yearly enrollment retention rate was 75%. Twenty-five (25) percent of parents involved themselves in school sponsored activities throughout the year. Data of incidents of violence or substance abuse were reported during the year.

The Pinon Chapter of the Navajo Nation, the community based organization (CBO) which serves as on the Partners to the grant, is comprised of some 6,500 individuals; ninety-five (95) percent American Indian and five (5) percent non-American Indians. Approximately, 58 of the population is under the age of 5 and other 30% between the ages of 5 and 14. Nearly 45% of the population is age 18 years and over. 100% of the chapter population is native to the United States with 100% being native of the state of Arizona. 5% of the population 5 years and over come from homes where English is the only language spoken. The remaining 95% speak a language other than English (Navajo) at home. 5% indicated speaking English less than "very well".

Only 75% of the chapter's residents are in the labor force and the median household income is \$20,372. 765% of the chapter families, with related children under 5 years, live below the

poverty level. 45% with related children under 18 years old live below the poverty level. 30% of the chapter residents 65 years and over live below the poverty level.

Seventy 70% of the chapter residents, 25 years and over, have less than a 9th grade education and another 25% have attended school between the 9th and 12th grade, but have no diploma. 60% of the chapter population are high school graduates; 40% have some college but no degree; 20% have an Associate Degree; 15% have a Bachelor's degree; and 5% have a graduate or professional degree. (Data Source: U.S. Census Bureau. Census 2000)



PROPERTY

ABSTRACT

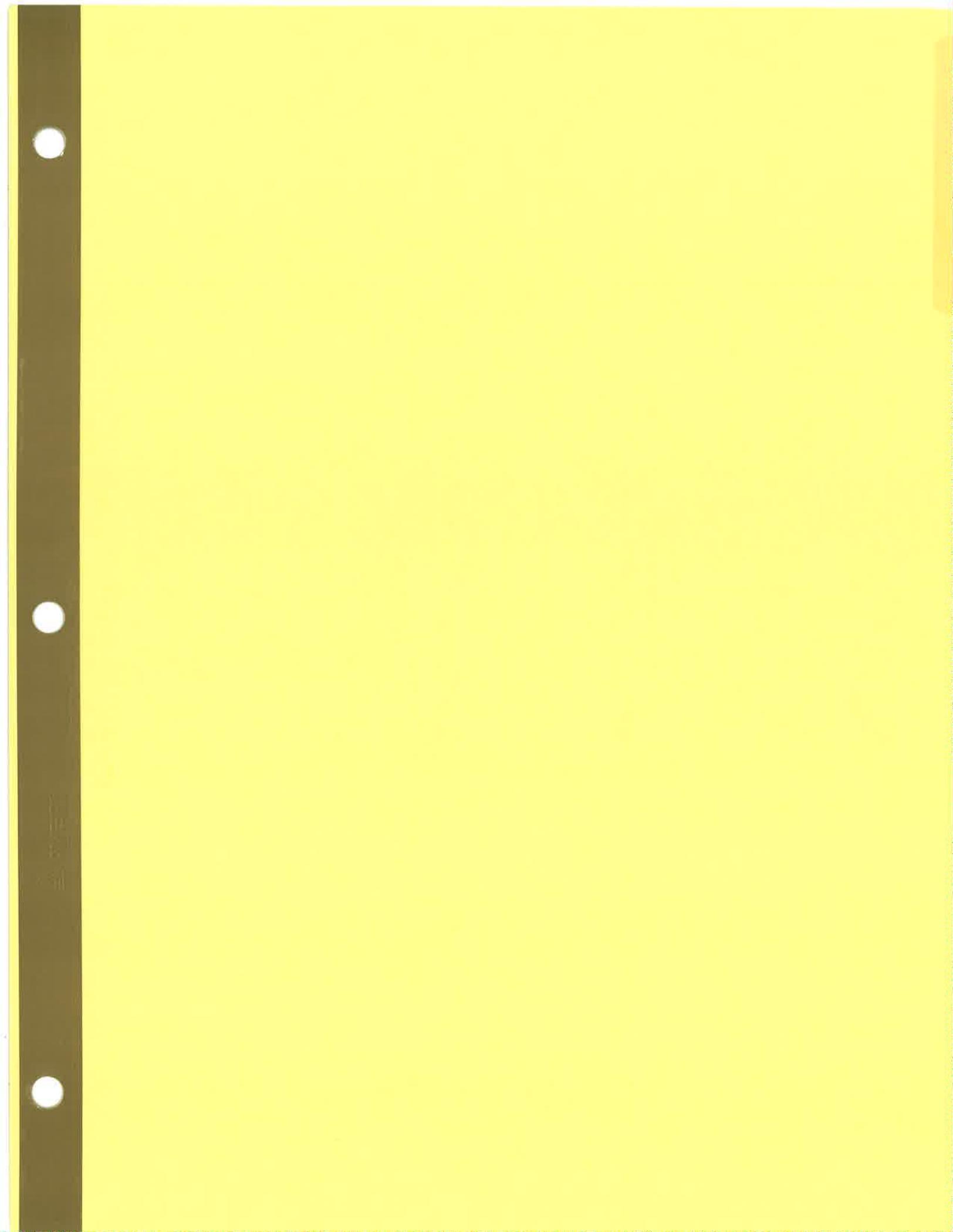
This Program expects to be able to mitigate the risk factors for low academic achievement among the populations of Pinon Community School and the Pinon Chapter. This proposal is comprised of an array of inclusive and supervised services that included expanded learning and enrichment opportunities for children and other community members. A high quality badly needed after school program will be established at the Pinon Community School and other programming supporting adult basic education and other adult/family enrichment activities will be supported through the Pinon Community School.

Our program design is based on the needs of our students and school community, as specified in our needs assessment. We will provide very specific targeted interventions for students, particularly within the subgroups of grades K-12, as well as for our English Language Learners and special needs students.

Student deficiencies in reading and math are typically addressed through small tutoring strategies, which afford students an increased dosage of reading and math remedial work and very individualized attention. Therefore, in considering our class offerings, we decided to emphasize tutoring and homework help classes in the core subject areas of reading and math, along with a few enrichment classes in those subject areas to offer students a more fun forum in which to earn and apply the standards.

To make our program both realistic and comprehensive, we realize that we also need to make activities kid-friendly, fun and engaging in order to keep students' attention and to ensure that they regularly attend the program to benefit from the interventions that they sorely need. Therefore, we plan to offer fun and enriching activities that apply academic concepts to real world situations, such as those presented in Engineering Club, Odyssey of the Mind and Fitness Class, Music Class, for example. Concentration will be on standards taught during the school day, but instruction will be presented in a more relaxed and fun way and with smaller groups of students.

Finally, our center activities also seek to target parents of 21st CCLC students, as they are the key to helping us to minimize the impact of the many risk factors in our community that have such a negative impact on student achievement. Parents will be engaged in free adult literacy classes, they will be invited to family math and literacy nights, and they will be encouraged to volunteer in their children's classrooms in order to become more involved in our school community.



PROGRAM NARRATIVE

NEED FOR THE PROGRAM

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
Pinon Community School Board Inc.	Level 3 School Improvement	100%	90 students	25 adults	K-12 The grant will provide for students in K through high school and their families

The 21st CCLC program will serve students at Pinon Community School who are at high risk for educational failure and are more likely to engage in drug and alcohol, fighting and bullying behaviors. Student at Pinon Community School are within the boundaries of the Chinle Agency and located in Pinon Unified School District. Our school is a Contract school servicing (K-12). Our elementary, junior and high school students attend, local Pinon Public schools. Students stayed in residential program from Monday through Thursday and on Fridays students are taken home during the weekend. Students check in back into the dormitory on Sundays. 100% of student receives free/reduced lunch through the USDA Free Breakfast and Lunch program SY 2011-12. All students receive Title I, II, IID, IV & VII services and Intense Bilingual funds .

English language learners comprise of 100 % of students who speak Navajo and are limited proficiency in both English and Navajo Languages. An estimated of 50 % household is headed by single parent or living with grandparents. The students travel up to 70 miles one-way over unimproved dirt roads to attend school. Buses are provided for the residential students for field trips purpose and are taken home for the weekend. Students eat in the cafeteria and counseling is also provided for them.

At Risk Factors: Student achievement data: Our students who attend Pinon Unified School District have met Academic Yearly Progress (AYP) in mathematics and reading; however, the reading scores are not increasing to maintain the pace to meet the state standards. Continued efforts in reading are important to student achievement and success as well as the school's AYP accomplishment. Reading and Native American culture will be continued to support the unique needs of our Indian students at Pinon Community School. Beginning with SY2005-2006 all bureau funded schools were to have AYP determined using the definition outlined in 25 CFR Part 30, which requires that school use the academic content and student achievement standards, assessments and the definition of AYP of the state where the school is located. Our graduation rate maintains at 71% each year. Although Pinon Community School was identified as a Performing school, 21st CCLC program will target students who are academically at risk.

According to the AIMS Results for SY 2010-11, the students scored borderline reading of AMO.: AIMS READING RESULTS (48.6% PASSING)

10TH GRADE: 14% FFB...52% approached..33% Meets...0% Exceeds

11TH GRADE: 23% FFB...29% approached..25% Meets...0% Exceeds

12TH GRADE: 18% FFB...59% approached..23% Meets...0% Exceeds

According to the AIMS Results for SY 2010-11, the students scored borderline Writing of AMO. AIMS Writing Results (38% passing)

10TH GRADE: 7% FFB...58% approached..36% Meets...0% Exceeds

11TH GRADE: 10% FFB...59% approached..32% Meets...0% Exceeds

12TH GRADE: 16% FFB...52% approached..32% Meets...0% Exceeds

According to the AIMS Results for SY 2010-11, the students scored borderline Math of AMO. AIMS MATH RESULTS (40% PASSING)

10TH GRADE: 50% FFB...20% approached..30% Meets...0% Exceeds

11TH GRADE: 61% FFB...27% approached..12% Meets...0% Exceeds

12TH GRADE: 46% FFB...23% approached..31% Meets...0% Exceeds

9TH GRADE SAT 10: the students scored below the Arizona average. 10% fewer in the Proficiency category in Reading than does the national norm group for Grade 9th. The largest (local to national) difference in the Proficiency category is in the area of Reading. 10% fewer students in this category. Reading: 23%...Language:26.30%...Mathematics: 28.60%

SY 2010-11 SAT 10: Grade K: Total reading: 32.4%: Sounds and Letters: 33.7%: Word Reading: 36.7%: Sentence Reading: 29.9%: Math: 34.8%: Environment: 36.4%: Listening: 31.9%, Basic Battery: 34%: Complete Battery: 34.%

SY 2010-11 AZELLA: Grade K: Pre-Emergent: 28%: Emergent: 30%: Basic: 40% Intermediate: 5% Proficient: 0% (Mean Scaled Score: 462.5) 2nd class: Grade K: Pre-Emergent: 2%: Emergent: 3.5%: Basic:57% Intermediate: 35% Proficient: 12% (Mean Scaled Score: 527)

Our most at-risk students need assistance in the core content areas of math and literacy (reading, writing and language development). The subgroups not achieving grade level benchmarks in the respective subject areas are listed below, based upon AIMS data from the 2010-2011 school year:

3rd Grade students “not” reaching grade level benchmarks: Math – 44% and Reading – 37%

4th Grade students “not” reaching grade level benchmarks: Math – 53%, Reading – 25% and

Science – 48% 5th Grade students “not” reaching grade level benchmarks: Math – 39%, Reading

– 25% and Writing – 41% 6th Grade students “not” reaching grade level benchmarks: Math –

47%, Reading – 22%, and Writing - 41% 7th Grade students “not” reaching grade level

benchmarks: Math – 45%, Reading – 18%, and Writing – 53% 8th Grade students “not” reaching

grade level benchmarks: Math – 65%, Reading – 38% Science – 46%

We will also monitor the subgroups of ELL and special needs students within those grades, along with kindergarteners, who routinely enter school ill-prepared. If the students score “falls far

below” or “approaches” on AIMS reading and math, we will target them for the program. Likewise, we will monitor DIBELS scores and target students who are in the "at-risk" categories.

To target students for the program, we will assess test data, such as MAP, AIMS and DIBELS, as well as in-school and in-class assessments, along with a student's grades and classroom behaviors, such as attendance and disciplinary information. We will also consider teacher recommendations and parent requests. The testing result indicates that students need extended learning opportunities in all tested areas to help them catch up with their peers in the State and the National Level. Research confirms that some students take three to six times longer to learn than the average student. It is now clear that more time is necessary to support those students in need of additional time to be able to successfully master and build upon national and state standards and expectations. Extending learning time for students can bridge the gap to successful academic learning and provide students with the time they require to master subject content. Extended-day programs may take a variety of forms: Before or after-school programs, Saturday school, Summer school and intercession. In addition, the hiring of staff is critical to the success of the program. This should include credentialed teachers along with assistants, parents and community volunteers. For example: having extended day showed student achievement gains, why? The primary reason for the success of the program was due to the regular classroom teachers being the primary instructors in the after-school program. A major report on after-school programs recommended that the curriculum of the after-school program be aligned with the regular school day by using teachers already associated with the school site.

As indicated before, these students are highly at risk. The majority coming from dysfunctional family settings, with one parent or grandparent, victims of alcoholic parents, wards of the courts, social service placement, and homeless. Majority of students live in remote sites on the Navajo Reservation and have no access to recreational, health, and educational resources. The school is the only safe and constant source of enrichment and social interaction. Many adverse health effects associated with obesity are observed in Navajo adolescents; there is increased asthma and Type 2 Diabetes. Students that attended Pinon Community School, 50% of the students live in a traditional one-room Navajo dwelling (Hogan) or other dwelling type without running water or electricity. This is a very remote and isolated area with few paved roads and most children spending in excess of two hours on the bus every school day. Students in more isolated areas will then have to walk to their homes which can be a significant distance from the main road or be picked up at the bus stop by their parents. During inclement weather, dirt roads that connect to the family residences with the bus routes often become impassable causing shortened school days or high absenteeism.

These factors and others combine to create an environment which threatens our students' success. This grant could provide opportunities to directly address many of these factors. Students will have nutritional needs met. Students will have opportunities to spend more time supervised in academic and high-interest activities at Pinon Community School. Parental classes will support growth for both students and parents.

All students at risk for academic failure would be targeted. This would include students identified by scores on AIMS, SAT 10, DIBELS, NWEA, AZELLA, SRI, school benchmark tests, and grades as falling below the grade level standard. It would also include students with

behavior or social challenges that identify them as being at-risk. Working with our Title I program and enhancing our interventions after school will allow us to expand services to all students, and additional reasons for student educational failure include:

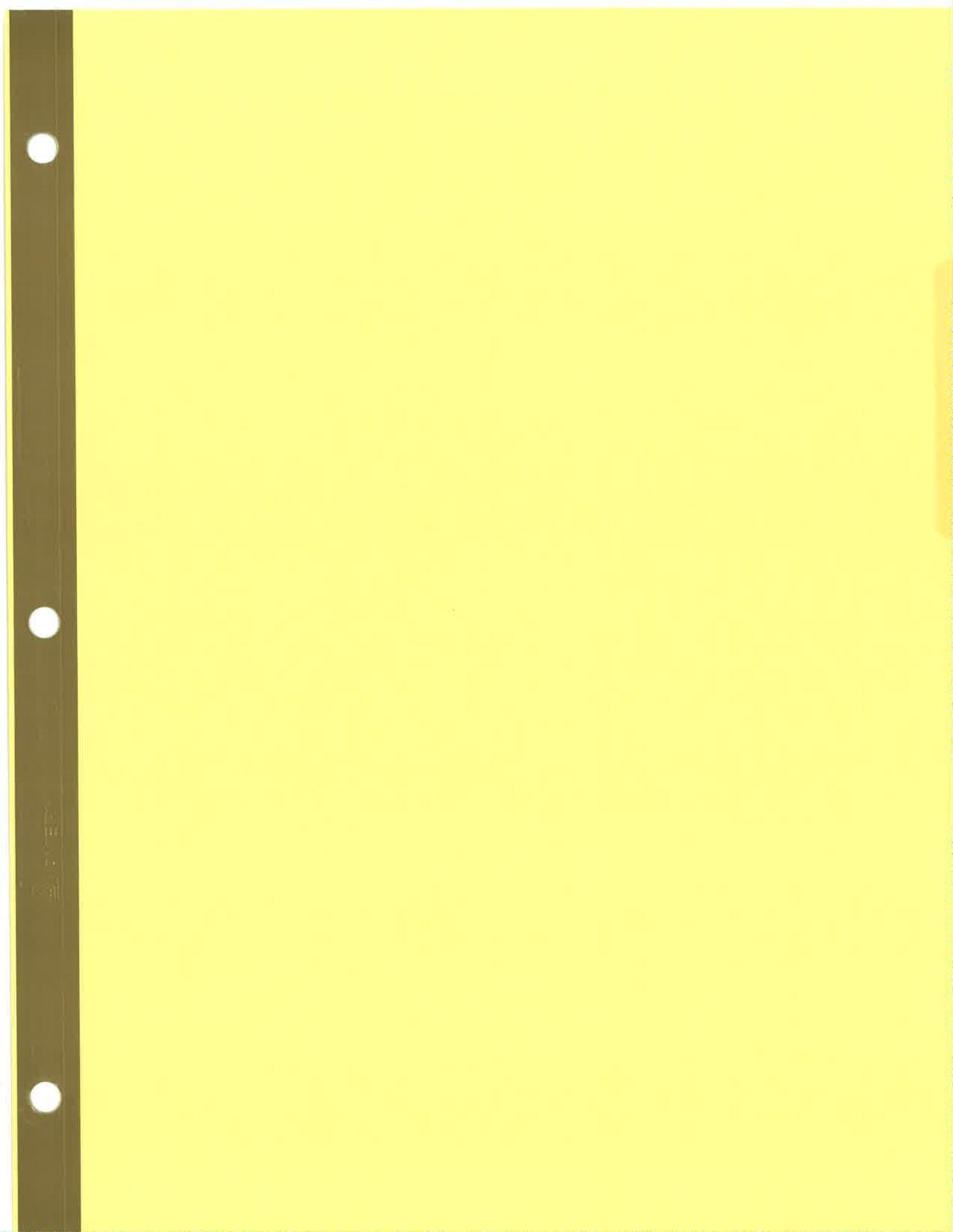
- Risk factors; The students are performing significantly below the average performance levels of students in Phoenix, Tucson, Flagstaff or other comparable areas in rural Arizona. Teen pregnancy is on the rise: how important it is to discuss abstinence and safe sex. According to the Centers for Disease Control and Prevention, about one third of girls in the United States will get pregnant before the age of 20. Students deal with poverty, lack of supervision at home, language challenges, single-parent families, health issues, family illiteracy, lack of resources and technology, family instability, and unemployment. Grandparents play an important role in the lives of children, and most are in close contact with their grandchildren. Those for whom English is not their first language are often isolated and unable to communicate adequately to assist their grandchildren with culture assimilation or in accessing needed developmental education, benefits or services. These grandparents are providing an important service to their families and to society, and steps must be taken to ensure that they have the resources they need to do this important job.
- Targeted areas for improvement are reduction of dropout rate, to improve overall student performance in academic standardized testing, decrease behavior problems, increase attendance rate, increase parental involvement, decrease teen pregnancy, decrease gang activities, increase graduation rate, increase in numbers of students with definite achievable post secondary plans and a better preparation for vocations. The staff will be trained in BEST Practice Model that target at-risk students. The development of a comprehensive guidance program will allow each student to develop an individualized education plan that includes the awareness needed to make a career pathway selection. The tutorial service is targeted to students with identified academic needs and will follow the standards based curriculum used in the classroom. This 'extra help' is in addition to the normal tutoring sessions available to all students once weekly by their regular classroom teachers. Members of the target population: We have high percentage of students who are in the performing level: Falls Far Below and Approaches in reading, writing and math according to AIMS, NWEA, SAT-10, DIBELS, SRI, AZEELLA data testing. Students in grades ninth through twelve grades from regular and their parents would be targeted, these will include: ELL, Special Education, and all other students (yearly). AIMS data show that: ELL, 68% in reading and 62% in math are falling far below or approaching. AIMS data show that: Special Education, 87% in reading and 93% in math are falling far below or approaching

Reports by the Office of the Superintendent of Public Instruction reveal that Native American students in grades nine through 12 dropped out of high school at a rate of 11.5 percent during the 2007-2008 school year. That was the highest out of five racial groups surveyed American Indian, Asian/Pacific Islander, black, Hispanic and white. It was also 2.5 percentage points higher than the group with the second-highest dropout rate, African-American students, at 9 percent. Many leaders in Indian education blame the problem on standardized testing, like the AIMS, which students were required to pass to graduate high school. Critics say it is inadvertently racist by expecting all students to meet a standard that certain groups may have difficulty meeting. These

statistics illustrate why we have grave concerns about the future of a dishearteningly large number of Native American youth who are failing to achieve in school and will enter adulthood without the skills to be economically and socially productive. Research has shown that students are at greater risk of educational failure when they come from low-income families, have parents who are not high school graduates, have low academic skills, come from single-parent families, are alienated or bored, and/or have low self-esteem. Using these factors, students at risk of dropping out of school can be identified as early as elementary school.

According to the National Institute on Out-of-School Time (2008), at-risk youth benefit the most from after-school programming. Studies show that at risk youth show improvements in social and emotional factors, as well as academic achievement.

The proposed program will align with ASIP plan, Department of Dine Education, Native Star, AdvancED Accreditation Standards and 504 IDEAL laws. The 21st CCLC goals will be aligned directly to our School Improvement Plan. The opportunity of the 21st CCLC grant will allow us to provide our students with educational experiences that will lead them toward academic success, while assisting us in meeting the objectives and goals of our School Improvement Plan. In addition to struggling students, we will also be able to meet the needs of students needing enrichment opportunities in these areas. The additional enrichment activities offered will motivate students who may normally be disinterested in attending and after school program. The school improvements goals are to by focus our efforts by reduce the number of students in the FFB and Approaches categories and increasing the number of students in the meets and exceeds category. We recognize that there is a struggle in achieving a high success rate of parent involvement We believe that meeting our objectives over the next 5 years will ensure our success. The SIP Team will provide guidance to the 21st CCLC program in order to ensure a linkage between the program activities and school needs are being met, the school will continue to use ASIP standards and rubrics for school improvement.



QUALITY OF PROJECT DESIGN AND QUALITY OF THE MANAGEMENT PLAN:

The primary location of the 21st CCLC program will be at the Pinon Community School. This site will ensure the program will be open and accessible to the target population. In addition, provide a safe learning environment for all students, staff and parents. The school is well lighted and security is on campus (24/7). The school will honor Navajo Nation curfew law and state, and county requirements of the school. Signage will be posted throughout the campus "Drug free school zone" means the area within three hundred feet of a school or its accompanying grounds, any public property within one thousand feet of a school or its accompanying grounds, a school bus stop or on any school bus or bus contracted to transport pupils to any school. Site coordinator will communicate with the local public school and community to ensure them at we have 21st CCLC program.

To recruit students for the program, we will assess test data, such as SAT-10, AIMS and DIBELS, as well as in-school and in-class assessments, along with a student's grades and classroom behaviors, such as attendance and disciplinary information. We will also consider teacher recommendations and parent requests, if parent requests are supported by teacher recommendations. We will retain students in the program by offering them fun and engaging activities and by offering them the chance to work in small groups with teachers and their friends. They will also appreciate having their homework done before they leave for the day.

One component of this proposal is the establishment of a high quality after school program on the grounds of Pinon Community School. This after school program includes extended learning activities: remedial education activities, academic enrichment learning, horsemanship activities, mathematics, and science education activities: arts, cultural and music education activities tutoring services; programs for limited English proficient (LEP) students; character education programs recreation activities expanded library service hours and telecommunications, and technology education programs for children. second component of the Program supports entrepreneurial, health, telecommunication and technology, family literacy, and adult basic education programming which will be made available through the Pinon Community School. The third component, joint programming between the Pinon Chapter and the Pinon Community School will be designed to promote parental and family involvement in school and community activities.

The focus of our after school program is to assist students who are academically at risk of not meeting standards in core subject areas. Our program objectives directly align with the school site's goals of strengthening students' skills in reading and math so that they will either meet or exceed state standards in order to maximize their opportunities to be successful. In fact, the site's plan for improvement calls for an increase in the passing rate percentages on the AIMS reading and math assessments for all grades, which complements the Native Star objectives that we set for our after school program. We plan to continue offering interventions that target the students in these specific graders. We will also continue to target English Language Learners for interventions, as they typically struggle with learning any subject area and would directly benefit from extra out of school time to be able to learn and study effectively in English.

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 help classes after school, but will also be incorporated into fun and enriching activities that apply the concepts to real world applications, such as those presented in Math and Homework Help classes. 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. Additionally, this year, the site plans to implement the "Response to Intervention" model for both school day and after school instruction. According to the National Center on Response to Intervention, RTI "integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness and identify students with learning disabilities." (www.rti4success.org). Our program will implement a before school tutoring program for students, five mornings each week throughout the year. This program will be linked with and will directly complement RTI interventions and activities that occur throughout the school day.

The goals and objectives of the after school program listed below:

Academic:

- 1.1 Each year, 50% of all middle and high school students attending the 21st CCLC program will show one year's growth on the AIMS, NWEA, SAT-10 test in Reading from fall to spring.
- 1.2 Each year, 50% of all middle and high school students attending the 21st CCLC program will show one year's growth on the AIMS, NWEA, SAT-10 test in Math from fall to spring.
- 1.3 Each year, 25% of all Kindergartner and elementary students will achieve benchmark on the DIBELS test in Reading by the end of the school year.
- 1.4 Each year, a minimum of 75% of classroom teachers will report that students attending the 21st CCLC program for 30 days or more demonstrate improvement in one or more of the following classroom behaviors, as measured via a survey at the end of each year of programming: Participating in class, academic performance or behaving well in class.

For each of the Academic objectives describe specific activities: Academics/Reading

- 1.1, 1.3, 1.4 Breakfast Reading Club – Students who have completed their homework can read for pleasure and read books during breakfast time with parents, staff and community volunteers. Timeframe: Four mornings each week throughout school year
- 1.1, 1.3, 1.4 Reading Tutoring – Certified/highly qualified (NCLB) teachers will provide intensive reading tutoring in small group format, based on State standards for specific grade levels. Timeframe: Daily during summer session (four times each week; five week summer session)

1.1, 1.3, 1.4 Reading Homework Help (after school) – Students work with certified teachers for help completing reading homework. Students will also receive help from tutors, with the goal of enriching skills. Timeframe: Four days each week (throughout school year)

For each of the Academic objectives describe specific activities: Academics/Math

1.2, 1.4 Math Homework Help (after school) – Certified teachers help students with math homework and enrichment of skills during after school tutoring. Timeframe: Three days each week (throughout school year)

1.2, 1.4 Math Tutoring - Certified/highly qualified (NCLB) teachers will provide intensive math tutoring in a small group format, based on State/Core standards for specific grade levels. Timeframe: Daily during summer session (four times each week; five week summer session)

Academics/Enrichment Activities incorporating both Reading and Math standards

1.1, 1.2, 1.4 Engineering Club – A certified Gifted teacher with extensive expertise will teach engineering skills needed for the 21st Century to all grades. Timeframe: Up to two days each (throughout school year)

1.1, 1.2, 1.4 Fitness Club – A certified teacher will teach fitness skills to all grade students, incorporating math and reading skills, as well. Timeframe: Up to three days each week as part of after school tutoring (throughout school year)

1.1, 1.2, 1.4 Music Club – A certified teacher will teach music enrichment skills to 3rd through 5th grade students, incorporating math and reading skills, as well. Timeframe: Up to three days each week as part of after school tutoring (throughout school year)

1.1, 1.2, 1.4 - Youth enrichment activities – Other youth development activities include The Girl Scouts, Fitness Club, Science of the Mind Club, Writing Club and Music Club, as noted in the previous section of this proposal. Timeframe: Clubs meet once/twice each week throughout school year.

Family Engagement Goals:

2.1 Each year, at least 90% of survey responses will indicate that parents/guardians of regular 21st CCLC attendees have gained skills to help their student(s) make academic progress in reading.

2.2 Each year, at least 90% of survey responses will indicate that parents/guardians of regular 21st CCLC attendees have gained skills to help their student(s) make academic progress in math.

For each Family Engagement activities:

2.1, 2.2 Family Math/Literacy Nights – Organize an evening of literacy and/or math events for students to attend with parents and siblings. Timeframe: Two times each semester

2.1, 2.2 Adult English Language Classes – Classes hosted by the Literacy Volunteers of Pinon, community (NCLB) AZ to teach parents of students English language literacy skills. Timeframe: Twice each week throughout school year

2.1, 2.2 Parent Volunteers – Recruit parents to help as reading, math or enrichment class volunteers before and/or after school. Showcase volunteer opportunities for parents at beginning of year at school open house. Timeframe: On-going throughout school year

Our site principal will be actively involved of the proposed 21st CCLC before and after school program. Each year he will invite our site program coordinator to initial staff meetings so that the objectives and requirements of the grant can be introduced to all staff members who might be interested in either returning to the program or becoming involved with it for the first time. The principal will also invite our site program coordinator to the “back to school night” open houses to speak about the 21st CCLC program and to distribute program flyers and literature to parents. At the beginning of the school year, the principal designates time at staff meetings and grade level meetings to discuss the 21st CCLC goals and the various classes being offered. He will continue to support the site program coordinator with staffing and personnel issues.

The principal meets with our site coordinator at least once each month to discuss program matters and student progress. He routinely shares student assessment data at these meetings and at regular intervals throughout the school year, to ensure that the appropriate students are being targeted for academic interventions. During the meetings, discussions of individual student needs and enrollment issues are covered, as well. Based on the information shared, the principal may even make personal phone calls to parents to stress the level of importance of their child’s regular attendance in the 21st CCLC program.

The principal will also routinely visits program classrooms, attends student presentations at assemblies and encourages student progress. His visibility on campus demonstrates his dedication to the core goals and objectives of the 21st CCLC program, which equate to encouraging student achievement. Additionally, the principal actively collaborates with after school staff to recommend changes to the program schedule or content of classes in order to strengthen program objectives and ensure that students are making progress. He also encourages after school teachers to regularly communicate and collaborate with daytime teachers during hours reserved for professional development activities so that student needs can be discussed.

Effective communication has never been lacking between our 21st CCLC program staff and regular school day teachers. Almost all of our 21st CCLC teachers are also daytime teachers at this site, so everyone knows each other and has already established positive working relationships with colleagues. The site program coordinator meets with the site principal once each month and discusses programmatic issues, including scheduling, staffing and progress toward meeting program goals and objectives. When it becomes available at regular intervals throughout the school year, student assessment data is also shared with the site program coordinator, during these meetings. The site program coordinator then shares the student assessment data with 21st CCLC staff so that they can adjust the delivery of services to students

accordingly, whether that means offering students more attention to certain concepts and strands in a specific content area, or recommending remedial tutoring, for example.

- Regular school day teachers can also access individual student assessment data /scores on-line, right from the comfort of their own classrooms. Regular school day teachers routinely share information about student progress with 21st CCCL staff on an on-going basis, via e-mail, personal phone calls and in-person meetings. Information is also exchanged via teacher mailboxes in the site's front office. Regular school day teachers and 21st CCLC staff also meet together as a group in the principal's monthly staff meetings, as he sets aside time for staff to exchange program and student progress information with each other. Regular school day teachers continually refer students to the 21st CCLC program. Whenever there is an occasion for a student with special needs to be referred to the program, the student's regular school day teacher completes a registration form, noting any special modifications that are needed for the student to participate in the before/after school classes. When accommodations are noted in the student's paperwork, 21st CCLC program teachers can access the student's academic record in the site's on-line database to get additional information so that potential barriers to participation can be eliminated. In short, the 21st CCLC program staff is committed to treating all students equitably and making accommodations for students with special needs, just as regular school day teachers do for the students during the day.

Since many of our students will be economically disadvantaged, teachers and 21st CCLC staff understand to whom the student should be referred so that any potential barriers do not impede a student's participation in the program. Nutritious snacks will always be served to students, as well, so that hunger does not interfere with a student's ability to participate. Finally, the 21st CCLC site program coordinator plays a key role in facilitating the communication process between program staff and families of participating students. Based upon information that she receives on a daily basis from 21st CCLC teachers, the site program coordinator routinely writes memos and letters to parents regarding student progress in the program, disciplinary issues, attendance issues, transportation concerns, etc. She also routinely places 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 21st CCLC classroom teachers who must continually lead classes, supervise volunteers and supervise, teach and tutor our students.

Parent involvement is an extremely important component in our school. Parents will be involved by participating in the program activities and volunteering in the following areas: registrar clerk (first day of school/21st CCLC application), homework helpers, cooking assistant, crossroad guard, poster making and placing flyers through out the community and other areas. Parents will participate as part of a planning team (SIP) to work on the implementation process of the program. They will complete surveys at the end of the school year. The after school program will host several events such as Family nights (math, science, reading and writing) to showcase students activities.

Our site program coordinator works with our food service director to ensure that the appropriate number of meals or snacks is available to 21st CCLC students, through the food service department free and reduced lunch program. The school cafeteria prepares a healthy breakfast for

students who attend morning program classes and a snack and a beverage for students attending the after school program. All meals and snacks are free to students, as part of the free and reduced lunch program. The site program coordinator arrives at the cafeteria before students are dismissed from their regular school day classes. The food service staff leaves a cart of snacks and beverages that the coordinator takes to a common area, where students gather to pick up and eat their snacks prior to class.

Healthy, nutritious meals are also available to the 21st CCLC students for breakfast, if they attend a program class that convenes before the regular school day. Free, nutritious meals for breakfast are also available to students during the summer session. All snacks and meals are approved and prepared in accordance with U.S. Department of Agriculture (USDA) standards.

Student is able to participate in the 21st CCLC program, his/her parents or guardians must complete a written registration form, indicating the method of transportation the student will use to travel home from the program. On the registration form, parents also indicate who is authorized to pick up the student, if he/she will not ride the school activity bus home. Emergency contact numbers are all required on the registration forms, as well, in the event that the site program coordinator needs to contact a parent about a transportation issue or verify a pickup of a student. As was outlined in the previous section, all of the completed registration forms are easily accessible to center staff, as well as personnel in the front office of the school site.

The site program coordinator is responsible for ensuring that dismissal procedures are followed at the end of the program and that any transportation issues are addressed with the Transportation Office. The coordinator also keeps the Transportation Office continually informed of dates that the center is closed, so that lines of communication are always open. Bus stops and routes may also be reviewed and are coordinated between the Transportation Office and center staff.

The school principal, project director and site program coordinator will all attend the mandatory 21st CCLC conference/workshop set by BIE and each annual mandatory conference/workshop thereafter. Many 21st CCLC staff members will also attend the annual networking meetings that are presented by other grantees on popular topics, such as sustainability, marketing the 21st CCLC program, grant-writing, sourcing funding opportunities, etc.

At the beginning of each year of the grant, the site program coordinator will conduct an orientation session for all new and returning program teachers to review project goals and objectives and staff responsibilities, as highlighted in the program handbook. Other staff development opportunities will be identified as the project progresses, but all program teachers will also take advantage of on-site school related professional development opportunities, to include topics such as classroom management, current instructional best practices for reading and math, promoting positive youth development, preparing students for Dibels, NWEA and AIMS testing, etc. Some of our program sites will also have guest speakers on campus, as outlined in the grant budget, for special presentations throughout the school year.

Classroom teachers, as well as 21st CCLC program staff, also receive regular training on instructional strategies for English Language Learners, which is presented by staff in the Language Acquisition/Title I Department. Provided training for volunteer reading tutors in the

school and has opened the sessions to interested 21st CCLC program staff.

The focus of all professional development opportunities in the school is to train teaching and support staff members to work toward enhancing student achievement. It is all for the benefit of students, as are the training opportunities offered to staff within our 21st CCLC program. Many of the professional development opportunities offered through the 21st CCLC program have to do with instructional “best practices” in all subject areas and serve to complement what is offered to staff during the regular school day.

Lastly, the project director will schedule training sessions for site program coordinators to be conducted at the program office. In the past, topics have included fiscal management of the grant (the do’s and don’ts), effective interviewing techniques, how to keep students engaged in the program, ideas for improving student attendance, etc.

Many of our 21st CCLC program teachers also serve as regular classroom teachers during the school day, who are already familiar with the needs of our students. Word of mouth is a very popular way for teachers to share information about the program and refer their colleagues to us. In a more formal manner, at the beginning of each year, we post advertisements on site at the school and on the district’s web site, inviting both returning program teachers and new teachers to apply for work in the program. We also contact our community partners to make them aware that paid positions are available for certified teachers.

The hourly pay rate for our program teachers is very competitive and is enough to interest the staff in working extra hours, outside of their regular school day. For many teachers, the extra pay is critically important. However, the biggest reason teachers cite in working the extra hours in our program is their intrinsic satisfaction. They have an opportunity to work with smaller groups of students in a more relaxed setting outside of regular school day hours. They are able to give the students more individualized attention and are inspired when they see students suddenly “get it.” They are also able to foster deeper connections with their students and take pride in the progress that they witness students achieve.

An additional feature of the program that has enhanced the retention of our program staff is that they are able to work closely with our site program coordinator to select their own class schedule, in terms of choosing from program days that are available to them. They also enjoy team teaching with their colleagues, if there is more than one teacher assigned to a class.

Historically, when we lose staff from the program, it is due to unforeseen family circumstances, such as relocation. We have never had any issues with recruiting or retaining teachers in the program. The continuity of returning staff only serves to benefit our students. Additionally, with the recent end to another teacher incentive grant and the declining of other teacher incentive opportunities over the next few years in our District, more teachers will be available to recruit and retain in our program due to the competitive pay rate and specific design of the program.

Developing sources of volunteers is a critical component of our program and ensures that our program is always adequately staffed, despite reductions in funding in the later years of the grant. In the past, our after school program has benefited greatly from their recruitment efforts,

through the placement of volunteers of all ages and walks of life into our program, including many university education majors. Not only do our students benefit from their one-to-one tutoring assistance, but the university students also benefit from the experience they gain in their field of study. Research indicates that students who are paired with and build relationships with mentors tend to show improvements in school attendance and performance and are more likely to further their education. The site program coordinators are responsible for ensuring the volunteer mentors and tutors are properly screened, fingerprinted and placed with students who would benefit from the individualized attention a tutor/mentor could offer them.

Pinon Community School Partners:

- Pinon Chapter will provide support and in-kind services and community awareness.
- Pinon Health Center will provide in-kind services for the community, students and parents.
- Pinon Sub-Police Department will provide in kind service and materials such as bike and fire safety training, the effects of alcohol and drugs and informed students of the consequences of violating school rules, state and tribal laws.
- Dine College will provide in-kind services to our high school students and cultural history and visit local historic site.
- Pinon Unified School District will provide the community school on student data, behavior and attendance record.
- Dine' College will provide in kind services such as speakers on education, college course work description, orientation on college responsibilities.
- Pinon Community School will provide in kind services such as maintaining our facility usage, work orders, upgrading equipment, replacing items that have expired (light fixtures, cables, etc.) and keeping our school safe.
- Pinon Community School Business department will provide in kind services with our bookkeeping, financial data management, expenditures, and other accounting related activities.
- Pinon Community School will provide certified staff and classified support staff and obtain personal records on all staff under the 21st CCLC. They will also provide recommendations as needed.
- Pinon Community School Security will provide secure the buildings against dangers, and unsafe conditions. They will also provide safety for our participants while in attendance in the program.
- Pinon Community School Residential will work with 21st CCLC in the areas of classrooms, recreational areas, student center, and supervise students in the areas of tutoring and perform other duties
- Pinon Bashes will provide gift certificate for incentive awards.
- Pinon Pizza Edge will provide gift certificate for incentive awards.
- Bess Landry mat will provide gift certificate for incentive award for parents.

One component of this proposal is the establishment of a high-quality after school program on the grounds of the Pinon Community School. This after-school program includes: remedial education activities; arts, cultural and music education activities; tutoring services; programs for Limited English Proficient (LEP) students; character education programs; recreation activities; expanded library service hours and telecommunications and technology education programs for children. A second component of this proposal supports entrepreneurial, health, telecommunications and technology, family literacy, and adult basic education programming

which will be made available through the Pinon Chapter. The third component, joint programming between the Pinon Chapter and the Pinon Community School will be designed to promote parental and family involvement in school and community activities.

Pinon Community School is a Title I school, the school programs and resources are being restructured to provide academic, attendance, and behavioral interventions. These resources will be used to extend the reach of our 21st CCLC funds. All grant activities will be coordinated by the School Principal, site coordinator and Finance Manager to ensure articulation and mutual support for both the school goals and funds and the goals and funds of the grant. For example: School funds includes: Federal, Grant and BIE funds such as: School Interest, Title I, ISEP, Title II, Title VII , ESS and ESL.

The 21st CCLC Advisory Board, will work with school staff and stakeholders who are committed to the continued the program. Sustainability Committee will be formed from this group. While year one will be primarily centered on completing program start-up and ensuring that center operates according to program design, the 21st CCLC Advisory Board will organize its plans to sustain the center. Why? Families desire safe places for their children, with supervision by caring individuals after the school day ends and before the workday does. They want afterschool programs to support their children's educational, physical, social and emotional development, a variety of settings that reflect diverse family and community cultures, languages, values and work schedules, and to be included in designing and evaluating programs in which they have a stake. Educators want children to succeed in school and see afterschool initiatives as one way to help. During the second year: established a strategic plan with school and partners and making them aware of the program's results orientation, strategic financing orientation, and the adaptability of our program to changing conditions. We will solicit broad base community support, and we will communicate the strong internal system without program. Funding options contact state universities, faith-based organizations, business, foundations, fee for service, and community fundraising, which can support after-school programs. Discretionary Grants in the fields of Education and Justice are also available to tap in. We anticipate that entitlements to food and nutrition programs such as the National School Lunch Program and Summer Food Service Program will be available, which will free up program dollars to cover other costs of the program. In addition, the supporting agencies in the community along with other entities will continue to be solicited via grants, state/federal mandates and/or partnership commitments. In addition, process of creating new partnerships to help access private funds from different foundations. Another way: Local fund raising, (sales, fairs, local contributions) will begin in year third year of the project. Funds will be deposited in a Sustainability account. During this period the committee will also initiate its dissemination efforts which will be aimed at informing local officials, including tribal delegates, and tribal officials of project success and concerns.

During the third year: The 21st CCLC Advisory Board and site coordinator and business manager will begin to lobby with all Native Tribes within the State of Arizona and research other funding opportunities, these efforts will be continued during the remainder of the grant period. During the fourth and fifth year: The school will seek donations, conduct fundraising events, and identify cost savings that will allow resources to be redirected to the program, the primary source for continued funding must come from the Title I, and solicited from Casino outside of Navajo Nation . The Program Director, school principal and Federal Project Director to secure outside

funding and ensure compliance requirements are met as a foundation for continued and new funds. The business manager support sustainability by managing fiscal requirements and monitoring project budgets to ensure cost effectiveness. Program staff will recruited volunteers and retiree teachers to help tutoring and will continue to emphasize this activity to secure volunteer support. Students and families that participate in the 21st CCLC program will learn how to develop successful and fundable grants by focusing on the skills needed to prepare professional, competitive, compelling, and successful grant proposals and examine the essential aspects of fundraising and how to maximize fundraising opportunities. Program director will work with STUCO to allow 21st CCLC fundraise during sport events and parades.

The goal of the 21st CCLC program is to support the student academic achievement through the creation and expansion of community learning centers that provide students with academic enrichment opportunities, health, wellness and youth development services, as well as intervention activities designed to provide supplemental instruction in writing, science, reading, or math through a before school, after school, or summer learning programs.

Proposed Schedule: School Year 2013

- Days: Sundays, Monday through Thursday
- When: Before, After-School, Evening, Weekend
- Time: 2 hours (Sunday) (2.5 hours x 4 days) = 12 hours or more
- Weeks: 30 weeks or more (including summer)
- Who: All students who attend the Pinon Community School and students who are housed in the residential program, this includes sports, gates and students involved in extracurricular activities.

In addition, the program will provide a range of high quality services to support student learning and development, BIE Common Core Curriculum Role Out, including tutoring and mentoring, homework help, intervention, academic enrichment (e.g., hands-on science or technology programs), and community service opportunities, as well as music, arts, health, wellness, sports and cultural activities.

TIMELINE (Year 1)

The 21st CCLC proposed program will have not problems recruiting and retaining teachers in the 21st CCLC extended day programs, the academic staff and residential staff heard that we were re-applying for another grant, many of them were excited about the possibilities and is in support of the 21st CCLC. The program director will visit class rooms will be done on a weekly basis. The administration will observe 21st CCLC classes quarterly. Teachers will monitor the progress of their students and will collect the data on charts or spreadsheets. The reading coordinator will provide SRI will take place monthly in order to determine growth in specific areas of reading and the results will be charted and shared at weekly grade level meetings as well as monthly meetings. Communication between day teacher and 21st CCLC teacher will occur through written reports and at weekly or monthly meetings.

January/August

-If notified of selection for funding, notify staff of likely timing;

- Advertise teaching and support positions with Human Resources and post flyers on site;
- Interview and hire program teachers and support staff;
- Contact community partners to begin planning collaboration;
- Contact returning volunteers; post new volunteer positions with Volunteer Center;
- Contact Food Services Department to arrange snack distribution;
- Notify parents of English literacy classes beginning in September;
- Notify the school of transportation needs

February/September

- Send request to District's data analyst to compile test data for students enrolled at site;
 - Request student referrals from school staff based on underperforming status (test scores) and academic performance;
 - Finalize schedule of classes/class structure with staff;
 - Secure principal approval for schedule and site management plan;
 - Send home parent notification of before and after school learning opportunities and volunteer opportunities for parents;
 - Attend school open house to market 21st CCLC program;
 - Purchase program supplies;
 - LABOR DAY, September 3, school & center closed;
 - Initial program staff meeting to explain procedures and review program staff handbook;
 - Begin before and after school classes;
- English Literacy classes begin for parents (tentative date)

March/October

- Plan first Family Math/Literacy Night;
- Provide on-going orientation and placement of new volunteers;
- Participate in tutor training to recruit new volunteer reading tutors;
- Notify students and parents and resend transportation form to Transportation Office as reminder of no after school program during parent conferences.
- Before school tutoring and homework help continue as usual;
- Site program coordinators meet with project director to review progress and troubleshoot -- implementation issues;

April/November

- Before school tutoring and homework help continue as usual;
- Site-based advisory council meeting for feedback/ideas for improvement;
- Begin planning for second Family Math/Literacy Night of semester, tentatively scheduled for
- 21st CCLC site program coordinators' meeting with project director;
- VETERAN'S DAY, November 12, school & center closed;
- THANKSGIVING, November 22 and 23, school & center closed;

May/December

- Before school tutoring and homework help continue as usual;
- Student data collected (attendance, surveys, timesheet, scores);
- Update and review attendance to see if on track for attendance goals and distribute first semester perfect attendance awards;
- Conduct second Family Math/Literacy Night
- Notify students and parents of no after school tutoring week before Winter Break (December 17), or during Winter Break December 24 - January 4. Before school tutoring will continue as usual;

-Resend transportation form to Transportation Office as reminder of no after school programming week of December 17 or during Winter Break;

-WINTER BREAK, December 1 – January 4, school & center closed

January

-Resume before and after school tutoring;

-Adjust class schedules as needed and notify site office staff;

-Plan for site-based advisory council meeting for feedback/ideas for improvement;

-English Literacy classes resume for parents;

-CIVIL RIGHTS DAY, January 21, school & center closed

February

-Before school tutoring and homework help continue as usual;

-Plan third Family Math/Literacy night, tentatively scheduled for March 1

-AIMS Preparation

March

-Before school tutoring and homework help continue as usual;

-Coordinate Family Math/Literacy night, March 1, (tentative);

-Notify students and parents of no after school tutoring the week of Spring Break.

-Resend transportation form to the Transportation Office as reminder of no after school programming week of March;

-SPRING BREAK, week of March 18-22, school & center closed

-Send home parent surveys;

-Distribute student surveys to program staff and collect throughout duration of program;

-Spring DIBELS and AIMS testing

April

-Before school tutoring and homework help continue as usual;

-Distribute all surveys - parent/teacher/students;

-Distribute teacher surveys for regular attendees (30-day students);

-Conduct second advisory meeting of the school year for feedback and ideas to improve the program for the school year;

-Plan fourth Family Math/Literacy Night, tentatively scheduled for May;

-Summer school registration and staff hiring begins;

-Final 21st CCLC site program coordinators' meeting with project director to review year-end items

May

-Before school tutoring and homework help continue as usual;

-Coordinate Family Math/Literacy Night, May 3

-Complete collection of surveys for parent/teacher/students and regular student attendees;

-Compile data for end of year grant reporting;

-Program ends in accordance with grant requirement

-English literacy classes end on May 10 (tentative);

-Last day of school, May 23

June

-Before school tutoring and homework help continue as usual;

-Collection of grades, attendance and test data;

-Summer School program (begins in mid-June for up to 3 weeks;

-Program planning meetings occur

-PPICS reporting

July/August

The project (including staff, evaluator, partners, students and community member) will use a Continuous Improvement Management Systems (CIMS) approach to evaluate the on-going implementation and overall effectiveness of its comprehensive plan, programs, and strategies. This system, was developed by the Office of Educational Research and Innovation, U.S. Department of Education Continuous Improvement Management is characterized by close monitoring, reporting, and corrective action as necessary to ensure quality project implementation. One of the first action steps in the implementation of the project is preparation of the CIMS Plan, the detailed evaluation plan and evaluation instruments and specific evaluation milestones. The Principal will meet monthly with key staff to review agency reports, evaluate previous month's activities and address the coming month's issues. The Principal with the assistance of key staff will provide the School Board, Bureau of Indian Education Staff and Education Line Officer a monthly Operational Plan and Status Report as required by CIMS.

Profile and Performance Information Collection Survey (PPICS) data collection is an important part of any evaluation. The U.S. Department of Education has already developed an Annual Performance Report (APR) that is required of all 21st CCLC sites under current legislation. The APR is a set of forms that is used to (1) demonstrate substantial progress has been made toward meeting the objectives of the project as outlined in the grant application and (2) collect data that addresses the performance indicators for the 21st CCLC program. Annual submission of the APR is a requirement of 21st CCLC grants and to submit annual reports that coincide with each school year and includes the summer prior to the school year.

Evaluation:

- 1.1 Each year, 50% of all middle and high school students attending the 21st CCLC program will show one year's growth on the AIMS, NWEA, SAT-10 test in Reading from fall to spring.
- 1.2 Each year, 50% of all middle and high school students attending the 21st CCLC program will show one year's growth on the AIMS, NWEA, SAT-10 test in Math from fall to spring.
- 1.3 Each year, 25% of all Kindergartner and elementary students will achieve benchmark on the DIBELS test in Reading by the end of the school year.

Assessment and Timeline:

The school data analyst will use a list of 21st CCLC regular program attendees to compile a comparison of their current year spring AIMS test results to the previous year's spring AIMS test results to determine the percentage of students who made gains in Reading (1.1) and Math (1.2) at the end of the program/school year. Our data analyst will also do the same with DIBELS data. She will compile a comparison of the current year's spring DIBELS test results to the previous year's spring DIBELS test results to determine the percentage of regular attendees who made gains in Reading (1.3) at the end of the program/school year.

Interim progress for objectives 1.1, 1.2 and 1.3 will be measured by several other means as follows:

- The school data analyst will use a list of 21st CCLC regular program attendees to also run a

comparison of their current year fall AIMS and DIBELS test results to the previous year's fall AIMS and DIBELS test results to determine gains in reading and math. Not only will we have a comparison of current year assessment results to the previous year's, but we will also be able to track progress "during" the current school year (compare student progress from Fall to Spring);

- Weekly attendance rosters will be submitted by 21st CCLC teachers and compiled by the program office to track student attendance toward the goal of identifying regular attendees;
- Attendance reports will be produced and distributed to the site program coordinator on a weekly and monthly basis to track student progress in the program;
- Quarterly report cards (generated during the second and fourth quarters) will be used to provide interim information on the success of the program, with data being shared between regular school day teachers and 21st CCLC staff, as overseen by the site program coordinator;
- MAP data can be pulled at any time by regular school day teachers who are able to access the data on-line in real time to track academic progress (MAP reading and math scores are compiled in the Fall, Winter and Spring) and will also be produced in spreadsheet format by the project director and distributed to the all program personnel, including the site principal, after the three assessment points during the school year;
- Collaboration among the site program coordinator, regular school day teacher and 21st CCLC teachers will occur continually, via informal meetings, e-mails and in person onsite discussions to share student progress data, as well as in monthly staff meetings at the site.

As mentioned, one of the interim instruments for formative assessment that we will use to evaluate the impact of the project is the Measures of Academic Progress (MAP) assessment. MAP has proven to be effective in predicting a student's chances of passing the AIMS test. MAP is a computerized adaptive assessment program that provides educators with information that they can use to adjust teaching and improve learning. It measures academic growth over time. Teachers can use it to actually identify skills and concepts with which students are familiar and identify what concepts a student needs next in order to progress. By using a student's MAP scores, that are easily accessible on-line, teachers can target instruction to ensure academic growth and progress. (www.nwea.org/assessments)

We will also use the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to evaluate the impact of the project. DIBELS is a set of standardized, individually administered measures of early literacy development, geared for students in elementary grades. The measures are used to monitor the development of pre-reading and early reading skills and have been shown to be valid indicators of later reading proficiency. Educators use the data to identify students, at an early stage, who are not progressing as expected.

1.4 Each year, a minimum of 75% of classroom teachers will report that students attending the 21st CCLC program for 30 days or more demonstrate improvement in one or more of the following classroom behaviors, as measured via a survey at the end of each year of programming: Participating in class, academic performance or behaving well in class.

Assessment and Timeline: The site program coordinator will generate a list of regular attendees and will survey those students' classroom teachers in April of the school year (see timeline). The survey will indicate if classroom behaviors have improved, as a result of the students' regular attendance and participation in the 21st CCLC program.

Interim progress for Objective 1.4 will be measured as follows:

- Weekly attendance rosters will be submitted by 21st CCLC teachers and compiled by the program office to track student attendance toward the goal of identifying regular attendees.
- Attendance reports will be produced and distributed to the site program coordinator on a weekly and monthly basis to track student progress in the program;
- Quarterly report cards (generated during the second and fourth quarters) will be used to provide interim information on the success of the program, with data being shared between regular school day teachers and 21st CCLC staff, as overseen by the site program coordinator;
- Collaboration among the site program coordinator, regular school day teacher and 21st CCLC teachers will occur continually, via informal meetings, e-mails and in person onsite discussions to share student progress data, as well as in monthly staff meetings at the site.

Family Engagement Goals:

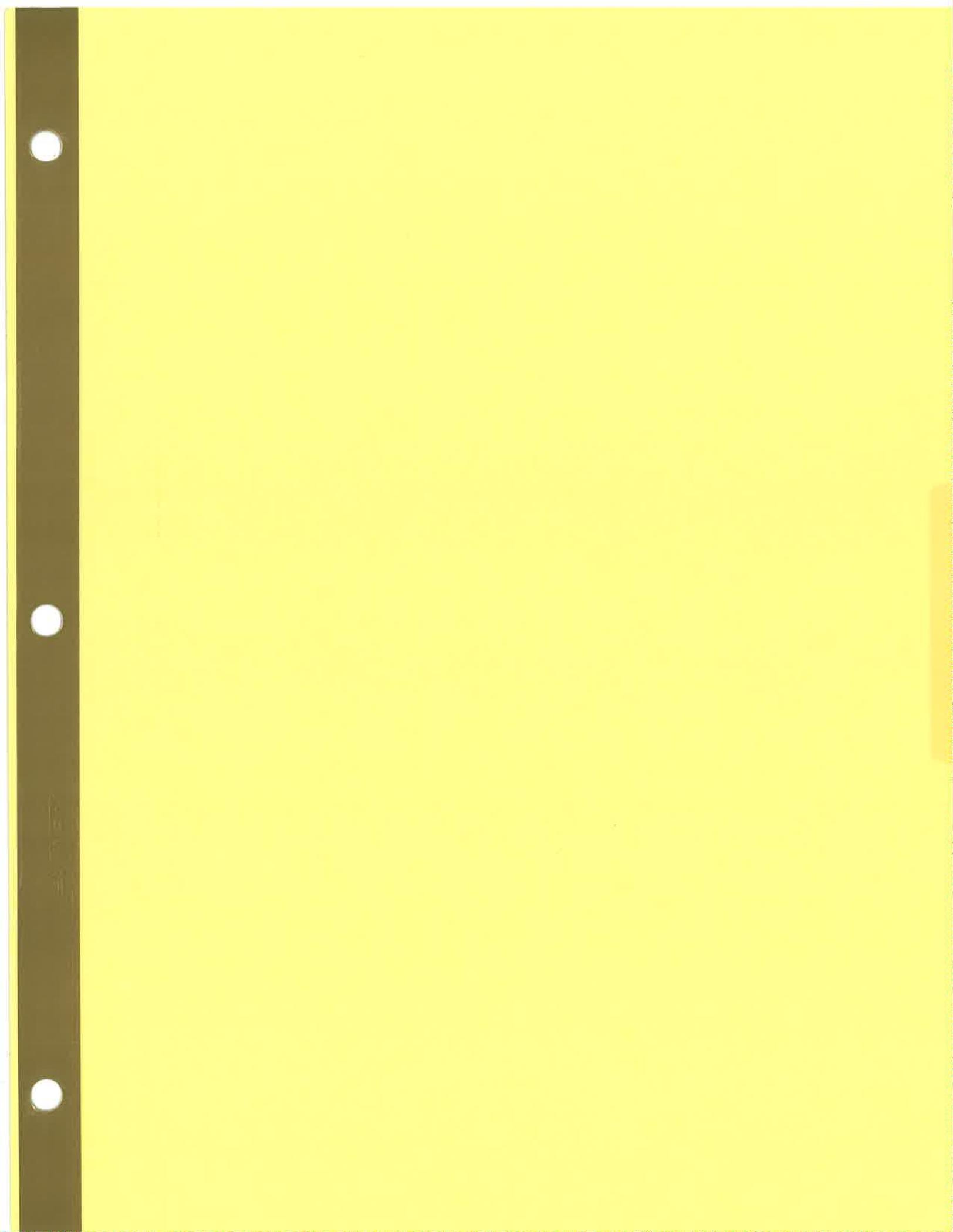
2.1 Each year, at least 90% of survey responses will indicate that parents/guardians of regular 21st CCLC attendees have gained skills to help their student(s) make academic progress in reading.

2.2 Each year, at least 90% of survey responses will indicate that parents/guardians of regular 21st CCLC attendees have gained skills to help their student(s) make academic progress in math.

Assessment and Timeline: The site program coordinator will generate a list of regular attendees and will survey those students' parents/guardians in April of the school year (see timeline). The survey will indicate if parents/guardians are satisfied with program quality and value for their students.

Interim progress for objectives 2.1 and 2.2 will be measured as follows:

- Student/parent sign-in sheets will be collected from the clubs involving youth development activities throughout the school year;
- Weekly attendance rosters will be submitted by 21st CCLC teachers and compiled by the program office to track student attendance toward the goal of identifying regular attendees (30 days or more of attendance in program);
- Attendance reports will be produced and distributed to the site program coordinator on a weekly and monthly basis to track student progress in the program;
- Site program coordinators will have regular contact with parents/guardians throughout the school year, in writing and over the phone, to communicate student progress/achievements with them, along with other programmatic issues, such as transportation or attendance concerns, for example;
- Site program coordinators, the project director and/or principal and 21st CCLC program teachers will be available throughout the school year for in-person meetings with parents, as requested



ADEQUACY OF RESOURCES

The staffing capacity for proposed programs and services including the student to staff ratios:

ACADEMIC YEAR – 1 site coordinator

ACADEMIC YEAR - 5 Highly Qualified Teachers (NCLB)

ACADEMIC YEAR - 2 Enrichments Aide (classified staff)

SUMMER - 2 Highly Qualified Teachers (NCLB)

The mission of the Transportation Department is to provide your student with a safe ride to and from school each day. The movement of students at the end of the school day from the classroom to the Center site will be supervised by teachers, staff and dormitory aides. Buses for the after-school and athletics program will be coordinated by the program director, transportation department, and the school principal, transportation will be provided for day students and athletes participating in the before/after school and summer programs. For student's safety we ask that each student have a Bus Pass with his/her name, address and school, will be required for each student. Students living on school campus housing (children of staff) or any students walking home will be required to provide parent permission slips. Special Accommodation for ESS students will be provided for them as described in their IEPs.

Our center staff members' top priority is to ensure the safety of our 21st CCLC students. After hours, all of the steel gates surrounding the campus, plus the school buildings themselves, are locked. The only way for visitors to gain access to the campus and classrooms is via a single point of entry at the front office of the school site, which is closely monitored by staff members and/or the principal. All visitors and program volunteers must check in at the front office, where they sign a roster indicating the nature of their visit and the time of their arrival. At check-in, they are given a visitor's badge that must be visibly displayed at all times. Staff members are trained to look for the badges to identify visitors and will send a person back to the office, if the visitor badge is not clearly displayed. While the students are on site, all 21st CCLC teachers will be trained on how to handle emergency evacuations and personal injuries. A staff handbook, along with registration forms containing the students' emergency contact information, are always available in a designated area, with a copy in the front office, in the event that a visitor enters the school site to pick up a child.

The site program coordinator roams the classrooms and hallways while the programs are in session and carries a cell phone and/or radio, in the event that he/she needs to reach program teachers, the principal, the front office staff or the project director, whose office is also on the campus. The site program coordinator's working hours are set so that he/she is continually available throughout the after school program. It is also his/her responsibility to ensure that all students are either safely picked up by an authorized person, or are loaded onto a school bus to be safely transported home.

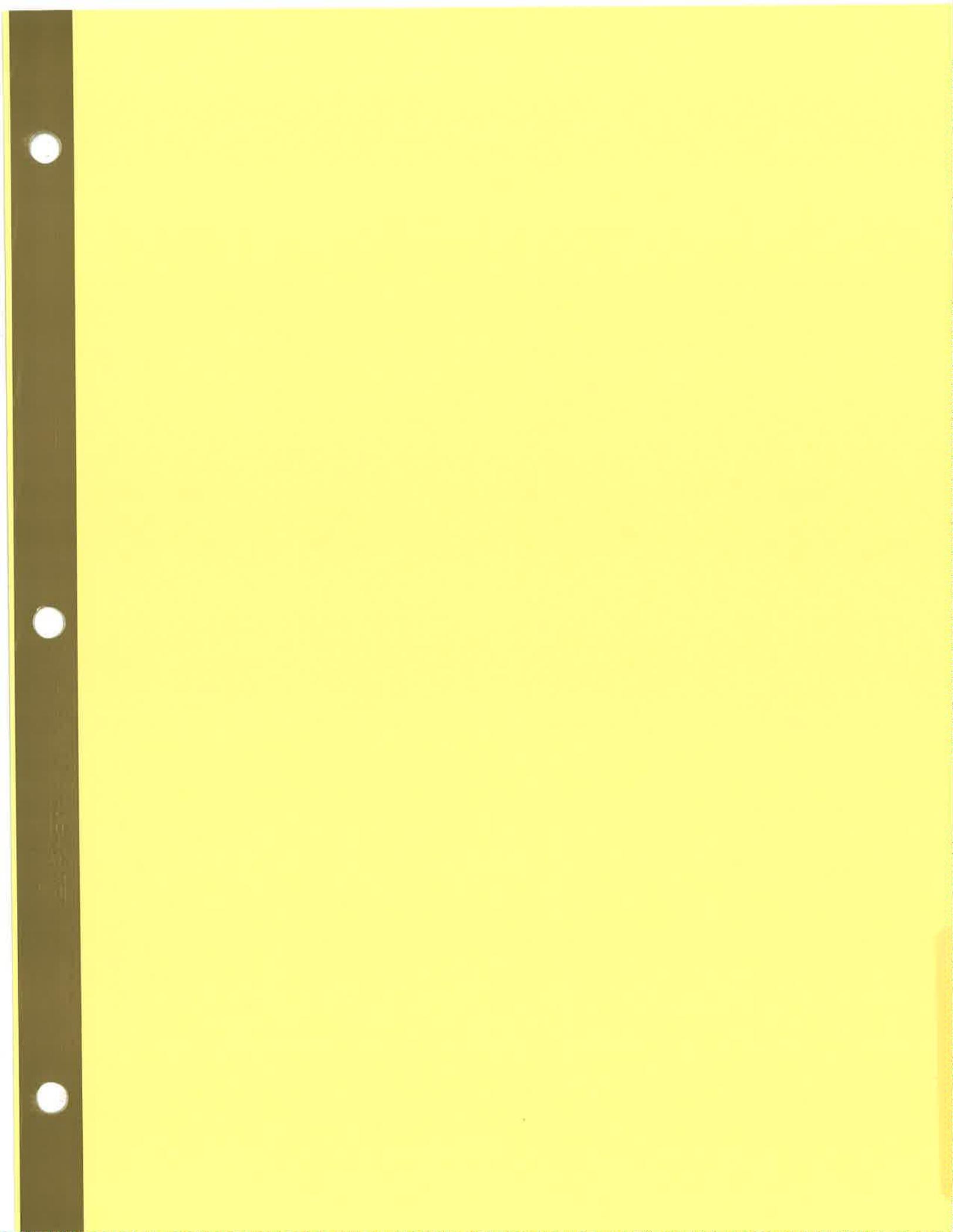
The School Principal will ensure staff and community support the newly grant and to ensure they buy-in and site coordinator will ensure articulation and mutual support for both the school goals and funds and the goals and funds of the grant.

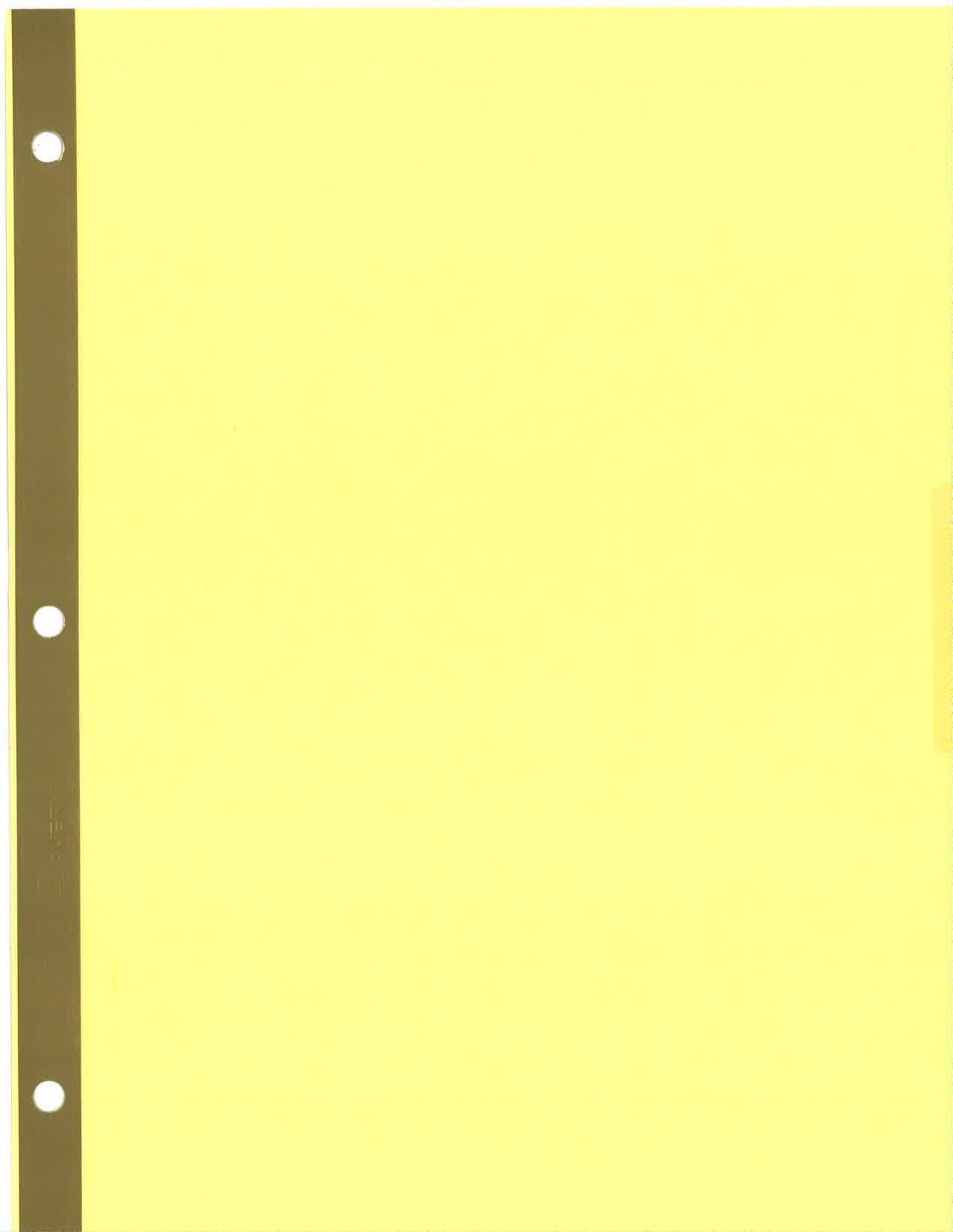
Through the 21ST CCLC, previous partnerships can be strengthened and new or weaker partnerships nurtured. We will continue to work with other, existing grant programs, existing programs within the community as well as school principals, counselors and academic staff. Community resources have been identified and invited to be a part of the planning and implementation, specifically their involvement, of the program. Letters of support have been received and individual contributions identified and agreed upon. An initial planning meeting has been held and follow up meetings are being planned. The goal is for these resources to provide services and information for the upcoming program. Partners have been selected that can assist us in our current goals and to help in sustaining our progress in the future.

- Pinon Chapter: in-kind \$100.00 materials.
- Pinon Health Center: in-kind \$100.00 materials and workshops.
- Pinon Sub-Police Department: in-kind service \$1.00 materials and workshops.
- Dine College: in-kind service \$1.00 materials and workshops.
- Pinon Unified School District: in-kind service \$0.00 materials and workshops.
- Pinon Bashes in-kind service \$10.00 gift certificate for incentive awards.
- Pinon Pizza Edge: in-kind service \$10.00 gift certificate for incentive awards.
- Bess Landry Mat: in-kind service \$10.00 gift certificate for incentive award for parents.



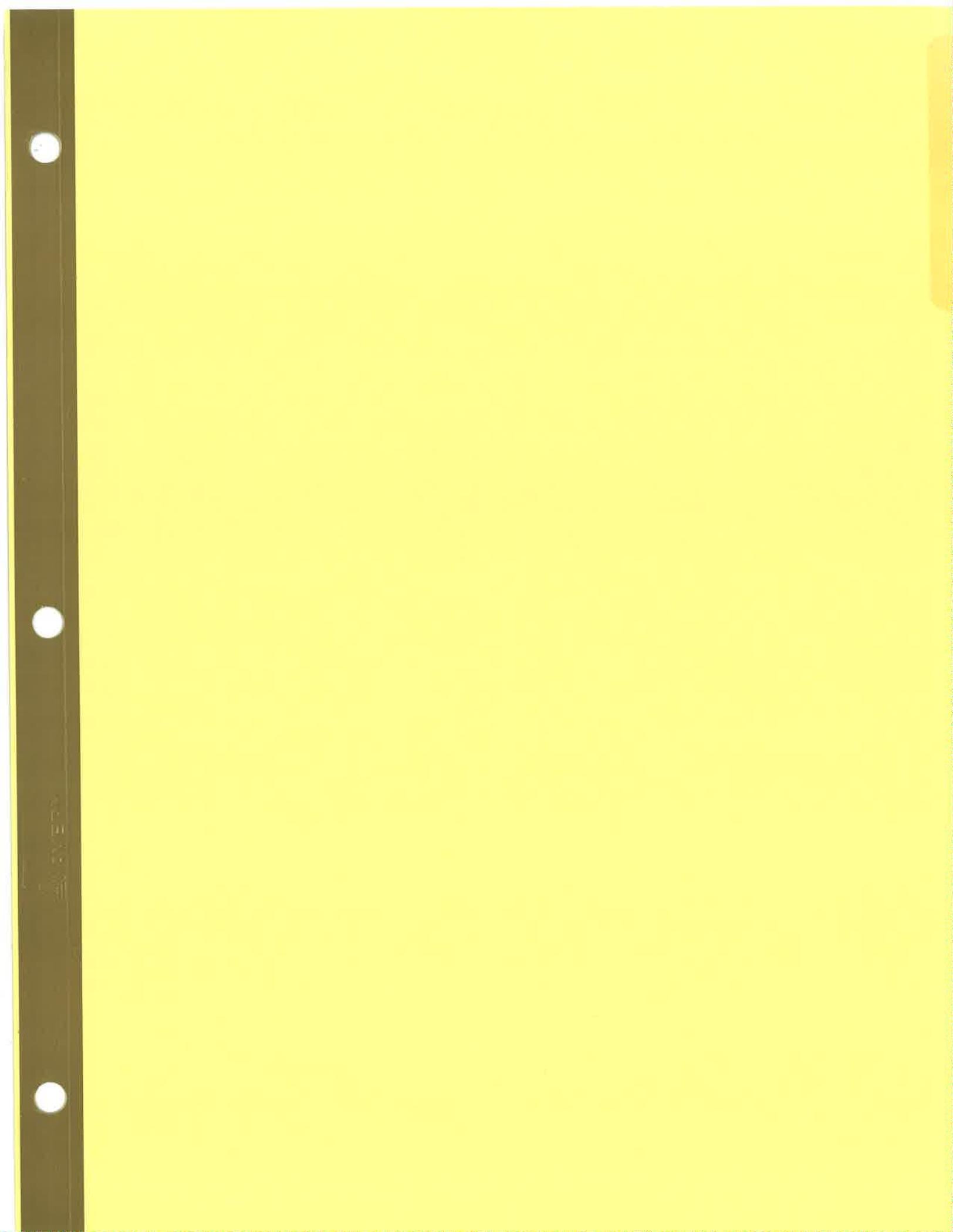
UNIVERSITY





**APPENDIX IV: Participants Served Chart
Required Minimum**

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
Pinon Community School Board Inc.	Level 3 School Improvement	100%	90 students	25 adults	K-12 The grant will provide for students in K through high school and their families



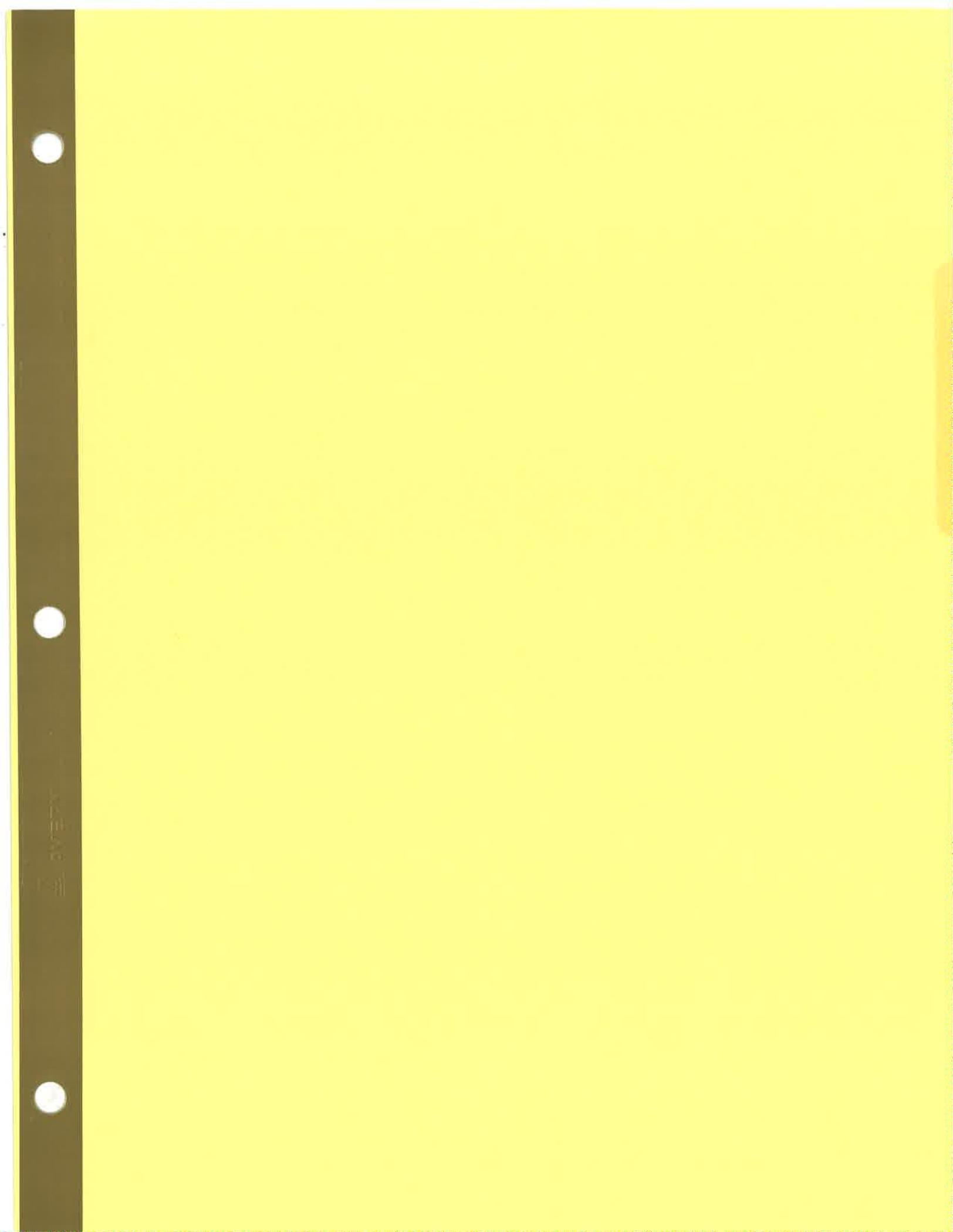
APPENDIX V: Performance Measures Template

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
<p>1.1 Each year, 50% of all middle and high school students attending the 21st CCLC program will show one year's growth on the AIMS, NWEA, SAT-10 test in Reading from fall to spring.</p>	<p>1.1, 1.3, 1.4 Breakfast Reading Club – Students who have completed their homework can read for pleasure and read books during breakfast time with parents, staff and community volunteers. Timeframe: Four mornings each week throughout school year</p>	<p>Principal Teachers Site Coordinator</p>	<p>Yearly Quarterly Monthly Weekly Daily Annual School Calendar</p>	<p>Performance Measure Tracking Form Survey Data Collection Lesson Plans Timesheets Time and Effort</p>
<p>1.2 Each year, 50% of all middle and high school students attending the 21st CCLC program will show one year's growth on the AIMS, NWEA, SAT-10 test in Math from fall to spring.</p>	<p>1.1, 1.3, 1.4 Reading Tutoring – Certified/highly qualified (NCLB) teachers will provide intensive reading tutoring in small group format, based on State standards for specific grade levels. Timeframe: Daily during summer session (four times each week; five week summer session)</p>			<p>Tutor and Homework Notes Attendance Log</p>
<p>1.3 Each year, 25% of all Kindergartner and elementary students will achieve benchmark on the DIBELS test in Reading by the end of the school year.</p> <p>1.4 Each year, a minimum of 75% of classroom teachers will report that students attending the 21st CCLC program for 30 days or</p>	<p>1.1, 1.3, 1.4 Reading</p>			<p>Student Achievement Monitoring APR Data in web-based PPICS System Data for the U.S.</p>

<p>more demonstrate improvement in one or more of the following classroom behaviors, as measured via a survey at the end of each year of programming: Participating in class, academic performance or behaving well in class.</p>	<p>Homework Help (after school) – Students work with certified teachers for help completing reading homework. Students will also receive help from tutors, with the goal of enriching skills. Timeframe: Four days each week (throughout school year)</p> <p>For each of the Academic objectives describe specific activities: Academics/Math</p> <p>1.2, 1.4 Math Homework Help (after school) – Certified teachers help students with math homework and enrichment of skills during after school tutoring. Timeframe: Three days each week (throughout school year)</p> <p>1.2, 1.4 Math Tutoring - Certified/highly qualified (NCLB) teachers will provide intensive math tutoring in a small group format, based on State/Core standards for</p>		<p>Department of Education, entered on the PPICS</p> <p>Budget reporting</p> <p>Data: NWEA, AIMS, SAT10, DEBELIS</p> <p>Grades</p> <p>School Improvement</p> <p>Native Stars</p>
---	--	--	--

	<p>specific grade levels. Timeframe: Daily during summer session (four times each week; five week summer session)</p> <p>Academics/Enrichment Activities incorporating both Reading and Math standards</p> <p>1.1, 1.2, 1.4 Engineering Club – A certified Gifted teacher with extensive expertise will teach engineering skills needed for the 21st Century to all grades. Timeframe: Up to two days each (throughout school year)</p> <p>1.1, 1.2, 1.4 Fitness Club – A certified teacher will teach fitness skills to all grade students, incorporating math and reading skills, as well. Timeframe: Up to three days each week as part of after school tutoring (throughout school year)</p>			
--	--	--	--	--

	<p>1.1, 1.2, 1.4 Music Club – A certified teacher will teach music enrichment skills to 3rd through 5th grade students, incorporating math and reading skills, as well. Timeframe: Up to three days each week as part of after school tutoring (throughout school year)</p> <p>1.1, 1.2, 1.4 - Youth enrichment activities – Other youth development activities include The Girl Scouts, Fitness Club, Science of the Mind Club, Writing Club and Music Club, as noted in the previous section of this proposal. Timeframe: Clubs meet once/twice each week throughout school year.</p>			
--	---	--	--	--



APPENDIX VI: Schedule of Operations

Schedule of Operations

SCHOOL(S) SERVED: 90

Directions: Complete a typical Schedule of Operations form for each proposed site. If the schedule is the same for each site you may use one form to include all sites.

SCHOOL YEAR (Dates-e.g. 01/2013 to 06/2013 and 08/13 to 12/13):

Number of Weeks during the school year: 30

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Arts and Crafts	5:30	Parapro	x	x	x	x			x
Technology	5:30	Program Teachers or Parapro	x	x	x	x			x
Homework help	5:30	Program Teachers or Parapro	x	x	x	x			x
Tutoring	5:30	Program Teachers or Parapro	x	x	x	x			x
Music	5:30	Program Teachers		x		x			x
Cooking	5:30	Kitchen Staff		x		x			x
Field Trips	5:30	Program Teachers or Parapro					x	x	
Cultural Activities	5:30	Program Teachers or Parapro		x		x			x
Parental	7:00	Parapro		x		x			
Physical Fitness	5:30	PE		x		x			
Chess	5:30	Math teacher		x		x			x
Community Services	5:30	Parapro		x		x			x
Dance	5:30	Consultant		x		x			
Board games	5:30	Parapro		x		x			x
Sports	5:30	PE Teacher or Coach		x		x			x



COVER

Appendix III – 21st CCLC Budget Worksheet

(complete one for each center site)

(complete one for each center site)

ADD	Dr. Charles M. Rossel
ELO	Gloria Hale-Showalter
Name of School	Pinon Community School Board Inc.
Grant Name	21 st Century Community Learning Center
Award Number	
Project Start Date	January 2013
Project End Date	June 2013

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

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
------------	-------------	--------	-------

Direct Instruction			
---------------------------	--	--	--

Personnel Services			\$ 45,780.00
---------------------------	--	--	---------------------

Salaries	5 Program Teachers @ \$25.00 hr x 2.5 hours/day x 4 days/week x 30 weeks	\$37,500	\$37,500
	2 Program Paraprofessionals @ \$12 hr. x 2.5 hr. per day x 4 days per week x 22 weeks	\$ 5,280	\$ 5,280
	2 Program Teachers (summer) @ \$25.00 hr. x 4 hrs. per day x 5 days per week x 3 weeks	\$ 3,000	\$ 3,000

Employee Benefits			\$11,450.00
--------------------------	--	--	--------------------

	Employee Benefits at 25%	\$11,450	\$11,450
--	--------------------------	----------	----------

Professional Development			\$ 1,100.00
---------------------------------	--	--	--------------------

	Consultant services to provide training to 21st CCLC staff @ \$200.00 per session x 2 sessions (Fall/ Spring)	\$ 400	\$ 400
	Consultant services to teach Native Storytelling, Art, Dance, Aerobics Class @ \$75.00 x 4 classes	\$ 300	\$ 300
	Consultant services to provide First Aid/CPR for 21st CCLC staff @ \$200.00 per session x 2 sessions (Fall/ Spring)	\$ 400	\$ 400

Purchased Services			\$ 3,000.00
	Travel reimbursement (per diem, registration lodging, mileage) for two program teachers to attend professional development training @ \$1500	\$ 1,500	\$ 1,500
	Travel reimbursement (per diem, lodging, mileage) for 2 person to attend 21st CCLC. U. S. Department of Education's National Conference (Summer Institute) out of state	\$ 1,500	\$ 1,500
Equipment			\$ 3,607.50
	3 Cameras to be used for enrichment program. 4 Kindle Fire Readers for Reading Fluency. 4 Piano Keyboards for Piano classes and Music appreciation @ \$1202.50 each x 3 classes	\$ 3,607.50	\$ 3,607.50
Materials and Supplies			\$ 7,500.00
	Academic and enrichment supplies: Pencils#2, pens, poster boards, art pencils, highlighters, scissors, expo's board markers, staplers, dividers, art paper, pocket folders, sticky notes, index card, flash drive, 8 tab index dividers, journal notebooks, college rule loose paper, notebooks, xerox papers, rulers, pencil shaper, tape dispenser, scotch tape, calculators, dictionaries, color pencil, certificate, crayons, art paper, stapler, staples, folders, desk calendar, mechanical pencils, DVD's, batteries, binders, HP color laser jet toners 8 cartridges. Parental Materials: calculators, pencil, pens, notebook, highlighters, folders, labels, sticky notes, construction paper, pocket folder. Teacher instructions: Succeed in Math Intervention Kits for Math mastery Study Island AIMS Preparation . Saxon Reading Intervention Kit with High-frequency words, Phonics and phonemic awareness, spelling, alphabetizing, and handwriting, and instruction and fluency readers. Discovery Island Streaming License (K-8) \$2550 (training to be paid under Title I Program) After school food items for after school cooking class. Snacks for the students attending after-school program. SPARK After School Curriculum Manual.	\$ 7,500	\$ 7,500
Other Expenses:			\$ 4,000.00

	Student transportation for 4 academic student field trips to (AZ Science Center, Museum, National Parks/Historical sites) @ \$4,000.00 each. Cost sharing with other Title funds and ESS Part B.	\$ 4000	\$ 4000
Instructional Support			
Personnel Services			\$ 11,250.00
	1 Site coordinator to provide assistance and support in the program oversight and implementation, dissemination of standards based assessments, including in-service trainings, classroom demonstrations and collaboration with instructional staff. Provide in classroom lessons, support and coaching for teachers as needed. Program oversight and delivery of instructional activities, convene meetings to relay information, keep required records, monitor, coach 21st Century Staff, attend Region and National professional development opportunities, maintain inventory, control of program property, is responsible for ordering supplies, textbooks, equipment and all materials necessary for program operation @ \$25.00 x 3 hrs per day x 5 days x 30 weeks	\$11,250	\$11,250
Employee Benefits			
	25%	\$ 2,812.50	\$ 2,812.50
Professional Development			\$ 3,000.00
	Consultant Services: Evaluator 21st CCLC program @ \$1,000 per visits x 3 visits (Fall/Spring/Summer)	\$ 3,000	\$ 3,000
Purchased Services			\$ 4,000.00
	Travel for Site Coordinator to attend conference, workshops and training @ \$1500	\$ 1,500	\$ 1,500
	Travel reimbursement (per diem, lodging, mileage) for Site Coordinator to attend mandatory BIE meetings on 21st CCLC and Conference @ \$2500.00 ea	\$ 2,500	\$ 2,500
Equipment			\$ 1,500.00
	Laptop to be used by the site coordinator for data collection, access to emergency information for students, and general grant compliance.	\$ 1,500	\$ 1,500
Materials and Supplies			\$ 1,000.00
	Office supplies for site coordinator @ \$1,000 per school year.	\$ 1,000	\$ 1,000



APPENDIX VII: Assurance Form

Assurances for BIE 21st CCLC

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

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

Leonard Elthie, Board President

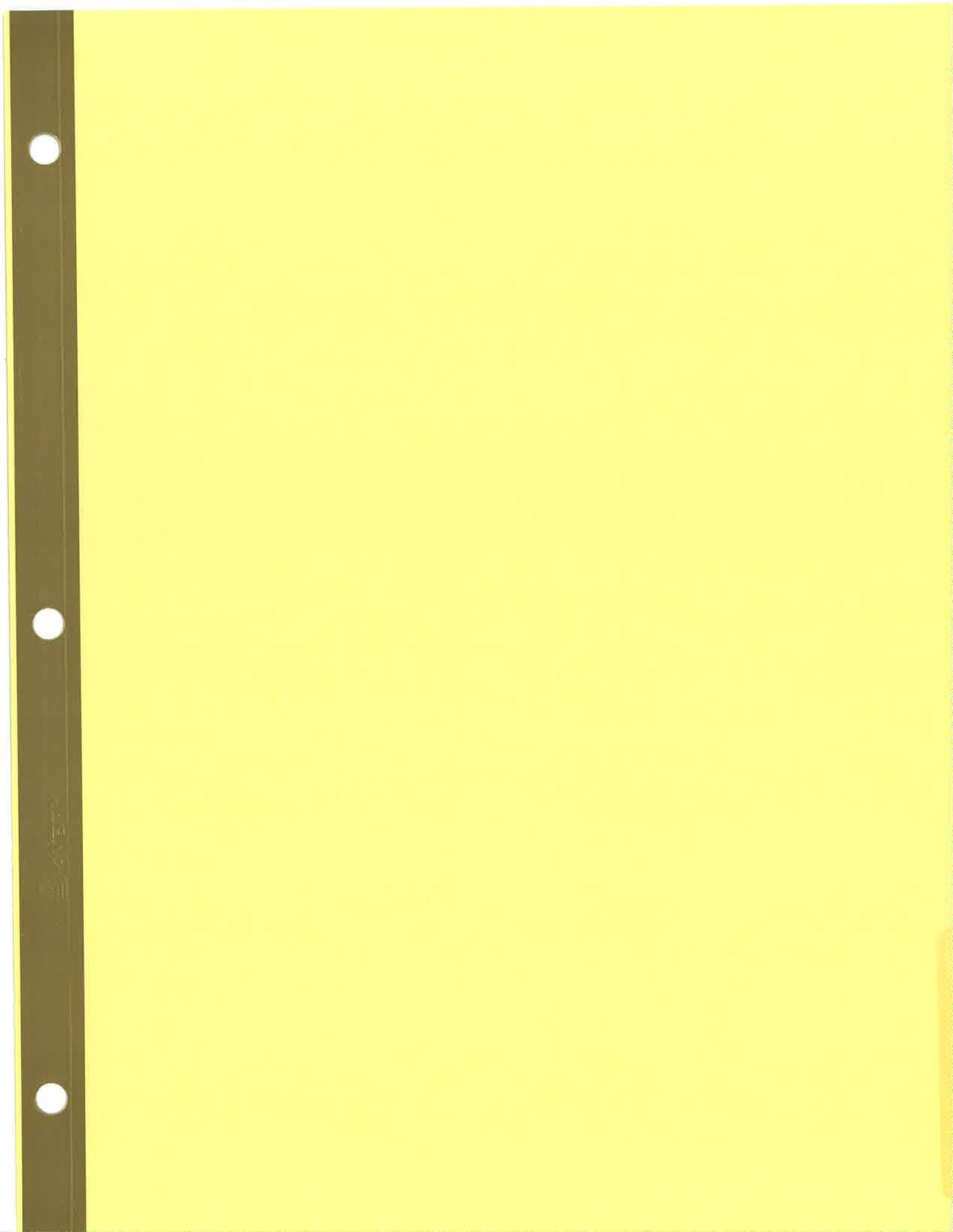
Typed Name and Title of Authorized Representative



Signature of Authorized Representative

11-21-12

Date



PINON COMMUNITY SCHOOL, INC.
POSITION DESCRIPTION

POSITION TITLE:	21 st Century Coordinator	CLASSIFICATION:	Exempt
CONTRACT TERM:	12 months	DATE APPROVED:	12-21-09

POSITION SUMMARY: Under general supervision, plans, directs, manages, and evaluates 21st Century programs/services of Pinon Community School to ensure achievement of established mission, goals, and objectives of the School Board.

Evaluation: Performance of this job will be evaluated in accordance with provision of the Board's personnel policy on evaluation.

Duties and Responsibilities:

To provide each enrolled student an opportunity to participate in the 21st Century Program that improve academic achievement, attendance, behavioral habits, and employment skills by coordinating resources of different programs to meet their needs: to enhance a sense of worth and competence; and knowledge and understanding of the possibilities available to them when they leave school.

Develops and implements a variety of survey instruments designed to identify strengths/weaknesses of programs/services for various populations i.e.: students, parents, staff, and board members, plans/facilitates strategic planning and goal setting as well as classroom teaching.

Assists research, identify, and solicit funding from a variety of available sources in support of programs/services; manages and reviews expenditures against budget to ensure adherence with established purposes/requirements; prepares a variety of reports and applications for federal/state/agency information; prepares a variety of report for provision of appropriate environment for learning and integration of social skills.

Works cooperatively with other educational institutions for development and integration of Pinon Community School's programs to ensure students' acquisition of personal and educational skills for successful transition; establishes, monitors, and evaluates policies and procedures designed to address behavioral and educational aspects of student life for provision of appropriate environment for learning and integration of social skills.

Implements, and evaluates performance levels of staff; recruits and recommends additions to faculty and staff; identifies and implements both formal and informal training programs for ongoing staff development; participates in a variety of meetings to discuss issues/concerns and continuously develop strategies; provides program information to a variety of inquiries.

Develops, implements, and evaluates effectiveness of the kindergarten policies/procedures; monitors health/safety standards for all facilities; assists, prepares monitors, ensures compliance, and maintain annual operating budget; submits recommendations to Principal for review; ensures maintenance of accurate records and files.

Knowledges, Skills, and Other Characteristics:

- Knowledge of Pinon Community School board's policies, procedures, mission, goals, and objectives.
- Knowledge of applicable accreditation requirements, regulation, and standards.
- Knowledge of available funding sources/grants in support of educational programs.
- Knowledge of methods principles, and techniques of grant writing.

PINON COMMUNITY SCHOOL, INC.
POSITION DESCRIPTION

POSITION TITLE:	After-school Certified Teacher (21st Century)	CLASSIFICATION:	Non-Exempt
CONTRACT TERM:	10 Months	DATE APPROVED:	

POSITION SUMMARY: To contribute towards academic achievement of Pinon Community School students By implementing afterschool academic tutoring and enrichment activities to meet PCS 21st Century Community Learning Center grant - academic, youth development and family engagement goals.

EVALUATION: Performance of this job will be evaluated in accordance with provision of the Board' personnel policy on evaluation.

QUALIFICATIONS:

1. Certificate, license, and other legal credential required.
2. Degree(s) required in area of major study.
3. Prior work experience
4. Such alternative to the above qualifications as the Board may find appropriate and acceptable.
5. Bilingual or ESL Endorsement required.

JOB GOAL:

DUTIES AND RESPONSIBILITIES:

1. Develops lesson plans and instructional materials and provides individualized and small group instruction in order to adapt the curriculum to the needs of each pupil.
2. Turns lesson plans into learning experiences in order to best utilize available time for instruction.
3. Establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
4. Evaluates pupils' academic and social growth, by directly communicating with school day classroom teacher(s).
5. Selects and requisitions books and instructional aids and maintains required inventory records.
6. Safe dismissal of students upon completion of daily afterschool activities.
7. Participates in faculty meetings to insure that program is operating effectively.
8. Performs other duties as assigned.

BENEFITS: No Benefits

REPORTS TO: 21st Century Program Coordinator

EVALUATION: Performance will be evaluated in accordance with the Board's Policy on Evaluation of Support Services Personnel.

Employee's Signature: _____ Date: _____

NOTE: This position description is subject to review and change.

CERTIFICATION

I received a copy of my position description and certify that this is an accurate statement of major duties and responsibilities of this position. In understand that I will perform these duties and responsibilities.

Employee Signature

Date

PINON COMMUNITY SCHOOL, INC.
POSITION DESCRIPTION

POSITION TITLE:	After-school Classified Teacher Assistant (21st Century)	CLASSIFICATION:	Non-Exempt
CONTRACT TERM:	10 Months	DATE APPROVED:	

POSITION SUMMARY: To contribute towards academic achievement of Pinon Community School students By implementing afterschool academic tutoring and enrichment activities to meet PCS 21st Century Community Learning Center grant - academic, youth development and family engagement goals.

EVALUATION: Performance of this job will be evaluated in accordance with provision of the Board' personnel policy on evaluation.

QUALIFICATIONS:

1. Must possess a high school diploma or equivalent.
2. Associates of Arts degree preferred.
3. Excellent oral and written communication skills required.
4. Excellent interpersonal skills required.
5. Bilingual (Navajo/English) preferred.
6. Able to work independently and be a self-starter year understand the limits of authority.

JOB GOAL:

DUTIES AND RESPONSIBILITIES:

1. Implements academic enrichment activities for student academic achievement.
2. Turns lesson plans into learning experiences in order to best utilize available time for instruction.
3. Establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
4. Selects and requisitions books and instructional aids and maintains required inventory records.
5. Work closely with Program Coordinator to provide daily support to after-school certified teachers.
6. Participates in faculty meetings to insure that program is operating effectively.
7. Performs other duties as assigned.

BENEFITS: No Benefits

REPORTS TO: 21st Century Program Coordinator

EVALUATION: Performance will be evaluated in accordance with the Board's Policy on Evaluation of Support Services Personnel.

Employee's Signature: _____ Date: _____

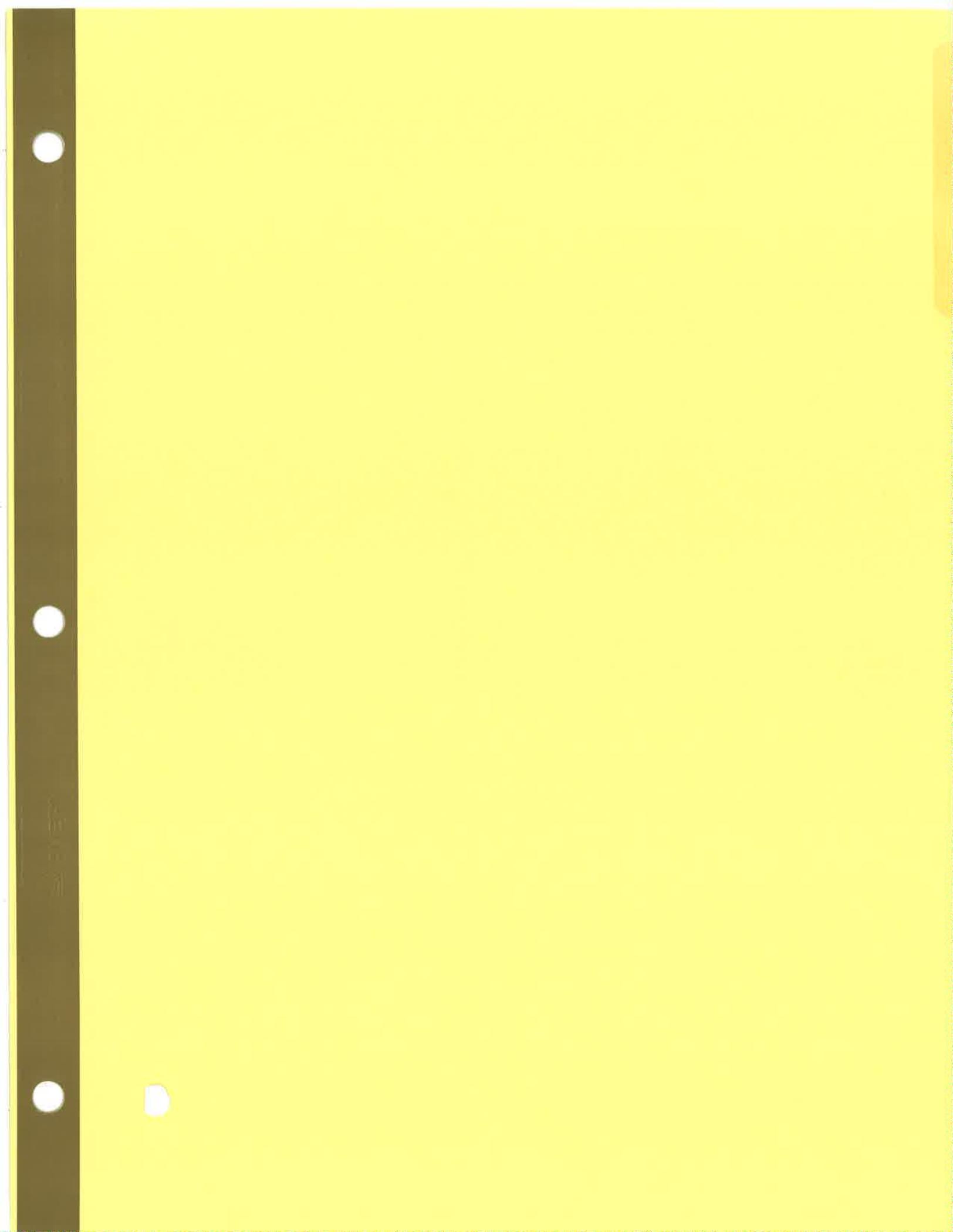
NOTE: This position description is subject to review and change.

CERTIFICATION

I received a copy of my position description and certify that this is an accurate statement of major duties and responsibilities of this position. In understand that I will perform these duties and responsibilities.

Employee Signature

Date



**RESOLUTION OF THE PINON COMMUNITY SCHOOL, INC.
SCHOOL BOARD TO APPROVE APPLICATION FOR AND
REQUEST THE 21ST CENTURY GRANT**

WHEREAS, pursuant to the Navajo Nation Code at 10 N.N.C. § 200; and P.L. 93-638, Indian Self-Determination and Education Assistance Act of 1975; P.L. 100-297, Tribally Controlled Schools Grant Act of 1988, all as amended; and the Pinon Community School, Inc. (PCS) Policies and Procedures, the PCS School Board (Board) has been delegated the duty and responsibility and has full legal authority to act for and on behalf of PCS; and

WHEREAS, Navajo and federal law both emphasize that PCS and similarly situated community schools should be governed locally and establish that local School Boards have been delegated the responsibility and authority to govern community schools, in order to carry out this mandate. See 10 N.N.C. § 200; P.L. 93-638; P.L. 100-297 and P.L. 107-110; and

WHEREAS, PCS has a kindergarten academic program and grades 1-12 residential program in which children need a multitude of programs, particularly after school; and

WHEREAS, these programs are essential to the children's academic achievement, development, and overall welfare; and

WHEREAS, these programs are impossible without additional funds and funds which were formerly provided pursuant to the 21st Century Grant; and

WHEREAS, it is in the best interest of the children we serve that PCS be provided a 21st Century Grant for this school year and subsequent school years in an amount of at least \$100,000 to meet the needs of our children.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The Board hereby approves the PCS 21st Century Grant application;
2. The Board hereby respectfully requests the funding agent to give all possible consideration to PCS and the children it serves;
3. The Board directs staff to take all steps possible to secure the Grant and strictly comply with all Grant conditions.

CERTIFICATION

We hereby certify that the foregoing Resolution was duly considered by the Pinon Community School Governing Board, Inc. at a duly called meeting at Pinon, Arizona, at which a quorum was present and that the same passed by a vote of 3 in favor, 0 opposed, and 0 abstaining, this 21st day of November, 2012.

L. L. Elte

Anna Payne

Peter Dage

Jeff Miele



Pinon Community School, Inc.
P.O. Box 159
Pinon, Arizona. 86510
928-725-3234/3236

November 19, 2012

Pinon Chapter House
P.O. Box 127
Pinon, Arizona. 86510

Subject: Letter of support for Pinon community proposal in partnership with Pinon Chapter House.

Pinon Community School and Pinon Chapter House have come together to collaborate and to make an application for Bureau of Indian Education the 21st Century Community Learning Center grant; and

WHEREAS, the Pinon Chapter House below have agreed to enter into a collaborative agreement in which Pinon Community School will be the lead agency and named applicant will be partners in this application; and

WHEREAS, the partners herein desire to enter into support; The Pinon Chapter House is dedicated to assisting students and families by providing community events, training, resources and materials to the community of Pinon.

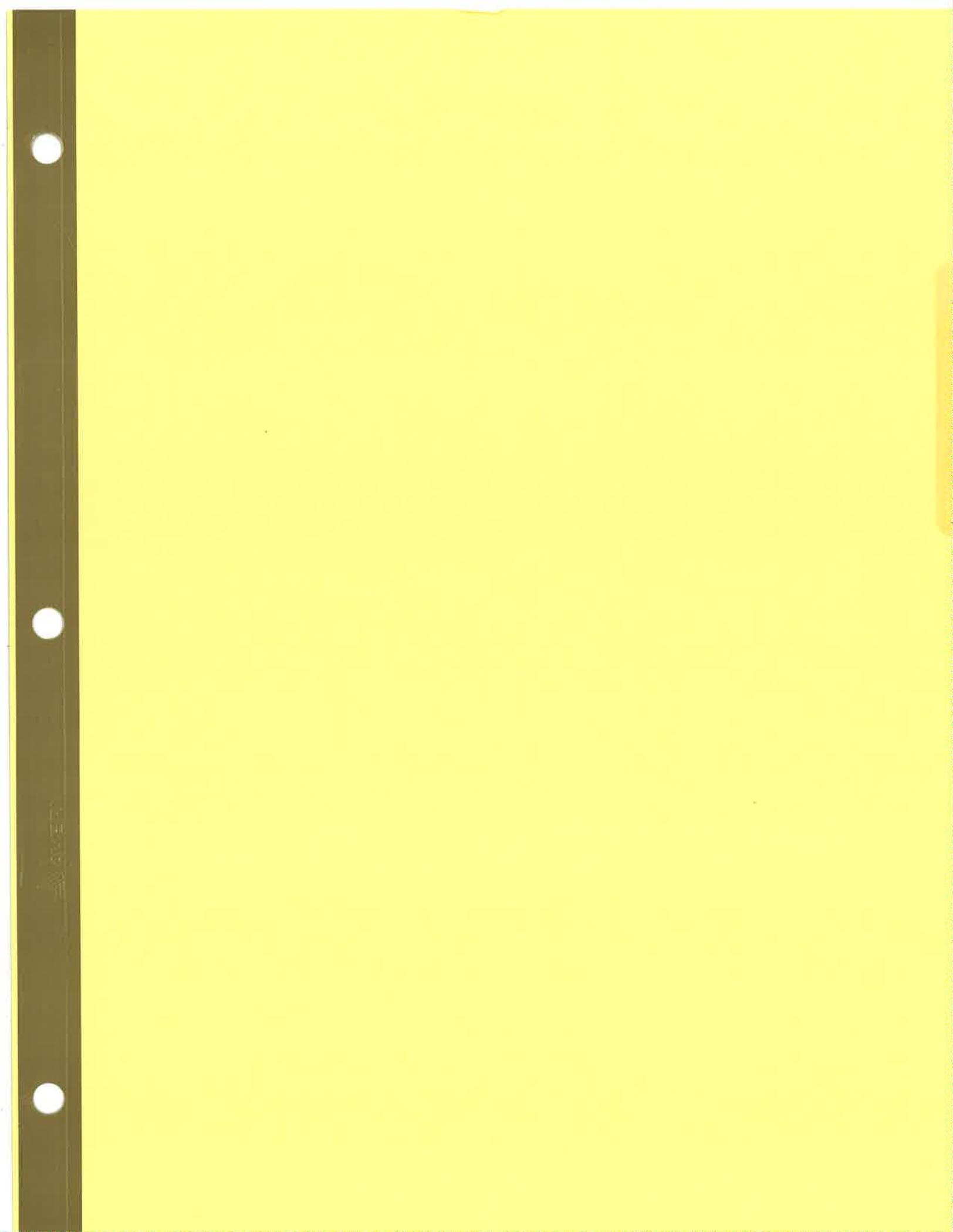
1. The Recipient's responsibilities shall be the following:

- a. Providing parents/guardians education on how to be productive community members.
- b. Providing training and resources to parents/guardians on how to help their child prepare to be members of the community.
- c. Meeting with parents/guardians to plan the most successful way to help their children transition from one generation to another.
- d. Working with schools to assist families interested in enrolling their children into school.
- e. Nutrition meals set by the USDA for community events.
- f. Community resources and materials.
- g. Investment: no cost and/or in-kind contributions.

The partner agrees to collaborate and provide in-kind service/assistance to Pinon Community School pursuant to the program narrative of the grant application. By my signature below, I agree, to accept and provide in-kind services to Pinon Community School

By Bessie S. Allen
Chapter House President

Date 11-19-2012



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

APPENDIX IX: Documentation Requirements

Required Documentation	Due Date
Performance Measure Tracking Form	Native Star reporting dates
Student Achievement Monitoring	Quarterly-NWEA
Attendance	On-going, Talled Monthly
Lesson Plans	On-going, Monitored Monthly
Tutor and Homework Notes	On-going, Monitored Monthly
Coordinator's Schedule	Quarterly
Parent Surveys	Annually
APR Data in web-based PPICS System	Annually
Student focus groups and/or surveys	Twice a year
Budget and expenditure reconciliation	Monthly
Internal Performance Improvement	Twice a year
Data for the U.S. Department of Education, entered on the PPICS website	Annually

Supplemental Program (After School/Enrichment) (Before/After/Evening) Lesson Plan

SY 2013

Week:	Time: -	Class:	Teacher:
Education Standard Addressed:			
Overview & Purpose:			
FIRST WEEK	Objective	Activity	Materials Needed
Monday / /			
Tuesday / /			
Wednesday / /			
Thursday / /			
Friday / /			
Additional Notes/Other Resources:			

Supplemental Program (After School/Enrichment) (Before/After/Evening) Lesson Plan

SY 2011-12

Week:	Time: -	Class:	Teacher:		
Overview & Purpose:		Education Standard Addressed:			
SECOND WK	Objective	Activity	Materials Needed		
Monday / /					
Tuesday / /					
Wednesday / /					
Thursday / /					
Friday / /					
Additional Notes/Other Resources:					

**Supplemental Program (After-School/Enrichment)
Before/After/Evening
SY 2013
Student Attendance Log**

Teacher: _____ Room: _____ Week(s) of: _____ / _____, 2013 Time Start: _____ / Time End _____

	Month & date	1 st wk					2 nd wk							
		Mon	Tues	Wed	Thurs	Sun	Mon	Tues	Wed	Thurs	Sun			
1	Students													
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														

Comments _____

Supplies: _____

Success stories: _____

**Federal Funding Compliance
Time and Effort Log**

**Weekend
SY-2013**

MONTH: _____ Classroom: _____

Description	Dates	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Total		
																																	Hours		
Explanation of work performed: (ex: How did you meet students needs?)																																			
Subjects covered																																			
Total hours																																			

Signature _____ Date: _____

Success Stories

SY 2013

Dear Teachers/Tutors,

Do you have a success story about a student in one of our programs: After-School and Weekends Schools)? Please share it with us! These stories are important in helping us to shape our program, and are also an essential part of our supplemental reporting process. Thank for all your support,

Barriers:

Teacher (signature: _____ Date: _____

**Supplemental Programs
Parent Education Class
SY 2013
Student Attendance Log**

Time: _____ AM/PM

Teacher: _____ Room: _____

Week(s) of: _____ / _____ / _____, 2013

	Month & date	1 st wk					2 nd wk				
		Mon	Tues	Wed	Thurs	Frid	Mon	Tues	Wed	Thurs	Frid
1	Students										
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											

TOOL 20—PARENT SURVEY

Directions: You may use or adapt this survey to determine parents' programming preferences for the after-school program. Be sure to "personalize" the survey by filling in the missing information wherever indicated. Then copy the survey and distribute it to parents. We recommend that you mail the survey to their homes and, budget permitting, include a postage-paid return envelope.

SURVEY OF PARENT PROGRAM PREFERENCES

We need your help! We want to create an after-school program that is helpful to your child and convenient for you. Please tell us what activities you think we should offer and when, and let us know what role, if any, you would like to play in the after-school program. This survey will take only a few minutes to fill out. Please mail your completed survey to

_____ by _____. If you have questions, please contact

NAME

DATE

_____. Thank you for your time!

NAME

TELEPHONE NUMBER

1. Do you think your child/children would participate in an after-school program? *(check one)*

Yes

No

2. What types of activities do you think an after-school program at our school should offer? *(rank your top eight choices from 1 to 8, with 1 as your top choice)*

Chess

Basketball

Cooking

Community service

Cheerleading

Dance

Computer club

Gymnastics

Drama

Homework help or tutoring

Martial arts

Field trips

Junior Achievement

Soccer

Music

Photography

Softball/baseball

Peer counseling/conflict resolution

Poetry writing

Volleyball

Woodworking

School newspaper

Yoga

Other

Science experiments

Arts and crafts

Other

Aerobic exercise

Card and board games

3. What is the *most* you would be willing and/or able to pay per child for an after-school activity that meets two times a week for 18 weeks (a total of 36 sessions)? *(check one)*

I am not willing/able to pay for after-school activities.

Less than \$75

\$76 to \$150

\$151 to \$225

More than \$225

TOOL 29—RESPONSIBILITY CHECKLIST FOR THE PRINCIPAL AND AFTER-SCHOOL PROGRAM COORDINATOR

Directions: The principal and after-school program coordinator should complete this checklist together. Review the tasks in column one. Add any additional tasks that may be needed. Then, for each task in column one, indicate who will be responsible—the principal or program coordinator—or whether it will be a shared responsibility. If a responsibility will be shared, decide *how* it will be shared.

Task	Principal	After-School Coordinator	Shared
Secure space for after-school activities.			
Inform classroom teachers that their classrooms will be used.			
Provide supplies/materials for after-school programs.			
Handle discipline issues that arise in after-school programs.			
Communicate with parents about the content of after-school programs.			
Recruit students for after-school programs.			
Decide on the type of activities to be offered.			
Hire and supervise staff of after-school programs.			
Register participants for after-school programs.			
Define the after-school staff's training needs.			

TOOL 18—STUDENT SURVEY

Directions: You may use or adapt this survey to determine students' programming preferences for the after-school program. Make multiple copies of the survey and ask teachers to distribute and collect it during homeroom period or at another convenient time.

SURVEY OF STUDENT PROGRAM PREFERENCES

We need your help! We want to create an after-school program that is exciting and useful for you. Please answer the following questions to tell us about your opinions and ideas for after-school activities. If you would like to get even more involved in planning after-school activities or being a club officer, ask your teacher for more information about the after-school program.

1. Please check the sentence that best describes your feelings about attending an after-school program at our school. *(check one)*

- I already participate in after-school activities.
- I would definitely be interested in going to an after-school program at our school.
- I have other responsibilities after school and could not go to an after-school program at our school.
- I would not be interested in going to an after-school program at our school.

2. What kinds of activities would you like to do after school? Feel free to add your own ideas. *(check up to four)*

- | | | |
|--|---|--|
| <input type="checkbox"/> Chess | <input type="checkbox"/> Basketball | <input type="checkbox"/> Cooking |
| <input type="checkbox"/> Community service | <input type="checkbox"/> Cheerleading | <input type="checkbox"/> Dance |
| <input type="checkbox"/> Computer club | <input type="checkbox"/> Gymnastics | <input type="checkbox"/> Drama |
| <input type="checkbox"/> Homework help or tutoring | <input type="checkbox"/> Martial arts | <input type="checkbox"/> Field trips |
| <input type="checkbox"/> Junior Achievement | <input type="checkbox"/> Soccer | <input type="checkbox"/> Music |
| <input type="checkbox"/> Photography | <input type="checkbox"/> Softball/baseball | <input type="checkbox"/> Peer counseling/conflict resolution |
| <input type="checkbox"/> Poetry writing | <input type="checkbox"/> Volleyball | <input type="checkbox"/> Woodworking |
| <input type="checkbox"/> School newspaper | <input type="checkbox"/> Yoga | <input type="checkbox"/> Other |
| <input type="checkbox"/> Science experiments | <input type="checkbox"/> Arts and crafts | _____ |
| <input type="checkbox"/> Aerobic exercise | <input type="checkbox"/> Card and board games | _____ |

3. What are some ways you would like to get involved in the after-school program? *(check all that apply)*

- | | |
|---|---|
| <input type="checkbox"/> Deciding what programs to offer | <input type="checkbox"/> Advertising the after-school program |
| <input type="checkbox"/> Planning after-school activities | <input type="checkbox"/> Your idea: _____ |
| <input type="checkbox"/> Being a club officer | <input type="checkbox"/> I am not interested in getting involved. |

Tool 18—Student Survey (continued)

4. Which types of "advertisement" would convince you to participate in after-school activities? *(check all that apply)*

- Student-designed posters
- Flyers mailed home
- Presentations by students who are in the after-school program
- Articles about the program in the school newspaper
- Daily announcements about the program (read by an adult)
- Daily announcements about the program (read by a student)
- Rewards—such as homework passes, gift certificates, or other treats—
for students who regularly attend activities
- Your idea: _____
- Your idea: _____

Your Name: _____

Your Homeroom Teacher or Room Number: _____

Thank you!

TOOL 19—TEACHER SURVEY

Directions: You may use or adapt this survey to determine teachers' programming preferences for the after-school program. Be sure to "personalize" the survey by filling in the missing information wherever indicated. Then copy the survey and distribute it to teachers.

SURVEY OF TEACHER PROGRAM PREFERENCES

We need your help! We want to create an after-school program that meets the needs of students, families, and teachers. Please tell us what activities you think we should offer and let us know what role, if any, you would like to play in the after-school program. This survey will take only a few minutes to fill out. Please give your completed survey to

_____ by _____ . If you have questions, please contact
NAME DATE

_____ . Thank you for your time!
NAME TELEPHONE NUMBER

- | | | |
|--|---|--|
| <input type="checkbox"/> Chess | <input type="checkbox"/> Basketball | <input type="checkbox"/> Cooking |
| <input type="checkbox"/> Community service | <input type="checkbox"/> Cheerleading | <input type="checkbox"/> Dance |
| <input type="checkbox"/> Computer club | <input type="checkbox"/> Gymnastics | <input type="checkbox"/> Drama |
| <input type="checkbox"/> Homework help or tutoring | <input type="checkbox"/> Martial arts | <input type="checkbox"/> Field trips |
| <input type="checkbox"/> Junior Achievement | <input type="checkbox"/> Soccer | <input type="checkbox"/> Music |
| <input type="checkbox"/> Photography | <input type="checkbox"/> Softball/baseball | <input type="checkbox"/> Peer counseling/conflict resolution |
| <input type="checkbox"/> Poetry writing | <input type="checkbox"/> Volleyball | <input type="checkbox"/> Woodworking |
| <input type="checkbox"/> School newspaper | <input type="checkbox"/> Yoga | <input type="checkbox"/> Other |
| <input type="checkbox"/> Science experiments | <input type="checkbox"/> Arts and crafts | _____ |
| <input type="checkbox"/> Aerobic exercise | <input type="checkbox"/> Card and board games | <input type="checkbox"/> Other |
| | | _____ |

1. Based on your experience with students, what types of activities do you think we should provide in an after-school program? (*rank your top eight choices from 1 to 8, with 1 as your top choice*)

2. What do you think would be the best ways to promote the after-school program to students? (*check all that apply*)

- Student-designed posters
- Flyers mailed home
- Student word of mouth
- Teacher encouragement to attend
- Presentations by students who are in the after-school program
- Articles about the program in the school newspaper
- Daily announcements about the program (read by an adult) over the PA
- Daily announcements about the program (read by a student) over the PA
- Announcements at PTA/PTO meetings