

APPENDIX VIII: Cover Page BIE 21<sup>st</sup> CCLC

COVER PAGE

EED FORM # 05-07-039



Gila Crossing Community School  
Organization

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J. Sharma 1/15/2013  
Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures Date

■ 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.

J. Williamson 1-16-13  
Signature of Organizational Representative Date

Superintendent  
Title

\$ 191,547  
Total Funding Requested Per Year

\$ \_\_\_\_\_  
Total Funding Requested for Three Years

BIE Use Only Project Number: \_\_\_\_\_ Date Received: \_\_\_\_\_

Project Approval: \_\_\_\_\_ Amount Awarded: \$ \_\_\_\_\_

**Cover Page**

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## **Program Summary & Abstract**

**Program Abstract**

Gila Crossing Community School would like to propose ‘Soaring Eagles’ project under the 21<sup>st</sup> Century Community Learning Centers grant to provide additional learning opportunities to our students from Pre-kinder through eighth grade. While the primary intent of this project will be to focus on the academics of the needy students, at the same time this project will help on the growth of a ‘whole child’ by providing the solutions to tackle the surrounding issues faced by our students. Following is a list of our Objectives and outcomes of this project:

OBJECTIVES	OUTCOMES
1. 80% of participating students will annually meet or exceed grade level expectations in reading, math, language arts and writing and Science.	1. Improve Academic Achievement.
2. 95% of participating students will annually improve attendance; decrease tardiness, decrease discipline referrals and show a decrease in suspensions based on BIE Annual reports.	2. Reduce Substance Abuse and Violence.
3. Incidences of drug use, bullying, and violence on school campuses will be reduced by 80% as reported on the BIE’s Annual Report	3. Increase Attendance rates and Appropriate School Behavior.
4. 90% of participating students will improve their: a) knowledge of the Akimel O’odham and Pee Posh cultures, and b) knowledge of the history and land of the GRIC.	4. Increase Cultural Awareness and Self-esteem.
5. Increase parental involvement in the schools and strengthen neighborhood organizations and improve quality of life.	5. Expand Partnerships and increase volunteerism.
6. Increase the number and quality of school community/ Tribal/ business/ agency partnerships to implement, maintain and eventually sustain this program.	6. Increase Health/Nutrition Awareness.
Table :1a	

Gila Crossing Community School in partnership with Gila River Indian Tribe will be providing multitude of resources as in-kind contribution to show our commitment to make this program a model and replicable project.

## **Program Narrative**

**1. NEED FOR THE PROJECT:**

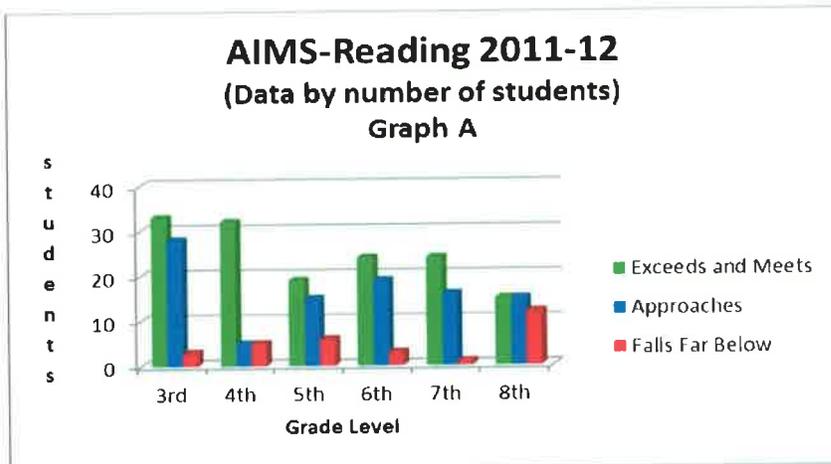
Gila Crossing Community School (GCCS) is located in the north-west part of the Gila River Indian Community (GRIC). Our school is currently serving approximately 570 students from pre-school through 8<sup>th</sup> grade. Almost 94% of our students qualify for free or reduced meals under the USDA eligibility criteria. Our School has been identified in “Restructuring” as of October 2011 under the Title I Part A program for not making adequate yearly progress (AYP) since 2009-10 school year.

Name of after school center	Designation – School Status	% free or reduced lunch	Estimated # of students to be served	# of family members to be served, if appropriate	Grade levels served
<i>GCCS (K-8)</i>	<i>Restructuring As of 2011</i>	<i>94%</i>	<i>300</i>	<i>50</i>	<i>PreK-8</i>

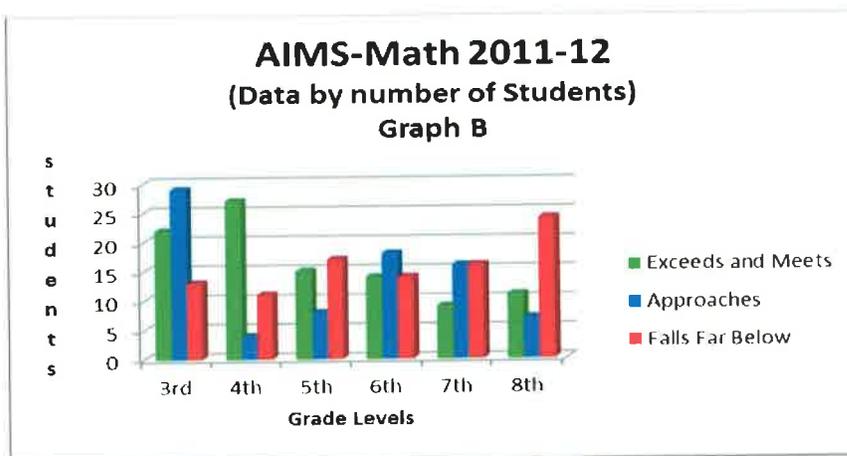
Table :1b

A downward trend in the academic achievement scores was noticeable across the board during last year 2011-12. Majority of the students are constantly playing “catch-up” in both academic and attendance areas. Based on the data that was collected last year, it clearly shows that lot of these students especially middle school ,have indulged in substance abuse, drinking, drug abuse and face a constant tough home-environment which is not conducive to the academic learning .

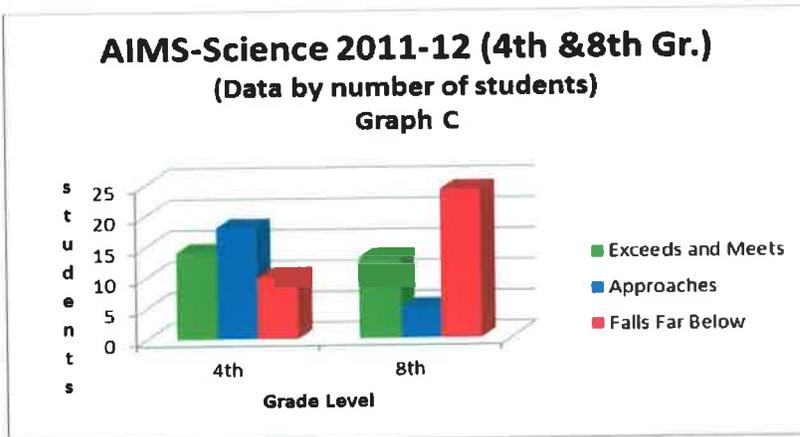
Gila Crossing uses a number of academic assessments such as AIMS, AIMSweb, SAT-10, DIBELS-Next, and NWEA measuring the academic growth of our students. For the purpose of determining the AYP, our school and BIE uses Arizona AIMS standardized assessment. By looking at the *chart A (see below)* representing our Reading data for 2011-12 school year from 3<sup>rd</sup> thru 8<sup>th</sup> grade students, a broad and more generalized picture that emerges, indicates that there are more than 50 per cent of our students that are still struggling and are not performing at their respective grade levels with the exception of 3<sup>rd</sup> and 4<sup>th</sup> grade students. Another pattern that emerges from the *Graph A* is the number of students in ‘approaches’ and ‘falling far below’



category increases as the grade levels increase. This pattern can be mainly attributed to the external and home-environment of the students. Their personal behavior and overall attitude towards education tends to divert from the mainstream population. The trend as being depicted by Graph B is not too different from the trend as shown in Chart A. Majority of the students across the chart are not performing in the math area as well at their grade level.



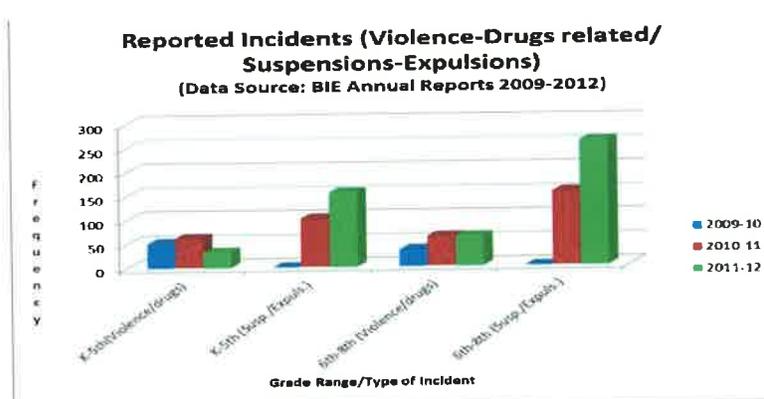
By looking at the Graph C below, it is evident that bulk of our students in 4<sup>th</sup> and 8<sup>th</sup> grade, are falling far below in the state standardized test scores in the area science.



It is not any coincident that most of the students who fall in 'approaches' and 'falls far below' categories in core areas of school curricula, happen to also fall in Tier II(strategic) and Tier III (intensive) groups under the DIBELS and NWEA data scores. This data will help identify the 'neediest students' to be placed in the 21<sup>st</sup> CCLC program. By looking and comparing the academic data and behavior related data, one can easily draw a conclusion as the frequency of incident reports moves higher, it becomes harder statistically for a school to make the AYP.

The incident/behavior related data will be used for placement of students in the program as well. At the beginning of current school year of 2012-13, our school has been working with BIE-DPA office to pilot a new program called Striving Readers Comprehensive Literacy on a volunteer basis to reverse the downward trend of our school's academic scores.

By looking at the chart below representing data related to the student behavior, incident reports and resulting suspensions and expulsions, a pretty grim picture emerges indicating that the number of major incidents in 2011-12 jumped five times higher from the 2008-09 school year data.



Since the pilot program of Striving Readers Comprehensive Literacy has been off to a great start and has been helpful in implementing the multi-tier system of support (MTSS) along with the implementation of Common Core state standards (CCSS). This

new pilot program will further help in the placement of students' sub-populations in the MTSS and hence will have a much focused group of students in the appropriate tier.

With the additional funding available under the 21<sup>st</sup> CCLC Centers grant, school will be able to provide additional interventional instructions for three days a week in the core areas of curriculum and extracurricular activities on Saturdays coupled with an academic enriched summer school for additional month. Our School will continue using the Striving Readers Comprehensive Literacy model including components of MTSS and the implementation of CCSS for the after-school program as well. Following the MTSS rules, instructional delivery methodologies in the areas of not only Reading but also Math and Science will be implemented to ensure all student sub-populations are being served in the areas they need most. The key to success in this endeavor lies on the amount of Intervention time allotted for this purpose.

Grade Level	NWEA-2011-12(BOY) MATH (data in %)			NWEA-2011-12 (EOY) MATH (data in %)			NWEA-2011-12 (BOY) READING (data in %)			NWEA-2011-12 (EOY) READING (data in %)		
	Intens	Strtgc	Bchmrk	Intens	Strtgc	Bchmrk	Intens	Strtgc	Bchmrk	Intens	Strtgc	Bchmrk
K	85	6	9	63	13	24	71	12	17	59	10	31
1st	79	9	12	51	21	28	77	13	10	54	19	27
2nd	34	49	17	29	50	21	79	9	12	14	37	49
3rd	36	41	23	28	44	28	17	36	47	14	54	32
4th	44	40	16	29	14	57	10	52	38	12	28	60
5th	53	27	20	44	17	39	20	40	40	22	39	39
6th	45	32	23	30	33	37	30	31	39	15	29	56
7th	49	19	32	38	38	24	12	40	48	15	48	37
8th	50	37	13	50	23	27	31	31	38	27	29	44
<b>Index</b>	Strtgc = strategic			Bchmrk = benchmark			Intens = intensive			BOY= Beginning of Year EOY= End of Year		

### Non-Academic Variables of the Student Population:

The students of our school face a set of non-school related factors that play a much bigger role in creating a non-conducive learning environment and eventually become major bottlenecks in our relentless pursuit of teaching & learning. The statistics in the following table sums up the point:

TRIBE	Percent enrolled in	Percent enrolled in	Persons 16 – 19 years
	School 15-17yrs	School 18-19yrs	with/without high school diploma
Pima	T = 4860	T = 4860	T= 1033
	58.50%	27.80%	Diploma – 28
			No Diploma - 264
Maricopa	T = 241	T= 241	T = 40
	16.70%	0%	Diploma – 0
			No Diploma - 20

Table :1c

The average GRIC high school dropout ranges from 58% to 66%, depending on which high school they attended. This GRIC high school dropout rate is nearly 4 times the Arizona state average of 9%. The GRIC high school dropout is nearly 3 times the Arizona average for all ethnic groups, including other Native American students. The average educational attainment for GRIC students is as much as 1 to 3 grades below the state average for similar age students. This is further exacerbated by the fact that 50% of the children are from single parent households, and at least 20% of the children are being raised by secondary care providers, such as grandparents, relatives, or foster parents.

### Justice System Statistics

GRIC has among the highest levels of gang, juvenile delinquency, and substance abuse activities of any tribal community in the United States. The largest concentrations of substance abuse, gang, and juvenile delinquency activities tend to be located in Districts 6 and 7, closest to the metropolitan area. Phoenix gang members have been actively recruiting GRIC youth to join their gangs. There are an estimated 15 locally and nationally affiliated gangs established on GRIC.

Homicides	8	Criminal Damage	299
Rapes	5	DUI	254
Sexual Conduct w/ Children	18	Disorderly Conduct	319
Drug Offenses	71	Burglary	135
Theft	194	Assaults	387

Table:1d

The members of GRIC have identified substance abuse as their number one problem on the reservation. A community-wide survey indicated that over 82% of residents considered substance abuse a significant problem as compared to 72% for diabetes who consider being a significant problem.

Community Survey Results	
<b>Do you feel that your child needs additional help in their schoolwork and/or learning abilities?</b>	
Response District 6 & 7 Community: Yes 92% No 8%	
<b>Do you worry about your child getting involved in gang activities?</b>	
Response District 6 & 7 Community: Yes 87% No 13%	
<b>Do you worry that your child may be influenced by others to try drugs and/or alcohol?</b>	
Response District 6 & 7 Community: Yes 95% No 5%	

Table :1e

### Diabetes: A Pima Epidemic

The National Institute for Health has studied the Pima Indians for thirty years because of their extraordinary status as the population with the highest level of diabetes on the planet. Currently it is estimated that *over half of Pima adults have diabetes and 95% of*

*these individuals are overweight.* In fact, both of these health risk factors – diabetes and obesity – are so entrenched that even kindergarten children are weighing as much as 75 pounds and adults over 300 pounds. In addition, children as young as five years old are succumbing to Adult On-set Type II Diabetes

The origin of this epidemic can be traced to a genetic condition of insulin resistance, which cannot be medically changed. However, prior to the turn of the century, the Pimas were healthy because of their dependence on desert foods and a physical lifestyle around agriculture. Once the Pimas were forced to abandon their traditional lifestyle and become dependent on government subsidies and commodity foods, the Pima Indians' future was forever changed for the worse.

This epidemic is being addressed in the schools by an innovative program called Genesis, an initiative from the tribal government' GRHC (Gila River Health Care) department which has focused on the diet and physical activity of children. This program along with the school gardening program offer some hope for this health crisis. The *Soaring Eagles Project* will sponsor the GAP Program (GRIC Agri-Culture Program) that will offer weekly programs that combine culture and agriculture programs. This project will be the critical component in the fight against diabetes and obesity.

The presence of cultural program, sports program on Saturdays and the additional instructional time in a safe and conducive to learning environment during the after-school & summer school program will help ensure minimizing the non-productivity time. Parents and community members will be encouraged & invited to Saturday sports events & Computer Literacy program. The Cultural program will help bring in the elderly of our community into the school.

A continuing challenge facing all school children on GRIC is the difficult reality that the children have to attend feeder schools off reservation. Children leave the safety of community schools as early as fourth grade and attend schools dominated by the majority population that has little regard for the cultural uniqueness of these children. Other children, as young as third grade, are sent out of state to boarding schools, and isolated from their families and culture. Collectively, these factors eliminate most of the children from participating in normal school activities such as band, sports, student government, school clubs and social functions, which results in high dropout rates in high school.

The after school and summer programs that will be offered at our site will have a research based academically focused and designed in response to recent community surveys. Our programs will be covering all aspects of students' academic, social, emotional and overall well-being, community culture and language will be incorporated to the extent possible. The proposed design builds on existing collaborations with Tribal enterprises, community organizations, and off reservation agencies. New partners have been identified and are committed to support the 21<sup>st</sup> Century Learning programs (see letters of support in appendix).

Challenge	How program will address Challenge
<b>Low Achievement</b>	Voyager Expanded Learning curriculum research/outcome based; online/offline reading and math intervention programs; Homework assistance; cultural programs
<b>High risk for drugs, crime, gang involvement</b>	Engage our children and youth in extended learning activities with hands on curriculum; D.A.R.E. and Gang prevention programs; arts and cultural activities; recreation programs; computer technology during the after school, weekend and summer programs.
<b>Families are low income, limited education, not engaged in school activities</b>	Provide adult and community education programs including G.E.D. preparation, job and higher education assistance, language and cultural programs; parenting and discussion groups; skill building workshops and computer technology classes, Arizona Kith & Kin Program for adults, sports programs on Saturdays & the evenings
<b>Lack of cultural awareness</b>	Provide O'odham and Pee Posh cultural activities with the assistance of community members and elders during the after school, weekend and summer programs; community outreach programs
<b>Low graduation rates</b>	Provide after school tutoring and homework assistance to all students; provide hands on job-related service learning program; provide counseling services to youth.
<b>Low attendance rates</b>	Increase parental involvement; provide engaging enrichment activities during the after school hours

The **Soaring Eagles Project** will implement comprehensive after school core academic and summer programs that will focus on academic enhancement and social, and emotional well-being of each participating student. The local tribal language and culture will be embedded in all segments to the extent possible. The project will integrate intensive reading, math and science programs including Voyager Expanded Learning (hands-on science) and the GRIC Agri/Culture Program (GAP), with the cultural values of the Akimel O'odham and Pee Posh. A strong focus of this segment will be on the importance of agriculture and the Gila River in the past and present day economy and livelihood of the community. Interactive, hands on activities will be implemented. Moreover, parent and community involvement are integral to both Voyager and the (GAP).

## **2. QUALITY OF PROJECT DESIGN**

The primary goal of the 'Soaring Eagles' is to plan, implement, coordinate, expand and integrate educational, extra-curricular activities, and support services. Emphasis will also be placed upon preventive programs that decrease the existing high-risk factors for delinquency,

dropouts, drug abuse, alcoholism, and gang involvement. It is evident that some or all of these factors overlap one-another in most instances. By decreasing the instances of these detrimental behaviors, academic and social successes become attainable. Atmospheres for homework and study will be made available. Safe, drug and violence-free environments will provide alternative recreational opportunities that have been lacking in the past. Lack of adequate parental involvement is another major component and has been a constant challenge for our school that will be addressed under this program. Our programs that will be offered under this program such as sports, culture and language, hands on science, data nights, live performances by our young students under the G & T program, Equine Assisted Learning Kahv'Yoo Spirit Program, school volunteers, Legend and storytelling nights will help connect the community back with our school.

**Main Objectives:**

1. 80% of participating students will annually meet or exceed grade level expectations in reading, math, language arts, writing and Science.
2. 95% of participating students will annually improve attendance; decrease tardiness, decrease discipline referrals and show a decrease in suspensions based on BIE Annual reports.
3. Incidences of bullying, drug use and violence on school campuses will be reduced by 80% as reported on the BIE's Annual Report
4. 80% of participating students will improve their: a) knowledge of the Akimel O'odham and Pee Posh cultures, and b) knowledge of the history and land of the GRIC.
5. Increase parental involvement in the schools and strengthen neighborhood organizations and improve quality of life.
6. Increase the number and quality of school community/ Tribal/ business/ agency partnerships to implement, maintain and eventually sustain this program.

**Outcomes:**

1. Improve Academic Achievement.
2. Reduce Substance Abuse and Violence.
3. Increase Attendance rates and Appropriate School Behavior.
4. Increase Cultural Awareness and Self-esteem.
5. Expand Partnerships and increase volunteerism.
6. Increase Health/Nutrition Awareness.

### Measurable Objectives & Accountability Chart:

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
80% of participating students will annually meet or exceed grade level expectations in Reading, math, lang. arts & in math	Provide additional intervention time Mon, Tues & Thursdays in Reading, Math, Lang. arts, & science	Site coordinator, Teaching staff	Quarterly Report Cards & monthly Progress charts for each recruited student in each content area- Oct., Jan. Mar., May	NWEA, DIBELS-Next assessment results, Accelerated Reader Scores, Standardized Test scores, Expressive One Word Picture Vocab. Test(v4) for preschool students
95% of participating students will annually improve attendance.; decrease tardiness, decrease discipline referrals, & show a decrease in suspensions, bullying awareness, based on NASIS reports	Student of the Month assembly , invite parents and recognize them, Required 95% attendance rate to participate in Saturday sports programs	Coordinator, staff	Quarterly Report Cards & monthly Progress charts for each recruited student in each content area- Oct., Jan. Mar., May	NASIS Attendance Reports, NASIS Behavioral Reports
Incidences of drug use, bullying and violence on school campuses will be reduced by 80% as reported on the BIE's Annual Report	Provide individual, group counseling sessions, bring parents in	Coordinator & staff	Quarterly Reports And the annual BIE Reports	NASIS Attendance Reports, Behavioral Reports
80% of participating students will improve their: a) knowledge of the Akimel O'odham and Pee Posh cultures, and b) knowledge of the history and land of GRIC	Culture & language classes, Bring in Elderly community members through partnerships, hands-on projects	Coordinator , In-house lang. & culture instructor	Quarterly Report Cards for each recruited student	Quarterly Reports from GRIC Culture/History curriculum on each student
Increase parental involvement in the schools by 75%	Open-door policy, implementation of SRCL community outreach component, Literacy Night, Science Night, data night, add more parents in Native Star authors' team, adult computer classes on Saturdays	Coordinator, admin staff	Two events in a month	Data from log books for parental invitations, parental contact sheets, sign-in sheets,
Increase the number and quality of school community/ Tribal/ business/ agency partnerships to implement, maintain and eventually sustain this program	Admin, coordinator to attend and report monthly community meetings at each District (Six & Seven)	Coordinator, admin	Twice a month, once at each District Level	Bi-annual meetings with stakeholders, Tribal quarterly Reports, tracking log records of services provided by the partners

Following table (1g) shows the schedule for our 21<sup>st</sup> CCLC programs 'Soaring Eagles' for After-school and the Summer School .

School Year : February 2013-May 2013 Number of Weeks: 18

Activity	Mon	Tues	Wed.	Thur.	Fri	Sat.	Total
Homework Club	3:00-3:30	3:00-3:30	x	3:00-3:30	X	x	1:30
Read. Intervention	3:30-4:30	3:30-4:30	x	3:30-4:30	X	x	3:00
Math. Intervention	3:30-4:30	3:30-4:30	x	3:30-4:30	X	x	3:00
Culture/Lang.	4:30-5:00	4:30-5:00	x	4:30-5:00	X	x	1:30
Science-hands-on	4:30-5:00	4:30-5:00	x	4:30-5:00	x	x	1:30
Adult Computer Lab	x	x	x	x	x	9:00-11:00	2
Sports club	x	x	x	x	x	9:00-11:00	2
<b>TOTAL</b>	<b>2:00</b>	<b>2:00</b>	<b>x</b>	<b>2:00</b>	<b>x</b>	<b>x</b>	<b>14.30 hrs.</b>

Table :1g

**Summer School : June 3, 2013- June 28, 2013**

Activity	Mon	Tues	Wed.	Thur.	Fri	Total
Read. Intervention	8:00-9:30	8:00-9:30	8:00-9:30	8:00-9:30	X	6:00
Math. Intervention	9:30-11:00	9:30-11:00	9:30-11:00	9:30-11:00	X	6:00
Lunch	11:00-11:30	11:00-11:30	11:00-11:30	11:00-11:30		0:30
Culture/Lang.	11:30-12:10	11:30-12:10	11:30-12:10	11:30-12:10	X	2:40
Science-hands-on	12:10-1:00	12:10-1:00	12:10-1:00	12:10-1:00	x	3:20
Adult Computer Lab	8:00-10:00	8:00-10:00	8:00-10:00	8:00-10:00	x	2
<b>TOTAL</b>	<b>2:00</b>	<b>2:00</b>	<b>x</b>	<b>2:00</b>	<b>x</b>	<b>20:00 hrs.</b>

This schedule will provide additional approximately 20 hours of instructional time out of which sports and Culture will cover only a fraction of this additional time.

To ensure the regular and uninterrupted flow of communication and information, the entire 21<sup>st</sup> CCLC staff will meet every other Friday for half an hour outside the regular school hours. This meeting time will help in following ways:

- a) disseminate program related information to all stakeholders
- b) Plan activities and share resources
- c) Evaluate the program's success and strategize accordingly
- d) Incorporate new ideas and actions to make the program effective

## COMMUNITY PARTNERS and Roles:

1. **GRIC Tribal/Business Partners:** There are several tribal business entities that we have established partnerships with, like Sheraton Resort, Lone-Butte Industrial Park, Land & Water department, Community Human Resources (alcohol & Drug Abuse), Komatke Boys & Girls Club. The primary role these partners will play includes but not limited to provide sponsorships to field trips, provide tangible rewards to our academic honor roll students, job shadowing opportunities to our students,.
2. **GRIC Dept. of Human Services:** Staff members from GRIC Dept. of Tribal Human Services formerly known as Alcohol & Drug Abuse Program (ADAP) will be working with our students twice a month for at least 30 minutes in individual and group sessions.
3. **Sun Lakes Volunteers Group:** This is a group of retired teachers, engineers, and the like who have been helping Gila Crossing Community School from the last seven years. They are very organized, committed, and punctual. This pool of volunteers has approximately 16 individuals and are willing to work with our children under the 21<sup>st</sup> CCLC program. This group of volunteers will help tremendously in assisting the core area teachers in a small group settings.
4. **Community Volunteers:** There are few community volunteers who are willing to come and work with our students on the Culture and language area. This group of volunteers will work closely with our language and culture teacher with a focus on the tribal language and cultural related domains, like sharing legends, stories in the winter time whereas teaching pottery making, beadwork during the summer time.
5. **Equine Assisted Learning Kahv'Yoo Spirit Program:** One of the primary goals of this program is to develop youth leaders who will demonstrate positive peer role model activity in order to increase resiliency characteristics of Self-esteem, Sense of life Purpose and Social Connectedness for the prevention of methamphetamine and Suicide among the youth of Gila River Indian Community. The funding for this program will be provided as an in-kind contribution resulting from the GCCS-GRIC Partnership.

The Equine Assisted Learning model incorporates horse centered experiences for emotional growth and learning and is recognized as a behavioral health best practice for suicide prevention in the First Nations Behavioral Health Assn. Catalogue of Effective Behavioral Practices for Tribal Communities. It currently is used in the First Nations Youth Treatment and Prevention through the White Buffalo Inhalant Treatment Center, Canada.

This program is culturally based in the belief that many Native American societies view the horse with profound sacredness as a kinship to man. That relationship accompanies the belief that Native people are given lessons of life through animals. The horse specifically is identified as having a strong spiritual power. The Gila River Indian Community has always used horses, for work, play and

companionship, and to this day wild horse herds are a common site within the community.

This innovative concept uses a comprehensive approach to address the needs of at risk students- where the horse profoundly exposes the gaps of human communication and behaviors to help bridge the gaps! The participant experiences an enriched learning process occurring outside of the classroom.

- ✓ Gives students an alternative outlet for emotional growth and learning that allows them to be both mentally and physically involved in their own healing process.
- ✓ Provides an outside cultured environment of hope and healing that is both safe and accepting for students to work through issues that may be disruptive in the classroom or causing student unsuccessful academically.
- ✓ Offers opportunities for students to develop their own tools for effective communication, resiliency, confidence, and creative problem solving as they face life's obstacles.

Our school will provide a comprehensive program that incorporates the knowledge and skills of Akimel O'odham and Pee Posh community elders, artists, community language/culture teachers, storytellers and collaborative partners. Classes offered will include O'odham and Pee Posh traditional songs and dances, basket weaving, gourd making, beadwork, Pee Posh pottery, Akimel O'odham and Pee Posh language, and traditional gardening and foods.

In order to keep the parents and the community informed and involved, a monthly newsletter will be published and sent along with the regular school newsletter. This newsletter will cover articles, stories, program related events mostly designed and published by our students recruited in this program. This program will coordinate the efforts with the school to enhance the school-community relationship and will provide opportunities for the community & parents to strengthen the ties. Sports and culture program will help bring in the volunteers from the community. Cultural program related events like 'Story & Legend' telling during the winter season will help regenerate and jump start the community's interest and partnership with our school. A sign-in log will be made available for any parental/community involvement event to keep track and accountability of the parental involvement.

Saturday sports program will have an eligibility requirement that will be closely tied with the academic/behavior performance of each participating student. Each student must submit a weekly eligibility sheet signed by the academic coaches. A student must show commitment by being in attendance, by showing weekly adequate academic performance to join Saturday sports club and other activities.

Each and every strategy being suggested in this program will have a tracking log to ensure the accountability and the logs will provide much needed data to evaluate the

success of the program and accordingly will help re-adjust and re-strategize the plans to ensure a successful experience for all participating students and staff.

Gila Crossing Community School will include the 21<sup>st</sup> CCLC program activities in its quarterly reports to the GRIC Tribal council and BIE Office. All the data generated from this program and graphs will be shared among all the program stakeholders and suggestions and recommendations will be solicited to ensure the valuable input is incorporated into the program. This will help in creating a community based ownership for this program. All program related success stories will be published in the tribal newsletter 'GRIN' to share with the community, stakeholders, business partners, and the tribal administration. This broad-based 'buy-in' will in turn help to create an environment in which the 'sustainability' of the program can take place.

A bi-annual meeting among all the stake-holders and the school administration will help evaluate each component of the grant based on the data attached to each part and sub-part of this program. All the data and the achievement scores of the students derived from NWEA, NASIS.DIBELS, Accelerated Reader program, Parental involvement logs, teacher made tests, SAT-10, and AIMS, GRIC culture and History curriculum benchmarks will be analyzed. This will help find the highlights and 'low-lights' of this program and re-strategize accordingly. The fundamental philosophy behind all the data collection and analysis is to ensure that all the decisions are "data driven decisions".

### **3. ADEQUACY OF RESOURCES**

#### **Administration of the Program:**

Since the number of children that will be served exceeds 300 (pre-k thru 8<sup>th</sup> grade), Gila Crossing Community School will hire a part-time coordinator (0.5 FTE) preferably with Arizona's Principal certification to over-see this grant program making sure all the different components of this program and the regular school's program fit well and are working together. The school administration along with the Site coordinator will make sure that there is no gap between the services and there is a smooth transition from regular to 'Soaring Eagles' program.

<b>Personnel</b>	<b>Availability</b>	<b>Approx. ratio</b>
Preschool-Kinder grade	4 certified teachers	6 to 1
1 <sup>st</sup> grade thru 3 <sup>rd</sup> grade	10 certified teachers	10 to 1
4 <sup>th</sup> grade thru 6 <sup>th</sup> grade	10 certified teachers	10 to 1
7 <sup>th</sup> grade thru 8 <sup>th</sup> Grade	3 certified teachers	10 to 1
Language and Culture	2 teachers (Ele/MS.)	12 to 1
Equine Discovery services	Contractor + 1 assistant	10 to 1
School Councilors, coordinator	2 councilors , 1 coordi.	Indiv. & group
Volunteers and partners	Need based	Indiv. & group
<b>Table :1h</b>		

There will be about 32 certified teachers available to work under this program in all different components of this comprehensive program. School will also have to hire five part time bus drivers for transporting the students during week days and three drivers for Saturday sports program. The community, parents & guardians were notified about this grant when the original letter of intent was submitted by the school on May 15<sup>th</sup>, 2012.

In addition to the highly qualified personnel needed to carry out the objectives and goals of the program, our school will also leverage two technology labs equipped with state of the art smart boards, 25 workstations in each lab with multimedia systems. Students will be provided access to 60 Kindle Fire HD e-book readers to get students into the daily reading habits. School will be able to provide access to its library and other educational resources, facilities, janitorial services, and other needed equipment such as copying machines, laptops, fax machines, internet & email access to ensure the success of this program.

### **Proposed Staffing Needs:**

#### ***Early Childhood (Preschool):***

Our school has established a developmental kinder classroom with ten students and two additional rooms for serving thirty (30) preschool children of 3 and 4 year olds. Two-thirds of these children in our early education wing have special needs ranging from speech related to severe learning disabilities. These preschool students will be able to take advantage of the extended learning opportunities at our school and get better prepared for kindergarten grade.

***Elementary School:*** Elementary School serves kinder through 4<sup>th</sup> grade students which forms majority of the students whose academic scores fall into 'Falls Far Behind' and 'Approaches' categories. Since our pilot program Striving Readers Comprehensive Literacy (SRCL) is being implemented from early childhood to 8<sup>th</sup> grade and including adults from our Family and Child Education Program (FACE), majority of our teaching staff have already been trained in different assessments covering this grade range including DIBELS-Next, Expressive One Word Picture Vocabulary Test (v4), NWEA, Renaissance Learning suite applications like Star Early program, Accelerated Readers and Math programs.

The number of Core area teachers who will be recruited is based on the Reading and math achievement scores of our students in the categories of 'Falling Far Behind' and 'Approaches'. Since the majority of our students' Reading and math scores fall into these categories, therefore, in order to provide an effective intervention opportunities to these students, every effort will be made to ensure that pupil to teacher ratio does not exceed 10.1. Reading and Math teachers will rotate their students among themselves to ensure all students who need the most gets the most out of this program.

Among these students at the elementary campus, at least there are 25 students who are special needs children and to meet their behavioral expectations, we will also

hire one counselor for kinder through fifth grade. Similarly, we will have one Language/Culture teacher and two coaches for Sports events for k-8 students. There will be one part-time site coordinator that will coordinate the program. Site Coordinator will ensure all the daily paperwork, assessments, personnel issues, coordinate all the activities, resources and maintain the continuity among the regular school and after school program.

***Middle School:***

There will be at least four certified teachers at the Middle School two in each of the core areas reading and math. In addition to this, we will have another fully certified Science & Technology teacher to work with middle school students & parents providing hands-on experiments on various projects and the teacher will also assist & prepare students for regional and inter-state science fairs. As mentioned earlier, site coordinator, Counselors, Language & Culture teachers and two coaches will be shared among all grade levels.

Each teacher will be paid on hourly based wages which is \$ 25 an hour. The school will make every effort to hire certified & highly qualified teachers from the campus staff who is familiar with the school wide programs such as SRCL and BIE Math Now! Programs.

Since Gila Crossing Community School primarily serves two of the six largest Districts namely District Six and Seven of the Gila River Indian Community, where the population is spread out with a 49 miles of radius from one end of the community to the other end. The school runs typically five buses to provide transportation to all our students. The school will make every effort to consolidate some of the bus routes in order to avoid huge transportation budget pressure on the overall budget of this program.

The school has been working closely with the two of Tribal Councilmen from this community and the response from the councilmen have been very encouraging and they are willing to provide any help that they can to make this program a success for their constituents (see letters of support). As mentioned earlier, there will be bi-annual meeting of all the stakeholders of this grant program. The stakeholders include tribal business partners like Sheraton resort, Lone Butte Industrial Park, Land & water Department, Boys & Girls Club of District Six, District Six & Seven Service Centers, Department of Human Services (formerly Alcohol & Drug Abuse Program-ADAP), and GRIC Police Department.

#### **4.QUALITY OF MANAGEMENT PLAN**

The following chart assumes that the BIE will notify the school about the award for this grant. According to this timeline, school administration will start preparing the needed pre-requisites by first week of February 2013.

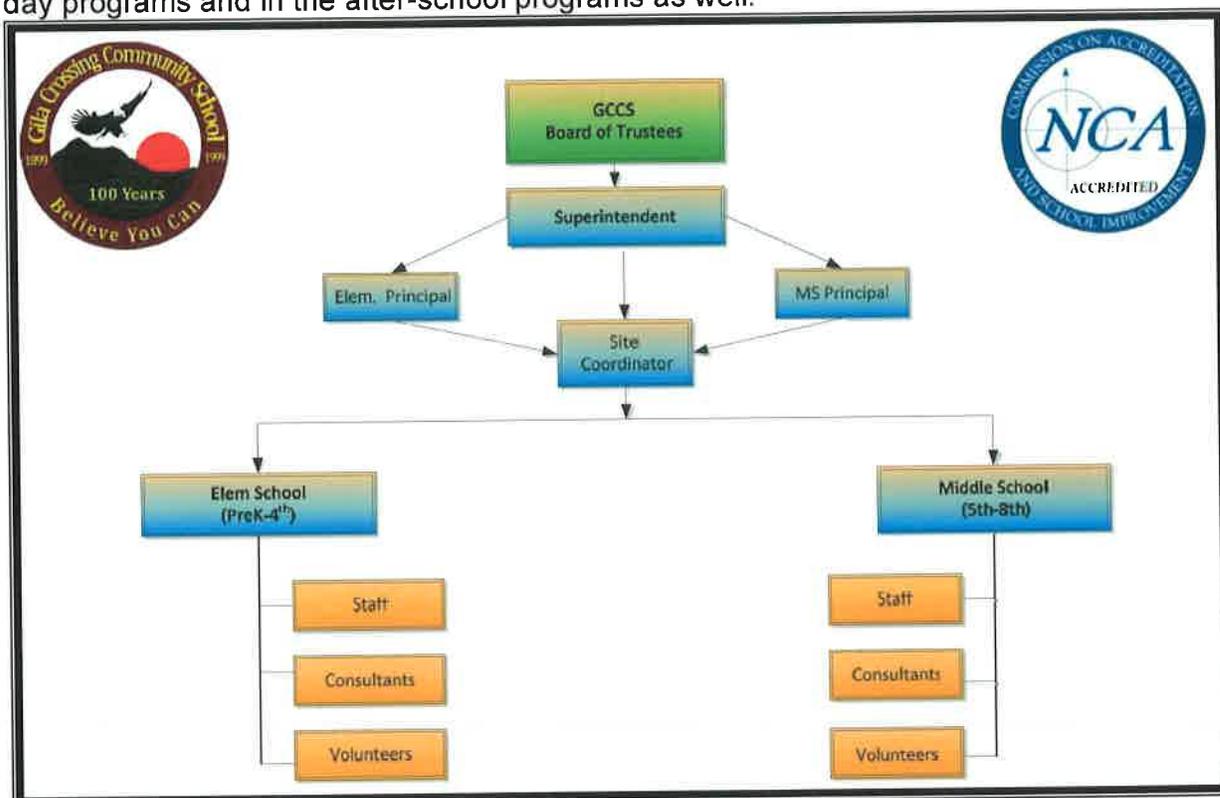
<b>Activity</b>	<b>Timeline</b>	<b>Responsibility</b>
Recruit/Hire Site Coordinator (Part-Time Position)	February 2013	School Administration
Recruit Staff/ Provide staff and Volunteers orientation	February 2013- Ongoing	Site Coordinator, Principal
Recruit students based on their academic performance, attendance & behavioral reports	February 2013	Staff & Site Coordinator
Order supplies & materials, equipment etc. & coordinate snacks with Cafeteria manager	February 2013	Site Coordinator
Send Fliers Home and in the community about the program	February 2013	Site Coordinator
Open After School Learning Center	February 2013	Site Coordinator Teaching Staff
Mid-Year Evaluation <b>May 2013</b>	May 2013	Site Coordinator, Principal, Grade Level Representatives
Summer Planning <b>First meeting: May 2013</b>	May 2013	Principal, Site Coordinator
Summer Programs Begin	June 2013	Principal & Site Coordinator
Evaluation/Year End	July 2013	BIE Officials, Principal, Site Coordinator

School will hire a part time (0.5FTE) site coordinator with an Az. certified credentials to coordinate, supervise, collect & analyze academic and other types of program related data. The coordinator will be working in close conjunction with both principals to ensure there is a constant flow of information taking place at all times.

All procedures, forms, and policies pertaining to personnel, students, parents, volunteers, and vendors will be utilized that the school has already established and are currently in use. Our newly hired Curriculum Director will play a key role to ensure the lesson plan formats have integrated Common Core State Standards (CCSS) with fidelity, a multi-tier system of support (MTSS) is in place and all the students who need the access to this program are enrolled by basing their academic achievement scores and behavioral incident reports.

The following chart indicates how the organizational structure will look like under the proposed 21<sup>st</sup> CCLC program at Gila Crossing Community School. The part-time

site coordinator (0.5 fte) will be fully trained by the administration and our curriculum director to maintain the continuity of fidelity, integrity, and rigor throughout the regular day programs and in the after-school programs as well.



As the school already has more than 12 days established to provide the professional development to all its instructional staff and the school calendar shows all Wednesdays are half-days to provide all our staff a dedicated time-slot for holding PLC (professional learning communities) meetings. We will continue to take advantage of these time-slots available for 21<sup>st</sup> CCLC staff as well. Our school has been emphasizing the 'roll-out of common core' while piloting the 'Striving Readers Comprehensive Literacy' (SRCL) plan on a school-wide volunteer basis. Professional development opportunities will be based on the school-wide needs assessment basis to ensure all instructional staff including our paraprofessionals get the most out of each training session.

Professional Development			
Content Type	frequency	Audience	Responsibility
Reading/Math area	On-going	Instructional staff, coaches	Byrne & Associates
NASIS	On-going	Instructional staff, coordi.	School IT Director
NativeStar	As needed	School Improvement Team	SIT Team
NWEA	On-going	Instructional staff, coaches	NWEA Tech support
PLC's	On-going	Instructional staff, coaches	Academic coaches, Curri. Dir

School has been using 'NativeStar' since 2010-11 school year to establish our restructuring plan and school-wide Smart-Goals and objectives. NativeStar will be extensively used to keep track of all the activities and guide the staff and coordinator accordingly. NASIS is another web-based tool that our school has been using to keep the student related information such as attendance, behavior, meals, grade-book, lesson plans, assignments, and other confidential information on each student enrolled in our school. We will continue to take advantage of this great web-based application.

As described earlier, site coordinator will ensure the proper flow-through of all information between all components of the 21<sup>st</sup> CCLC program and the regular day school programs. Since the school has been publishing monthly newsletter and also publishing the 'highlights' of school-wide programs in the Tribal newspaper 'GRIN' (Gila River Indian Newsletter) school will start a new section in these newsletters to disseminate and share information for our after-school program. Apart from this, site coordinator will start sending flyers home to notify the community, parents and guardians about this program and its highlights. Parents will be able to provide feedback during Evening activities that will be held and distributed throughout the entire year such as Family literacy nights, Science nights, tribal legends & story nights.

School will continue using NWEA assessment on a quarterly basis, DIBELS-Next and progress monitoring on weekly basis, AIMSweb quarterly basis, AIMS & SAT-10 standardized tests on an annual basis. Apart from these, teacher made pre & post tests, Expressive One word Picture Vocab. Test for preschool and FACE students, will be used on an on-going basis to ensure the data is collected & analyzed in a timely manner which will further assist in making data-driven decision.

## Budget Narrative Year 1: Project 'Soaring Eagles'

### Personnel Costs

Project Director	Director Edu Services (15% admin time in-kind)	\$ 0
1(0.5FTE) Site Coord.	90 days x 3 hrs. a day x @\$25 an hour	\$ 6,750
25 core area teachers	@ \$25 an hr. x 90 days x 2 hrs. a day	\$ 112,500
2 Counselors	@\$25 an hr. x 90 days x 2 hrs. a day	\$ 9,000
2 Culture/Lang Teacher	@\$25 an hr. x 90 days x 2hrs. a day	\$ 9,000
2 sports Coaches	@\$25 an hr. x 90 x 2 hrs. a day	\$ 9,000
3 Bus Drivers	@ \$ 20 an hr. x 90 days x 2 hrs. a day	\$ 10,800
2 Bus drivers	@ \$ 20 an hr. x 90 days x 2 hrs. a day (in-kind)	\$ 0
<b><u>Summer School:</u></b>		
	<b><u>(for 4 weeks x 4 days a week)</u></b>	
25 teachers	@ \$25 an hr. x 90 days x5 hrs. a day	\$ 0
Fringe benefits -10%	Title funds may be used	\$ 15,705
	<b>Total Personnel Cost</b>	<b>\$ 172,755</b>

<b>Travel</b>	For Site Coordinator +1 administrator	\$ 1,400
	<b>Total Travel</b>	<b>\$ 1,400</b>

### **Supplies/Materials**

Science Kits-	Robotics, Voyager Science kits x15 \$500 each	\$ 7,500
Supplemental books & supplies for classrooms	Paper, crayons, blocks, activity center materials, etc., library of Ebooks & audiotapes @ \$253 per classroom x 14	\$ 3,542
Parent Participation	Classroom Lending Library of 100 Home Activity packets @ \$300x 7 (Make it & Take it) plus other	\$ 2,100

supplies (for Preschool thru 2<sup>nd</sup> grade)

**Total Supplies/Materials Costs** **\$ 13,142**

**EQUIPMENT** School will provide the needed equipment e.g., 60 Kindle HD EBook readers, 30 Laptops, 50 workstations in two tech labs, access to other needed equipment such as fax, copiers etc. as in-kind contribution **\$ 0**

**Contractual** Equine Discovery by Native Learning Institute for a total of 10 sessions \$375 each x 10 x mileage **\$ 4,250**

**TOTAL BUDGET YEAR 1** **\$ 191,547**

## Participants Served Chart

**APPENDIX IV: Participants Served Chart**

Name of after school center	Designation – School Status	% free or reduced lunch	Estimated # of students to be served	Percentage of Day school population served	# of family members to be served, if appropriate	Grade levels served
<i>Gila Crossing Community School (K-8)</i>	<i>Restructuring As of 2011</i>	<i>94%</i>	<i>300</i>	<i>50%</i>	<i>50</i>	<i>PreK-8</i>

## **Performance Measures Template**

**APPENDIX V: Performance Measures Template**

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
80% of participating students will annually meet or exceed grade level expectations in Reading, math, lang. arts & in math	Provide additional intervention time Mon, Tues & Thursdays in Reading, Math, Lang. arts, & science	Site coordinator, Teaching staff	Quarterly Report Cards & monthly Progress charts for each recruited student in each content area- Oct., Jan. Mar., May	NWEA, DIBELS-Next assessment results, Accelerated Reader Scores, Standardized Test scores, Expressive One Word Picture Vocab. Test(v4) for preschool students
95% of participating students will annually improve attendance.; decrease tardiness, decrease discipline referrals, & show a decrease in suspensions, bullying awareness, based on NASIS reports	Student of the Month assembly , invite parents and recognize them, Required 95% attendance rate to participate in Saturday sports programs	Coordinator, staff	Quarterly Report Cards & monthly Progress charts for each recruited student in each content area- Oct., Jan. Mar., May	NASIS Attendance Reports, NASIS Behavioral Reports
Incidences of drug use, bullying and violence on school campuses will be reduced by 80% as reported on the BIE's Annual Report	Provide individual, group counseling sessions, bring parents in	Coordinator & staff	Quarterly Reports And the annual BIE Reports	NASIS Attendance Reports, Behavioral Reports
80% of participating students will improve their: a) knowledge of the Akimel O'odham and Pee Posh cultures, and b) knowledge of the history and land of GRIC	Culture & language classes, Bring in Elderly community members through partnerships, hands-on projects	Coordinator , In-house lang. & culture instructor	Quarterly Report Cards for each recruited student	Quarterly Reports from GRIC Culture/History curriculum on each student
Increase parental involvement in the schools by 75%	Open-door policy, implementation of SRCL community outreach component, Literacy Night, Science Night, data night, add more parents in Native Star authors' team, adult computer classes on Saturdays	Coordinator, admin staff	Two events in a month	Data from log books for parental invitations, parental contact sheets, sign-in sheets,
Increase the number and quality of school community/ Tribal/ business/ agency partnerships to implement, maintain and eventually sustain this program	Admin, coordinator to attend and report monthly community meetings at each District (Six & Seven)	Coordinator, admin	Twice a month, once at each District Level	Bi-annual meetings with stakeholders, Tribal quarterly Reports, tracking log records of services provided by the partners

## **Schedule of Operations**



**Budget Form-Appendix III**

**A Appendix III – 21<sup>st</sup> CCLC Budget Worksheet**  
(complete one for each center site)

ADD	West Region
ELO	AZSouth
Name of School	Gila Crossing Community School
Grant Name	21 <sup>st</sup> Century Community Learning Centers
Award Number	
Project Start Date	February 2013
Project End Date	June 30 <sup>th</sup> , 2014

<b>PREVIOUS SCHOOL YEAR ALLOCATION</b>	0
<b>EXPENDED PREVIOUS SY ALLOCATION</b>	0
<b>TOTAL CARRYOVER AVAILABLE</b>	\$0.00
<b>CURRENT SCHOOL YEAR ALLOCATION</b>	0
<b>TOTAL AVAILABLE</b>	\$0.00

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

<b>Direct Instruction</b>			
<b>Personnel Services</b>			\$ -
Project Director	Oversee the 21 <sup>st</sup> CCLC-(In-kind)	0	0
1 Site Coordinator (0.5 FTE)	90 days x 3hrs a day x @\$25 an hour	6,750	6,750
25 Core Area Teachers	@\$25 an hr. x 90days x 2 hours a day	112,500	112,500
2 Counselors (Elem & Middle)	@\$25 an hr. x 90days x 2 hours a day	9,000	9,000
2 Culture/Language teachers	@\$25 an hr. x 90days x 2 hours a day	9,000	9,000
2 Sports Coaches	@\$25 an hr. x 90days x 2 hours a day	9,000	9,000
3 Bus drivers	@\$ 20 an hr. x 90 days x 2 hours a day	10,800	10,800
3 Bus drivers	Will be paid as in-kind contribution	0	0
	<b>TOTAL</b>		<b>157,050</b>
<b>Employee Benefits</b>			\$ -
	10%	\$ -	<b>15,705</b>
<b>Professional Development</b>			\$ -
Byrne & Associates (Read/Math)	(paid out of SRCL & Math Grant)	0	0
NWEA /NASIS/DIBELS-Next	(paid out of SRCL & Math Grant)	0	0
AIMSWEB	(paid out of BIE Math Grant)	0	0

Common Core state standards	Paid by BIE	0	0
<b>Purchased Services</b>			\$ -
Kahv'Yoo Spirit-Methamphetamine/Suicide Prevention Initiative (MSPI)	Equine Assisted Learning-A Therapeutic Horseback Riding/Counseling Program	0	0
<b>Travel</b>			\$ -
Site coordinator + administrator	To attend annual conf./training	1,400	1,400
<b>Materials and Supplies</b>			\$ -
Science Kits	Robotics & Science Kits @\$783.33 each x 15	11,745	11,745
Supplemental books & supplies	Paper, crayons, blocks, manipulative and Activity center materials, EBooks etc.	3,547	3,547
	<b>TOTAL</b>		<b>11,042</b>
<b>Other Expenses:</b>			\$ -
Parent Participation	Classroom Lending Library of 100 Home Activity packets (Make it & Take it) plus other supplies (for Preschool thru 2nd grade)	2,100	2,100
<b>Equipment</b>			\$ -
60 Kindle HD Ebook readers,30 Laptops, 50 workstations in two tech labs	fax, copiers etc. as in-kind contribution	0	0
		\$ -	
<b>In-Kind for summer school</b>	<b>JUNE 2013 (4 Days x 4 weeks)=80 hrs.</b>		
<b>Personnel</b>			\$ -
25 teachers	@\$25 an hour x 5 hrs a day x 16 days (in-kind)	0	0
	Paid out of Title/Tribal funds (in-kind)	0	0
<b>TOTAL BUDGET</b>			<b>\$ 191,547</b>
Difference (Allocation less Budget)			\$0.00

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

**APPENDIX VII: Assurance Form**

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

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

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

Dr. Jeff Williamson (Superintendent)

Typed Name and Title of Authorized Representative

Jeff Williamson  
Signature of Authorized Representative

1-16-13  
Date

**Appendices-A**  
**JOB DESCRIPTION**

## **GILA CROSSING COMMUNITY SCHOOL**

### **21<sup>st</sup> Century Community Learning Center Coordinator Job Description**

#### **PART-TIME POSITION (0.5 FTE)**

#### **Reports to: School Superintendent**

*The Coordinator will plan and implement an after school program that is in accordance to the school's 21<sup>st</sup> Century Community Learning Center's grant proposal, applicable legislation and the GPRA Objectives and Performance indicators, with input from the all relevant parties, which may include the local School Superintendent, Principals, Director of Educational Services, Instructional staff, Special Ed, School counselors and others. Development and implementation of the program includes activity implementation as well as supervision of all 21<sup>st</sup> Century staff.*

#### **Qualifications: Master's Degree in Educational Field and Arizona State Administrator's certification preferred**

*Such alternatives to the above qualifications as the Board may find appropriate and acceptable.*

- *Knowledge of planning, implementing and directing afterschool programs and understanding ingredients of a successful program. Knowledge of developmental needs of students at all ages.*
- *Knowledge of community resources and how to form collaborative relationships.*
- *Organizational and project management skills*
- *Good oral and written communication skills*
- *Must provide a current Arizona Finger Print Clearance Card.*
- *Must have a valid Arizona Drivers license and provide an EZ MVR-Arizona 39 month record when operating a school vehicle.*
- *Must have a CPR and First Aide Certification, or ability to obtain such certification prior to commencement of employment.*
- *Must pass all drugs and background checks as required for employment at Gila Crossing Community School.*

**Supervises:** All Location activities and personnel assigned or contracted to provide services for the 21<sup>st</sup> CCLC Program at Gila Crossing Community School.

**Goal:** To implement the Goals of 21<sup>st</sup> CCLC grant proposal as approved and funded by BIE.

**Duties:**

- Organizes and works closely with a special team to implement the program
- Coordinates the evaluation of the 21<sup>st</sup> CCLC within Gila Crossing School site(s)
- Coordinates for supplies, materials, equipment, and transportation requests
- Coordinates the implementation of programs, daily activities, and special events sponsored by the 21<sup>st</sup> CCLC
- Schedules, monitors, and evaluates effectiveness of staff either assigned or contracted by the 21<sup>st</sup> CCLC program.
- Plans, helps, sponsor, and participates in activities for groups on some occasions
- Must be able to represent program in school staff meetings, Board meetings, parent groups, community & Tribal meetings. Must submit reports to School Superintendent.
- Must attend scheduled meetings and training sessions as required
- Performs other duties as assigned.

**DUTY HOURS:**

Works after-school, during summer on 21<sup>st</sup> CCLC program, Saturdays. Some hours may include in the evenings and or week-ends.

**Appendices-B**  
**DOCUMENTS OF SUPPORT**  
**(SCHOOL/TRIBE/PARTNERS)**



# Gila Crossing Community School

4665 W. Pecos Rd. ♦ Laveen, Arizona 85339  
Phone: (520) 550-4834 ♦ Fax: (520) 550-5526



"Home of the Eagles"  
[www.gccseagles.org](http://www.gccseagles.org)

## Board of Trustees

**Robin Fohrenkam**  
Vice-President

**Cecelia Martinez**  
Member

**Jason Jones**  
Member

**Priscilla Antone**  
Member

**Vacant Position**  
Member

## Administration

**Jeff Williamson**  
Superintendent

**Ryan LoMonaco**  
Middle School Principal

**Aaron Allery**  
Elementary Principal

## Letter of Support

November 6<sup>th</sup>, 2012

I am writing this letter of support with a great pleasure for our Gila Crossing Community School to apply for 21<sup>st</sup> Century Community Learning Centers grant. Our School Board of Trustees and administration have always been very supportive of bringing new and creative educational programs into our school community.

Gila Crossing Community School's intended project 'Soaring Eagles' under the 21<sup>st</sup> CCLC grant will not only enhance the academics of our children but also it will help create common platform for community members and parents to join the efforts by bringing in different expertise and resources of the community for our young community members. At the same time by extending educational opportunities to the students beyond the normal operational hours of the school, this program will help them tremendously to redirect their energy into more positive direction hence will prevent the kids from becoming a statistics of our tribal juvenile detention center.

I would like to assure you that our community will fully support this program and help our school to raise the academic achievements of all our students and find the resources to sustain these types of programs beyond the five years' term of this grant. I wish all the best for Gila Crossing Community School in acquiring this program.

Should you need additional information, please do not hesitate to contact me at (520) 550-4834.

Sincerely,

Robin Fohrenkam  
(Vice-President-School Board of Trustees)  
Gila Crossing Community School



# GILA RIVER INDIAN COMMUNITY

*Office of the Community Council*

RE: Letter of Support/Partnership for "Soaring Eagles" 21<sup>st</sup> CCLC Grant-Gila Crossing Community School

I am writing this letter with a great pleasure for Gila Crossing Community School (GCCS) for their endeavor to apply for 21<sup>st</sup> Century Community Learning Centers grant. This school falls into the District Six of Gila River Indian Community (GRIC) that I represent as a Tribal Councilman. As a Councilman from the District, I will be glad to leverage some of the services and other community resources located within my District to help support the program and possibly contribute to the sustainability and enhancement to the 'Soaring Eagles' program.

Community Educational programs such as this are much needed in all our Native American schools to ensure the success of all students. GCCS has made tremendous improvements and has been working very closely with our Tribal Council to bring in & implement the new programs such as Striving Readers Comprehensive Literacy, Common Core State Standards, and BIE Math Counts to name a few. Since the scope of this proposed program includes the participation & support of community members and parents alike, I strongly believe that this program will not only be beneficial to our students but to my community as well. It will help provide additional instructional time to our needy students, provide access to much needed resources like behavior counselors, tribal language & culture resources, help bridge the 'digital divide'. It will provide many opportunities to collaborate with District level resources such as Boys & Girls' club, GRIC Human Resources department (formerly known as Alcohol & Drug Abuse Program-ADAP), and with other various tribal enterprises located within the community.

I wish all the best to Gila Crossing Community School in acquiring this grant. Should you need additional information, please do not hesitate to contact me at the above number.

Sincerely,

Terrance B Evans  
District Six Councilman  
Gila River Indian Community



## FIRST THINGS FIRST

4000 North Central Avenue, Suite 800  
Phoenix, Arizona 85012  
Phone: 602.771.4991  
Fax: 602.274.7040  
www.aztf.gov

Chair  
Priscilla Foote

Vice Chair  
Dale Enos

Members  
Priscilla Antone  
Brooklynn Dee  
Lillian Kim Franklin  
Hon. Kami Hart  
Melissa Madrid  
Sandra Nasewytewa  
Mary Tatum  
Emily Warburton

January 15, 2013

To whom it may concern:

It is with great pleasure that I write this letter of support for Gila Crossing Community School on behalf of First Things First Gila River Regional Partnership Council in their endeavor to seek 21<sup>st</sup> Century Community learning centers grant funding.

Arizona's First Things First (FTF) initiative has been working with Gila Crossing Community School since 2008-09 school year under the Gila River Indian Community (GRIC) through a resolution of the Gila River Indian Community's Tribal Council.

The First Things First partnership with the Tribe and Tribal education and health programs has helped to have a great impact on young children and families through changing the way people and programs exchange information, make decisions and allocate resources to young children. This foundational and ongoing collaborative work has helped the Gila River Indian Community develop support for an early learning system, rather than simply expand the array of siloed program options in the Region. The First Things First Regional Council understands that their role cannot be to solely fund programs. The Council must be a partner at the table, to support information exchange, ensure funding has real and measurable impact, and inform policy around young children and families

Additionally, this partnership has provided ongoing support and resources to Gila Crossing Community School in terms of funding and technical assistance for the preschool and for parental involvement through programs such as the Quality Improvement Rating System (Quality First) which is focused on improving quality of early learning programs throughout Arizona, the Arizona Kith and Kin Project, which focuses on supporting the 80% of children in the GRIC community who are cared for by family friends or neighbors prior to kindergarten, and native language revitalization funding which allows early education programs within GRIC to further enrich their early childhood native language curriculum and training for teachers and parents.

Thank you for your consideration of Gila Crossing Community Schools 21<sup>st</sup> Century grant application.

Respectfully,

Cathy Thornton, Regional Director  
Gila River Indian Community Regional Partnership Council  
Gila River Indian Community Regional Partnership Council

**Appendices-C**  
**ASSESSMENT DATA**

### NWEA ASSESSMENT DATA (2011-12)

Grade Level	NWEA-2011-12(BOY) MATH (data in %)			NWEA-2011-12 (EOY) MATH (data in %)			NWEA-2011-12 (BOY) READING (data in %)			NWEA-2011-12 (EOY) READING (data in %)		
	Intens	Strtgc	Bnchmrk	Intens	Strtgc	Bnchmrk	Intens	Strtgc	Bnchmrk	Intens	Strtgc	Bnchmrk
K	85	6	9	63	13	24	71	12	17	59	10	31
1st	79	9	12	51	21	28	77	13	10	54	19	27
2nd	34	49	17	29	50	21	79	9	12	14	37	49
3rd	36	41	23	28	44	28	17	36	47	14	54	32
4th	44	40	16	29	14	57	10	52	38	12	28	60
5th	53	27	20	44	17	39	20	40	40	22	39	39
6th	45	32	23	30	33	37	30	31	39	15	29	56
7th	49	19	32	38	38	24	12	40	48	15	48	37
8th	50	37	13	50	23	27	31	31	38	27	29	44
Index	Strtgc = strategic			Bnchmrk= benchmark			Intens = intensive			BOY= Beginning of Year EOY= End of Year		

### NWEA Assessment Data 2012-13 (Math )

	Fall		Winter		RIT Change Fall to Winter		Percentage Change	
	Mean	Median	Mean	Median	Mean	Median	Mean	Median
Kinder	134.1	134	141.9	141	7.8	7.0	5.82%	5.22%
1st gr.	151	152	160.4	160	9.4	8.0	6.23%	5.26%
2nd gr.	169.4	170	176	176	6.6	6.0	3.90%	3.53%
3rd gr.	182.3	182	187.6	186	5.3	4.0	2.91%	2.20%
4th gr.	189.3	190	194.7	195	5.4	5.0	2.85%	2.63%
5th gr.	204.5	205	206.6	207	2.1	2.0	1.03%	0.98%
6th gr.	205.2	209	209	214	3.8	5.0	1.85%	2.39%
7th gr.	212.9	213	213.9	216	1.0	3.0	0.47%	1.41%
8th gr.	217.7	221	216	219	-1.7	-2.0	-0.78%	-0.90%

### NWEA Assessment Data 2012-13 (Reading )

	Fall		Winter		RIT Change Fall to Winter		Percentage Change	
	Mean	Median	Mean	Median	Mean	Median	Mean	Median
Kinder	137.4	137	142.6	144	5.2	7.0	3.78%	5.11%
1st gr.	149.9	150	157.8	156	7.9	6.0	5.27%	4.00%
2nd gr.	161	158	170.6	169	9.6	11.0	5.96%	6.96%
3rd gr.	179.8	180	183.1	184	3.3	4.0	1.84%	2.22%
4th gr.	186.8	188	188.3	188	1.5	0.0	0.80%	0.00%
5th gr.	194.4	198	198	202	1.6	4.0	0.81%	2.02%
6th gr.	194.9	199	197	198	2.1	-1.0	1.08%	-0.50%
7th gr.	203.5	205	203.1	205	-0.4	0.0	-0.20%	0.00%
8th gr.	204.9	208	208.8	210	3.9	2.0	1.90%	0.96%