

J. APPLICATION CHECKLIST AND REQUIRED FORMS

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

- Application for Federal Assistance (Standard Form 424), completed according to the instructions and signed by an authorized official (page 1) Form may be found at the US Department of Education Grant application and other forms page. www.ed.gov
- Cover Page
- Table of Contents (1 page)
- Program Summary and Abstract (2 page) *Not tabbed*
- Program Narrative (no more than 35 pages single-spaced) *Not tabbed*
- Participants Served Chart
- Performance Measures Template
- Schedule of Operations
- Budget Form –Appendix III (complete one for each center site)
- 21st CCLC Assurance Form
- Appendices – only those described below:
 - Job descriptions for key staff members
 - Documents of support from school and tribe
 - Memorandums of Agreement/Contracts for key partners
 - Assessment of objective data regarding the need for before and after school programming
 - Letter of support from the Official Tribal Grant, Contract School or Dormitory Official stating full compliance, support and financial integrity with the BIE's 21st CCLC RFP application requirements *Not included*

NOTE:

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

APPLICATION FOR FEDERAL ASSISTANCE

2.00



Version 7/03

1. TYPE OF SUBMISSION: Application		2. DATE SUBMITTED 16JAN2013	Applicant Identifier
<input type="checkbox"/> Construction	<input type="checkbox"/> Pre-application	3. DATE RECEIVED BY STATE	State Application Identifier
<input checked="" type="checkbox"/> Non-Construction	<input type="checkbox"/> Construction	4. DATE RECEIVED BY FEDERAL AGENCY	Federal Identifier
<input type="checkbox"/> Non-Construction	<input type="checkbox"/> Pre-application		

5. APPLICANT INFORMATION

Legal Name: Hotevilla Bacavi Community School	Organizational Unit: Department: Academic
Organizational DUNS: 183869023	Division:
Address: Street: Post Office Box 48 City: Hotevilla County: Navajo State: Arizona Zip Code: 86030	Name and telephone number of person to be contacted on matters involving this application (give area code) Prefix: First Name: Catherine Middle Name: Last Name: Begay Suffix:
Country: USA	Email: cathyb@hbc school.org

6. EMPLOYER IDENTIFICATION NUMBER (EIN):
8 6 - 0 3 5 9 9 0 6

Phone Number (give area code) 928-734-2462	Fax Number (give area code) 928-734-2225
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8. TYPE OF APPLICATION:
 New Continuation Revision
 If Revision, enter appropriate letter(s) in box(es)
 (See back of form for description of letters.)
 Other (specify)

7. TYPE OF APPLICANT: (See back of form for Application Types)
 Other (specify)
 H

10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:
 8 4 - 2 8 7

11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:
 Hotevilla Bacavi After School and Summer Academic Tutoring and Enrichment for Students and Families

12. AREAS AFFECTED BY PROJECT (Cities, Counties, States, etc.):
 Hotevilla, Bacavi, Kykotsmovi, Second Mesa, Rocky Ridge, Hard Rock, Polacca,

13. PROPOSED PROJECT

Start Date: 04FEB2013	Ending Date: 30JUNE2013
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14. CONGRESSIONAL DISTRICTS OF:
 a. Applicant: 1 b. Project: 1

15. ESTIMATED FUNDING:

a. Federal	\$.00
b. Applicant	\$.00
c. State	\$.00
d. Local	\$.00
e. Other	\$.00
f. Program Income	\$	185,775.00
g. TOTAL	\$	185,777.00

16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?
 a. Yes. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON DATE:
 b. No. PROGRAM IS NOT COVERED BY E. O. 12372
 OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW

17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?
 Yes If "Yes" attach an explanation. No

18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.

a. Authorized Representative

Prefix	First Name Catherine	Middle Name
Last Name Begay	Suffix	
b. Title Chief School Administrator	c. Telephone Number (give area code) 928-734-2462	
d. Signature of Authorized Representative <i>Cathy Begay</i>	e. Date Signed 01/16/13	

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

<u>Hotevilla Bacavi Community School</u>	
Organization	
<u>Catherine Begay</u>	<u>928-734-2462</u>
Name of Contact Person	Telephone
<u>cathyb@hbcschool.org</u>	<u>928-734-2225</u>
E-mail Address	Fax Number
	<u>01-16-13</u>
Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures	Date
<i>■ Note: The general certifications and assurances that are signed and submitted by the district each spring (or provided by the applicant to EED) will apply to this federally funded program.</i>	
	<u>01-16-13</u>
Signature of Organizational Representative	Date
<u>Chief School Administrator</u>	
Title	

\$ <u>185,755.00</u>
Total Funding Requested Per Year
\$ <u>557,265.00</u>
Total Funding Requested for Three Years

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

APPENDIX IX: Documentation Requirements

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	Appendix IV – Participants Served Chart
	Appendix V – Performance Measures Template
	Appendix VI – Schedule of Operations
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	Appendix VII – 21 st CCLC Assurance Form
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	Job descriptions for key staff members
	Documents of support from school and tribe
	Memorandums of Agreement/Contracts for key partners
	Assessment of objectives data regarding the need for before and after school programming
	Letter of support stating full compliance, support

ABSTRACT

The CCLC program will provide additional learning time for (a) academic tutoring and enrichment, and youth leadership development activities, including health, recreation, social services, Hopi cultural and community service projects and supportive social services. This will be a **differential 3 tier program** with a varying amount of time for students, according to their academic proficiency. Tier I Proficient students will have less tutoring and more extended your leadership development activities and enrichment. Less proficient Tier II and Tier Iii students will have more academic tutoring time in specific, skill-targeted math and reading in smaller groups and less time in recreational and leadership development activities.

To address students' academic achievement needs, the CCLC goals of supporting academic achievement related to state testing include: curriculum supported instruction in math, reading, language arts and science on those Common Core and Arizona Academic Standards that students are not proficient on, as reported on AIMS and SAT 10 score reports. Research based practices will be used , including the Voyager math Intervention Program, reading comprehension strategies, fluency practice, Reader's Theater, literature circles and integration of all curricular areas with science projects. Each of these program interventions are directly related to student test data. The proposed project will also address the school and community needs identified through a needs inventory that identified current gaps in our instructional program. Our current program does not provide an integrated, real-life, problem-solving approach to learning. The CCLC program will vary educational approaches to add balance, to meet children's identified needs. To address the lack of real-life based instruction in the regular day program, CCLC will provide high=quality academic enrichment using Active, Experiential, Integrated Learning through Science Projects and Community Service or Entrepreneurial Projects. To address the community's lack of after school programs by providing an enriched after school program with active, integrated learning through science and community service projects focusing on math., language arts and science, the CCLC program will prevent academic regression; for non-proficient students, maintain achievement for proficient students, and provide the only safe and smart after school and summer program. Tier I, II and III students will participate daily for 30 minutes 4 times a week, in health, fitness and recreational activities throughout the academic year and for 4 days a week during the 3 weeks of summer school coordinated with the activities provided by Hopi Elementary Athletic League (HEAL). The health and fitness and recreational program is planned to utilized, brain research-based physical activities proven to develop academic engagement and motivation.

To increase culturally relevant learning and participant's participation in community service projects with benefits to self and community we will use the research-based Full Circle Learning Program (FCL) for completion of community service projects weekly throughout the year. FCL is built on the premise that students connect academic learning with community service. Each lesson plan unit from FCL incorporates thematically integrated activities. The FCL model uses academic projects as the tools and community service as the desired outcome of every learning unit. Additionally, students will plan for and carry out community service projects using FCL in coordination with science projects, to indicate to student participants that the lessons they are participating in apply directly to the community and the problems they face.

We will tutor with Active, Experiential, and Integrated Learning through Science Projects. We will use science projects as an integrating theme for academic learning. Informational text communicate information about the world beyond the child's home environment. These science projects will play an integral role for students who have not had access to enriching, real world, authentic experiences to address the needs of HBCS students and families in our community

Competitive Points

Hotevilla Bacavi Community School has been fortunate to be able to partner with several key community and tribal based organizations to apply for the current 21st CCLC grant opportunity. Included with our application are partnership agreements with Northern Arizona State University, Coconino County Forest Service and Bacavi Community (funded through the Hopi Tribe). These partnerships assist our school in providing a rich, culturally-relevant education for the students we serve and we are proud to partner with them. Although Hotevilla Bacavi Community School, currently, has limited relationships with community organizations, the school is working diligently, through the LEA, to foster more productive relationships with community organizations throughout its service area, and beyond.

- Hotevilla Bacavi Community School is located centrally, between two Indian Health Service facilities; The Hopi Health Care Center and The Tuba City Regional Health Care Center. Our students and their parents/guardians utilize either of these facilities, based on their preference.
- We are fortunate that our local health providers at IHS provide vision and audio screening, height and weight, and immunization referrals for our students, at the school facility on a yearly basis. This assists the school in ensuring that all students are healthy and makes it possible for appropriate referrals to be made. They also provide to our students, presentations, as requested, regarding student health and wellness, including a variety of topics including sex education, tobacco prevention and diabetes awareness. Additionally, services from the Hopi Tribe – Behavioral Health Services assist our students and their families by providing social services, including Child Protective Services, ensuring that are students are in appropriate home environments. Domestic Violence and alcohol/substance abuse are pervasive issues on the reservation that this agency aides in addressing, as well.

Our school has been able to work with Futures for Children, and local community programs to help students develop leadership and socialization skills. Additionally, the school has partnered with the Hopi Tribe – Environmental Protection Office to build a recycling program on the school campus. These types of activities truly assist HBCS in providing a comprehensive, well-rounded education for our students.

- HBCS is excited to have the opportunity to apply for such an assistive, dynamic and supportive grant. By implementing the activities listed in this proposal, we anticipate perpetuating a truly health, happy and productive environment for all of our students/participants, as well as all staff. We anticipate that the physical activity component, in partnership with the Hopi Elementary Athletic League, we plan to implement will aid program participants in being healthy, both physically and mentally, as well as in conveying that “positiveness” to others. We will continue to work within the partnerships we have formed, and hopefully with the 21stCCLC Program we are forging, to help students live positively and productively not only while here at Hotevilla Bacavi Community School, but also for the rest of their lives.

Writing AIMS

Grade	#FF Below				# Approaches				# Meets				# Exceeds			
	2011		2012		2011		2012		2011		2012		2011		2012	
3	NA															
4	NA															
5	2	17%	0	0%	7	58%	5	42%	3	25%	7	58%	0	0%	0	0%
6	3	21%	2	25%	8	57%	4	50%	3	21%	2	25%	0	0%	0	0%
7	1	5%	4	24%	12	63%	10	59%	6	32%	3	18%	0	0%	0	0%
8																
	===	===	===	===	===	===	===	===	===	===	===	===	===	===	===	===
Total:	6		6		27		19		12		12		0		0	

33 Students Non-Proficient 2011

25 Students Non-Proficient 2012

Science AIMS

Grade	#FF Below				# Approaches				# Meets				# Exceeds			
	2011		2012		2011		2012		2011		2012		2011		2012	
3	NA															
4	0	0%	1	6%	5	71%	4	25%	2	29%	6	38%	0	0%	5	31%
5	NA															
6	NA															
7	NA															
8	7	70%	8	47%	1	10%	4	24%	1	10%	4	24%	1	10%	1	6%
	===	===	===	===	===	===	===	===	===	===	===	===	===	===	===	===
Total:	7		9		6		8		3		10		1		1	

13 Students Non-Proficient 2011

17 Students Non-Proficient 2012

The annual growth of our students from 2011 to 2012, as measured by the AIMS assessments are shown in the tables shown above. Our students have achieved minimal annual growth, which does not allow them to academically “catch up” to acceptable measures as defined by the state of Arizona. By providing research-based activities and curriculum-supported instruction after regular school hours and during the summer months when school is not in session, the CCLC program that we plan to provide will provide extra instructional time and contact hours with highly qualified teachers as well as structured youth leadership development activities to enable *all* students to “catch up” to meet their individual academic potential.

1B Following is the Percentage of School Population NOT Reaching Grade Level Proficiency Benchmarks in Reading, Math, Writing & Science on SAT 10 and AIMS DPA in April 2012

% of Students NOT Reaching Grade Level Proficiency on SAT 10 and AIMS in 4/2012

1 st Grade: Reading = 40%	Math= 54%	Language= 50%	Science= 92%
2 nd Grade: Reading = 44%	Math= 43%	Language= 6%	Science= 60%
3 rd Grade: Reading = 54%	Math= 77%	Writing= NA%	Science= NA
4 th Grade: Reading = 6%	Math= 25%	Writing= NA%	Science= 31%
5 th Grade: Reading = 17%	Math= 41%	Writing= 42%	Science= NA
6 th Grade: Reading = 51%	Math= 75%	Writing= 75%	Science= NA
7 th Grade: Reading = 36%	Math= 58%	Writing= 83%	Science= NA
8 th Grade: Reading = 41%	Math= 59%	Writing= NA%	Science= 71%

Average: Reading = 36% Math= 54% Writing/= 51% Science= 64%
Lang Arts

1 B. Because all students at Hotevilla Bacavi Community School are Native American , and 85% are English Language Learners, subgroups to receive targeted assistance are constructed from grade levels.

The percentages of students who **DID NOT** meet academic proficiency in academic content areas are as follows:

Math: Grade 1 (54%) Grade 2 (43%) Grade 3 (77%) Grade 4 (25%)
Grade 5 (41%) Grade 6 (75%) Grade 7 (58%) Grade 8 (59%)

Math is a Target Area for grades 1,2,3,4,5,6,7,8.

Reading: Grade 1 (40%) Grade 2 (44%%) Grade 3 (54%) Grade 4 (6%)
Grade 5 (17%) Grade 6 (51%) Grade 7 (36%) Grade 8 (41%)

Reading is a Target Area for grades 1,2,3,4,5,6,7,8.

Language /Writing: Grade 1 (50%) Grade 5 (42%) Grade 6 (75%)
Grade 7 (83%)

Language Arts (Reading and Writing) is a Target Area for grades 1,5,6 and 7

Science: Grade 1 (92%) Grade 2 (60%) Grade 4 (31%) Grade8 (71%)

Science is a Target Area for all grades, K-8. This is due, in part, to *NCLB* drawing academic focus solely on the core areas of math, reading and language arts. As a result, less instructional time has been allocated to science, resulting in decreased student achievement.

Although no test scores are available for Kindergarten, grade 1 student test scores are an indicator of student achievement, and serve as a foundation for learning. Therefore, as evidenced by first grade test scores, foundational knowledge is low, and Kindergarten students are included as a specific subgroup targeted for academic assistance.

Grades (subgroups) Targeted for Academic Assistance

Subject	Grade(s) (subgroup)
Reading/Language Arts	K, 1,5,6,7 and 8

Math	All Grades
Science	All grades
Language/Writing	All grades

The overall academic achievement level of the junior high school (grades 6 -8) is low, and therefore will be targeted specifically by the CCLC program we are proposing.

Utilizing the most recent test data available to them (Spring 2012 Sat 10 and AIMS scores), HBCS staff have worked to develop a listing of students who are deemed to be recipients of “targeted assistance”; although all students will be afforded the opportunity to participate in the proposed CCLC program dependent upon their individual needs. The administration and academic staff, K-8, were involved in and have identified, in conjunction with instructional staff, specific grade levels and specific academic areas inclusive of Tier II students. An additional list has been developed identifying Tier III students as “at-risk”. This ensures that all students will be served within the CCLC program. Program staff will utilize appropriate progress monitoring tools , including benchmark assessments (such as NWEA – M.A.P. testing) in reading, writing and math to determine which additional students should be targeted as having the greatest need due to lack of progress in realizing academic achievement goals. Utilizing this information will help to ensure that Hotevilla Bacavi Community School is serving the students who are most at-risk academically. These students will be bussed to and from school to effectively and routinely participate in the CCLC program, as an extension of school hours; therefore, all students will automatically attend CCLC program activities on a scheduled basis. In total, 82 students have been targeted as Non-Proficient.

Students who are achieving Proficiency will also attend the program. We expect that another 25 students identified as Proficient will also participate in the CCLC program, bringing the total number of participants to 107. These students will be bused to and from program activities. Staff will monitor CCLC student attendance on a quarterly basis, using NASIS to assist in ensuring the attendance of all “at-risk” students. Additionally, fifty families will participate in the proposed CCLC program. The teacher supervisor will conference, on a quarterly basis, with parents of children who are not attending or who are not progressing, to determine workable solution to remedy hindrances to attendance and lack of progression.

Students in Kindergarten through eighth grade will be monitored for progress in the core subject areas, to determine appropriate academic need, throughout the year. Progress monitoring tools will consist of STAR reading, NWEA (M.A.P. assessment) in reading and math, unit assessments and teacher-made tests in addition to anecdotal records. Teachers will also use assessment scores to develop appropriate activities (skill-based) to assist identified students in “catching – up” to their appropriate grade-level achievement. Currently, students are recommended by teachers to attend after school tutoring to receive additional assistance. Referral forms and student screening protocol are reviewed by instructional staff at the beginning of each school year, to assist in appropriately determining students in need. Students who continue to experience difficulty are referred to the Child Study Team. The team reviews assessments, student performance (current and previous) for additional information and parents may be contacted for further input. Based on this information, the Team, recommends specific interventions to be provided with specific strategies, if necessary, or a recommendation of additional testing may be made. Each grading quarter, students take the STAR math and reading assessments, DIBELS, and the NWEA (M.A.P. assessment) as a means to ensure and/or assess progress.

Additional efforts to target & recruit students consists of the following:

- a) Parents of all students in need, grades K-8 will receive a personal, mailed letter from the Chief School

Administrator inviting their children to participate in 21st CCLC. In addition, 21st CCLC information will be provided at Parent Teacher Organization (PTO) meetings, IEP meetings and at Parent / Teacher conferences as one means of providing the student with extra services., b) All students will receive a brief presentation of what 21st CCLC provides and will be given a flyer to take home to their parents., c) 21st CCLC Bulletin Board: The entrance of the school will have a bulletin board displaying 21st CCLC information and activities, which will be updated weekly., d) Community Flyers: Flyers will be placed in community businesses and community administration offices as well as in the Hopi Tribal Headquarters offices, and updated quarterly. e) Title I Fall and Spring Parent Conference: The 21st CCLC Coordinator (or a 21st CCLC teacher) will present an informational session at each Conference.

1C To address students' **academic achievement needs**, the CCLC goals of supporting academic achievement related to state testing include: additional, curriculum-supported instruction in math, reading/language arts and science on those Common Core and Arizona Academic Standards that students are Not Proficient in, on AIMS and SAT 10. Research-based practices will be used including *Voyager Math Intervention Program*, reading comprehension, literature circles, reader's theater, book discussions and integration with science projects. Each of these program interventions is directly related to student test data and specific strand data, identifying skill breakdowns for each student. The proposed project will also address the school and community needs identified through a needs inventory that will identify current gaps in our educational program. Our current program does not provide an integrated real-life problem approach to learning. The CCLC program will vary the approaches utilized to add balance to meet each child's identified needs. To address the lack of real-life based instruction in the day program, CCLC will provide high-quality, after-school academic enrichment using Active, Experiential, Integrated Learning through Science Projects and Community Service or Entrepreneurial Projects. Because of the communities' lack of after-school programs, students will be provided, by the HBCS CCLC program, active, integrated learning through science and community service projects focusing on math, language arts and science activities that will prevent academic regression for Non-Proficient students, maintaining and enriching achievement for Proficient students, and will, additionally provide the only safe and smart after-school and summer program available to HBCS students.

1D NOT APPLICABLE because HBCS WAS not a 2011-12 school year grantee.

1E. The following performance measures are directly related to Spring 2012 SAT 10 and/or AIMS assessment scores in the following ways:

- Tutoring services that target specific academic skill areas are needed. This is shown through the analyzation of the specific strand data provided by Spring 2012 SAT and/or AIMS scores.
- Academic research has proven that comprehensive physical education, health, recreation and the provision of social services is crucial to academic success. By addressing and providing activities within our CCLC program to address these needs, student achievement will be supported and, as a result, will increase.
- Cultural relevancy is a research-proven concept to support and increase student academic achievement. Our CCLC will provide activities to support cultural relevant educational activities,

which will, consequently increase student engagement, motivation, interest and the value of student education.

- The proposed CCLC program at Hotevilla Bacavi Community School will provide abundant opportunities for parent, family and community involvement within the educational setting. Opportunities to engage in community and entrepreneurial projects will also be provided to students. These types of meaningful, authentic opportunities have been proven to assist in helping students realize the value of education, increase student engagement, and provide the students with a sense of pride; all of which will help to ensure student academic growth.
- Although 99% percent of students are Hopi, there is a lack of sufficient culturally-based instruction in the regular-day academic program. Research has proven that lack of culturally-based or integrated instruction puts native students at an academic risk. This need will be addressed by providing culturally-based instruction, combined with community service as a part of real-life learning experiences.

1F This CCLC program draws from values and mores within the Hopi and Navajo communities of Hotevilla, Bacavi, Kykotsmovi, Second Mesa, Rocky Ridge, Hard Rock and Polacca. The geographical setting includes a population of Native Americans who are 97% Hopi and 3% Navajo or other nationality. Approximately, 85% of children and parents who attend HBCS are bilingual. The free and reduced lunch count gives the most accurate information regarding HBC'S communities' economic levels. 99% of students qualify for free and reduced lunch. Data reported in the U.S. Census indicate that, for the county in which the communities are located, 68.4% of the population falls below the poverty level. Pervasive poverty, unemployment, and general socioeconomic distress characterize the area.

Approximately 99% of CCLC families will qualify for free or reduced lunch, and 60% of families will be unemployed and have been so for 12 months or longer. Many of the adults have less than a high school education and have language proficiency needs. Parents need effective training to provide a beneficial learning environment for their children. There are limited training opportunities to address these needs within the community, however, students and staff at Hotevilla Bacavi Community School actively participate in and organize a recycling program, in conjunction with the Hopi tribe (Office of Environmental Programs). Other projects have included campus/community beautification projects and community tutoring projects held after-school.

It has been evidenced through student reports and home visits that there is little literacy support for children in many homes. Families have language proficiency needs. It is critical that families acquire the literacy training, understanding and skills to be actively involved in their children's education.

Due to the remoteness and economic circumstances of the community, there is a severe lack of sustainable employment. The remoteness, living conditions, and economic conditions have created a detrimental impact on health, family stability, social issues, literacy and learning. The impact is evident in the academic, health, social and behavioral issues associated with children at the school. Additional factors that place students at risk of educational failure include (1) an upsurge in the identification of students with special needs (i.e., aggressive behavior, developmental delays and emotional issues) and (2) the lack of effective parenting skills is pervasive throughout the HBCS service area. This project will provide (a) academic tutoring and enrichment as well as (b) health, recreational, and social service activities and (c) more Hopi culturally relevant education and (d) community service and entrepreneurial projects. By providing these activities and services, the HBCS' CCLC program will effectively address the issues identified as hindering student academic achievement, as well as those affecting the child's emotional and social well-being.

Inadequacy of Current Resources: We are critically under-funded. The after-school tutoring or extended learning programs are provided by staff on a strictly voluntary basis. Recreational opportunities are limited, and due to funding constraints are not offered at the school level, but through the respective communities, independent of the school. There is no safe after school environment for students. This lack of any extracurricular (both academic and recreational) activities has a devastating and impeding effect on our students; their academic achievement is extremely low, they have no organized social, physical fitness or recreational activities. As a result, students acquire poor study habits, dysfunctional behaviors and poor attitudes toward school, which, ultimately result in decreased academic achievement.

The Bacavi Community Center and Hotevilla Youth Center have limited program funds, and consequently, have few activities to offer at-risk students. There are limited training and ongoing learning opportunities for adults in the community. Statistics on the number of dysfunctional behaviors, violence, drug incidents increases as students get older, which research shows, can be reduced through quality after-school learning activities. Students become accustomed to “hanging around” and tend to lose motivation for learning, for employment, and for community service.

Although there is a Health Clinic in operation on the Hopi reservation, there are no comprehensive family centered health services for students and their families in the target area and no comprehensive social services care, to address the many issues that face our students and their families.

Community resources are currently stretched to their limits. Parents and community members must travel long distances and have wait for long periods of time to receive IHS services. In addition, there are no extension or enrichment programs for students who are scoring Proficient, therefore those students are not reaching their full potential.

One avenue utilized in developing this CCLC program proposal was staff input. Through the use of staff surveys, the following issues were identified as factors that put HBCS students “at-risk” for educational failure:

- (a) Lack of skill-focused, data-driven after school tutoring for students who need additional assistance,
- (b) Enrichment opportunities for proficient students, especially during summer school,
- (c) Lack of effective staff development,
- (d) Lack of learning strategies and teaching pedagogies correlated to best practices,
- (e) Lack of appropriate instructional materials,
- (f) Lack of curriculum mapping done at beginning of year to guide instructional planning,
- (g) Lack of effective parental and community involvement including PTO and literacy night,
- (h) Lack of NASIS utilization for student tracking (identification of at-risk students),
- (i) Lack of involvement in sharing assessment data with students and parents.

2 QUALITY OF PROJECT DESIGN

2A See Appendix V

Objective 1.1 and 1.2, Math and Science: There will be a 10% increase in the number students in grades 3-8 of regular CCLC participants (30 days or more) who score proficient in Math and Science as measured by NEWA and AIMS Math and Science annually each spring and a 3% annual increase in the number of students proficient for the duration of the program. In addition there will be a 10% increase in the number of students grades K-2 of regular CCLC participants who score proficient in Math and Science/Environment as measured on SAT 10 and NEWA.

Objective 1.3, Reading: There will be a 10% increase in the number students in grades 3-8 of regular CCLC participants (30 days or more) who score proficient in Reading as measured by AIMS Reading annually each spring and a 3% annual increase in the number of students proficient for the duration of the program. In addition there will be a 10% increase in the number of students grades K-2 of regular CCLC participants who score proficient in Reading as measured on SAT 10 and NEWA.

Objective 2.1 By the end of each program year, 75% of the participating students (attending 30 or more CCLC sessions) will demonstrate a 10% increase in physical activity and physical fitness as measured by the SPARK curriculum benchmarks administered by the CCLC staff in August 2010, January 2013, and June 23 2013.

Objective 2.2 Individual Family Service Plans (IFSP) will have been developed and implemented by June 23, 2013 for 90% of the 20% of students and families identified to be most in need of services, as evidenced by project logs showing the number of IFSP's developed.

Objective 3.1 Hopi adult family members and community provide culturally relevant information and learning activities for students 30 minutes per day 2 times per week by June 23, 2013

Objective 3.2 125 Students and 20 adult family members will engage in at least 2 community service and/or entrepreneurial projects using Full Circle Learning as a framework by June 23, 2013.

Objective 3.3 Adult family members participate for at least forty 60 minute sessions of family literacy activities, GED or adult learning activities by June 23, 2013.

2B We will utilize the Scientifically Based Research 3 Tier Model and SBRI Scientifically Based Instruction to implement program goals and objectives. "Strategies of providing targeted differential instruction based on need data, tailoring instruction to student needs, and matching materials to student ability..." (Denton & Mathes, 2003, Intervention and Torgesen, 2004. Evidence in Reading Research)

The CCLC program will provide additional learning time for (a) skills-based, data-driven, academic tutoring and enrichment, and youth development activities, including health, recreation, social services, Cultural, and community service projects and social services. This will be a **differential 3 Tier program** with varying amounts of time for students dependent on their academic proficiency levels and needs. Tier I Proficient students will have less tutoring and more extended youth development activities and enrichment. Less proficient Tier II and Tier III students will have more academic tutoring time in math and reading in smaller groups and less time in recreation and youth development activities.

Scientifically Based Research (SBR) Practice to address objective 1.1 tutoring and extended learning activities in math and reading will be provided daily throughout the program year. Tiers II and III (Non-Proficient) students will participate in reading/language arts activities 30 minutes 4 times a week throughout the year. Tier I proficient students will participate in extended learning reading activities for 30 minutes 2 times per week. To address objective 1.1 students not-proficient in math from Tier II and III will participate in extended learning activities in math for 30 minutes four days per week throughout the entire year. Tier I proficient students will participate in extended learning math activities for 30 minutes 2 times per week. Students will participate in 120 minutes of both reading and math for 5 days a week during the 4 weeks of summer school. This will provide more needed academic tutoring time for students in Tiers II and III.

The scientifically research based intervention materials and model for math will be the Voyager Math Intervention Program. This program has research-based evidence of increasing student math achievement.

Rowe (1998) observes that book-related dramatic play is an important part of the literacy-learning process and Stone and Christie (1996) suggest that literacy-enriched play environments for mixed-age learners can facilitate literacy activity and cooperative helping behaviors. Another way we will dramatize stories is through the utilization of Readers' Theater which provides authentic opportunity for students to reread text and practice fluency. The report, based on findings of the National Reading Panel, Put Reading First: The Research Building Blocks for Teaching Children to Read, asserts that to help students become fluent readers, they should repeatedly read passages aloud with guidance. Fluency is important because it frees students to comprehend what they read. We will use book discussions about Common Core Standard-recommended books/literature to engage students in productive, meaningful conversations about their reading. This assists them to extend their reading experiences, learn to effectively analyze different genres of literature and expository text, develop fact-based opinions and find evidence from the text to support their opinions. In 1996, the national Standards for the English Language Arts, issued by the National Council of Teachers of English and the International Reading Association, endorsed literature-based collaborative classrooms where students take increasing responsibilities for choosing, reading, and discussing books (and other texts such as science texts). Literature circles as models of exemplary instruction. Book discussions and literature circles and thoughtful expository reading were among the practices found in Spielberger and Halpern's (2002) approach to instruction in after school programs.

To increase culturally relevant learning and student participation in community service projects (with benefits to self and community) we will use the researched-based Full Circle Learning Program (FCL) for Community Service Projects weekly throughout the year. FCL is built on the premise that students connect academic learning and community service. Each lesson plan unit from FCL incorporates thematically-integrated activities. The FCL Model uses academic projects as the tools and community service as the desired outcome of every learning unit. Students will plan for and carry out community service projects using FCL in combination with science projects, to achieve the goal that students applying lessons in the community will solve community problems. The FCL lesson plans suggest service projects that center around priorities important to our Hopi communities such as: recycling and natural resource management, substance/alcohol abuse, poverty abatement, equality for women, rural transformation, greater understanding of diverse cultures, and greater access to health services. In the CCLC program when students conduct projects within the course of a learning unit, the teacher will include a variety of activities that engage various types of learners, therefore community service projects will include reading, writing, math and science academic skills. Building on learning styles, multiple intelligence theories, a Full Circle Learning lesson plan chart will assist teachers to identify the learning strengthened by each activity and vary the methods used throughout a unit, to link academic education to individual capacity building and personal goals. Full Circle Learning studies show that three of every four students improve academically in the basic skill areas. 75%-84% tested over a five-year study increased grade equivalency, many students show greater interest and almost universal improvements in their motivation to learn. They improve social skills such as leadership, conflict resolution, personal responsibility and others. The Full Circle Learning program is research based and has won awards as a promising research-based practice. Students will participate in community service projects for 60 minutes 3 times a week for Tier I and 60 minutes one time a week for Tiers II and III students during the academic year and for 30 minutes 4 times a week during the summer.

Research Evidence for Objective 3.3: Equipped for the Future is a national, standards-based educational improvement initiative for adult basic education and English language learning that will be used for the

Adult Education/Family Literacy component. Adults will participate for 4 hours per week on identified days throughout the academic year and the summer. Adults will also participate in community service projects with students weekly.

We will tutor with Active, Experiential, Integrated Learning through Science Projects. Following are the scientifically -based research on program activities so that learning is embedded in all activities. We will use science projects as an integrating theme for academic learning. Informational texts communicate information about the world beyond the child's home environment. These types of science projects can play an important role for students who have not had access to enriching, real-world experiences (Neuman & Celano, 2006) to address the needs of HBCS students and families in our community.

Science texts offer many opportunities to expand students' vocabulary, an important benefit because one of the most research-based findings regarding literacy is the relationship between vocabulary knowledge and reading achievement (National Reading Panel, 2000).

Students have many compelling occasions to use math and language arts in the context of scientific inquiry. They can use math to analyze data they have collected, and develop explanations for the phenomena they are investigating. Students can also incorporate such math elements as drawings, tables, and graphs. We will use the research-based integrated instructional approach to science and literacy called Guided Inquiry supporting Multiple Literacies (GIsML), researched by Hapgood and Palincsar, in Educational Leadership, January 2007. This approach has significantly increased both students' science content knowledge and academic skills in reading and math. The results of research suggest the following: (1) Because students generally find science engaging, inquiry based science instruction has active learning opportunities. (2) Inquiry based science instruction encourages students to stretch their capacities to read, express and use ideas in written and oral forms. (3) Reading texts to explore science topics, combined with experiential investigations and discussions, help student acquire reading strategies even better than direct instruction in those strategies can. A science project that asks students to measure, collect, and analyze data, graph, and express scientific relationships builds math skills. We will incorporate science trade books, journal writing, graphic organizers, Internet searches, and mathematics with science investigations.

Dosage Matters research suggests that students who have both strategy instruction and sustained opportunities and more time to read interesting texts to learn about a particular theme (for example, animal habitats) as well as to complete related math problems are more motivated to read and are more strategic when reading, than are students who receive strategy instruction alone. Vitale and Romance also report that related time in content-oriented instruction yields higher gains in reading comprehension than does strategy-oriented instruction.

2C To monitor progress In Reading and Math On Objectives 1.1 and 1.2. In Reading Tier I students will be monitored monthly; Tier II students will be monitored every 2 weeks, and Tier III students will be monitored weekly. Reading benchmark assessments to be used to monitor reading are DIBELS and classroom unit assessments from the *Journeys* reading program will be used for grades K-6. Math will be assessed quarterly using *Voyager Learning Vmath Benchmark assessments*. We will use Vport, the Voyager data management system to monitor individual student's learning progress in math. The PC, CCLC staff and regular program staff will monitor Student Progress on benchmarks in reading, math on the timelines specified above with the progress-monitoring tools listed above and in section 2A. Data will be collected and analyzed quarterly and specific lesson plans will be developed to identify address areas of need and to identify target students, and to realign student groupings and/or instruction if necessary. Students will be monitored pre and post summer school sessions for evidence of proficiency growth.

The NWEA (M.A.P.) assessment tools in math, reading and language arts will be administered quarterly to determine student progress, according to benchmark measures, at every grade level. All instructional staff will develop skills in the use of these tools available for supporting student progress, developing interventions, and monitoring student progress with the software and tools available at HBCS. Data will be shared with students and parents.

The Teacher Supervisor, PC, Reading Coach, and staff will study, as a team, student progress scores quarterly, on benchmark assessments in reading, writing, math and science to determine students' needs and create lesson plans and groupings based on data.

Projects and activities will be intentionally designed to address and re-teach the academic standards that students "Not Proficient" in based on progress monitoring data analysis completed periodically to identify needs. Students will read, and complete math problems using intentionally designed units using expository, active, integrated science and FOSS Science materials. Integrated Lesson Plans, and will be developed and will be aligned with Common Core and State Standards. CCLC activities will be based on student progress data to assure that students meet their annual growth goals, are able to "catch up" and achieve the growth necessary for them to be on grade-level.

2D Student data including attendance, behavioral data and parent/guardian contact information, for participating students will be collected continuously using NASIS software quarterly and annually in order to compare data effectively. Daily participation will be recorded on Project Records and Logs by teachers.

NASIS will be used by all staff to input attendance, schedules, demographic information, grades, special programs and results of both state and local student assessments. Staff will continue to receive NASIS training, as needed to more fully utilize these systems to guide instruction and the implementation of school programs. Data collected will be provided to all applicable stakeholders as it applies to them directly; to aide in evaluating the program and to assist in program planning.

2E Native Star indicators guided the development of this proposal. The school will implement the Native Star system more systematically and effectively to determine the appropriate school level of implementation regarding the "effective practices" indicators contained within Native Star. The Administration and staff will prioritize the documented needs from Native Star that are not addressed in the proposal at a semi-annual Native Star review session and use the results to guide revisions to the CCLC program.

HBCS has begun the process of developing a comprehensive approach, including local student risk surveys to survey ALL stakeholders to gather and evaluate feedback and establish goals relevant to academic and social opportunities that foster partnerships to promote and enhance student success. Teachers are required to review last year's AIMS assessment scores and utilize these scores as a base for instruction. Teachers will be trained in utilizing the Renaissance Learning Programs. Teachers will determine students who are to remain after school for tutoring by analyzing the data gathered from assessments as an indicator. Teachers will use NWEA (M.A.P.) assessment and all instructional staff will be appropriately trained in giving the assessment and the effective analyzation of results.

The following data will be collected to evaluate the noted objectives:

- **(objectives 1.1, 1.2)** To evaluate objectives in math, language arts and science, all students will be given the NEWA (M.A.P.) and the SAT 10 Grades K-2 and the Arizona Dual Purpose AIMS will be given in grades 3 through 8 in reading and math in, April annually.

- **(objective 2.1)** To evaluate this objective, CCLC physical recreation staff will administer the SPARK curriculum benchmarks in Sept, Dec, and May, annually and calculate the percentage of students participating in 30 or more CCLC sessions whose score has increased by 10% annually from September to May.
- **(objective 2.2)** To evaluate this objective, information will be collected by the Project Coordinator through project logs maintained and updated weekly: Project logs are reviewed mid-year and at the end of CCLC. The number and percent of IFSP's developed for the 20% of students and families determined to be in most need of services will be tabulated at the end of May annually.

The program shall maintain a log -based record keeping system (using NASIS when appropriate) for: program operations, enrollment information, and attendance records for activities, participant information, development of Individual Family Services Plans (IFSP), and current financial records/budget information.

Data will include: CCLC participant GED's obtained, staff development provided, program activities accomplished, and attendance rates of children and parents. This data will be collected according to the developed schedule and will be analyzed after the initial assessment then annually thereafter. Project logs will be reviewed twice a year. The analysis will be used as a method for continuous improvement by the Program Coordinator/Teacher Supervisor, families, staff, and community service providers. Key processes, procedures, activities and service delivery methods will be revised, as needed to aide Hotevilla Bacavi Community School in meeting its stated objectives/goals. This continuous improvement process will be utilized as a guide for all program activities and services described in this proposal.

- **(objective 3.1)** The Project Coordinator (PC) will calculate the number of students who participate in culturally -relevant learning activities provided by family and community for 30 minutes 2 times per week for at least 20 weeks by the end of the program year as evidenced by CCLC project logs.
- **(objective 3.2)** The Project Coordinator (PC) will calculate the number of students and adults who participate in at least 2 community service projects by the end of the program year as evidenced by CCLC project logs. The Project Coordinator (PC) will be responsible for updating the project logs weekly with information provided daily by CCLC staff on the names and number of participants for each CCLC activity. The PC and Teacher Supervisor will review all project logs monthly and analyze information to determine areas of improvement.
- **(objective 3.3)** The PC will calculate the number of adult family members who participated in the 4 hour adult family member component weekly by the end of the year as evidenced by the program logs.

A yearly performance report will be completed based on the analysis and conclusions from this data collection process. Other reports will be compiled as needed. Evaluative data will be shared with other professionals, stakeholders and other relevant parties. All required reports will be prepared and submitted in a timely manner. Parent Needs Surveys will be distributed and data will be collected from completed forms regarding parent/guardian perception of school/staff needs.

Project Coordinator will review lesson plans weekly to assure CCLC staff are basing instruction on Common Core and Arizona reading, math and science standards and implementing the appropriate research -based strategies to ensure that effective instructional strategy are being correctly implemented. This will be accomplished using a CCLC Strategies Implementation Checklist.

2F To expand opportunities and increase student motivation we will implement community service projects with engaging benefits to students and their communities. We will use the researched-based Full

Circle Learning Program (FCL) for Community Service Projects, weekly, throughout the year. FCL is built on the premise that students connect academic learning with community service projects, thereby, expanding youth opportunities for learning. Each lesson plan unit from FCL incorporates thematically-integrated activities. The FCL Model uses academic projects as avenues to learning and community service as the desired outcome of every learning unit. Students will plan for and carry out community service projects using FCL in combination with the science projects. To achieve the goal that students will use knowledge gained in the FCL program to solve community problems, FCL lesson plans suggest that service projects center around identified priorities important to Hopi communities such as: recycling and natural resource management, poverty abatement, equality for women, rural transformation, greater understanding of cultures, and access to public health.

Tier I students will participate in community service projects for 30 minutes 2 times a week during the academic year and for 30 minutes 5 times a week during the summer.

Other project areas will consider Hopi culture and projects related to CCLC Community Service.

Students in Tier I will only be involved in this enrichment activity combined with community service for 60 minutes, 3 times a week during the school year and for 5 times a week for 30 minutes during the summer.

Our CCLC program will accomplish two goals: (1) It will engage students in enjoyable activities that create a desire to learn, and (2) provide more teacher/student contact hours in reading and math to build specifically on student deficiencies through curriculum-supported activities. We will use the Beyond the Bell: After School ToolKits funded by the Department of Education through, 21st CCLC designed to give the after-school program coordinator and staff, the resources they need to build a comprehensive program with enjoyable, innovative, balanced and academically -enriching activities that not only engage students, but extend their knowledge bases in new ways, thereby increasing academic achievement in reading, math and science.

We will use Scientifically Based Research Model Integrating Science Across the Curriculum, which combines science projects and investigations with math and reading activities that focus on Common Core and Arizona academic standards. For example, science projects that include reading, build science knowledge while strengthening literacy skills.

2G See Appendix VI for Schedule of Operations for our one (1) site.

2H. Hotevilla Bacavi Community School is currently (and will continue, through its CCLC program) to partner with the following community entities to comprehensively identify and address recognized areas of need and/or deficiency among its students and their families:

1. Law Enforcement: The Hopi Police Department will provide presentations for students and adults regarding safety topics such as Bullying, Gang prevention, Domestic Abuse Prevention, and Security awareness.
2. Indian Health Services: IHS will present crucial information to students about a variety of subjects to help students become aware of local issues. IHS will continue to partner with HBCS to provide student and adult health and wellness presentations and activities in Substance Abuse, Diabetes Health, Wellness, and Healthy cooking. The CCLC will become a centralized system and location for scheduling and providing health services through IHS. Health services provided by IHS include physical exams, wellness classes and vaccinations. Providing this centralized system and location for services will assist in helping program participants receive timely medical services.

3. United States Department of Agriculture: The USD helps to ensure that students receive nutritious meals and that the school develops and implements a Wellness Policy.
4. Bureau of Indian Education: The BIE provides technical assistance and guidance regarding school operations and funding. Additionally, Hotevilla Bacavi Community School has the opportunity to apply for additional, competitive funding from the BIE to assist in subsidizing program such as CCLC.
5. The Hopi Tribe: provides assistance to the school through its departmental programs. We will coordinate with the Hopi Tribal Health Dept. to participate in their Diabetes Program, Tobacco Usage Prevention, Cancer Prevention and Early Intervention Programs. We will also partner with the Hopi Department of Education to seek funding sources for parent/guardian participants who wish to obtain their GED or further their education, and we will utilize services through the Hopi Behavioral Health Program (parenting classes, Child Protective Services, Mental Health)
6. The Hopi Elementary Athletic League: (HEAL) is a community partner currently providing limited sports activities for students. There are not enough activities provided by HEAL to involve all students after-school. Activities are provided by HEAL only during the school year, but not the summer. This CCLC program will provide stipends for HEAL staff to add additional activities in the after-school program. In addition HEAL staff will provide summer sports camps, athletic activities, and recreational activities. CCLC will provide staff development so HEAL and HBCS classified staff will receive SPARKS certification.
7. Navajo County: is able to provide presentations regarding healthy cooking, parents as partners and other relevant topics.
8. Hopi Credit Association: is able to provide classes for participants and their families regarding budgeting, loan applications and money management.
9. Northern Arizona University: has a partnership with HBCS to participate in "Talent Search", which is a program to introduce students to different aspects of collegial life, and the skills and personal characteristics needed to be successful. Students attend an annual Career Fair as scheduled for Hopi students.
10. Friends of Hopi: Twice a year, the Friends of Hopi come to HBCS. They are a group of retired individuals from a variety of locations with varying professional backgrounds. They assist in classrooms and share their career experiences with the students.

Native Writers will provide monthly activities for 6 months of the CCLC program for students and adults showcasing native writers and providing writing skills workshops. The CCLC will purchase signed books by native writers for the library.

To address objective 2.2, the CCLC Program Coordinator (PC) and one CCLC staff member will work with identified parents for 30 minutes per week throughout the program year and with community partners that include Indian Health Service, Tuba City Hospital and Community Health Representatives to develop and implement an IFSP family plan which will provide eye and ear screening, preventative health screening, medication, immunizations, nutrition, glasses, and hearing aids. Staff will begin an IFSP family plan for the most in-need families to plan for family needs, link with community agencies, and provide follow-up. CCLC staff will create and follow-up on family wellness plans. The parent liaison will meet with the Project Coordinator (PC) to provide the baseline information of community agency services that are currently being accessed by students and families. The Hopi Tribal Police will also meet with the

PC to provide input on unmet community agency needs they have observed. The PC will identify and communicate with key personnel at each agency, invite each to participate with the CCLC Program. Partnership activities will be documented and scheduled. The representatives from potential partner organizations will meet during the first month of the project, then quarterly to establish coordination procedures and practices and share delivery strategies. Partners will be encouraged to use the 21st Century CCLC as a basis for their services in the local community so that participants can more readily access needed services.

2I. Our CCLC program will link to the regular school day program in the following ways:

- Regular program teachers and teacher assistants will serve as CCLC teachers and certified teacher assistants. Teachers will develop a Weekly Integrated Lesson Plans throughout the year that expands upon, addresses specific learning skills in and focuses on crucial concepts in the school curriculum and instructional program.
- Teachers and assistants will provide instruction during after-school tutoring and enrichment activities using culturally-related material, integrated with the Common Core and Arizona Academic Standards in reading, writing, math and science, in conjunction with the school program to provide a link.
- The teachers will use FOSS Science Projects and Full Circle Learning with community service projects as the integrating piece with regular school day themes and objectives.
- To link to the school day program, to our CCLC program, each CCLC teacher will use uniform HBCS curriculum maps for language arts, math and science that the regular school day uses to guide instruction. These curriculum maps identify the Common Core and Arizona Academic Standards that will be taught throughout the school year, in all grade levels, K-8. The curriculum maps provide a scope/sequence and pacing guide to ensure that instructional staff provide instruction in all the appropriate grade level reading, writing, math and science standards. The curriculum maps also denote that benchmark assessment will be given each quarter in each academic area (math, language arts and science). These maps will be the bases for the lesson plans and units which will guide CCLC instruction. The lesson plans and units will teach the identified reading, math and science standards using real life science and service projects as integrating themes.
- Teachers will complete a Student Progress Report that will show which standards have been taught and the students' progress on those standards. The Progress Report will be shared with regular day school instructional staff and given to parents on a monthly and mailed home quarterly with the school report card thereby assuring a reliable avenue to communicate with parents.
- The CCLC will utilize and expand upon the same standards and objectives as are incorporated into the 90-minute reading block, however the CCLC program will employ more intense, individualized, student-centered, developmentally-appropriate instructional strategies.
- Hands on manipulatives are implemented in grades K-8 as well as in the CCLC program. The Math block program teaches to the same standard as the school day program.
- Teachers are required to list materials and methods of instruction in their weekly lesson plans and CCLC plans to assess linkages between instructional materials used in the day program and CCLC.
- Language and culture are integrated into the core subject areas as will be in the CCLC. The Hopi Lavayi Program assists and provides guidance for language instruction and will also be utilized in the CCLC.
- Students will receive instruction from their own classroom teacher, therefore minimizing the need for collaborative meetings. However, CCLC instructional staff will be allotted time to participate

in and to collaborate with other staff regarding student progress, instructional methods and test data. Regular program teachers and assistants will receive a stipend to tutor after school and in the summer. Teachers will utilize the developed lesson plans by implementing FOSS Science Kit activities, Full Circle Learning Curriculum, and the ToolKit lesson plans to provide reading, writing, math and science instructional activities connected to those academic standards that students are not proficient in. Regular day program teachers will meet with the CCLC teachers at least quarterly (utilizing written agendas and sign-in sheets) to document for those CCLC staff who are not part of the day program, and provide an updated copy of each student's Student Progress Report.

- The CCLC Homework Club will provide assistance to students in learning activities and objectives from the regular day school program. The Club will be available to students who have self-identified themselves as needing assistance in completing assigned homework. The program will run concurrently with other CCLC activities, and CCKC staff members will rotate as monitors of this voluntary program participant component of CCLC.

2J Our CCLC program will attract youth and their families for several key reasons. (1) All HBCS students will be provided the opportunity to participate in the CCLC Program. This will guarantee that we have a 100% recruitment plan to serve 100% of at-risk students. (2) Parents of the 108 enrolled students have been involved with the discussion of their child's lack of adequate progress and are committed to making this program successful. As a result, we have secured parental "buy-in". (3) A Parent Agreement will be part of the Parent School Compact, signed at the beginning of the school year. The HBCS Parent Liaison will communicate directly with parents/guardians by completing home visits to parents/guardians of students identified as most at-risk to participate. HBCS's Parent Advisory Committee (PAC) will recruit parents. (4) Staff have been involved in data analysis and program planning during the last year and have stated their commitment to this program. (5) Youth will be attracted by the opportunity to participate in sports activities, summer sports camps and various engaging after school activities.

Participants of both sexes and all ages will be equally recruited and served; in addition, because it is anticipated that fewer males may wish to participate, recruitment efforts have been designed to appeal to the male family and community member participants. Special interest activities have been specifically designed to appeal to and meet the needs of male participants, as well as to persons of all ages. In an effort to attract those persons who speak Hopi, all communications (verbal and written) will be made in Hopi as well as English. This includes radio announcements, brochures, reports, etc. In addition, several program components have been specifically designed to attract and meet the needs of our Hopi population, including Hopi Language and cultural activities. Participants of other backgrounds, such as Navajo, who live in the communities are invited and encouraged to participate.

Another component of the CCLC program will be Entrepreneur Development. This component will target students in grades 6-8 as well as adults. CCLC staff will work in cooperation with the Department of Economic Development to teach the skills and provide opportunities to develop small enterprises. Instructional topics to teach will include; designing small businesses, creating business plans, budgeting, banking, and marketing. The CCLC program will both assist participants in obtaining permits to sell their crafts, reducing current barriers in obtaining those permits and assisting participants in selling their crafts at bazaars and other venues, to eventually showing their arts at the Hopi artisan shows at the Museum of Northern Arizona and the Heard Museum in Phoenix. To assist in attracting families, child care will be provided for parents who attend CCLC activities. The parent liaison will provide transportation to parents on an "as needed" basis. Various incentives and meals will be provided to parents during CCLC meetings

Equipped for the Future is a national, standards-based educational improvement initiative for adult basic education and English language learning that will be used to attract families for the Adult Education/Family Literacy component. To encourage family members in need, GED preparation classes (funded by HBCS) will be offered to parent/guardian program participants. In order to obtain a GED, adults will participate for 4 hours per week each Tuesday throughout the academic year and the summer. Adults will also participate in entrepreneurial projects that will give them skills and tools to create their own small businesses. We will also include the following parental involvement activities to attract families in our school: parent teacher conferences 3 times each year for communicating with parents about their children's progress, Parent Teacher Organization (PTO) meetings once a month on the first Monday of the month for jointly working with parents, a Parent Training Conference twice a year in September and in the Spring to provide (1) information to parents about our educational programs and regarding student progress, (2) cultural activities and parent training activities and (3) reports regarding student performance. At this time we will also dialogue with parents to gain their input into our educational programs and into CCLC as well as our school plan. A central event that begins the school year, and in which parents are very much involved in, is Native American Week. Parent Newsletters containing program activities for students and families will be disseminated to all stakeholders on a monthly basis.

The CCLC program will support and expand upon these activities. When parents are on site to participate in the CCLC Program, they will be invited to participate in the classroom learning activities of the other children in their family. Parents will participate and be involved in the self-monitoring and evaluation of the CCLC program

2K The HBCS CCLC program has been designed and developed to maintain enrollment. When we designed our academic programs, other factors had to be considered in addition to the academic content. For example, we designed activities in our after school CCLC program to be engaging for students and to not duplicate what is currently happening during the school day. Our after-school activities will address the academic needs of students and expand upon their learning in ways that are relevant and authentic to them. These literacy practices offer the opportunity to accomplish all these tasks, while simultaneously strengthening students' literacy skills. Story and literature dramatizations will be used as literacy practice to give students the opportunity to bring pieces of literature to life. Acting out characters' parts engages students while building memorization, fluency, and comprehension skills. The research regarding reading comprehension, reading aloud, dramatization, and book discussion provides strong support for their inclusion in after-school programs.

Learning is embedded in all activities. We will develop projects that interest students and adults and that also incorporate multiple areas of content knowledge such as the development of solar or wind energy demonstration projects, an insect garden with art mosaics of the ecosystems in our region, health and nutrition fairs, recycling, or trash management. Exploring Science through Projects and Problems involves real-world learning experiences that incorporate other academic disciplines.

We will implement activities to maintain student enrollment by using problems and projects that students are find interesting meaningful to engage students, make science relevant, and encourage students to make decisions to solve problems; for example; how to recycle effectively. Or, combine science and literacy activities by reading a book and developing an activity that builds on the story. Investigating science through project or problem based learning works well because students are directly involved in their own learning as they develop problem-solving skills, learn new content, and apply what they learn in real-world situations.

Activities will be exciting and engaging. Reading informational texts can increase student engagement. Our students need more active engagement and motivation to learn. Research has shown that students'

motivation and reading comprehension increase when, among other issues, the students are directed toward content goals.

Students are permitted to participate in after-school sports only if they are Proficient and meeting academic goals and objectives. Using the “No Pass No Play” procedures assures that Non-Proficient students will participate in the CCLC program to increase their academic achievement.

2L Agencies and organizations such as local law enforcement, Indian Health Services and Child Protective Services work with the school to promote a safe and drug free school.

Tier I, II and III students will participate daily for 30 minutes 4 times a week, in health, fitness and recreational experiences throughout the academic year and for 4 days a week during the 3 weeks of summer school coordinated with the activities provided by Hopi Elementary Athletic League (HEAL). The health and fitness and recreational program is planned to make school more interesting and will include walking, running (using pedometers to log miles), volleyball, cross country, basketball and other organized games and physical activities using SPARKS. Speakers from community agencies will address issues that are of concern to students and their families.

CCLC will use community resources to strengthen the school program, community study, families and student learning. Field trips will be provided to take students to various scientific, cultural, and career awareness, and facilities directly related to their science projects and community service projects that students would not otherwise be able to access.

One CCLC Classified staff member will be assigned to work with CCLC program teachers to coordinate the process for developing each child and family’s Individualized Family Service Plan (IFSP). Staff will have knowledge of community and agency services and will be able to facilitate the service delivery. An intake evaluation will be used to support the family in identifying: 1) the child’s needs; 2) family strengths and needs; 3) the type and scope of intervention services needed to meet the child’s needs; 4) the family strengths and needs related to basic literacy training, adult basic education, employability skills, training, job development and job placement services; 5) family needs related to family assistance, children’s health care, food and housing; 6) the type and scope of intervention services needed to meet the families’ needs; and 7) how the family will monitor their progress toward their goals.

The program will collaborate with other service delivery systems which require families individualized plans to ensure that there is no duplication of plan development and also to ensure a seamless service delivery system to meet children’s needs. Program teachers will maintain copies of the IFSP and will work with other delivery systems including community, agency, and tribal services to ensure that the family’s plan can be and is used by all relevant services. The use of the one IFSP by service delivery agencies will assist in obtaining more comprehensive services for children. Teachers, together with families schedule services.

2M Currently, HBCS has a limited number of volunteers who are able to work with students. One of the activities in the CCLC program will be to recruit and train volunteers who will be able to begin volunteering in years 2 and 3 and will constitute a greater portion of the CCLC staff in years 4 and 5. We will use elders / seniors as volunteers in CCLC to support learning and emphasize Hopi cultural practices and activities throughout the CCLC program. Additionally, we will utilize elders, senior citizens and Hopi Consultants to integrate Hopi culturally relevant content into learning activities. We will also use the After-school Training ToolKit and Hopi elder participation, 30 minutes 2 times a week for all students in Tiers I, II, III during the academic year and 30 minutes 4 times a week for 3 weeks during the summer. We will use Theater: Oral Traditions Tool Kit to involve families and the community. In this activity, students learn about and discuss the importance of oral traditions in the Hopi culture, investigate oral traditions from the Hopi culture, and share them. Hopi people from the CCLC

participating students, families and community will be recruited to provide storytelling and discussions regarding oral traditions to include: (a) Understanding the importance of oral traditions in the Hopi culture. (b) Investigating and sharing oral traditions that reflect students' Hopi culture. Hopi storytellers use both narratives and songs that focus on themes including: sacred, beauty, place, and community. Students will think about oral traditions that are important to their families. They may be traditional stories or they could be songs. Students will interview elders, senior citizens or other community person to learn more about their own traditions. In addition, a Hopi Community Consultant will be recruited using CCLC funds to integrate Hopi culture into thematic units. The Hopi Consultant will provide instruction in such areas as: basket making, weaving, clay work, painting, Hopi plants and herbs, which will be integrated into the instructional units. Staff development will be provided for 2 days to CCLD staff to incorporate Hopi culturally relevant content into instructional units that will be used as a basis for lesson planning CCLC activities weekly throughout the year. Junior high classes will meet with the local community individuals at the local Elderly Center to learn cultural responsibilities, language and cooking.

2N As a measure of student success and achievement, as well as CCLC program objectives in math, language arts and science, all students will be given the SAT 10 (Grades K-2) and the Arizona Dual Purpose AIMS (Grades 3 through 8) in reading and math in April, annually. Regular program teachers will administer the tests. Non-proficient students will be identified and the % determined for each grade. Percentage of students Proficient (participating CCLC students) will be compared annually with percentage scores for those students from each of the prior years to determine if there is a significant difference (+/-). Scores for Non-Proficient students will be analyzed and compared separately. Quarterly benchmark assessments in reading and math are given quarterly and results used to plan and drive instruction. The Educational Consultant will be responsible for data analysis.

To evaluate objective 2.1 CCLC physical recreation staff will administer the SPARK curriculum benchmarks in Sept, Dec, and May annually and calculate the percentage of students participating in 30 or more CCLC sessions whose score increased by 10% annually from September to May.

To evaluate objective 2.2 the following information will be collected by the Project Coordinator through project logs maintained and updated weekly: Project logs are reviewed mid-year and at the end of CCLC. The number and percent of IFSP's developed for the 20% of students and families determined to be in most need of services will be tabulated at the end of May annually. Additional review of developed IFSP's will yield results regarding effectiveness of the plan and the number/percentage of goals met.

The program will have written policies for, and shall maintain a log-based record keeping system for: program operations, enrollment information, and attendance records for activities, confidentiality provisions (written contracts) for both families and staff, participant information, Individual Education Plans (IEP) or Individual Family Services Plans (IFSP), current financial records/budget information.

Collected Data will include: GED's obtained, staff development provided, program activities accomplished, and attendance rates of children and parents. This data will be collected according to the developed schedule and will be analyzed after the initial assessment then annually thereafter. Project logs will be reviewed twice a year. The analysis will be used as a method for continuous improvement by the Program Coordinator/Teacher Supervisor, CCLC staff, families, and community service providers. Key processes, procedures, activities and service delivery methods will be revised as needed to enhance progress toward the stated objectives/results.

The Project Coordinator (PC) will calculate the number of students who participate in culturally relevant learning activities provided by family and/or community for 30 minutes 2 times per week for at least 20 weeks by the end of the program year as evidenced by CCLC project logs.

In order to evaluate objective 3.2, the Project Coordinator (PC) will calculate the number of students and adults who participated in at least 2 community service projects by the end of the program year as evidenced by CCLC project logs.

The Project Coordinator (PC) will be responsible for updating the project logs weekly with information provided daily by CCLC staff regarding the names and number of participants for each CCLC activity. The PC and Teacher Supervisor will review all project logs monthly.

Evaluation of objective 3.2 will be completed by the PC and will consist of the calculation of the number of adult family members who participated in the 4 hour adult family member component weekly by the end of the year as evidenced by the program logs.

A yearly performance report will be completed, based on the analysis and conclusions from this data collection process. Other reports will be compiled as needed. Evaluation data will be shared with other professionals, stakeholders and relevant others. All required reports will be prepared and submitted on time.

2O We plan to sustain the key elements of the program after the end of 21st CCLC funding in the following ways: (1) We will have built capacity in our teaching staff by having provided training for staff, regarding effective methods of identifying student academic needs, assessing progress quarterly using progress monitoring data to drive decision-making, and in utilizing effective teaching strategies that utilize an integrated approach based on real-life problems and community needs. Our school does not have a high turnover and most teachers and assistants live in the community, therefore, we can continue our CCLC tutoring and instructional program using these research-based practices.

- With 2012 - 2013 21st CCLC funding we will purchase all materials and equipment necessary to sustain the program.
- We plan to decrease the number of students that are performing at the Non-Proficient level so that our Title I, II and VII funds can pay for more directed, intensive extended day activities for a smaller number of students. We will coordinate monies from these other funding sources to fund extended day. We will review our school budget to begin to reallocate the school's existing resources and develop a long-term strategy to rethink the school budget. We will also research and apply for other applicable funding opportunities and grants to sustain the CCLC program. We expect that increased involvement of families through CCLC activities will lead to an increase in parental and community volunteers. Training will be provided during years 1-3 for volunteers so that they can begin volunteering during years 4 and 5.

2P Following are school and other educationally-based programs and funding sources that will coordinate with our CCLC Program:

(a) Special Education IDEA: Serves students with special needs (b) Hopi Language and Culture: integrated in to the school curriculum., (c) Title IV, Part A – The Safe and Drug Free School and Communities Act, (d) Title II, Part A – Improving Teacher Quality – Professional development., (e) Title II, Part D – Enhancing Technology – Integrate technology in learning and development, (f) Transition Programs – Special Education: To make successful transitions to other programs, (g) Title VII – Summer School: ensures that students with identified academic deficiencies address those deficiencies and experience academic success, (h) Law Enforcement and Indian Health Services: Presenting crucial information to students about a variety of subjects to help students become aware of local issues, (i) USDA: assures that students receive a nutritious breakfast and lunch, and that the school develops and implements a Wellness Policy, (j) BIE: provides technical assistance and guidance regarding school operations and (k) The Hopi Tribe: provides assistance to the school through its departmental programs.

Students who are referred for counseling, receive a psychological assessment from a licensed psychologist to determine the need for ongoing counseling or alternative placement. Counseling is provided for students who are experiencing discipline problems and other issues. Mental health services are provided if necessary through both school consultants as well as the Indian Health Services, and Hopi Tribe (Behavioral Health)

The CCLC Program Coordinator (PC), one CCLC staff member and appropriate community partners, including Indian Health Service, Tuba City Hospital and Community Health Representatives will work with identified parents for 30 minutes per week throughout the year and in the summer to develop and implement an IFSP family plan which will provide eye and ear screening, health services, medication, immunizations, nutrition, glasses, hearing aids, and emergency food or shelter as needed. Staff will begin an IFSP family plan for the most in-need families to plan for services to meet family needs, link to community agencies, and provide appropriate follow-up and referral services. CCLC staff will create, with identified families, a family wellness plans. The Project Coordinator (PC) will provide the baseline information of community agency services that are currently being accessed by students and families. The Hopi Tribal Police and community representatives will also meet with the PC applicable staff to provide input on unmet community agency needs they have observed. The PC will identify and communicate with key personnel at each agency, invite each to participate on and with the CCLC Program. Partnership operating activities will be scheduled and documented. The representatives from potential partner organizations will meet during the first month of the project, then quarterly to establish coordination procedures and practices and share delivery strategies. Partners will use the 21st Century CCLC as a basis for their services in the local community so that participants can more readily access needed services.

Head Start Teachers, students, and parents are invited every spring to visit Hotevilla Bacavi Community School for a transitioning orientation. Head Start children and staff are included in schoolwide assemblies, Indian Day Activities, and fund raising activities such as carnivals and holiday programs. Kindergarten teacher communicates with these parents on a weekly basis with a Parent Newsletter each Friday.

2Q Our CCLC program is 100% aligned to our school goals to raise student achievement. Following are the goals and major activities in the School Improvement Plan, which CCLC will assist in implementing:

- 1) Instruction and teaching methods are aligned to the Arizona Standards and Common Core Standards in each subject area. Copies of the state standards are provided to certified staff and made available to parents. Additionally, HBCS will educate parents about the Common Core academic standards and how they will be implemented in the classrooms. State standards are required to be documented in weekly lesson plans and submitted to the teacher supervisor and academic coach each Monday.
- 2) Utilization of Curriculum Maps to address new curriculum materials and the pacing and progression of the content in each academic area.
- 3) Provision of intervention and school tutoring, immediately, to students in their respective identified areas of need.
- 4) Teaching of core programs with fidelity.
- 5) Provision of tutoring services and the implementation, with fidelity, of the Intervention Program which include Voyager V Math Intervention for grades K-8.
- 6) Assessment of student progress, quarterly (or more frequently if necessary) and the utilization of assessments on the HBCS assessment schedule. Assessments/evaluations are administered continuously

throughout the school year in core subject areas. Assessments will serve as benchmark student criteria as well as information to begin implementing the RTI model at HBC.

- 7) Preparation of quarterly reports. Instructional staff will study Student Progress Reports and plan instruction using the results.
- 8) Studying of student progress data biweekly by instructional coach and quarterly by all applicable staff.
- 9) Provision of Staff development in all academic and instructional areas for all instructional staff including teachers, teaching assistants, special area teachers and substitutes. Follow-up staff development with classroom observation and coaching will be implemented as well. Provision of additional support for staff in need will be implemented. Teachers and teacher assistants will participate in an annual data analyses in-service to drive instruction and to improve student achievement. Certified staff are trained and are certified in Sheltered English Immersion, as required by the state of Arizona.
- 10) Utilization of all staff in the instructional program with teaching assistants and special area teachers providing instruction to groups of students based on student progress data, to reduce class size to provide more effective instruction.
- 11) Provision of all necessary teaching materials and needed resources for instructional staff.
- 12) Involvement of parents in the education of their children; provision of information, training and required resources to parents; sharing of student progress data with parents quarterly and planning with parents regarding ways to increase students learning.
- 13) Provision of school leadership demonstrating that school leaning and achievement is the primary school goal.
- 14) Extended School Year (ESY) is provided for special education students as determined by the individual student's IEP.

3 ADEQUACY OF RESOURCES

3A The CSA, who is highly qualified, will oversee program implementation. To address objective 3.3 one CCLC staff will coordinate adult family activities. The CCLC staff member, hired with CCLC funds, will work during program hours. A Parent Activity and Literacy Center will be part of the CCLC to provide adults with an opportunity and place to develop literacy skills, educational skills, parenting skills, and career -related and personal skills.

- Tier II and III students will receive integrated academic instruction in small groups of no more than 6:1 for Tier III and 8:1 for Tier II. Instruction will be solely directed at identified areas of non-proficiency, as identified on the SAT 10, AIMS and through appropriate benchmarks assessments in reading and math listed in this proposal.
- Tier I students participating in CCLC will attend at least two hours, per week of extended enrichment learning in reading and math at a ratio of no more than 10:1. Recreational, cultural and community service activities will be at a ratio no more than 15: 1.

There will be 9 certified teachers staffing the academic components; one from each grade level K through 8th grade. A certified librarian, computer teacher, and art teacher will also staff the program and provide instruction in the academic enrichment component and other CCLC program components, as needed. Five classified staff will staff the non-instructional support program component. One qualified bus driver, already on the HBCS staff, will transport students.

The HBCS Teacher Supervisor, who is not funded with 21st CCLC funds, will oversee the entire program and work directly with the 21st CCLC Program Coordinator. The current HBCS Academic Coach will be hired to complete CCLC duties (after her tour of duty as academic coach) as the Program Coordinator.

3B The HBCS Human Resources Department, school administration and the School Board have been fulfilling the staffing requirements of HBCS since it began operation and plans to hire regular HBCS program staff for CCLC positions.

Any newly hired teachers and teaching assistants will be Highly Qualified according to NCLB requirements; and additionally, must have an Associate's Degrees and 2 year's experience, as stipulated by the governing board's policies. The teaching staff will teach during the entire 1.5 hours per day for 4 days per week – teaching those students in their classrooms during the regular day program whenever possible. Because we are using highly qualified teachers and teaching assistants, we expect high quality job performance. The preference is that CCLC program employees will score "Above Satisfactory" on current annual performance evaluations. We will provide staff development throughout the year to build greater capability and retention of staff. Our teacher supervisor will work with the project coordinator as an administrative team, meeting weekly to monitor implementation. Additionally, the teacher supervisor will meet quarterly with staff to review student progress data. The project coordinator (PC) is expected to fully complete all job duties in an exemplary manner, rating an "Exceeds Expectation" on current annual performance evaluation. The PC is responsible specifically for monitoring milestones within the management plan, the provision of staff development, assuring that quarterly assessments are conducted, analyzing quarterly assessment data and making modifications of program activities are made based on data. The PC will coordinate with the parent liaison to document and support parental activities, and will develop, coordinate, and implement a budget for the CCLC program. All job descriptions will specify the appropriate certification and experience needed to ensure that quality CCLC staff members are hired. Only certified, experienced and qualified staff will be hired. CCLC will be coordinated by one project coordinator who will work with the CCLC staff and will be supervised by and will report directly to the teacher supervisor, who will be qualified to manage and coordinate this project. The project coordinator and teacher supervisor will supervise all CCLC activities. All CCLC staff will be in possession of the state of Arizona, Department of Public Safety, Level One Fingerprint Clearance Card.

3C The HBCS Co-op Plan is implemented and provides guidance for all safety procedures at the school. Additionally, the proposed CCLC program site is Hotevilla Bacavi Community School, and it has established itself as A Safe and Drug Free School. HBCS is already safe and accessible (by law), and will continue to be such throughout the duration on the CCLC program. CCLC Staff will supervise students during CCLC program activities and during bus loading after CCLC program activities. All regular program and CCLC staff are trained in monitoring and ensuring student safety. All staff have in their possession, a state of Arizona, Department of Public Safety, Level One Fingerprint Clearance Card per state requirements. Background checks will also be required for all volunteers and presenters. The program shall have on file for each vehicle used in the program verification of the following: (a) Annual vehicle inspection; (b) Vehicle insurance; (c) The license number of each driver; (d) Evidence of compliance by drivers, with all tribal and state requirements, including a copy of each driver's driving record. Vehicles shall meet existing federal and state motor vehicles codes and safety equipment requirements. Drivers shall be certified to meet state licensing requirements. School bus operators and operators of vehicles for the transportation of children are required to be licensed under the Commercial Driver's License Program in operation by all states.

HBCS will provide a learning environment and facilities, for the CCLC program, that are clean and healthy. Indoor and outdoor learning environments will be inspected daily to be free of materials that pose a danger or threat to program participants. Health, safety and nutrition education will be incorporated into daily learning activities.

Students will go directly from the regular day program to the after school CCLC program, at the same site (HBCS campus), with supervision from regular day program staff in conjunction with CCLC staff. Students will travel home on the HBCS school buses.

3D Funding from the USDA nutritious school meals program will fund the meals and snacks provided to program participants, and therefore will follow the guidelines set forth by the USDA. Applicable meal times will be used as opportunities to teach children and parents in attendance about appropriate child nutrition. HBCS food service staff will prepare the meals, CCLC staff will serve, and distribute food to the CCLC program participants. The HBCS food service department and cafeteria is located on the same school site as the CCLC program, making food distribution efficient. Participants will be provided with one snack each day during CCLC after school program. The snacks service will follow the guidelines set forth by the USDA and used as opportunities to teach children and parents in attendance about appropriate child nutrition. Health nutrition and safety will be included in the CCLC curriculum and classroom activities once a month. Students will be provided breakfast and lunch during the CCLC Summer program.

Existing School Resources will be utilized and leveraged to coordinate with the CCLC program. Students and community will have access to 30 computers, technology materials, and the Internet in the HBCS Technology lab. The Technology lab is funded with Title I funds and will be open after-school, Monday through Thursday, from 3:00 to 6:00 pm. The school library will be opened from 3:30-5:30 PM Monday through Thursday, for families and community members, so that they have reasonable access to fiction and nonfiction books, newspapers, consumer information, magazines, activities and materials to the community. Currently, regular program funds are unable to pay the salary costs incurred for after school tutoring. However, the regular program ISEP funds along with Title VII will provide the instructional materials and programs for CCLC instruction. CCLC learning activities will support regular classroom instruction and curriculum, by disaggregating and expanding upon key concepts, learning objectives and other instructional elements that targeted students need assistance with. The quarterly budgets will document this coordination. The school will contribute all facilities, maintenance, classrooms, utilities, phones, transportation costs, and teacher supervisor's salary. Funds from ISEP, Title I and Title VII, and, Title II will be coordinated to sustain the program.

The Media Center/ Library at HBCS will be a critical resource to the Program, providing print and non-print resources to support instructional activities. A schedule of usage will be posted and distributed, which shows the schedule for when program participants will have access to and utilize the library for reading, study, and utilization of library resources and materials. The library will be open five days a week and will be staffed by librarian working flexible hours and/ or paid parents to allow families to check out materials for use for themselves and children. The staff will work together with parents to locate and access special media services.

HBCS staff, in partnership with IHS will collect and maintain data on children's health history, immunizations, and current health status. HBCS staff will work with the program to ensure that children have been appropriately immunized, according to governing laws and policies. Children, through the partnership with IHS, will be immunized and given well-child checkups. The program will utilize a tracking system for high-risk and all children as part of the program data collection system. Appropriate referrals will be made to health care facilities regarding student illness and other health issues.

3E HBCS is applying for its CCLC program in conjunction with several entities. The partnerships forged with these entities will yield additional resources for utilization in the CCLC program. Following are In-Kind contributions that will be made by Hotevilla Bacavi Community School (HBCS), demonstrating the commitment of the school, School Board and Chief School Administrator to this project. The applicant organization, Hotevilla Bacavi Community School, will provide program support as follows: Provision of 9 educational classrooms located in the school building to be used as facilities for program activities for students and an additional classroom for parent education; library usage; all utilities, maintenance,

telephone service, copying machines, and student transportation will be provided through HBCS regular program funds. Estimated in-kind costs are; Utilities \$4,000, Maintenance \$2,500, Phone \$1,200, and Staff development \$4,800.

The program staff will collaborate with community agencies that address child health and nutrition and wellness, including the Indian Health Services, Hopi Tribal Early Intervention Program, Hopi Tribal Women Infants and Children as well as, Hopi Tribal Social Services/Child Protective Services. The HBCS Parent Liaison will coordinate with CCLC parents to assist in helping families' connect with necessary community resources.

3F The Chief School Administrator (CSA), Teacher Supervisor, staff and community developed vision, goals and objectives utilizing input from 100% of the staff and representative parents during the development of the School Improvement Plan.

The Teacher Supervisor and CSA communicated, regarding the 21st Century Grant, with HBCS Governing Board and Hopi Tribal government during development of the CCLC proposal to obtain their input and confirm goals. The Teacher Supervisor met with HBCS Academic Staff during the Summer and Fall of 2012 to develop the CCLC proposal activities based on identified needs and goals. The CCLC Application was shared with the staff, community and tribal entities through, among other methods, electronic means, to share and obtain input from stakeholders, and to make appropriate revisions.

Comprehensive program evaluation and continued planning will be completed by The Advisory Board. The AB will monitor the project during the grant period and be involved in program revision. The AB will consist of all the stakeholders including students, parents, teachers, CCLC staff, community organization representatives, and the Chief School Administrator. The AB will meet monthly, with a more comprehensive review meeting every quarter. This will ensure that input from all stakeholders is considered for the planning, implementation, and monitoring of the CCLC plan. AB meeting agendas will be established, minutes recorded, and all members given equal opportunity to participate. All Agendas and Minutes will be posted at the School and throughout the service area communities.

4 QUALITY OF MANAGEMENT PLAN

Following are our 21st CCLC SMART goals, responsibilities and milestones to answer 4A plus Timelines including a 3 month pre-implementation phase to answer 4B

	4A - Goals / Activities	4A-Responsibilities	4B - Timeline	4B - \$ Cost	4A - Milestones
1.	Establish AB with representatives from community agencies	P/TS	Pre IM MO1		AB Established with Community
2.	Designate Program Coordinator or new hire	P, AB	Pre IM MO1	16,250	Program Coordinator hired
3.	Clarify schools' support of program establish budget	P, AB, PC	Pre IM MO1		Budget established
4.	Develop job requirements and schedule staff training (Prof Dev)	TS/PC	Pre IM MO1		Requirements listed, Prof Dev scheduled
5.	Hire staff for after school program	PC, P	Pre IM MO2	81,688	Staff hired
6.	Staff initiation and training provided	TS/PC, C	Pre IM MO1	13,900	Initiation and Training Provided
7.	Purchase materials & equipment, Set up program classrooms	PC, CCLC	Pre IM MO2	35,237	Purchase Orders Sent, Rooms ready
8.	Provide Toolkit training to staff	PC, C	Pre IM MO1		Training Provided
9.	Establish program design and delivery schedule	PC, CCLC	Pre IM MO3		Program Design & Schedule Done
10.	Establish a system to ensure accountability and evaluation.	TS/PC,C	Pre IM MO1		Evaluation & Monitoring Established
11.	Establish lesson plans, standards and objectives to be taught	CCLC	Pre IM MO3		Lesson Plans Written and Used
12.	Develop coordination of program with regular school program	PC	Pre IM MO3		Summary of Coordination listed
13.	Develop linkages with community partners, for services	PC, AB/TS	Pre IM MO2		List of Community Agencies
14.	Launch community campaign to recruit & inform	PC	Pre IM MO1		Flyers sent, Radio Ads, Etc.
15.	Coordinate staff and organize services to be offered. Supervise.	PC/TS	Pre IM MO1		Staff Initiated
16.	Begin recruitment, enrollment of students & community project	PC, C, CCLC	Pre IM MO2		Enrollment Determined
17.	Develop transportation schedule, inform parents of schedule	PC	Pre IM MO2		Transportation Scheduled
18.	Establish monitoring and evaluation. Collect and record data	PC, C, CCLC	Pre IM MO2		Establish System, Collect Initial Data
19.	Identify Students as Tier I, II or III	TS/P, PC	Pre IM MO3		Student Listed for Tiers I, II, III
20.	Tutors matched with students and CCLC tutoring begins plus recreation.	PC/TS	Imp MO1		Tutors/staff have Students lists
21.	Staff provide activities for families.	CCLC	Imp MO2		Agendas and Participants listed
22.	Assess & screen all incoming students to determine needs.	PC	Imp MO1		Student assessments done
23.	Culturally relevant activities begin	PC, CCLC	Imp MO2	3,400	Culturally relevant activities in Lesson Plans
24.	Community service and entrepreneurial projects begin	PC, CCLC	Imp MO2		Community Service and Lesson Plans
25.	Community Agencies CCLC activities scheduled	PC, CCLC	Pre IM MO3		Schedule of Comm. agencies' activities
26.	Wellness appts. Scheduled, IFSP'S begin	PC, CCLC	Imp MO2		Appts. Scheduled, IFSP'S started
27.	Student field trips scheduled and taken	PC, CCLC	Imp MO2	7,000	Field trips scheduled
28.	Monitor student progress for Tier I	TS, CCLC	Monthly		Progress Monitoring data recorded

29	Monitor student progress for Tier II	TS, CCLC	Every 2 Wks		Progress Monitoring data recorded
30	Monitor student progress for Tier III	TS, CCLC	Weekly		Progress Monitoring data recorded
31	Analyze Progress Monitoring (PM) together after each PM	TS, CCLC, RT	Week/ Monthly		Summary of PM decisions
32	Tutors meet with day teachers to review programs, celebrate	CCLC, RT	Monthly		Agenda for meetings
33	Tutors meet with day students to review programs, celebrate	CCLC	Monthly		Project Review Scheduled
34	CCLC Required professional day.	TS/PC, CCLC	TBA	4,700	Meeting Agendas
35	Disseminate Monthly Calendar with CCLC & School Activities	PC	Monthly		Calendar set monthly
36	Tutors meet with CCLC staff to discuss progress and plan for improvement as needed.	PC, CCLC	Biweekly		Minutes of meeting
37	Assess Student Progress Reports on objectives	TS/ CCLC, RT	Quarterly		Scores recorded
38	Determine academic standards & objectives not met	TS/ CCLC, RT	Quarterly		List of unmet standards
39	Complete Student Progress Reports, give to CCLC teachers	RT, PC	Quarterly		Progress reports completed
40	CCLC staff and Regular program staff meet	RT, CCLC, PC	Monthly		Minutes of meetings
41	Provide CCLC Progress Report to parents	CCLC, PC	Quarterly		Progress reports given
42	PC & Teacher Supervisor check lesson plans every 2 weeks	TS/ PC	2 x per week		Lesson plans submitted and checked
43	Summer Staff Hired & Contracted	P, TS, PC	April		Staff contracts given
44	Survey participants regarding program satisfaction	PC, C	Feb/May		Parent Survey given
45	Teacher Supervisor evaluates staff twice a year and conferences	PC, TS	2x per yr		Staff evaluation reports
46	Assess student achievement on SAT 10 and AIMS	RT, CCLC	Apr 2013		Student scores
47	Monitor and make program revisions	PC, CCLC, AB	Quarterly		Program revisions Listed & made
48	Organize staff weekly/bi-weekly meetings	PC	Bi-wkly		Meeting minutes
49	Summer program begins, Hire staff	PC, CCLC	June	20,000	Program Log of begin date
50	Repost Summer Assessment	PC, CCLC	June		Scores Recorded
51	Date entered into NASIS, PPICS	PC, TS	Throughout		Data Entered
52	Evaluate effectiveness using program data write report	PC, AB, C	6/30/13	3,600	CCLC Program Report Done
53	AB reviews progress, makes modifications CCLC program	AB, PC	Quarterly		Revisions written into Plan
Pre IM MO1 = Pre-implementation Month 1		Imp MO1 = Implementation Month 1			
TS = Teacher Supervisor		C = Eval Consultant			
AB = Advisory Board		PC = Program Coordinator			
CCLC = CCLC Staff		RT = Regular Program Staff			
P = Chief School Administrator					

4C The Chief School Administrator (CSA) has overall responsibility for all school operations. The Teacher Supervisor reports to the CSA and is responsible for supervising academic programs and the teaching staff. The Teacher Supervisor will evaluate all CCLC staff two times per year by observing in each classroom, observing for the presence of the teaching and evidence of learning specified in the CCLC provided trainings, conferencing with each staff member. The Project Coordinator (PC) and the Teacher Supervisor will monitor CCLC Staff's lesson plans every two weeks, assuring that CCLC teachers are writing plans based on reading, writing, math and science standards specified in curriculum maps and other classroom resources. In addition, the TS and PC will monitor and observe instruction to ensure that science projects and community service projects are integrated into instruction. The PC and TS will provide feedback to staff monthly on lesson plans to continuously improve the planning and teaching progress.

The Project Coordinator (PC) will be supervised by the Teacher Supervisor who will use the PC Job Description to define objectives on which to evaluate the PC. The PC will be responsible, with others listed, for implementation of items on the Management Plan. The Program Coordinator (PC), Advisory Board (AB), and Staff will utilize the CCLC Program Management Chart to guide program activities to meet program goals. The PC will document completion of each activity on the Performance Measure Table Tracking Form with a date and initials and report results to the Board quarterly. In an effort to retain staff, each quarter, specific staff will be recognized for their efforts, contributions and achievements. Twice a year in January and April we will have a Staff Appreciation Day to honor and recognize staff accomplishments.

A yearly performance report will be completed based on the analysis and conclusions from this data collection process. Other reports will be compiled as needed. Evaluation data will be shared with other professionals, stakeholders and relevant others. All required reports will be prepared and submitted on time.

4D The Teacher Supervisor is the supervisor of the Project Coordinator and all CCLC staff. An AB will be formed to plan, manage, monitor, and evaluate functioning of the project. This AB will also be responsible for maintaining all documentation requirements of this grant and coordinating the project with the various community agencies and services including, Tribal government, social and health services and agencies, and individual schools. The AB will consist of parents, teachers, students, CCLC staff, community organization representatives, and school administration, including the Chief School Administrator. The AB will meet monthly, with a more comprehensive review meeting quarterly, to contribute to the planning, implementation, and monitoring of the CCLC. AB meeting agendas will be established, minutes recorded, and all members given equal opportunity to participate. The PC will provide up-to-date budget reviews and project data to the AB at each Quarterly meeting. Plans for sustained the project will be developed at the 3rd Quarterly meeting of the Board each year with budget adopted. The PC will create and send CCLC information to regular program staff through the daily announcements. The PC will meet with the school staff monthly, to discuss CCLC activities and student progress. The CCLC staff will participate jointly with regular program staff to monitor the total educational program, study evaluation results, and revise the Plan. All CCLC staff will serve on School Improvement Committees, one CCLC staff serves on the School Improvement Team which meets at least quarterly to review and revise the Plan. All CCLC program activities are based on the needs identified in the Plan which was compiled and generated with participation by 100% of the regular staff plus parents and community.

The CCLC Coordinator will work with the Evaluation Consultant, on a quarterly basis, along with CCLC staff to establish and review the management plan and system for accountability quarterly and document results on the Performance Measure Table Tracking form. The evaluation will compare the established baseline data regarding key program indicators with data collected on the collections schedule to determine the program's impact. All in-kind services will be documented and all information is given to Advisory Board 4 times a year.

4E Staff Development will be provided to increase staff capabilities and effectiveness. The curriculum cycle is current, and has been implemented with the purchase of Saxon Math and Journey's Reading Programs, both are aligned with the Arizona State Standards. It has been determined that continuous professional development is necessary for supporting the implementation of the above programs in an effective manner. Saxon Math and Journey's Reading Programs' representatives will provide training to all teaching staff for one day each year in the Summer. The members of HBCS believe that it is critical to continue with the efforts of curriculum mapping for all academic areas. Curriculum Mapping training will be provided for 4 days in the summer for all teaching staff to allow for development of maps based on Common Core Standards,

Professional development plans will be developed with staff input gathered through surveys to employees and with consideration to funding agency requirements. Instructional staff will develop activities/initiative in correlation with best practices to enhance student academic achievement. It is an additional goal of Hotevilla Bacavi Community School to engage in professional development that allows for the integration of technology in the classroom for staff and students, as well as specific and direct inservice training that addresses goals outlined in individual staff development plans. Hotevilla Bacavi Community School will pay for a specific number of parents to attend beneficial training off- reservation, as funding allows.

Staff Development and Capacity Building. All CCLC staff will attend the same in-service and staff development opportunities provided by regular classroom teachers, funded by regular program funds. Staff development will be provided to all CCLC staff for 5 days on-site regarding the CCLC program activities using the ToolKits, Beyond the Bell. Training will be provided during the week before school starts in August. Staff development days will be scheduled into the school year calendar for all CCLC Staff. Staff development topics will include the following: Data Driven Decision Making Based on Student Data, Designing Culturally Relevant Units, Effectively Using Smart Goals, Voyager Math Intervention, Common Core Training, and Curriculum mapping. Staff who are not part of the regular program staff, will be paid "per hour" to attend the training. Staff Development for Year 1 will include training regarding implementation of The Science to Literacy ToolKit and will include lesson plans and strategies to engage students in fun, after-school activities while extending content knowledge across the curriculum. The ToolKit training will provide standards-based, multi-media resources including: research-based practices, sample lessons, interactive activities, and video segments from after-school programs across the country with a range of user-friendly practices and sample lessons, the research tells you what works, specific how-to instructions, and learning outcomes to look for. We will use these toolkits to build our CCLC program, as well as our core academic program. The staff development for CCLC is the same staff development specified in the School Improvement Plan.

4F It is the goal of HBCS to increase parental and community involvement by merging efforts of faculty and parents to create meaningful opportunities to engage cooperative efforts and activities that support academic achievement. Input will be solicited from all stakeholders to prepare for and improve school sponsored events. HBCS will review and evaluate the outcomes of surveys, gathering feedback,

and interpreting results to learn from and improve services that involve HBCS parents, families and community. HBCS will continue to stress the value of shared decision making and the importance of culture and heritage in efforts to maximize student achievement. This plan shall be reviewed with all stakeholders to determine its validity, make recommendations for improvement, as well as participate in the continuous monitoring and development of the plan. Hotevilla Bacavi Community School will also diligently endeavor to improve the quality and methods of communication internally; and with the parents, and communities it serves, as well.

An Advisory Board (AB) will be formed to collaborate with all tribal and community stakeholders including parents, staff, students, the Tribe and the community organizers during the entire grant period. The AB will plan, give advice, monitor, and evaluate effectiveness and implementation of the project. This AB will also be responsible for coordinating the project with the various community agencies and services including, Tribal government, social and health services and agencies, and the individual school. The AB will meet monthly, with a more comprehensive review meeting quarterly, to collaborate in the planning, implementation, and monitoring of the CCLC. AB meeting agendas will be established and posted, minutes recorded and posted, and all members given equal opportunity to participate. The Coordinator will provide up-to-date budget reviews and project data to the AB at each Quarterly meeting, as a basis of project monitoring. Plans for sustaining the project will be developed at the 3rd Quarterly meeting of the AB each year with budget adopted. One CCLC staff serves on the School Improvement Team which meets at least quarterly to review and revise the School Improvement Plan. All CCLC program activities are based on the needs identified in the Plan which was compiled and generated with participation by 100% of the regular staff plus parents and community. Students will participate in the planning meetings and monitoring and evaluation meetings with the Advisory Board. The Student Council representatives will represent the interests of students to create an engaging program. Involving students will also build capacity for leadership within the student body and begin to create more ownership by students.

4G The Project Coordinator will create and send CCLC information to regular program staff through the daily announcements. The Coordinator will meet with the school staff regularly, at least monthly, to discuss CCLC activities and student progress. The CCLC staff will participate jointly with regular program staff as part of the overall school improvement efforts to monitor the total educational program, study evaluation results, and revise the Plan. All CCLC staff will serve on the School Improvement Committees.

One member of the CCLC Staff will serve on the school wide site team to coordinate CCLC with the entire school program. The school will include CCLC Staff in Staff Development including joint summer staff development and periodic student performance data analysis sessions.

Quarterly, a CCLC newspaper and newsletter will be provided monthly by CCLC coordinator and participants and will be distributed to board, staff, parents, partners, and the local Hopi Chapter Houses and tribal government for community distribution. Students and families will produce radio announcements for the local radio station and they broadcast the announcement about CCLC program activities.

The Project Coordinator will document community response to assure these communication methods are successful. Students will be performing community service projects in the community monthly and will serve as direct communication.

Monthly newsletters will be mailed to the parents that include a calendar of activities and breakfast and lunch menus. Flyers will be sent home with students, of upcoming events and changes in the school schedule. A Yearly calendar will be provided to parents. PTO President and HBCS staff will send home reminders of scheduled meetings.

HBCS has a website that will provide regular updates regarding academic and extra-curricular event activities.

4H To monitor progress In Reading and Math On Objectives 1.1 and 1.2, in Reading Tier I students are monitored monthly, Tier II students are monitored every 2 weeks, and Tier III students are monitored weekly. Reading Benchmarks Assessments to be used to monitor reading are DIBELS grades K-6 and Galileo Math & Reading Assessments. Journeys classroom assessments are used for grades K-6. NEWA will be administered quarterly and data used to drive instruction. Math will be assessed quarterly using Voyager Learning Vmath Benchmark assessments. We will use Vport, the Voyager data management system to monitor math benchmarks and to monitor individual student's learning progress in math. The PC, CCLC staff and regular program staff will monitor Student Progress on benchmarks in reading, math on the timelines specified above. Tutoring and Homework notes will be monitored monthly. Data will be analyzed quarterly and specific lesson plans developed to address areas of need and to identify target students.

Prepost assessments using Galileo and Voyager Math will be administered in the summer program.

5 SCHOOL IMPROVEMENT STATUS

5C The CCLC program will provide additional learning time for (a) academic tutoring and enrichment, and youth development/leadership activities, including health, recreation, social services, Hopi cultural, and community service projects as well as social services. This will be a **differential 3 Tier program** with a varying amount of time for students according to their academic proficiency. Tier I Proficient students will have less tutoring and more extended youth development activities and enrichment. Less proficient Tier II and Tier III students will have more academic tutoring time in math and reading in smaller groups and less time in recreation and youth development activities.

To address students' **academic achievement needs**, the CCLC goals of supporting academic achievement related to state testing include: after school academic instruction in math, reading/language arts and science on those Common Core and Arizona Academic Standards that students are not proficient in, on AIMS and SAT 10. Research-based practices will be used including Voyager Math Intervention Program, reading comprehension, literature circles, Readers Theater, book discussions and integration of multi curricular areas with science projects. Each of these program interventions will be directly related to student test data. The proposed project will also address the school and community needs identified through a needs inventory that will identify current gaps in our educational program. Our current program does not provide an integrated real-life problem approach to learning. The CCLC program will vary instructional approaches to add balance in meeting children's identified needs. To address the lack of real-life based instruction in the day program, CCLC will provide high-quality after school, academic enrichment using Active, Experiential, Integrated Learning through Science Projects and Community Service or Entrepreneurial Projects. To address the community's lack of after-school programs by providing an curriculum-based after school program with active, integrated learning through science and community service projects focusing on math, language arts and science the CCLC program will prevent academic regression for non-proficient students, maintain achievement for proficient students, and provide the only safe and smart after-school and summer program available to service area participants.

Students will participate daily in tutoring and in **health, fitness and recreational activities** from 3:00 to 4:30 PM, 4 days per week throughout the academic year and for 5 days a week during the 4 weeks of summer school coordinated with the activities provided by Hopi Elementary Athletic League (HEAL).

The health and fitness and recreational program is planned to make school more interesting and will include walking, running (using pedometers to log miles), volleyball, cross country, basketball or other organized games and physical activities using SPARKS. There will be speakers on wellness from community agencies.

To increase **culturally relevant learning** and participant's participation in community service projects with benefits to self and community, we will use the Researched-Based Full Circle Learning Program, (FCL) for Community Service Projects weekly throughout the year. FCL is built on the premise that students connect academic learning and community service. Each lesson plan unit from FCL incorporates thematically-integrated activities. The FCL Model uses academic projects as the tools and community service as the desired outcome of every learning unit. Students will plan for and carry out community service projects using FCL in combination with the science projects. To achieve the goal that students will grow up applying lessons in the community that solve community problems.

We will tutor with Active, Experiential, and Integrated Learning through Science Projects. We will use science projects as an integrating theme for academic learning. Informational texts communicate information about the world beyond the child's home environment. These science projects can play an important role for students who have not had access to enriching real-world experiences to address the needs of HBCS students and families in our community.

One component of the CCLC program will be **Entrepreneur Development**. This component will target students in grades 6-8 and adults. This component will work, in cooperation with the Department of Economic Development, to teach the skills and provide opportunity to develop small enterprises. Topics to teach include; designing small businesses, creating business plans, budgeting, banking, and marketing. The CCLC program will both assist participants in obtaining permits to sell their crafts, reducing current limitations to obtaining those permits and also assist participants in selling their crafts at bazaars and other local events to, eventually showing their arts at the Hopi shows at the Museum of Northern Arizona and the Heard Museum in Phoenix.

One CCLC Classified Staff will be assigned to work with CCLC program teachers to coordinate health and social services by **developing each child and family's Individualized Family Service Plan (IFSP)**. Staff will have knowledge of community and agency services and will be able to facilitate the service delivery. An assessment will be used to support the family in identifying: 1) the child's needs; 2) family strengths and needs; 3) the type and scope of health and intervention services needed to meet the child's needs; 4) the family strengths and needs related to basic literacy training, adult basic education, employability skills, training, job development and job placement services; 5) family needs related to family assistance, children's health care, food and housing; 6) the type and scope of intervention services needed to meet the families' needs; and 7) how the family will monitor their progress toward their goals.

6 BUDGET / BUDGET NARRATIVE

6A CCLC staff are needed for after school programs to keep the ratio of 15:1 for enrichment recreation and 6:1 and 8: 1 for instruction. CCLC Staff will include Extended Stipends for 9 Certified Classroom Teachers plus one each certified Art Teacher, Computer Teacher, Culture Teacher and Librarian at \$25.00 per hour x 1.5 hours daily at \$48,750. 6 Classified Staff at \$15.00 per hour x 1.5 hours daily at \$12,600. Stipends for 4 HEAL staff for recreational activities at \$1000 per stipend total \$4000.

Summer stipends include, compensation for 5 Certified Teachers at \$25.00 per hour x 4 hours daily x 20 days for \$10,000 and 6 Classified Staff at \$15.00 per hour x 4 hours daily x 20 days at \$6,000. Total

Instructional Personnel Costs at \$58,750; Fringe Benefits at 25% to include: Insurance, FICA, social security, Medicare, FUTA, and SUTA, \$14,688. The CCLC Project Coordinator will work for 520 hours during the after school and summer CCLC program to complete all recruitment, enrollment, project implementation and management, partner coordination and monitoring for a cost of \$13,000. plus \$5108 Benefits. Total Instructional Support Personnel costs are \$36,800 with 25% Benefits cost of \$8,860. The Parent Liaison funded by the school will work flexible hours to serve the parents in the CCLC program.

6B Staff Development and Capacity Building. All CCLC staff will attend the same in-service and staff development provided by regular classroom teachers funded by regular program funds. Staff development will be provided to all CCLC staff for 5 days on-site on the CCLC program activities using the ToolKits, Beyond the Bell. Two days of training will be provided during August. Staff development will be provided on dates scheduled on the school calendar during the school year and paid for from CCLC and regular and Title I and VII program funds. Staff development for Year I includes the following: Designing Culturally Relevant Units, using SMART goals and Common Core Standards, Voyager Math Intervention, Common Core Reading materials usage, Curriculum Mapping and The Science to Literacy ToolKit. Additional topics will include lesson planning and strategies to engage students in fun after-school activities while extending content knowledge across the curriculum. The ToolKit training will provide standards-based, multi-media resources including: research-based practices, sample lessons, interactive activities, and video segments from after-school programs across the country with a range of user-friendly practices and sample lessons. We will use these toolkits to build our CCLC program, as our core professional development. The staff development for CCLC is the same staff development specified in the School Improvement Plan. Total cost for Staff Development is \$13,900. Program Monitoring and Evaluation Consultant cost is \$3,600.00. The cost for Hopi Cultural Consultants for professionals and community members (elders, artists, trades persons) to provide instruction and cultural enrichment cost is \$3,400 which includes a stipend of \$100 per day for 34 days. Total Budget, \$185,775.

6C 82% of HBCS students will be scheduled for participation in CCLC; each student will be scheduled for four 1.5 hours after-school sessions per week. Buses will transport students home after the CCLC program, instead of transporting students home immediately after-school. Transportation costs including cost of buses, gas, vehicle maintenance, vehicle insurance, etc. will be paid by regular program funds. Bus driver will be paid out of CCLC funds for overtime pay of two hours 4 days a week during the school year and four hours per day for each summer school day at the rate of \$15 per hour.

Travel Per Deim/Training: Travel cost related for team representation of the staff for mandatory 21st Century CCLC capacity building events \$4,700.

Student – Student field trips will include the following:

- (a) One trip to Phoenix to the Science Center and Museum, the Hearld Museum and a State Legislative Session for grades 4-8
- (b) One trip to Phoenix to the Science and Technology Center/Observatory and Sunset & Meteor Crater for grades K-8
- (c) One trip to the regional “We The People Competition” in Holbrok or Prescott for grades 5-8
- (d) One trip to the Museum of Northern Arizona in Flagstaff Native American Center to include bowling and a movie. Field Trip cost is \$7,000.

6D Instructional Program Supplies and Materials to include: (a) Voyager Math Intervention Kits for grades K-8, (b) Common Core Specified Reading Books for each classroom K-8 and the Library, (c) Read

Live and the Literary Tool Kit, (d) Lexia software for computer lab and laptops, (e) approved software including Jump Start Reading, Reading Rabbit and Keyboarding, (f) FOSS Science Kits and Kit Supplementary materials, (g) Expository Science and other Books, (h) teaching materials, (i) teaching supplies, (j) Community Service supplies, (k) Consumable Classroom Supplies, (l) Staff training materials, (m) Incentives for students and parents (Sweatshirts, hoodies, Sports equipment, Kindle Fire, Leap Pad and Leap Frog) and (n) staff recognition, for a total of \$20,152.

Equipment Cost: 10 Laptops to be kept on locking mobile cart that will be rotated into each classroom K-8 on schedule for student tutoring and enrichment plus 15 iPads for a total cost of \$15,085

6E The Teacher Supervisor will develop a “Use of Facilities” agreement specifying space usage, maintenance, copy services available, telephone usage, hours of operation, damage reporting procedures, emergency procedures, and utility usage. HBCS will provide the following facilities providing space for all CCLC program activities: (1.) Computer Lab equipped with 30 computer stations, internet access, and other technology equipment. (2.) Library equipped with books, newspapers, magazines, educational resources. (3.) Parent Center equipped with furniture. (4.) Nine Classrooms equipped with academic instructional materials, supplies, educational resources. (5.) Gymnasium/Cafeteria with sports equipment. (6.) Playground with a variety of outdoor playground equipment. (7.) CCLC Program Coordinator’s office space with furniture, computer, and telephone.

Program Supplies/Food Service: Costs not reimbursed through the Arizona State Department of Education, for snacks served to students, \$7,500.00.

College classes including Dine Community College, Northland Pioneer College, Northern Arizona University, and University of Phoenix are providing training on-site for staff to earn college credit funded by ISEP. Funding for Toolkit, FOSS, and FCL Training is budgeted for in ISEP.

Funding for the Program Supervisor/Teacher Supervisor will come from ISEP friends. The Teacher Supervisor will serve as the Program Supervisor for 10 FTE at no program cost.

Regular program funds will pay for the staff development training, consultants, and training fees. Funds from ISEP, Title 1 and Title VII, Wellness and, Title II will be coordinated to sustain the program. The use of school buses for transportation and all transportation costs including vehicle maintenance, insurance and fuel, and funds for food and snacks will be funded by ISEP regular program. Academic instructional materials will be paid for by the applicant organizations’ ISEP regular program funds and Title I.

21st CCLC will in not supplant other funding. Staffing costs and other budget line items are managed separately from other school finances. Although program staff will include existing teacher staff, their responsibilities, schedules and reporting are maintained on a completely separate basis and overseen by the Project Coordinator. 21st CCLC funds will supplement other funding for students by extending the support they receive during the regular school day into the after-school program. Teachers familiar with the students bring that information to the after-school setting to coordinate with other funded resources (staff) to optimize after school time. Program activities for parents and community are not currently in regular program funding.

Hoteville Bacavi Community School (HBCS) currently receives, manages and administers the following funds;

1190	Bilingual	1140	Title II
1270	ISEP	1145	Title II D
1272	Special Ed	1160	Title IV
1450	Gifted & Talented	1220	Special Ed IDEA
1110	Title I	1235	Comp Sch Health

1113 SOS Funding
1175 ARRA

Title VII

Hotevilla Bacavi Community School (HBCS) has been managing and administering BIE, State and Federal funds since its inception. HBCS has done so in accordance with applicable Federal and State regulations, program plans and General Statement of Assurance. HBCS has a Business Manager who is proficient in financially managing programs funded through the BIE and Federal, and State agencies. HBCS has no current audit exceptions. Financial fidelity will be established and monitored through our Finance Department. Budget reports will be updated monthly, and budget reconciliation done quarterly, reviewed by the Coordinator and the Teacher Supervisor. Budgeting and finance will follow all financial procedures established by the school to be in compliance with auditing measures. The Coordinator and the Business Department will develop as required by DCMA, prepare a monthly reconciliation report matching the spending plan and make minimal budget modifications – less than 3 per year.

Cost Per Participant. The total yearly budget amount of \$185,755.00 to operate after-school academic and safe recreational programs is possible only through in-kind funds provided by the applicant organization, funded by ISEP, Title 1, Title VII, Special Education part B, and which will fund facilities, utilities, maintenance, transportation, including the bus drivers, fuel, educational materials, and food. The 21st Century cost for each CCLC participant to attend one year of CCLC safe after-school academic enrichment, tutoring, and health and fitness is reasonable given the number of participants. Stipend amounts per hour are those currently being paid to staff for stipends for extra duty. Supply costs are minimal for the required materials necessary to implement the program.

**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	Percentage of Day School population Served	# of Family Members to be Served, if Appropriate	Grade Levels to be Served
Hotevilla Bacavi Community School	<i>Low Performing</i>	99%	107 Students	100%	50 Adults	K-8

Appendix V: Performance Measures Template

Measurable Improvement Objective	Strategies	Timeline Benchmark	Evidence Of Completion/ Evaluation	Person Responsible
<p>1. Academics</p> <p>1.1) Math: There will be a 10% increase in the number of students in grades 3-8 of regular CCLC participants (30 days or more) who score proficient in Math as measured by AIMS Math and NEWA annually each spring. In addition there will be a 10% increase in the number of students in grades K-2 of regular CCLC participants who score proficient in Math as measured on SAT 10 and NEWA.</p>	<p>1.1) Engaging Math Tutoring on math common core standards integrated with science projects using Voyager Math Intervention Program</p>	<p>1.1.1) 30 minutes 2 x per week for Tier I students 30 minutes 4 x per week for Tiers II and III students Beginning week 2 of funding, Ending 5/21/2013 Summer: 60 minutes daily for Tiers I, II & III for 4 weeks June 3-28, 2013</p>	<p>1.1) Calculate the % of students who score proficient on the SAT 10 and NEWA for grades K-2 and AIMS DPA and NEWA for grades 3-8 and determine if there was a 10% gain in the % proficient in Math from April to April each year</p>	<p>Teacher Supervisor Program Coordinator CCLC Certified Staff</p>
<p>1.2) Science: There will be a 10% increase in the number of students in grades 3-8 of regular CCLC participants (30 days or more) who score proficient in Science as measured by AIMS</p>	<p>1.2) Engaging Science Tutoring on Science common core standards integrated with science projects using FOSS materials and Student Field Trips</p>	<p>1.2.1) 30 minutes 2 x per week for Tier I students 30 minutes 4 x per week for Tiers II and III students Beginning week 2 of funding, Ending 5/21/2013</p>	<p>1.2) Calculate the % of students who score proficient on the SAT 10 and NEWA for grades K-2 and AIMS DPA and NEWA for grades 3-8 and determine if there was a 10% gain in the % proficient in Science from April to April each year</p>	<p>Teacher Supervisor Program Coordinator CCLC Certified Staff</p>

Appendix V: Performance Measures Template

<p>Science and NEWA annually each spring. In addition there will be a 10% increase in the number of students grades K-2 of regular CCLC participants who score proficient in Science as measured on SAT 10 and NEWA.</p>		<p>Summer: 60 minutes daily for Tiers I, II & III for 4 weeks June 3-28, 2013</p>		
<p>1.3) Language Arts/Reading: There will be a 10% increase in the number students in grades 3-8 of regular CCLC participants (30 days or more) who score proficient in Reading as measured by AIMS Reading and NEWA annually each spring. In addition there will be a 10% increase in the number of students grades K-2 of regular CCLC participants who score proficient in Reading as measured on SAT 10 and NEWA.</p>	<p>1.3) Engaging Language Arts/Reading Tutoring on reading common core standards integrated with science projects using Common Core recommended reading materials, Language Arts Intervention Program and appropriate software programs</p>	<p>1.3) 30 minutes 2 x per week for Tier I students 30 minutes 4 x per week for Tiers II, and III students Beginning week 2 of funding, Ending 5/21/2013 Summer: 60 minutes daily for Tiers I, II & III for 4 weeks June 3-28, 2013</p>	<p>1.3) Calculate the % of students who score proficient on the SAT 10 and NEWA for grades K-2 and AIMS DPA and NEWA for grades 3-8 and determine if there was a 10% gain in the % proficient in Reading from April to April each year</p>	<p>Teacher Supervisor Program Coordinator CCLC Certified Staff</p>

Appendix V: Performance Measures Template

<p>2. Youth Development</p> <p>2.1) By the end of each program year, 75% of the participating students (attending 30 or more CCLC sessions) will demonstrate a 10% increase in physical activity and physical fitness as measured by the SPARK curriculum benchmarks administered by the CCLC staff in January 2013, and June 2013.</p>	<p>2.1) Physical education activities, recreation activities and motivational activities provided for all students by CCLC Staff using SPARKS Curriculum and summer sports camps</p>	<p>2.1) 30 minutes per day 4 x per week for Tiers I, II & III students Beginning Week 3 Ending 5/10/2013 Summer: For 4 weeks</p>	<p>2.1) Compare scores pre and post to determine if there is a 10% increase in physical activity and fitness as measured by SPARKS curriculum benchmarks administered by CCLC staff on 8/10, 1/11 and June 2013</p>	<p>Program Coordinator CCLC Classified Staff</p>
<p>2.2) Individual Family Service Plans (IFSP) will have been developed and implemented by June 30, 2013 for 90% of the 20% of students and families identified to be most in need of services, as evidenced by project logs showing the number of IFSP's developed.</p>	<p>2.2) CCLC staff coordinates with community service agencies to develop and implement an Individual Family Service Plan (IFSP) for 20% of students determined to be most in need.</p>	<p>2.2) CCLC staff coordinates with family and community service agencies to develop and implement IFSP'S Beginning Week 3 Ending 5/21/2013 Summer: For 4 weeks June 3-28, 2013</p>	<p>2.2) Tabulate the number of IFSP's developed and implemented for the 20% of students most in need as evidenced in CCLC project logs. Determine the percent of those students for which an IFSP was developed by May 30, 2013 and compare to 90%</p>	<p>Program Coordinator CCLC Staff Community Agencies</p>

Appendix V: Performance Measures Template

<p>3. Family Engagement</p> <p>3.1) Hopi adult family members, elders and community provide culturally relevant information and learning activities for students 30 minutes per day 2 times per week by June 30, 2013</p>	<p>3.1) Hopi adult family members and community provide culturally relevant information and engaging activities for students</p>	<p>3.1) 30 minutes 2 x per week for Tiers I, II, III students Beginning Week 3 of Funding Ending 5/21/2013 Summer: For 4 weeks June 3-28, 2013</p>	<p>3.1) Calculate the number of students who participate in culturally relevant learning activities provided by family and community for 30 minutes 2 times per week for at least 20 weeks by the end of the program year, June 30, 2013.</p>	<p>Program Coordinator CCLC Classified Staff CCLC Adults & Elders</p>
<p>3.2) 55 Students and 20 adult family members will engage in at least 1 community service and entrepreneurial projects using Full Circle Learning as a framework by June 30, 2013.</p>	<p>3.2) Students and adult family members engage in community service and entrepreneurial projects using Full Circle Learning as a framework.</p>	<p>3.2) Tier I 60 min 3 x per week Tier II 60 min 1 x per week Tier III 60 min 1 x per week Beginning Week 4 of Funding Ending 5/21/2013 Summer: For 4 weeks June 3-28, 2013</p>	<p>3.2) Calculate the number of students and adult family members who participate in at least 1 community service and entrepreneurial projects by the end of the program year, June 30, 2013.</p>	<p>Program Coordinator CCLC Classified Staff CCLC Adults</p>
<p>3.3) Adult family members participate for at least forty 60 minute sessions of family literacy activities, GED or adult learning activities including EFF by June 30, 2013.</p>	<p>3.3) Adult family members participate in family literacy activities, GED, or adult learning activities including EFF.</p>	<p>3.3) 4 hours 1 x per week Beginning Week 3 of Funding Ending 5/21/2013 Summer: For 4 weeks June 3-28, 2013</p>	<p>3.3) Calculate the number of adult family members who participate in forty 60 minute sessions of family literacy activities, GED, or adult learning as evidenced by project logs, by June 30, 2013.</p>	<p>Program Coordinator CCLC Classified Staff</p>

APPENDIX VI - Schedule of Operations

SCHOOL: Hotevilla Bacavi Community School

SCHOOL YEAR (08-26-2012 to 05-30-2013):

Number of Weeks during the school year: 36 .

Number of Minutes for Daily CCLC Activities for Tier I, II, III Students during School Year

	<u>Tier I</u>	<u>Tier II</u>	<u>Tier III</u>
Reading/ Language Arts	60 Min.- 30 Min x 2 Days	120 Min. – 30 Min x 4 Days	120 Min. – 30 Min x 4 Days
Math with Science	60 Min.- 30 Min x 2 Days	120 Min. – 30 Min x 4 Days	120 Min. – 30 Min x 4 Days
Physical Activity	120 Min. – 30 Min x 4 Days	90 Min. – 30 Min x 3 Days	90 Min. – 30 Min x 3 Days
Hopi Culture	60 Min.- 30 Min x 2 Days	30 Min.- 30 Min x 1 Day	30 Min.- 30 Min x 1 Day
Community Service	60 Min. – 30 Min x 2 Days	-	-
	=====	=====	=====
Total (Weekly)	360 Min.	360 Min.	360 Min.

Afterschool activities occur between 3:00 PM and 4:30 PM at Hotevilla Bacavi Community School
Number of minutes for Daily After School Program is a 90 Minutes daily x 4 days per week x 36 weeks.

SUMMER (06-3-2013 to 06-28-2013):

Number of Weeks during the summer: 4 Weeks

Number of Minutes for Daily Summer Activities for Tier I, II, III Students for Summer Program

	<u>Tier I, II, & III</u>
Reading/Language Arts	120 Min. 5 Days Per Week
Math	120 Min. 5 Days Per Week
Physical Activity	120 Min. 5 Days Per Week
Hopi Culture	30 Min. 5 Days Per Week
Community Service	30 Min. 5 Days Per Week
Lunch	60 Min. 5 Days Per Week

Total (Weekly) 480 Min. Daily x 5 Days = 2400 Min. Per Week

All Activities occur between 8:00 AM and 4:00 PM at Hotevilla Bacavi Community School

Activities For Afterschool & Summer Programs

- 1) Reading/Language Arts and Math Tutoring Activities are provided by Certified Teachers
- 2) Physical Activities are provided by HEAL staff and HBCS Classified Staff.
- 3) Hopi Cultural Activities are provided by Hopi Elders, Hopi Consultants and HBCS Classified Staff.
- 4) Community Service Activities are provided by Parents, Community Partners, and HBCS Classified Staff.

Appendix III – 21st CCLC Budget Worksheet
 (complete one for each center site)

ADD	
ELO	
Name of School	Hotevilla Bacavi Community School
Grant Name	Hotevilla Bacavi After School and Summer Academic Tutoring & Enrichment
Award Number	
Project Start Date	Immediately when funded
Project End Date	June 30, 2013

PREVIOUS SCHOOL YEAR ALLOCATION	None
EXPENDED PREVIOUS SY ALLOCATION	NA
TOTAL CARRYOVER AVAILABLE	\$0.00
CURRENT SCHOOL YEAR ALLOCATION	
TOTAL AVAILABLE	\$0.00

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			\$58,750
6100	Extended Day Stipends - Teachers	\$25 per hr	\$48,750
6100	Summer Salary - Teachers	\$25 per hr	\$10,000
Employee Benefits			\$14,688.
6200	25%	\$	\$14,688.
Professional Development			\$13,900
	Voyager Math Int Training	\$ 2500	\$ 2,500
	Common Core Rdg Book Training	\$ 2200	\$ 2,200
	ToolKit Training	\$ 2200	\$ 2,200

	Curriculum Mapping – 4 Days	\$ 1200	\$ 4,800
	Using SMART Training	\$ 2200	\$ 2,200
Purchased Services			\$
Equipment			\$15,085
	10 Lap Tops	\$ 700	\$ 7,000
	1 Mobile Security Cart	\$ 600	\$ 600
	IPads (15)	\$ 499	\$ 7,485
Materials and Supplies			\$20,152
6600	Voyager Math Intervention	5,100	5,100
6600	Common Core Recommended Book Sets	2,800	2,800
6600	FOSS Science Kits	3,500	3,500
6600	Reading Intervention Programs	2,052	2,052
6600	Instructional Software	800	800
6600	Teaching Supplies	1,500	1,500
6600	Community Service Supplies	1,500	1,500
6600	Culturally Relevant Supplies	1,500	1,500
6600	LeapFrog & Leap Pad Materials	1,400	1,400
Other Expenses:			\$7,000
6800	Student Field Trip - Phoenix, AZ		3,000
6800	Student Field Trip - Flagstaff, AZ		2,000
6800	Student Field Trip - Regional		2,000
Instructional Support			
Personnel Services			\$35,600
6100	Project Coordinator	\$25 per hr	\$ 13,000
6100	Extended Day Stipends	\$15 per hr	\$ 12,600
6100	Summer Stipends	\$15 per hr	\$ 6,000
6100	HEAL Stipends for Recreation	\$1000	\$ 4,000
Employee Benefits			\$ 8,900
6200	25%	\$	\$ 8,900
Professional Development			\$ 4,700
6800	Travel to CCLC required events for Program Coordinator and Admin		\$ 4,700

Purchased Services			\$7,000.
6300	Evaluation Consultant	\$1200 per day	\$ 3,600
6300	Cultural Consultants	\$100 per day	\$ 3,400
Equipment			\$
		\$	
		-	
Materials and Supplies			\$
			-
Other Expenses:			\$
			-
Non-Instructional Services			
Material and Supplies			\$
			-
			\$185,775.
		TOTAL BUDGET	-
		Difference (Allocation less Budget)	\$0.00

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).

Catherine Begay, Chief School Administrator

Typed Name and Title of Authorized Representative


Signature of Authorized Representative

January 16, 2013
Date

APPENDIX II GEPA 427

The Project Coordinator will assure that all students including all ELL and Special Education students with special needs participate in CCLC in accordance with Section 427 of Department of Education General Provisions Act. The Bilingual and Special Education Teachers will provide CCLC staff with a summary of the students' IEP objectives, to be taught during the CCLC programs. Specialized materials, supplies, and equipment specified in the students' needs and IEP will be provided through special education funds. Training on how to include special needs students will be provided for all staff. Special steps will be initiated to assure that students with disabilities will be included in 21st Century Program Activities. All HBCS Special Education Students will be initiated in the CCLC and included with all Tier III students in all activities for Tier III students. Our ELL students will be included in the program. HBCS give equitable access to students and community members who are to participate. The Program will give equitable access and equitable participation for students, teachers, staff, parents, community, and other beneficiaries with special needs. Participants of both sexes and all ages will be equally recruited and served; in addition, because it is anticipated that fewer males may wish to participate, recruitment efforts have been designed to appeal to the male student and community participants. Special interest groups have been specifically designed to appeal to and meet the needs of male participants. Specific interest classes have been designed to appeal to and meet the needs of persons of all ages. Participants of all racial and national backgrounds and color will be recruited. The majority of participants will be Hopi. In order to allow for access for those persons who speak Hopi, all communications will be in Hopi as well as English, including radio announcements, brochures, reports, etc. In addition, several program components have been specifically designed to attract and meet the needs of our Hopi population, including Hopi Language and cultural activities. Participants of other nationalities and backgrounds who live in the communities are invited to participate and will be given equitable access.



Hotevilla Bacavi Community School

POSITION DESCRIPTION

Revised 05/15/2012

TITLE: 21st Century Project Coordinator	EMPLOYMENT: 11 Months
CLASSIFICATION: Exempt	CATEGORY: Certified

GENERAL STATEMENT OF RESPONSIBILITIES: Responsible for providing appropriate and effective 21st Century Program instruction to teachers, teacher assistance and students to improve academic achievement. 21st Century Project Coordinator will focus on providing professional development and providing direction for teachers and providing them with additional support needed to implement 21st Century goals. **POSITION SUMMARY:** To be responsible for a wide variety of management or semi-administrative duties and is an integral part in providing a service-oriented relationship with all departments to assure the smooth and efficient operation of the school 21st Century Program. The incumbent is responsible to the CSA.

I. QUALIFICATIONS:

1. B.S. or Master Degree in Education
2. Valid Arizona Department of Education certification appropriate to Academic coaching
3. Five years of successful teaching experience
4. Ability to communicate ideas and directive clearly and effectively both orally and in writing
5. Knowledge of Hopi cultures and Hopi Language preferred
6. Good verbal and written communication skills, ability to communicate well with parents, children, teachers and the general public
7. Must pass criminal background checks by state, federal and Hopi Tribe
8. As a minimum qualification, applicant's background checks must demonstrate successful, positive, multi-year employment and performance of duties at each of applicant's last 5 years of employment
9. Must have or obtain CPR and First Aid certification by September 1st of current school year
10. Must have valid Arizona Driver's license

II. DUTIES AND RESPONSIBILITIES:

1. Provides professional development opportunities in the area of Reading and Math instruction, assessment, data analysis
2. Graphs DIBELS test scores by grade level after each assessments
3. Make on-going classroom visitations as appropriate and necessary to be able to perform the duties of 21st Century Project Coordinator
4. Work with teachers and Teacher Supervisor in implementation and support of the school 21st Century programs
5. Work with teachers and Teacher Supervisor to coordinate aligned tutoring program.
6. Responsible for assessment of reading and math skills and interpretation of assessment results
7. Use student work and assessment results as rationales and evidence to determine effectiveness of the tutoring program and assist teachers in making decisions about tier 3 instructional activities
8. Research and provide information and guidance regarding range of effectiveness through individual discussions, coaching sessions, study group, staff meetings and professional development

9. Maintain paperwork consistently, appropriately and in a timely manner for 21st Century program
10. Maintain confidentiality of school, teachers, and classroom
11. Makes quarterly reports to Hotevilla Bacavi Community School Board on tutoring progress
12. Adhere to and enforce all board policies
13. Establish work standards and ethics
14. Attend and participate in school improvement and school comprehensive plans
15. Performs other related duties as assigned

- III. SUPERVISION RECEIVED BY: Chief School Administrator
- IV. WORKING HOURS: In accordance with Board policies
- V. EVALUATION PROCEDURE: In accordance with Board policies

CERTIFICATION

I certify that I will perform the duties and responsibilities of this position and its organizational relationships, and that the position is necessary to carry out Hotevilla Bacavi Community School Board functions for which I am responsible. This certification is made with the acknowledgement that this information is to be used for statutory purposes relating to appointment and payment of public/federal funds, and that any false or misleading statements may constitute violations of such statues and their implementing regulations, or school policies.

REVIEWED BY: _____ DATE: _____
Employee

APPROVED BY: _____ DATE: _____
Immediate Supervisor



Hotevilla Bacavi Community School

POSITION DESCRIPTION

Revised 05/21/2012

TITLE: 21 st Century Teacher	EMPLOYMENT: 10 Months
CLASSIFICATION: Exempt	CATEGORY: Certified

GENERAL STATEMENT OF RESPONSIBILITIES: Responsible for creating an elementary program and a class environment favorable to learning and personal growth; to ensure mastery of established academic standards and 21st Century program goals, and to meet the unique needs of each student. To establish effective rapport with students; Serve as a strong character role model for students. Establish a good working relationship with students, parents and staff. Provide after school tutoring services.

I. QUALIFICATIONS:

1. Bachelor of Science, Bachelor of Arts or Master Degree in Education
2. Valid Arizona Department of Education certification appropriate to teaching assignment
3. Arizona State Fingerprint Clearance Card
4. Knowledge of Hopi/language culture preferred
5. Must have or obtain CPR and First Aid certification by September 1st of current school year
6. Must have valid Arizona Driver's license
7. Must pass criminal background checks by state, federal, and Hopi Tribe
8. As a minimum qualification, applicant's background checks must demonstrate successful, positive, multi-year employment and performance of duties at each of applicant's last 5 years of employment
9. Good verbal and written communication skills, ability to communicate with all students and staff

II. DUTIES AND RESPONSIBILITIES:

1. Designs and plans instruction that develops student's abilities to meet academic standards and Common Core standards.
2. Provides academic instruction based upon principles of effective tutoring program.
3. Teaches and provide tutoring in reading, language arts, social studies, mathematics, science, health, physical education to students in classroom
4. Develops and aligns lesson plans to instruction in accordance with tier three deficiencies.
5. Translates lesson plans into learning experiences so as to best utilize the available time for instruction.
6. Evaluates and adapts curriculum materials to the learning needs of students.
7. Establishes and and maintains standards of student behavior needed to achieve a functional learning atmosphere in the classroom.
8. Assesses student's academic skills and social growth; keeps appropriate academic records.
9. Maintains the confidentiality of records and prepare progress reports.
10. Uses computers, audiovisual aids, promethian board, document camera, Microsoft power point and other equipment to supplement presentations.
11. Prepare and implement remedial programs for students in tier II and Tier III requiring extra help.
12. Communicates with parents to discuss student's academic progress and orientation on school programs.
13. Cooperates with other professional staff members in assessing social and learning problems of students.
14. Creates an effective classroom learning environment through functional and attractive displays, bulletin boards, etc.

- 15. Collaborates with Program Coordinator and colleagues to achieve school goals.
- 16. Supervises pupils in and out-of-classroom activities during the assigned working day.
- 17. Participates in faculty meetings, committees, and school sponsored activities.
- 18. Maintains good classroom management and control of students.
- 19. Performs other duties as assigned by supervisor.

- III. SUPERVISION RECEIVED BY: 21st Century Program Coordinator
- IV. SUPERVISION GIVEN: Supervises students
- V. WORKING HOURS: In accordance with Board policies and schedule developed by Teacher Supervisor
- VI. EVALUATION PROCEDURE: In accordance with Board policies

CERTIFICATION

I certify that I will perform the duties and responsibilities of this position and its organizational relationships, and that the position is necessary to carry out Hotevilla Bacavi Community School Board functions for which I am responsible. This certification is made with the acknowledgement that this information is to be used for statutory purposes relating to appointment and payment of public/federal funds, and that any false or misleading statements may constitute violations of such statues and their implementing regulations, or school policies.

REVIEWED BY: _____ DATE: _____
Employee

APPROVED BY: _____ DATE: _____
Immediate Supervisor



Hotevilla Bacavi Community School

POSITION DESCRIPTION

Revised 04/21/2012

TITLE: Teacher Assistant	EMPLOYMENT: 10 Months
CLASSIFICATION: Exempt	CATEGORY: Classified

GENERAL STATEMENT OF RESPONSIBILITIES: Performs duties that are instructional in nature and deliver direct service to students. Serve in a position for which a teacher or another professional has ultimate responsibility for the design and implementation of educational programs and services. Assist to implement learning experiences that advance the intellectual, emotional, social, and physical development of student within a safe, healthy learning environment.

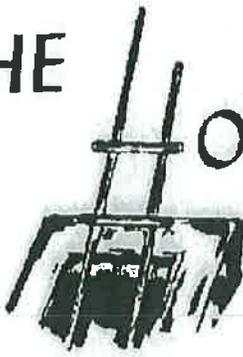
I. QUALIFICATIONS:

1. Must have Associate of Arts Degree or 60 or more semester hours of college credit
2. Ability to communicate ideas and directive in clear and effectively both orally and in writing
3. Must have knowledge of computers, running of Accelerated Reading Program
4. Knowledge of Hopi Culture/Language preferred
5. Must have valid Arizona Driver License
6. Must pass criminal background checks by state, federal, and Hopi Tribe
7. As a minimum qualification, applicant's background checks must demonstrate successful, positive,
8. multi-year employment and performance of duties at each of applicant's last 5 years of employment
9. Must have or obtain CPR and First Aid certification by September 1st of current school year
10. Must have or obtain Food Handler's certification by September 1st of current school year

II. DUTIES AND RESPONSIBILITIES:

1. Discuss assigned duties with 21st Century Project Coordinator in order to coordinate instructional efforts.
2. Utilize appropriate language, interactions, and positive discipline
3. Present subject matter to students under the direction and guidance of teachers, direct assistance, discussions or supervised role-playing methods
4. Tutor and assist children individually or in small groups in order to help them master assignments and to reinforce learning concepts presented by teachers
5. Supervise students in classrooms, school yards, and gymnasium
6. Enforce administration policies and rules governing students
7. Observe students' performance and record relevant data to assess progress
8. Organize and supervise games and other recreational activities to promote physical, mental, and social development
9. Plan, prepare, and develop various teaching aids such as bibliographies, charts, and graphs
10. Provide extra assistance to students with special needs, such as Limited English Speaking and special needs
11. Maintain accurate education folders for student progress, Benchmark data, AIMS scores

THE OPI TRIBE



LeRoy N. Shingoitewa
CHAIRMAN

Herman G. Honanie
VICE-CHAIRMAN

November 19, 2012

Bureau of Indian Education
21st Century Community Learning Center
BIA Building 2
1011 Indian School Road, NW
3rd Floor Suite 332
Albuquerque, NM 87104

Loloma (Greetings),

I write this letter in behalf of Hotevilla Bacavi Community School to inform you that I fully support their efforts in applying for the 21st Century Community Learning Centers Program Grant. I believe that they meet all the requirements need to apply and comply with the grant if awarded funding.

If you have any questions regarding letter of support please feel free to contact me directly at (928) 734-3102. Thank you.

Sincerely,

A handwritten signature in black ink, appearing to read 'L. Shingoitewa', with a long horizontal flourish extending to the right.

LeRoy N. Shingoitewa, Chairman

HOTEVILLA BACAVI COMMUNITY SCHOOL

Partners in Education-Partnership Agreement Form

Hotevilla Bacavi Community School and Northern Arizona University Talent Search

School/District Partner

School Contact: **Hotevilla Bacavi Community School**
 Phone Number: **928-734-2462** Email: cathyb@hbcschool.org
 School Address: **P.O. Box 48, Hotevilla, Arizona 86030**
 Check Level(s): Elementary School Middle School

Community/Business Contact

Community/Business: **Northern Arizona University Talent Search**
 Phone Number: **928-523-6996** Email: Keith.Hovis@nau.edu / Beverly.Honanie@nau.edu
 Business Address: **PO Box 6035 Flagstaff, AZ 86011**
 Contact Person: **Keith Hovis, Director / Beverly Honanie, HBCS NAU TS Site Coordinator**

Type of partnership:

School's Activities

- Tutoring
 - Loan text books to help with lessons
 - Invite Partners to Training
 - Identify specific areas of help students need
- Training
 - Invites Partners to specific training to help in certain areas
 - Common Core Standards training
 - Parenting Skills training
- Cultural Activities
- Health and Wellness
- Summer Recreation Activities
- Student Leadership training

Community/Business Activities

X
X

X

X

We agree to a partnership in education, which will enhance and improve the quality of education and meet the needs of Hotevilla Bacavi Community School students and community. We want students to receive a quality education, to feel supported at school, at home, in the community, and to be proud of their identity and culture

Together, the undersigned Hotevilla Bacavi Community School and Northern Arizona University Talent Search, believe they can work together to make a difference in education and the lives of children



Hotevilla Bacavi Community School

11-14-13

Date



Community/Business Partner

11/11/13

Date

HOTEVILLA BACAVI COMMUNITY SCHOOL

Partners in Education-Partnership Agreement Form

Hotevilla Bacavi Community School and The Village of Bacavi Youth Center

School/District

School Contact: **Hotevilla Bacavi Community School**
Phone Number: **928-734-2462** Email: cathyb@hbcschool.org
School Address: **P.O. Box 48, Hotevilla, Arizona 86030**

Business Contact Bacavi Village Youth Program

Contact Person: **Stewart Nicholas, Community Service Administrator**
Phone Number: **928-734-9360** Email: stewartnicholas1975@gmail.com
Business Address: **P.O. Box 185 Hotevilla, Arizona 86030**
Check Level(s): Elementary School Middle School

Type of partnership:

School's Activities

- Tutoring
 - Loan text books to help with lessons
 - Invite Partners to Training
 - Identify specific areas of help students need
- Training
 - Invites Partners to specific training to help in certain areas
 - Common Core Standards training
 - Parenting Skills training
- Cultural Activities
- Health and Wellness
- Summer Recreation Activities

Community's Activities

- After School Activities /Program
- Summer Recreational Program
- Community Projects
 - Futures For Children
- Mentorship Program
- Leadership Programs
- Civic Engagement

We agree to a partnership in education, which will enhance and improve the quality of education and meet the needs of Hotevilla Bacavi Community School students and community. We want students to receive a quality education, to feel supported at school, at home, in the community and to be proud of their identity and culture

Together, the undersigned Hotevilla Bacavi Community School and Bacavi Village Youth Program, believe they can work together to make a difference in education and the lives of children and young people.



Hotevilla Bacavi Community School 01/14/2013
Date



Community Partner 1/14/2013
Date

HOTEVILLA BACAVI COMMUNITY SCHOOL

Partners in Education-Partnership Agreement Form

Hotevilla Bacavi Community School and the Greater Flagstaff Forest Partnership (GFFP)

School/District Partner

School Contact: **Hotevilla Bacavi Community School**
Phone Number: **928-734-2462** Email: cathyb@hbcschool.org
School Address: **P.O. Box 48, Hotevilla, Arizona 86030**
Check Level(s): Elementary School Middle School

Community/Business Contact

Community/Business: **Greater Flagstaff Forest Partnership (GFFP)**
Phone Number: **928-310-8102** Email: admin@gffp.org
Business Address: **1300 S. Milton Rd. Suite 209
Flagstaff AZ 86001**
Contact Person: **Anne Mottek Lucas**

Type of partnership:

School's Activities

- Tutoring
 - Loan text books to help with lessons
 - Invite Partners to Training
 - Identify specific areas of help students need
- Training
 - Invites Partners to specific training to help in certain areas
 - Common Core Standards training
 - Parenting Skills training
 - Cultural Activities *"Yellow Belly Ponderosa" travelling performance for all elementary students, pre- post-lesson plans and evaluations to be administered to the 4th and 5th grades. An outreach program that combines culture, arts and science to convey a lifelong connection to and understanding of sustainable forests, teach outdoor skills, encourage physical outdoor activity, promote interest and knowledge of the natural sciences, and connect kids with the natural world. There will be a special emphasis on Native American culture as it relates to the natural world within the program.*
- Health and Wellness
- Summer Recreation Activities

Community/Business Activities

We agree to a partnership in education, which will enhance and improve the quality of education and meet the needs of Hotevilla Bacavi Community School students and community. We want students to receive a quality education, to feel supported at school, at home, in the community, and to be proud of their identity and culture

Together, the undersigned Hotevilla Bacavi Community School and GFFP, believe they can work together to make a difference in education and the lives of children


Hotevilla Bacavi Community School
Date 1/15/13


Community/Business Partner
Date 1/14/13

School Year 2012-2013

Assessment of Objective Data Regarding the Need for CCLC Program

Reading AIMS

Grade	<u>#FF Below</u>		<u># Approaches</u>		<u># Meets</u>		<u># Exceeds</u>									
	2011	2012	2011	2012	2011	2012	2011	2012								
3	0	0%	1	8%	7	44%	6	46%	9	56%	6	46%	0	0	0	0
4	0	0%	0	0%	1	14%	1	6%	6	86%	13	81%	0	0	2	13%
5	1	8%	0	0%	4	33%	2	17%	6	50%	9	75%	1	8%	1	8%
6	2	13%	1	13%	2	13%	3	38%	11	73%	4	50%	0	0	0	0
7	0	0%	2	12%	2	11%	4	24%	17	89%	10	59%	0	0	1	6%
8	4	40%	1	6%	4	40%	6	35%	2	20%	10	59%	0	0	0	0
Total:	7		5		20		22		51		52		1		4	

27 Students Non-Proficient 2011

27 Students Non-Proficient 2012

Math AIMS

Grade	<u>#FF Below</u>		<u># Approaches</u>		<u># Meets</u>		<u># Exceeds</u>									
	2011	2012	2011	2012	2011	2012	2011	2012								
3	2	13%	3	23%	9	56%	7	54%	5	31%	3	23%	0	0%	0	0%
4	0	0%	0	0%	3	43%	4	25%	4	57%	6	38%	0	0%	6	38%
5	3	25%	1	8%	6	50%	4	33%	3	25%	4	33%	0	0%	3	25%
6	5	33%	2	25%	5	33%	4	50%	4	27%	2	25%	1	7%	0	0%
7	1	5%	5	29%	11	58%	5	29%	7	37%	5	29%	0	0%	2	12%
8	5	50%	7	41%	3	30%	3	18%	2	20%	7	41%	0	0%	0	0%
Total:	16		18		37		27		25		27		1		11	

53 Students Non-Proficient 2011

45 Students Non-Proficient 2012

Writing AIMS

Grade	<u>#FF Below</u>		<u># Approaches</u>		<u># Meets</u>		<u># Exceeds</u>									
	2011	2012	2011	2012	2011	2012	2011	2012								
3	NA															
4	NA															
5	2	17%	0	0%	7	58%	5	42%	3	25%	7	58%	0	0%	0	0%
6	3	21%	2	25%	8	57%	4	50%	3	21%	2	25%	0	0%	0	0%
7	1	5%	4	24%	12	63%	10	59%	6	32%	3	18%	0	0%	0	0%
8																
Total:	6		6		27		19		12		12		0		0	

33 Students Non-Proficient 2011

25 Students Non-Proficient 2012

Assessment of Objective Data Regarding the Need for CCLC Program

<u>Grade</u>	<u>Science AIMS</u>															
	<u>#FF Below</u>				<u># Approaches</u>				<u># Meets</u>				<u># Exceeds</u>			
	<u>2011</u>		<u>2012</u>		<u>2011</u>		<u>2012</u>		<u>2011</u>		<u>2012</u>		<u>2011</u>		<u>2012</u>	
3	NA															
4	0	0%	1	6%	5	71%	4	25%	2	29%	6	38%	0	0%	5	31%
5	NA															
6	NA															
7	NA															
8	7	70%	8	47%	1	10%	4	24%	1	10%	4	24%	1	10%	1	6%
<u>Total:</u>	7		9		6		8		3		10		1		1	
13 Students Non-Proficient 2011				17 Students Non-Proficient 2012												