

Keams

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)
- Program Narrative (no more than 35 pages single-spaced)
- Participants Served Chart
- Performance Measures Template
- Schedule of Operations
- Budget Form –Appendix III (complete one for each center site)
- 21st CCLC Assurance Form
- Appendices – only those described below:
 - Job descriptions for key staff members
 - Documents of support from school and tribe (No 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 N/A operated school

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.

 1-17-13

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JAN 11 2013

KEAMS CANYON
ELEMENTARY SCHOOL



Application for Federal Assistance SF-424

Version 02

*1. Type of Submission		*2. Type of Application	*If Revision, select appropriate letter(s):
<input type="checkbox"/> Preapplication		<input type="checkbox"/> New	
<input checked="" type="checkbox"/> Application		<input checked="" type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application		<input type="checkbox"/> Revision	

*3. Date Received:	4. Application Identifier:
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5a. Federal Entity Identifier: AADD65H210 (D65H21)	*5b. Federal Award Identifier:
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State Use Only:

6. Date Received by State:	7. State Application Identifier:
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8. APPLICANT INFORMATION:

* a. Legal Name: Keams Canyon Elementary School	
* b. Employer/Taxpayer Identification Number (EIN/TIN): 80-0511161	*c. Organizational DUNS: 932947377

d. Address:

*Street1: P.O. BOX 397
 Street 2: 100 MAIN STREET, BLDG. #48
 *City: KEAMS CANYON
 County: NAVAJO
 *State: ARIZONA
 Province:
 Country: UNITED STATES *Zip/ Postal Code: 86034

e. Organizational Unit:

Department Name: DOI, ARIZONA NORTH, BUREAU OF INDIAN EDUCATION	Division Name: KEAMS CANYON ELEMENTARY SCHOOL
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f. Name and contact information of person to be contacted on matters involving this application:

Prefix: MR. First Name: GARY
*Last Name: POLACCA
Suffix:
Title: PRINCIPAL

Organizational Affiliation:

*Telephone Number: (928) 738-2385	Fax Number: (982) 738-5519
*Email: Gary.Polacca@bie.edu	

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type: - Select One -

Type of Applicant 2: Select Applicant Type:
- Select One -

Type of Applicant 3: Select Applicant Type:
- Select One -

*Other (specify):
FEDERAL GOVERNMENT

*10. Name of Federal Agency:
Bureau of Indian Education, 21st Century Community Learning Centers Program

11. Catalog of Federal Domestic Assistance Number:

CFDA Title:

*12. Funding Opportunity Number:

*Title:

13. Competition Identification Number:

Title:

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

Communities of Jeddito, Keams Canyon, Polacca, Spider Mound, White Cone, Navajo County, Arizona.

*15. Descriptive Title of Applicant's Project:

21st Century After/Summer School Program

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

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16. Congressional Districts Of: **AZ001**

*a. Applicant **Keams Canyon Elementary School** *b. Program/Project: **21st Century After/Summer Program**

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

17. Proposed Project: **BIE 21st Century Community Learning Center Grant**

*a. Start Date: **08/02/2012** *b. End Date: **06/30/2103**

18. Estimated Funding (\$):

*a. Federal **\$150,000.00**
*b. Applicant
*c. State
*d. Local
*e. Other
*f. Program Income
*g. TOTAL **\$150,000.00**

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

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372

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

Yes No

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

**I AGREE

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

Authorized Representative:

Prefix: **MR.** *First Name: **GARY**

Middle Name:

*Last Name: **POLACCA**

Suffix:

*Title: **PRINCIPAL**

*Telephone Number: **(928) 738-2385** Fax Number: **(928) 738-5519**

*Email: **Gary.Polacca@bie.edu**

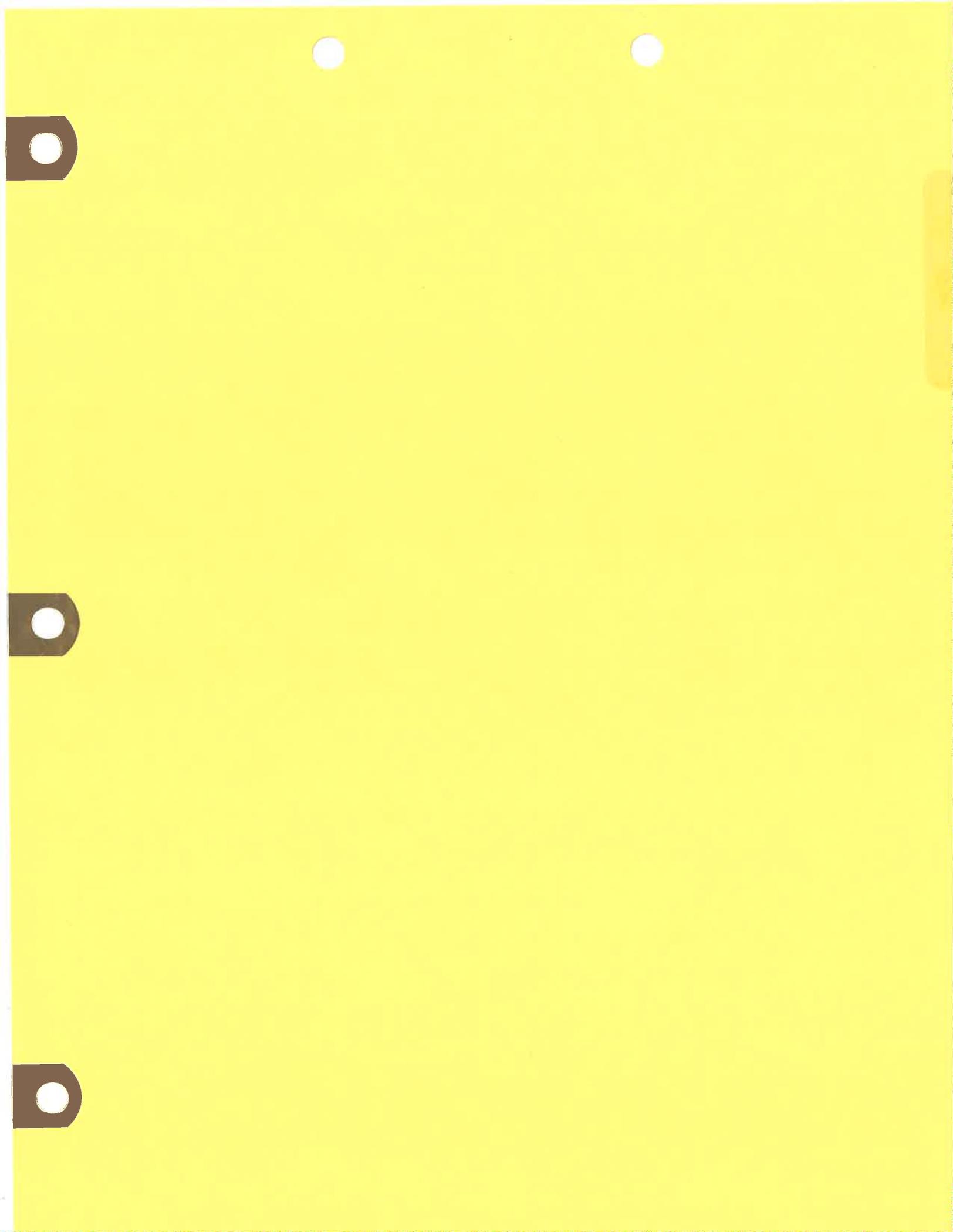
*Signature of Authorized Representative: *Gary E. Polacca* Date Signed: **1/14/13**

Application for Federal Assistance SF-424

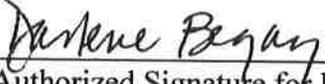
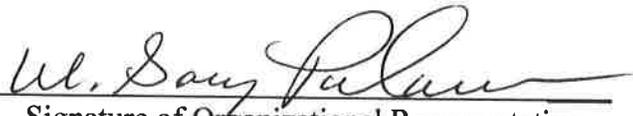
Version 02

***Applicant Federal Debt Delinquency Explanation**

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



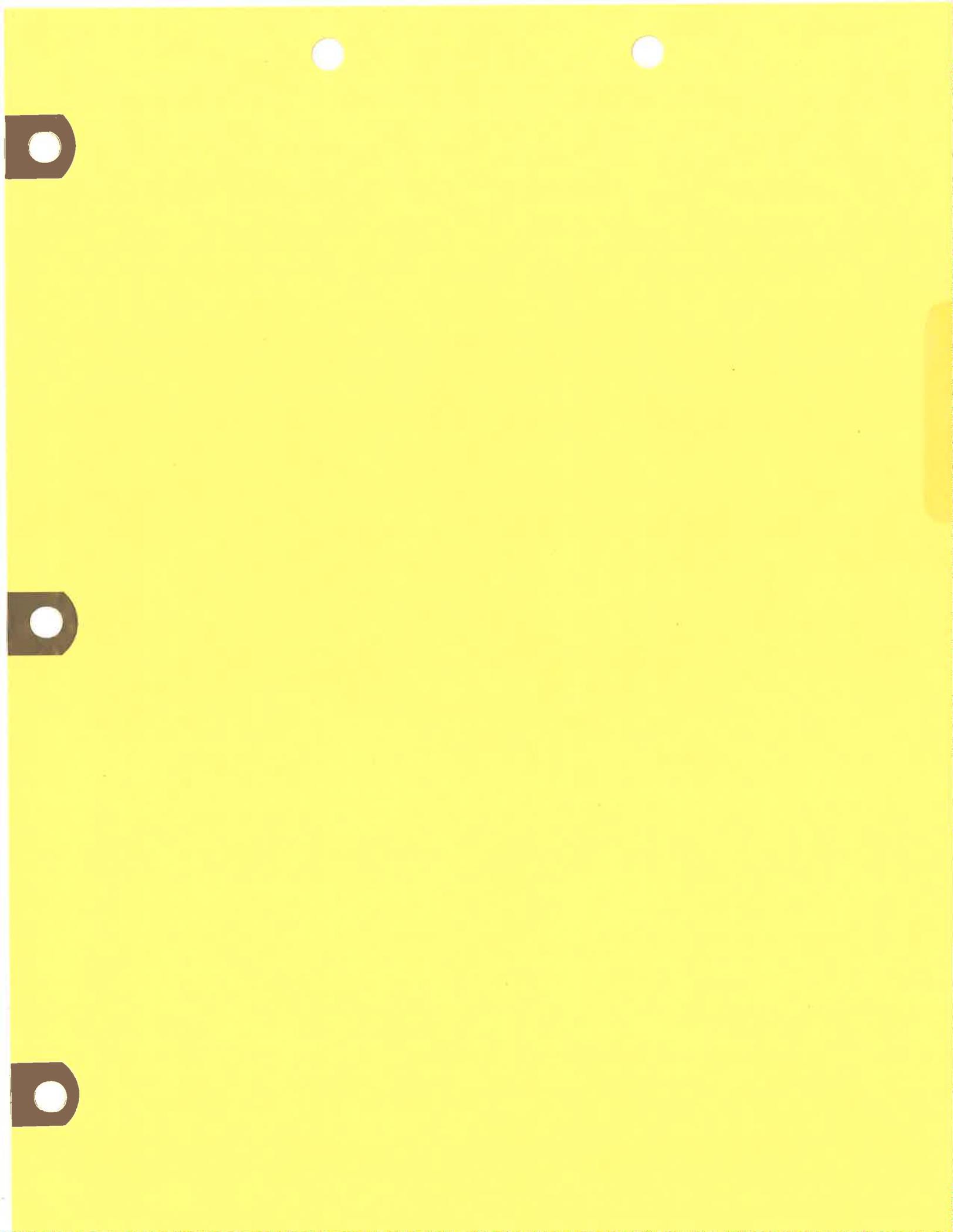
**APPENDIX VIII: Cover Page BIE 21st CCLC
COVER PAGE
EED FORM # 05-07-039**

<u>BIE, ARIZONA NORTH, KEAMS CANYON ELEMENTARY SCHOOL</u>	
Organization	
<u>Gary Polacca, Principal</u>	<u>(928) 738-2385</u>
Name of Contact Person	Telephone
<u>Gary.Polacca@bie.edu</u>	<u>(928) 738-5519</u>
E-mail Address	Fax Number
<u></u> <u>Darlene Begay</u>	<u>01/14/2013</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></u>	<u>1/14/13</u>
Signature of Organizational Representative	Date
<u>Principal</u>	
Title	

<u>\$ 150,000.00</u>
Total Funding Requested Per Year
<u>\$ 450,000.00</u>
Total Funding Requested for Three Years

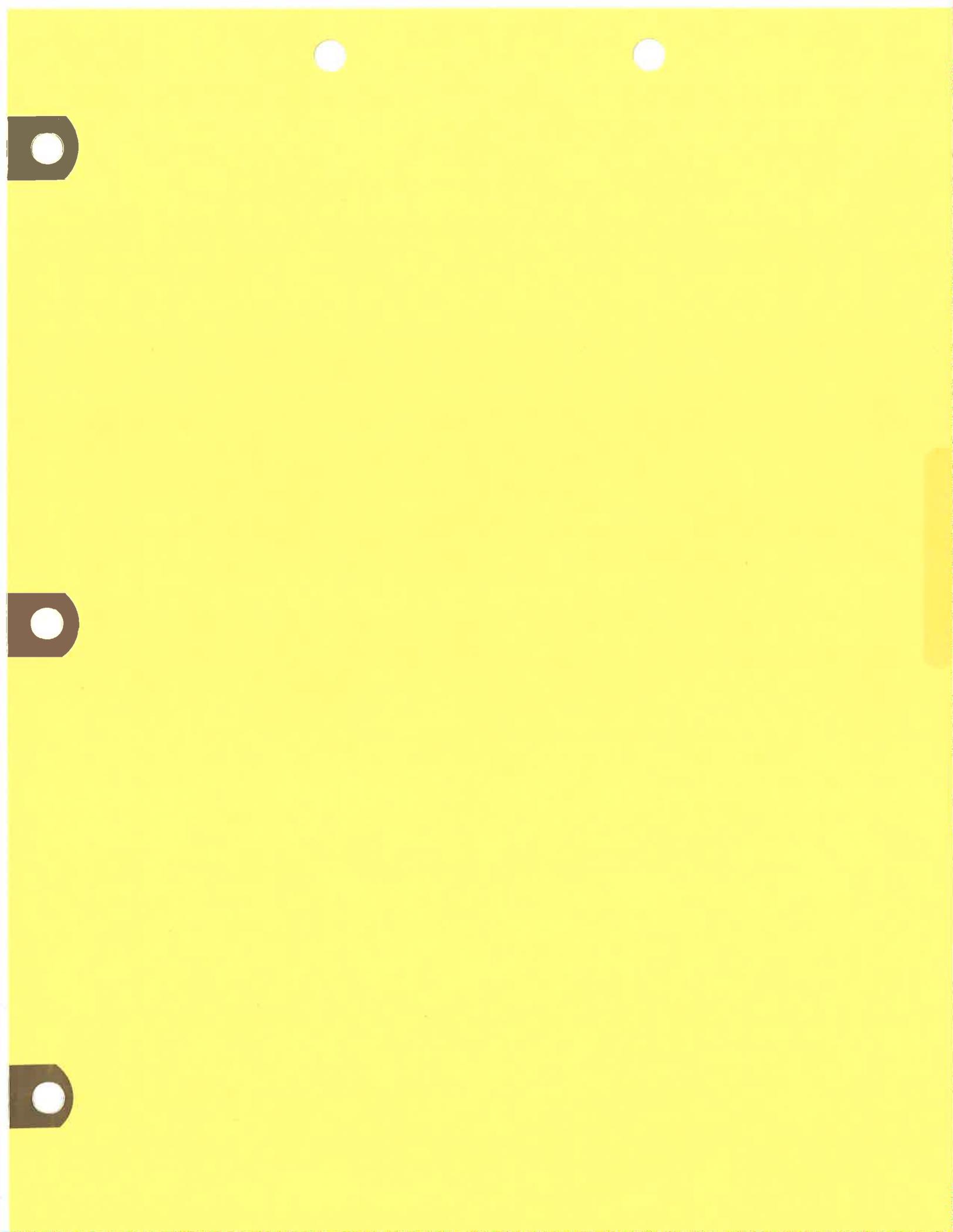
BIE Use Only Project Number: _____	Date Received: _____
Project Approval: _____	Amount Awarded: \$ _____

APPENDIX IX: Documentation Requirements



**21st CENTURY COMMUNITY LEARNING CENTERS PROGRAM
APPLICATION PACKAGE
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Keams Canyon Elementary School

Program Summary

Keams Canyon Elementary School (BIE School) 21st Century Community Learning Center is a center within KCES, a school-based organization partnership with public organizations that offers academic, artistic, and cultural enrichment opportunities to students and their families when school is not in session (after school, Saturdays and summer recess).

The purpose of the Keams Canyon Elementary School 21st Century Community Learning Center is to create 21st CCLC program that provide at-risk students in grades K-6 with opportunities for academic enrichment, personal enrichment, and other activities intended to enhance the students' regular academic program. Another component of the 21st CCLC program is the engagement of adult family members of active student participants through volunteerism, and through educational and personal development opportunities. 21st CCLC programs offer safe environments for students during extended learning time (after school hours, weekends, and summer) and will have one location in the KCES showcasing an up to date facility. The 21st CCLC will offer an assortment of high quality services to support student learning and development, including, but not limited to: tutoring, mentoring, academic enrichment (e.g. homework assistance, reading, math, science, and technology programs), field trip for university atmosphere exposure, character education, recreational activities, and dropout prevention.

Abstract

Keams Canyon Elementary School (KCES) is a rural school serving 92 culturally diverse K-6 Native American students of who are at risk of school failure. There are varied risk factors, KCES is located on the Hopi Indian reservation in a typical rustic area of northeast Arizona, approximately 150 miles to the nearest public library, university, public transportation and other infrastructures. According to 2010 U.S Census Keams Canyon community's largest ethnic group are American Indian (86%), has 52.75% unemployment rate and 31% of the residents live in poverty. Reflective to the National graduation and dropout rates among American Indians and Alaska Natives (AI/AN), the high school graduation rate in the area of the Hopi and Navajo reservations that feeds into KCES is 61.1% and only 9.25% attained an associate or bachelor's degree.

A portion of the student's parents lacks some of the basic skills and knowledge to confidently assist their children with basic academic work. A low school achievement among parents and siblings, an increasing use of drugs and alcohol by siblings and parents, single parent (according to Census 2000 figures, 47.95% of our households are female households with no husband or father present) and a high level of domestic violence among family households, all of which create an environment that breeds apathy, low self-esteem, suicide, drop-out, drug and alcohol abuse, teen pregnancy, etc., but with a highly effective after-school and summer program that fosters high expectations, using proven practices provide an alternative after school/summer programs.

While the description above and the data that follows paint a grim picture, the resiliency of community sustains our youth and carried through traditional wisdom and guidance by the elders, an important strength not demonstrated through these numbers. Other strengths, for

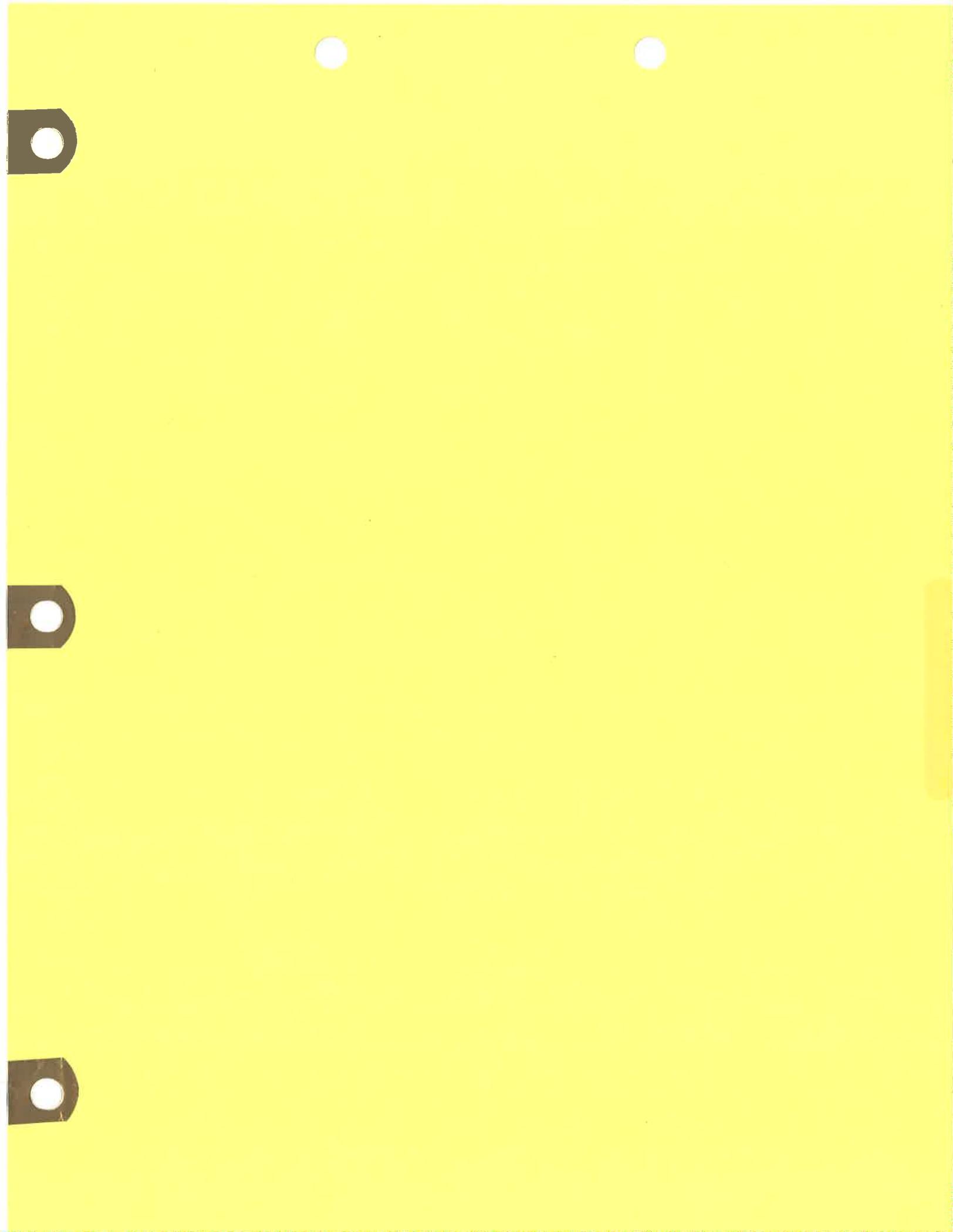
Keams Canyon Elementary School

instance, first, the local Hopi and Navajo Tribes community in Keams Canyon is eager to support the improvement efforts at KCES. Second, the Hopi Tribal Social Services, Hopi Law Enforcement and Hopi Health Care Center provide quality services to the people by offering a range of support such as health and educational services to the School and community. The Hopi Foundation, a proactive not for profit organization, ground the Hopi teaching of "Itam naapyani" ("doing the work ourselves") promote self sufficiency and offer substance abuse prevention and education. Third, Northern Arizona University, a university situated 140 miles away, is an educational partner with KCES and offers array of services such as mentoring, college readiness, science and math enrichment, and professional development programs.

In order to reduce our student "risk factors," and promote student achievement and social success, we are seeking funds to implement our locally developed KCES 21st Century Community Learning Center. If funded, this grant will allow the school to offer students/community members an extended school day/year "menu" of expanded "learning opportunities" in a safe, drug free environment which will support and encourage their efforts to improve their academic achievement and enhance their physical, mental, and social well being. KCES 21st Century Community Learning Center will provide "extended day and year" programs, after school, on Saturdays, and during the summer. Some anticipated outcomes of the 21st Century Community Learning Center are:

- Reduced number of unsupervised children in the afternoons, on weekends and in the summer.
- Reduced actual and/or potential number of students engaging in drug abuse activities and in juvenile crime, or being victims of crime.
- Raised academic skill levels and performance by students on standardized tests and consequently the number of students meeting the Common Core Standards
- Increased number of parent and community members receiving physical/mental health, adult education and parenting programs/services.
- Increased opportunities for professional developments for educators.

This proposal incorporates school resources, community, and university support. However, without federal assistance, the likelihood of success is low. We have planned the use of funds requested to maximize delivery of services to students and professional development for teachers. Finally, KCES staff is confident they can achieve the goals identified in this proposal with the resources made available through this grant.



Keams Canyon Elementary School

1) Need for Project

1A. Keams Canyon Elementary School has 92 students and 91% of the students receive free or reduced breakfast/lunch. The annual growth of the student population is at a rate of 5%. KCES grades 3 to 6 (42 students) were tested using Arizona’s Instrument to Measure Standards (AIMS); 51% of these students did not meet or exceed reading performance measures; and 75% did not meet or exceed math performance measures.

A parent survey was conducted by KCES in November 2012. Seventy-three surveys out of ninety-two were returned. The results showed statistics common among American Indian communities.

- 77% of surveys returned were completed by mothers or grandmothers.
- 66% of parents are interested in improving their word processing skills.
- 66% of homes did not have Internet access at home.
- 50% of parents would like to improve or learn to help their child with math.
- 44% parents would like to improve or learn to help their child with reading.
- 75% of parents strongly agree that having a safe place for students to go after school and summers where they can learn is important.
- 65% of parents say their child is in care of a relative or a grandparent after school (other than parents).
- 30% of the parents have challenges spending time with their children.
- 63% of parents say they lived in the Keams Canyon area over 20 years.

The future workforce of the Keams Canyon community and Hopi/Navajo reservation communities future will require increased literacy, more math and science education, and more advanced technological skills, it is imperative that the 21st Century grant assist in supporting Keams Canyon Elementary School to find more satisfactory ways of instilling the students a desire for lifelong learning and preparedness.

Name of each after school site	Designation-School Status	% Free or reduced lunch	Estimated # of Students to be served (based on percentage of total source population)	# of Family Members to be served, if appropriate	Grade levels to be served
Keams Canyon Elementary School	K-6	91%	82	164	K-6

1B. KCES will use the 2011-2012 Arizona’s Instrument of Measure Standards (AIMS) scores for grades 3-6, Stanford 10 scores for grades K-2, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data, and Northwest Evaluation Association (NWEA), to identify students that are most in need of addition academic instruction. DIBELS is administered within the first 2-3 weeks

Keams Canyon Elementary School

of school and it provides a benchmark from which the school tracks student achievement in reading. If a student is identified as intensive (In most need of intervention), or Strategic (In need of some intervention), these students will then be retested bi-weekly to insure that the interventions are working and that adequate progress is being made. KCES follows the Response to Intervention (RTI) model of establishing a benchmark for all students and using that benchmark as a tool to guide student's individual academic program. The classroom teachers, reading coach and special education teacher will be responsible for administering the DIBELS tests.

1C. Information gathered on socio-economic levels in the community, LEP percentages, dropout rates, drug/alcohol abuse incidences, academic scores, and other risk factors have been an impact on student success. Data from KCES' first year with Reading First show the students in the strategic and intensive category typically score lower on the AIMS and Stanford 10 tests. For school year (SY) 2011-2012 KCES used the DIBELS data along with all other areas of academic achievement to identify students in need of additional academic instruction, once a student is identified, KCES drafted a letter to the parents explaining their students' need for additional instruction. The CCLC grant will provide an opportunity to have a program with a 95-100% buy-in from the parents/guardians.

KCES will identify the students that need to participate in the after school and summer program by using the test data, classroom achievement, referrals from parents and staff in order to ensure we are meeting the needs of all students that should receive additional support, we will continue to analyze the newest data available on a monthly basis. KCES uses Harcourt for its core curriculum in all academic areas, which is a researched based curriculum (RB) and it has been in place for seven years. KCES plans to use a portion of the funding to provide professional development on Harcourt to ensure the staff at KCES is up to date on the most current RB strategies.

1D. This school year, KCES is using DIBELS Next, which is a newer version of DIBELS. DIBELS is used as a school-wide screener for reading to give us information about the reading skills of all students at KCES, Kindergarten through 6th grade. All students are assessed three times per year. Depending on the time of year and the number of skills assessed each student gets a composite score. This composite score determines whether the student is in need of intervention or is on track for reading success.

DIBELS Next Benchmark 1 scores indicate 24% of Kindergarten students are intensive, 24% are strategic and 52% are at benchmark. 21% of 1st grade students are intensive, 21% are strategic and 58% are benchmark. 38% of 2nd grade students are intensive, 6% are strategic and 56% are benchmark. 25% of 3rd grade students are strategic and 75% are at benchmark. 41% of 4th grade students are intensive, 18% are strategic and 41% are benchmark. 29% of 5th grade students intensive, 36% are strategic and 35% are benchmark. 25% of 6th grade students are strategic and 75% are benchmark. The school-wide average percentile scores show 27% of the students are in need of intensive interventions, 21% of the students are in need of some strategic intervention and 52% of the students are at benchmark. The next school-wide assessment will be given in December and the benchmark scores increase or the reading skills assessed change.

Each teacher received and had a chance to discuss the school-wide, grade level and individual student data for their grade. In addition to implementing the researched based core

Keams Canyon Elementary School

reading program, *Harcourt Story Town* 2009 within the allotted 120 minute language arts block time; teachers are required to provide interventions for strategic and intensive students in the classroom and do progress monitoring to see if the interventions are working and to ensure that the students are making progress.

The data gathered from DIBELS Next and other reading assessments will be utilized to drive the regular education instruction as well as to address the needs of the target population for the 21st CCLC program.

Summarizing AIMS

AIMS 2008-2009

Grade 3	AMO	FAY	Proficient	Percentile
Reading		14	4	29%
Math		14	4	29%
Grade 4				
Reading		9	5	56%
Math		9	4	44%
Grade 5				
Reading		10	2	20%
Math		10	2	20%
Grade 6				
Reading		12	3	25%
Math		12	2	17%

AIMS 2009-2010

Grade 3	AMO	FAY	Proficient	Percentile
Reading		13	5	38%
Math		13	1	8%
Grade 4				
Reading		17	12	71%
Math		17	6	35%
Grade 5				
Reading		8	2	25%
Math		8	1	13%
Grade 6				
Reading		11	5	45%
Math		11	0	0%

AIMS 2010-2011

Grade 3	AMO	FAY	Proficient	Percentile
Reading		6	3	50%
Math		6	3	50%
Grade 4				
Reading		8	4	50%
Math		8	2	25%

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Grade 5				
Reading		14	9	64%
Math		14	3	21%
Grade 6				
Reading		8	2	25%
Math		8	1	13%

AIMS 2011-2012

Grade 3	AMO	FAY	Proficient	Percentile
Reading	81.2%	12	6	50%
Math	77.2%	12	3	25%
Grade 4				
Reading	78%	10	2	20%
Math	81.6%	10	1	10%
Grade 5				
Reading	77.2%	7	4	57%
Math	73.2%	7	2	29%
Grade 6				
Reading	78%	13	9	70%
Math	77.2%	13	4	31%

1E. KCES' goals for the 21st CCLC grant are based directly on data gained from DIBELS, Stanford 10, AIMS, NWEA, and Native Star, KCES' curriculum follows the Arizona State Standards for curriculum and is data driven. Data is gathered and used that to drive when, where, how and what we teach. Based on all the latest research, RTI, Reading First, and RB curriculums are integral in meeting the needs of our diverse student body. KCES is determined that the data has and will continue to drive our academic direction.

1F. Reflective to the National graduation and dropout rates among American Indians and Alaska Natives (AI/AN), the high school graduation rate in the area of the Hopi and Navajo reservations that feeds into KCES is 61.1% and only 9.25% attained an associate or bachelor's degree. The alarming statistical reports about the dropout problem not only have an adverse effect on the individual, but it also adversely affects society. The economic and social costs of not completing secondary level education is severe, in the 21st century workforce, having a high school diploma or GED is less than a minimum entry level job requirement, and the income level between dropouts and those with high school/GED or college degree are broadening (Child Trends, 2005; Martin & Halperin, 2006; Shore, 2003). The rate of unemployment, being on public assistance, and incarceration are linked with individuals who have less than 12 years of formal education (Child Trends, 2005). The factors that contribute to dropout have many dimensions therefore prevention and intervention should have varying approaches, adapted to individual needs and should consider the local community and school circumstances (Thurlow, Sinclair, & Johnson, 2002).

Henceforth, to provide academic support and enrichment to improve academic performance, a component of KCES 21st CCLC, in partnership with Northern Arizona University's

Institute for Tribal Environmental Professionals (ITEP), students in grade 4, 5 and 6, parents and teachers will have the opportunity to attend an on-campus pre-college experience on six Saturdays. The ITEP/TEEOP's Saturday Math & Science Academy program goals include teaching students how to apply mathematics, science, and technology to local environmental issues, helping students learn about college preparation and admissions and allowing them to develop the skills needed for future success. Students also build mentoring relationships with the college students who serve as assistant instructors during the various hands-on activities.

Research indicates parent involvement is a critical part of students' learning interest and parents tend to value involvement when they see their activities enhancing the school environment for their students; teachers generally see parent involvement as a means for improving student achievement (Scribner & Scribner, 2001, p. 1; also, Scribner, Young, & Pedroza, 1999). A parent involvement and parent education component of 21st Century Learning Center, ITEP/TEEOP and KCES partnership, will implement Family Math Night for parents and children to talk and work together while learning. Family Math Night also provides a time and place where communication can take place between the classroom teacher and the family. As part of this 21st Century grant, the ITEP/EEOP implements and host Family Math Night at Keams Canyon Elementary School as part of the after-school enrichment activities. Through hands-on stations, designed for elementary grades, and uniquely organized into multiple activity levels, the whole family can explore math together at one station. Mathematical games and activities are to encourage communication and learning as students and parents work together at math stations sharing, clarifying, and defending their understanding of mathematics. Parents realize from the Family Math Night that math is more than memorizing rules. Parents have the opportunity to communicate with teachers about how math is being taught. They also have the opportunity to work on math activities with their children in a non-threatening environment. Parents go home with activities to encourage and further math at home.

2. Quality of Project Design

2A. The benchmark goals and measurable assessments were determined by a needs assessment that is based on the current Arizona State Standards, which now is included under the new standards entitled Common Core State Standards. These standards are part of the 'Race to The Top,' initiative introduced by President Obama. (See Table V: Goals, Objectives and Benchmark) We also will follow our School-wide Plan, known to our school as Native Star. We meet periodically over the year to assess indicators of the Native Star, and evaluate whether we are implementing the indicators as part of our requirement. The indicators provide the guidelines and procedures in developing a quality school for our parents and students. Over the past three school years, student success on the Stanford 9 (K-2) and the AIMS (3-6) have just been adequate enough for KCES to achieve AYP. In the upcoming school year 2012-2013, KCES will still take the AIMS and Stanford 9 assessments. The required level of achievement, or Annual Measureable Objective (AMO) will rise, so based on KCES' past data our current scores would not meet the new higher AMO cut scores, therefore it would be difficult to meet the Adequate Yearly Progress (AYP) requirements for achieving AYP status.

The data shows that our students struggle in Reading, Math, Writing, and Science, thus are the areas KCES intends to focus on. SY 2006-07 KCES received and implemented the

Keams Canyon Elementary School

Reading First program and it has improved our K-3 reading achievement across the board with all students showing gains. The problem is that some of our students are reading two to three years behind grade level, so whatever the gain, they are still behind grade level over-all.

Appendix V: Performance Measures

Measurable Improvement Objective:	Strategies	Person(s) Responsible	Benchmark (dates)	Evidence of Completion/Evaluation
Reading	NWEA	Teachers, Reading Coach, Teacher Assistants	Sept. 10 – Sept. 28 Jan. 07 – Jan. 18 May 06 – May 24	Assessment Completion Notification
Reading Grade Level	DIBELS	Teachers, Reading Coach, Teacher Assistants	Aug. 20 Dec. 10 April 29	Assessment Scores posted
Reading/Math Science/ Writing	AIMS	Teachers, Reading Coach, Teacher Assistants	April 15 – April 26	Assessment Scores posted
Reading/Math	Stanford 9	Teachers, Reading Coach, Teacher Assistants	April 15 – April 26	Assessment Scores posted

2B. KCES proposes to offer additional time and support during after school/summer to help the students that are at-risk and significantly below grade level to gain the skills they may have missed in previous years, so academic progression to the same level as their on grade level peers may occur.

Research has shown, that in order for students to be academically strong in all subjects, a strong reading foundation must be put in place, therefore our main focus of NWEA, DIBELS, and the 21st CCLC grant is to provide strategies, and resources for our students to achieve at or above grade level in Reading, which will enhance other academic areas.

The after school/summer program, and the RTI process have lowered Special Education referrals because students receive interventions early on before academic learning becomes a bigger problem. The 21st CCLC program will meet students’ needs with additional academic contact time, providing a safe learning environment, a place to go where they feel safe and appreciated, as well as additional activities to help build healthy bodies, self esteem and confidence in themselves. Additionally KCES will provide more contact time for math, writing, science, and arts along with cultural activities and wellness programs to ensure healthy drug and alcohol free lifestyles so that they may be able to enjoy newfound academic success. KCES will accomplish the goals by improving student achievement, early language literacy and developing a foundation for healthy lifestyle choices. KCES will additionally provide adult

services in order to help parents/guardians to provide a home environment that is conducive to learning, and maintaining a healthy body and mind.

KCES utilizes a data driven curriculum, therefore data will be gathered using the state assessments (CCSS) AIMS & Stanford 10, DIBELS, and NWEA assessments provided in the core academic curriculum materials, as well as other formal/informal assessments as needed. These assessments will be administered throughout the year, as a measurement to ensure KCBS that the instruction is actually working. If instruction is not working then the assessments will point us in the direction we need to go. The School assesses to ensure achievement of the material that is deemed important by the state standards and CCSS.

KCES will implemented an after school/summer program with our current teaching staff to ensure the link between the school day and the after school program. With the 21st CCLC program KCES will be able to provide additional volunteers, which will lead to more and better opportunities for students to learn.

The principal will over-see the regular school day as well as the after/summer school program to ensure the integrity of both programs along with the seamless transition from the regular day into the after school/ summer program. KCES does employ a full-time Reading Coach therefore there is a direct reading component link with all our programs. KCES' teaching staff is rather small, but that enables them to become aware of all the pertinent information in the school and its programs.

2C. Research shows that the only way to get students caught up to their grade level is to double or triple dose them with the subject matter in which they are deficient. For example, if a student is behind in reading, completing the same work as they are on grade level peers will not improve their skills enough to "catch up." They will actually need to be exposed to additional academic work in order to fill the deficit. It would take thirty to sixty minutes more on a daily basis. The double or triple dose significantly cuts back on the classroom contact time for other subjects, which can cause deficiencies in these other subjects. KCES has students that are three to four years behind grade level in reading, which significantly impacts their ability to do other academic subjects as well. If we are not able to get all students reading on or above grade level by the end of third grade, the chances just become exponentially harder as time goes on. According to CCSS requirements a student not reading on grade level by the third grade is to be retained in the third grade. A student that is significantly below grade level places this child at risk. The student may become apathetic about school, which may place the student at risk academically, and or eventually dropping out.

2D. NASIS behavior monitoring and reporting will be the responsibility of the Principal. All staff members will process behavioral referrals through the NASIS system. The Principal will meet with the student who is referred, at which time a resolution will be determined as part of the disciplinary action. All events and resolution is the responsibility of the Principal for entry into the NASIS system. The NASIS administrator for the school will provide training to staff on NASIS including behavior referrals and attendance reporting.

2E. Reporting of PPICS, NASIS behavior rates, and student at risk reports will be reported on their respective reporting sites. PPICS reporting will be done through contact.learningpt.org website. NASIS behavior reporting will be done on the NASIS site, and will include all behavior events as well as resolution. NASIS behavior reporting could identify students who may be classified as at risk students. Students at Risk reporting will also include NASIS behavior and

Keams Canyon Elementary School

NASIS attendance reports. Students who are at risk will participate in the 21st CCLC, which will include activities sponsored by the School Counselor, who will provide support and structure that will address students who are at risk.

2F. KCES proposes to offer additional time and support during after school and summer to help the students that are at risk and significantly below grade level to gain the skills they may have missed in previous years, so academic progression to the same level as their on grade level peers may occur.

Research has shown, that in order for students to be academically strong in all subjects, a strong reading foundation must be put in place, therefore our main focus of NWEA, DIBELS, and the 21st CCLC grant is to provide strategies, and resources for our students to achieve at or above grade level in Reading, which will enhance other academic areas.

The after school and summer program, and the RTI process have lowered Special Education referrals because students receive interventions early on before academic learning becomes a bigger problem. The 21st CCLC program will meet students' needs with additional academic contact time, providing a safe learning environment, a place to go where they feel safe and appreciated, as well as additional activities to help build healthy bodies, self esteem and confidence in themselves. Additionally KCES will provide more contact time for math, writing, science, and arts along with cultural activities and wellness programs to ensure healthy drug/alcohol free lifestyles so that they may be able to enjoy newfound academic success. KCES will accomplish the goals by improving student achievement, early language literacy and developing a foundation for healthy lifestyle choices. KCES will additionally provide adult services in order to help parents/guardians to provide a home environment that is conducive to learning, and maintaining a healthy body and mind.

KCES utilizes a data driven curriculum, therefore data will be gathered using the state assessments (CCSS) AIMS & Stanford 9, DIBELS, and NWEA assessments provided in the core academic curriculum materials, as well as other formal/informal assessments as needed. These assessments will be administered throughout the year, as a measurement to ensure KCBS that the instruction is actually working. If instruction is not working then the assessments will point us in the direction we need to go. We assess to ensure achievement of the material that is deemed important by the state standards and CCSS.

KCES will implemented an after school/summer program with our current teaching staff to ensure the link between the school day and the after school program. With the 21st CCLC program KCES will be able to provide additional volunteers, which will lead to more and better opportunities for students to learn.

The principal will over-see the regular school day as well as the after and summer school program to ensure the integrity of both programs along with the seamless transition from the regular day into the after school and summer program. KCES does employ a full-time Reading Coach therefore there is a direct reading component link with all our programs. KCES' teaching staff is rather small, but that enables them to become aware of all the pertinent information in the school and its programs.

2G. The Centers will be open according to the following schedule:

APPENDIX VI: Schedule of Operations

Activity	Time of Day	Where? Whom?	By	M	T	W	TH	F	S	SU
Tutoring	3:00-4:00	Classrooms	by Teachers/Staff	1	1	1	1			
Snacks	4:00	Kitchen	Staff							
Enrichment	4:00-5:00	Classroom	by Teachers/Staff							
Field Trips	8:00-4:00	Northern Ariz. University Science Lab. or other career sites	by School Counselor						6	
Sports	4:00-5:00	Gym	by Head Coach and Assistant Coach	1	1		1			

2H. KCES is located on the Hopi Reservation, very close to the Navajo reservation, very few community partners are available, but KCES will work with the community partners. KCES plans to work closely with the Hopi Healthcare Center, and the Hopi tribe and its programs in order to provide a vast and diverse group of non-academic programs, offering health/safety programs and wellness information.

Hopi law enforcement and Hopi substance abuse program will also provide education on drug/alcohol education. KCES will collaborate with Northern Arizona University’s Institute for Tribal Environmental Professionals (ITEP) and their staff headed by Mr. Mansel Nelson. KCES plans to transport students and parents to the University to get student familiar with careers in the area of math and science. KCES has worked with some of the mentioned partners in the past and all have expressed continuing and increasing their level of participation in our school and community. KCES will count on these partnerships to provide a wide variety of programs needed to ensure a well rounded and successful after school/summer program at KCES.

KCES’ after school/summer program will encompass three critical elements: 1) Develop and provide a safe nurturing environment that enables positive learning experiences. 2) Provide extended learning opportunities for student achievement, and 3) Integrate community resources to assist in overall, ongoing program development not only for students but parents/guardians as well.

KCES has had luck in the past with two local radio stations making public service announcements (PSA) for the school free of charge. This method reaches most community members as they reside on the Hopi and Navajo. KCES also uses flyers posted in the local stores, Post Offices, community centers, and bulk mailings to all Postal box holders in Keams

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Canyon, as well as the surrounding communities. With KCES serving a small community we are able to count on the above-mentioned methods to communicate and word of mouth to reach the remaining members.

The foundation of our services is the after school component. During this period the Center will provide a nutritious snack, homework assistance/tutoring/academic enrichment, and a variety of personal development, fine arts, culture and recreational activities that will engage all students and create an atmosphere for enhanced learning. The sessions listed below will be considered "CORE" activities and must be offered at least weekly.

2I. The KCES 21st CCLC after school and summer activities will be linked to the school day homework, tutoring, intervention, tutoring, and enrichment programs by using school data, teacher assessments and observations to determine the focus and intervention improvement. The Center is to create 21st CCLC program that provide at-risk students in grades K-6 with opportunities for academic enrichment, personal enrichment, and other activities intended to enhance the students' regular academic program. Another component of the 21st CCLC program is the engagement of adult family members of active student participants through volunteerism, and through educational and personal development opportunities. 21st CCLC programs offer safe environments for students during extended learning time (after school hours, weekends, and summer) and will have one location in the KCES showcasing an up to date facility. The 21st CCLC will offer an assortment of high quality services to support student learning and development, including, but not limited to: tutoring, mentoring, academic enrichment (e.g. homework assistance, reading, math, science, and technology programs), field trip for university atmosphere exposure, character education, recreational activities, and dropout prevention.

2J. Part of the 21st program will include activities provided by the School Counselor. The Counselor will work with various resource agencies to find activities and programs that will motivate students, and parents to participate. Saturday Math and Science Field trips will be included to Northern Arizona University for student and parent participation in Math, Science and Career awareness activities. Character Development program developed by the Counselor will also be part of the program. This activity will especially help those students who are at risk for academics.

2K. Students who participate in the program must be responsible for attendance each and every session. Daily program attendance will be kept, and policies for checking out students are to be followed. Parents and guardians must submit a note stating student's reason for not being in attendance on days they are absent. Field Trips, and enrichment programs are areas that we hope will draw the interest of the student, parent and guardian.

Sports participation will require a passing grade of C in core academic areas in order to be eligible for Sports play. Teachers must sign eligibility forms in order for students to participate in sport's play for the week. If a student is ineligible for sports they must not go to practice or play in a game for that particular week. Once students get their grades up and display good behavior they are eligible for participation in practice and games.

2L. The Head coaches provide a schedule of sports games and practices. The sports program is an important component of what we offer to our students. KCES has adopted the no pass no play concept, we emphasis academics as being the main objective of attending KCES, however the school also believes in providing activities that will help students develop healthy minds and

bodies. Therefore extracurricular activities are part of the curriculum we offer here. The Head coach understands the importance of academics therefore an agreement has been established between the school and the coach. Sports players needing extra academic support attend tutoring sessions during the 3:00-4:00 period. After 4:00 the players report to practice from 4:00-5:00. This has worked to the best interest of both parents/guardians, and students.

2M. Senior citizens are an important part of the Native American Culture. Elders are looked upon as being wise and obtaining wisdom of this life, they therefore have a lot to teach and share with the students. Elders will be utilized as part of culture enrichment. They will be used to teach students about their culture, the rules, the responsibility and respect that come from learning about the culture. Through weekly volunteer work we hope to have our Elders be part of the learning experience of our students.

2N. To assure that the mission, goals and objectives are met a comprehensive action plan was developed. The action plan details the steps that were used to address the issues facing the youth and their families. The program is aligned with community needs, the goals and objectives of the program, and intended outcomes of the project. The plan was developed so that it builds and is integrated with existing successful strategies. The plan provides clear descriptions of the activities, target populations and the resources needed to accomplish the steps. Responsibility for each activity, supporting partnering organizations, linkages with other program activities, and timelines are clearly defined. Finally, the design of the 21st CCLC project emphasizes services to those most in need: our children and youth with at risk of academic failure and individuals. Student progress will be monitored with on-going assessment review involving day teachers and school counselors, (see Table V: Goals, Objectives and Benchmarks and Needs Appendix V)

2.O, P, Q. As part of our sustainability plan, one component we plan to use as part of our instruction strategy and progress-monitoring plan, is tutoring. Because we now base instruction on data, we also use the data to identify those students who need support with academics. KCES plans to continue the use of the tutoring portion of the program and have included this portion as part of our everyday curriculum. We have entitled the tutoring as RTI Response to Intervention. This portion will become the norm, and part of our strategy for working with students who fall into the intensive category for academics, and those students who fall into the approaches category for academics. A block of time has been added to our instruction schedule so Tier 3 and Tier 2 RTI strategies can be used to assist those students who are at risk for academics. If we are fortunate enough to get the 21st CCLC Grant this will provide extra opportunity for our students to receive the extra help and support in academics. Below is a schedule of our daily activities and is submitted as part of our documentation.

DAILY SCHEDULE:

8:00 - 8:30 – Breakfast

8:30 -10:45 – Reading Block

- a. Reading – fluency, comprehension, vocabulary, phonics, phonemic awareness
- b. Spelling
- c. Grammar
- d. Writing

10:45 – 11:30 – RTI Block (implement Strategies)

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- 11:30 - 12:30 – Lunch/Recess
- 12:30 – 2:00 – Math Block
- 2:00 – 3:00 – Science/Social Studies
- 3:00 - 4:00 – Tutoring/Homework
- 4:00 – 5:00 – Enrichment Courses

3) Adequacy of resources

To support KCBS 21st CCLC after school program, Keams Canyon Elementary School will provide access and use of all school classrooms, libraries, computer labs, all school equipment, and all ancillary school facilities. All certified teachers would be provided the opportunity to participate in the program as instructors. Teachers will be required to provide tutoring services using the RTI – Tier Intervention model. Teachers will work with groups of students identified as Tier 3 or Tier 2. A ratio of 1:10 will be used to determine instruction groups. After the hour tutoring sessions teachers will plan and teach enrichment courses to include weaving, computers, art, P.E. walking clubs, and math/science on-hand programs. A 1:15 ratio will be used to create enrichment groups.

Individuals applying for after school teaching tutoring and volunteer positions will be highly screened and will receive professional development to ensure the highest quality of after school instruction. Additionally the school grounds will provide for outdoor activities. All water and utilities provide the means for student and parent needs. Our school currently serves 92 students and our facilities can easily accommodate 92 students per day with extensive after school weekend evening and summer programming. KCES also will provide a modern gymnasium for Sports and physical education activities.

Our project will serve, on average 50-60 students per day. The quality, comprehensiveness and potential lasting impact of this project are significant. As our program reaches our students, their improved academic successes create positive self-worth in each of our students. As the parents receive parenting instruction and family literacy instruction our students and their siblings may receive more emotional and academic support. As the goodness of this program moves through our community with emotional and social trainings for parents, counseling for students and prevention programs for students and their families, we will reap many positive, rewarding outcomes. This investment is most reasonable considering the end product - a quantum leap in ensuring the academic success of our students and a healthy future for our school.

Staff are required to work with the tutoring program for one hour, from 3:00-4:00 p.m. and then are required to work with the enrichment program from 4:00-5:00 p.m. A part-time 21st Program Coordinator will also be hired to coordinate and organize the program. The coordinator will work 8 hours a week with 2 hours on Monday, Tuesday, Wednesday, and Thursday for a total of 8 hours per week.

The school will provide transportation after 21st activities are completed for the day. Bus Drivers know their particular routes, and because they provide transportation on a regular basis for our students. They will ensure our students are transported home safely. Bus Drives will follow transportation policy of the school for example, notes are required for student drop off if students are to be dropped off at a different location. Bus Drivers carry cell phones in case of emergency, and for contacting parents in case of emergency.

4) Quality of the management plan

4A. The management plan consists the Administrative Management and Implementation plan that is presented in TABLE VII (See Table VII in Appendix), titled; Administrative Management, Implementation, & Staffing Plan. As can be seen in the tables, the management procedures are thoroughly specified. The table also clearly defines the objectives, activities, person(s) responsible, target populations, milestones and timelines. The project will use the U.S. Department of Education recommended Continuous Improvement Management System (CIMS) in order to ensure ongoing data related to project implementation and continuous improvement interventions. The Project Director will continually monitor the success of the project, including levels of participation, quality of classes/services, "customer satisfaction", and impact on participants in terms of achievement, attendance, and behavior.

4B. Keams Canyon Elementary School is fortunate in having strong school staff and community support. It can be challenging to sustain a program of this caliber with only the support of a remote, rural community; hence we will meet the challenge through a number of different strategies:

1. We will seek out new partners that can further support the program.
2. Beginning in year one, we will aggressively lobby our tribal government officials for program support. We will invite government officials to our schools and into our programs. We will recruit government officials to become program participants. And, we will utilize local, county and statewide press to tout our successes and bring heightened awareness to our creative approaches for increased academic success.
3. In year one, we will begin a grant writing campaign for additional federal, state and private foundation funds. While there are State and federal grant programs that can help out in a big way (Safe Schools/Healthy Students Initiative, Family Literacy, USDA, Department of Community and Economic Development - Community Impact Fund, Title V Incentive Grants for Local Delinquency Prevention Programs, Tobacco Prevention and Control Programs, Youth Services Programs Community Technology Center Programs, etc.), there are level grants from private foundations that could help sustain our programming well into the future.

4C. Permission forms, student and staff handbook, policy information, and required lesson plans using the State Standards and CCSS will be utilized as management materials for the program. The job description showing teacher requirements for successful implementation of the program will also be utilized. All students are required to follow attendance policy for participation in the program. All these forms are part of the daily reporting and record keeping for the school.

4D. The KCES 21st CCLC has established a solid management plans to ensure that the stated goals, objectives and outcomes are met. At our site, a team composed of the school principal (Project Director/Site Facilitator), teachers/facilitators; session leaders, volunteers and parents will work together to ensure a high quality program. The Project Director oversees the entire project, will coordinate and supervise the teachers/facilitators, lead some programming elements and organize all program components. The Project Director will work closely to assist with all partners to assure timely and appropriate delivery of committed resources. The

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Director will monitor the programs on a regular basis to ensure that all components are planned, implemented, coordinated and evaluated.

A Leadership Team, consisting of the Project Coordinator, teachers, and an external evaluator will review the QMS reports monthly and make adjustments as needed. The focus will be on reaching more students and members of the community with the learning center programs in ways that bring the project closer and closer to meeting the Native Star goals.

Communication is the key to successful operation; therefore, the Coordinator will maintain communication with all partners and with the community. Surveys, activity evaluations, and interviews will provide ongoing data to assess the effectiveness of the program-

4E. The Project Director and Session Leaders will meet monthly with the school Principal to discuss current issues, share successes and exchange ideas and teaching techniques. These monthly meetings are like mini-training sessions. The school principal is a key player in our program and is key to the overall success of any after school endeavor. We utilize our Principal's expertise and leadership. Our Principal is our Site Director and will serve as the Chair Person on our Site Council. The Site Council is the governing Board for our site and will meet on a monthly basis, or more often as needed. The Site Council consists of the school Principal, the Project Director, and minimum of two school teachers (preferably one teacher that does not participate with the after school program to ensure unbiased feedback), parents and partners.

The Leadership Team and the Project Director will manage the Project. Partners, students, staff, and parent representatives will form the advisory committee, and collaboration will be achieved during formal meetings taking place no less than four times per year. Each partner will be invited to participate in program planning and will contribute to the program by offering classes, activities, and services. The project will be able to offer a wide choice and diversity of program options because of the diversity of the members of the Leadership Team, the advisory committee and the variety of talents and backgrounds among the school staff and community. It is the intent of the project to develop an exemplary program, which will be a major asset to the community. Over the five-year course of the program, the Leadership Team and the Site Council will conduct a public relations campaign to ensure continuing support by the community. Each partner is committed to provide the resources necessary for the continuation of the learning centers program. Resources will include staff; funding, supplies, facilities, and leadership. Additionally, the program coalitions will seek funds from state, federal, and private agencies. Finally, the project will emphasize volunteerism and self-responsibility so as to achieve personal investment in the program by community members, students and staff. Essential to any successful project that values diversity of perspective is communication and feedback between all stakeholders. Recommendations and feedback will be collected on a regular basis from parents, students, community leaders, staff volunteers, local agencies and partners. Our site specific Advisory Council will ensure that diverse perspectives are being represented through involvement in the planning, implementation, collaboration and evaluation of the program.

4F. Weekly reminders, monthly calendars, posted activities in locations around the community, and radio announcements on the local radio stations will be the main means of communication with all community stakeholders.

4G. Phone calls to parents and parent conferences to discuss progress of students will also be utilized to provide communication especially to the parents/guardians of the students.

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4H. All staff is required to submit behavior referrals, attendance reports, lesson plans, and other required data in order to support and justify means for having the program. All mentioned reports will also serve as required data for reporting in the PPICS site. All reports will be submitted to the Board and kept on file for future reporting data.

5. School Improvement Status

School making Adequate Yearly Progress (AYP): As stated within the application KCES has made AYP, however as a dominant Native American school continue to barely make AYP. Our school continues to seek all the support and resources available in order to implement a successful academic program. Statistics continue to show Native American and dominate minority schools lagging behind other schools within our country, especially those schools located in affluent suburban locations throughout the country. This is evident in the AIMS scores; our scores do not measure up to the Annual Measureable Objectives cut scores however through other calculations we manage to make AYP. As a Native person working among my own people I'm concerned about the academic progression of our students. Our school lacks many of the resources necessary for establishing a sound academic foundation. Although we are rich in cultural experiences, our reservations lack other experiences that would help our children gain a worldwide view of other people and cultures.

Technological equipment, materials and supplies are not adequate for our school. We seem to be placed on the backburner and lost in the shuffle. As Native American schools we are the last to implement any education strategies or instructional methods. Because we are classified as an AYP school, we still are a ways from providing solid academic programs. Our students need increased remediation strategies, need to increase confidence, and self-worth in order to see progression occurring in a positive manner.

6. Budget Narrative

6A. Certified staff and non-certified staff will assist in after school tutoring, enrichment activities, character education guidance, and enrichment program trip chaperones will be paid a set amount of stipend. For 2 hours afterschool the Program will have tutoring and enrichment activities.

6B-C. Professional and technical services will be provided by Northern Arizona University at minimal cost to the School with maximum benefits. The project cost to the School for the Saturday Math and Science Academy trips are for 3 KCES teacher/chaperone stipend, bus driver and transportation cost, supplies for teachers and students, meals (light breakfast & lunch) for participants and university logo incentive items. There will be minimal supply costs for the Family Math Nights.

Saturday Math and Science Academy

The Saturday Math & Science Academy program provides students from Keams Canyon Elementary School (grades 4, 5, & 6) an on-campus pre-college experience. Saturday Math & Science Academy goals include teaching students how to apply mathematics, science, and technology to local environmental issues, helping students learn about college preparation and admissions and allowing them to develop the skills needed for future success. Students also build mentoring relationships with the college students who serve as assistant instructors during the various activities.

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Curriculum: Content for the program is taken from various curriculum projects supported by EEOP such as Project AIRE, GLOBE, SEPUP, Project WET, FOSS, Family Math, and Native American Lands. A variety of local environmental issues are considered for the focus of the activities. Certification in select curriculums such as Project WET & GLOBE are available with completion of teacher workshops. By exposing students to math, science and research subjects and topics at early ages, Saturday Math and Science Academy instigates students' interests in math and science that are stimulated and heightened as they grow and move up in grade levels. Through structured hands-on activities students are exposed to ongoing local research and environmental issues, to encourage children to excel in math and science:

- It has one teacher or college student mentor for every five students.
- It requires parents to participate in workshops and serve as volunteers.
- It uses university students as mentors and tutors.
- It gives students a glimpse of what it's like to be in a university atmosphere.
- It makes learning science, math and technology interesting and fun for students.
- Professional Development for educators

Timeline: September – 1st Saturday; October– 1st Saturday; November– 1st Saturday; February– 1st Saturday; March– 1st Saturday; and April– 1st Saturday

Funding: These programs are funded through a cost sharing partnership with participating school and the Institute for Tribal Environmental Professionals (ITEP), who is funded in part by the U.S. Environmental Protection Agency (EPA).

Family Math Nights

Family Math Night is a way for parents and children to talk and work together while learning. It also provides a time and place where communication can take place between the classroom teacher and the family. As part of this 21st Century grant, the ITEP/EEOP implements and host Family Math Night at Keams Canyon Elementary School as part of the after-school enrichment activities. Through hands-on stations, designed for elementary grades, and uniquely organized into multiple activity levels, the whole family can explore math together at one station. Mathematical games and activities are to encourage communication and learning as students and parents worked together at math stations sharing, clarifying, and defending their understanding of mathematics. Parents realized from these Family Math Nights that math is more than memorizing rules. Parents have the opportunity to communicate with teachers about how math is being taught. They also have the opportunity to work on math activities with their children in a non-threatening environment. Parents go home with activities to encourage and further math at home.

Timeline: September/October (2 nights)

Funding: These programs are funded through a cost sharing partnership with participating school and the Institute for Tribal Environmental Professionals (ITEP), who is funded in part by the U.S. Environmental Protection Agency (EPA).

Indoor Air Quality (IAQ) for Schools

The EEOP staff is available to work with students and school staff to complete an IAQ assessment of their school building as a first step in implementing the EPA IAQ Tools for Schools program. The EEOP staff has an IAQ Kit to facilitate air quality measurements such as carbon dioxide, radon, carbon monoxide, relative humidity, air movement, surface temperature, and

Keams Canyon Elementary School

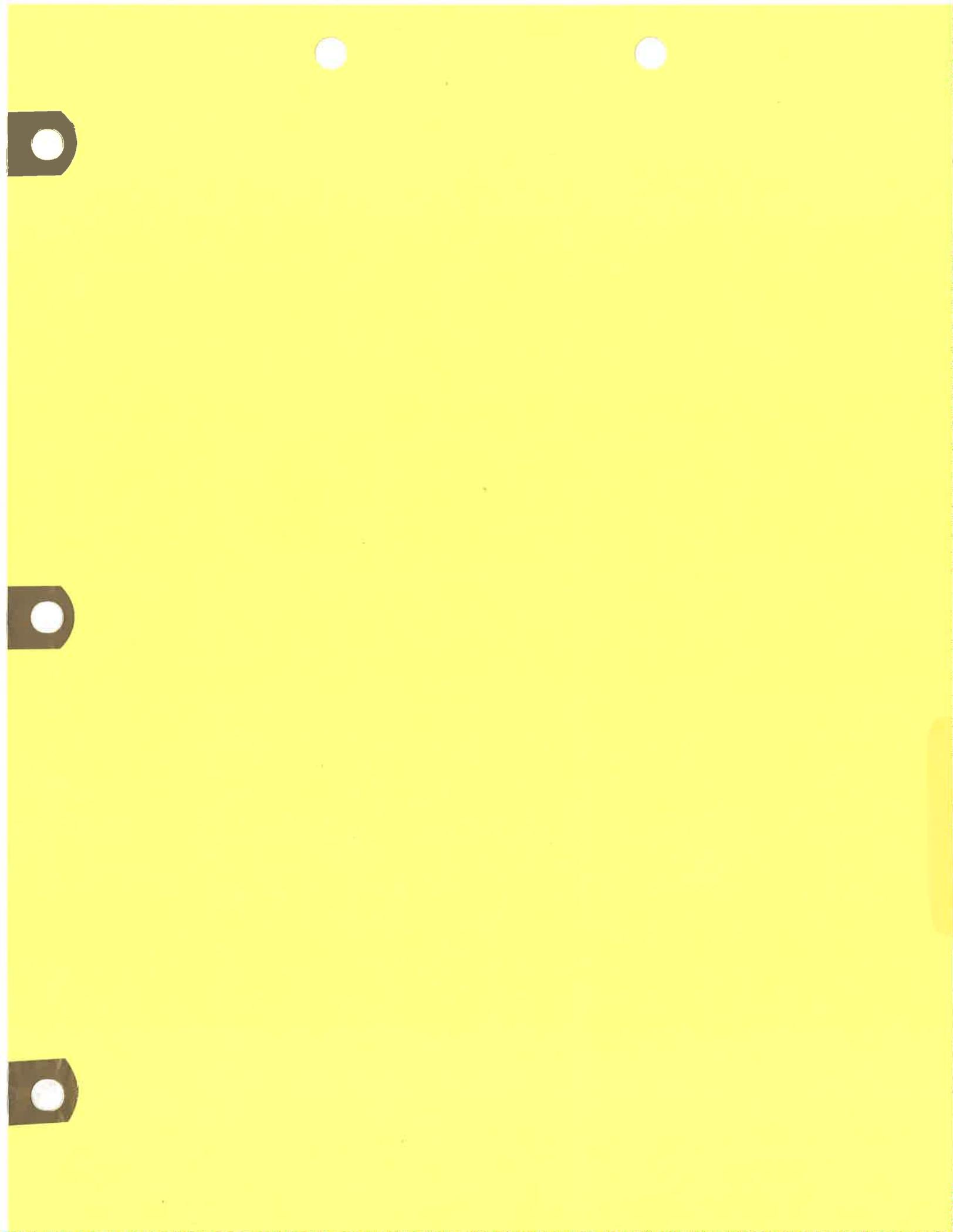
moisture. The staff will also help the school staff implements use the EPA IAQ Tools for Schools kit to identify potential air quality issues in the building. The data and observations collected during an IAQ Building Assessment will be provided to the school administration for their information and action. This is an educational program, not a regulatory program. One of the follow-up services of the IAQ assessment will be assistance in implementing the EPA IAQ Tools for Schools program.

Timeline: September/October 2013

Funding: These programs are funded through a cost sharing partnership with participating school and the Institute for Tribal Environmental Professionals (ITEP), who is funded in part by the U.S. Environmental Protection Agency (EPA).

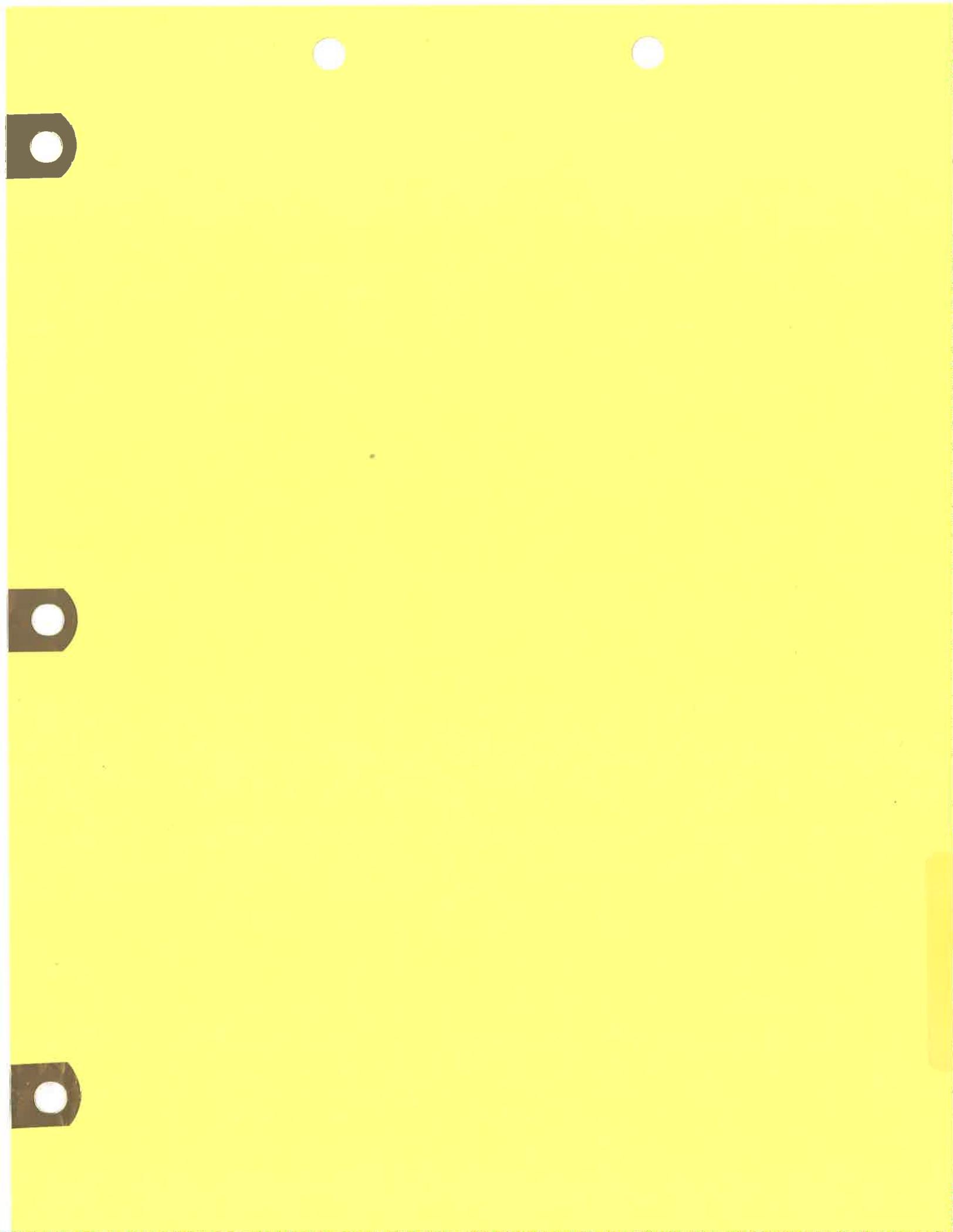
6D. Supplies, materials, curriculum and testing cost

6E. Projected costs are reasonable, cost-effective, and adequate given the depth and extensiveness of opportunity proposed at Keams Canyon Elementary School site. The budget estimates reveal the daily cost for provision of proposed services meets the funding standard of \$10.00 per day times the number of students anticipated to participate in the program times the number of days the program will operate in afterschool, non-school days and summer programs. The budget proposal also meets criteria for reasonable funding as it relates to expected benefit. Among the program foundation that address these criteria are the level of well trained and professional staff involved in program delivery, transportation services in rural area, partnership and community services, provision of low student to staff ratios, nutritious snacks offered through U.S.D.A., available of arts and technology resources, and no cost to students and families. The focus of the budget is to allow for the provision of caring, adult staff to build meaningful relationships with the children and their families through variety of afterschool and summer activities. The community collaborative project, representing Keams Canyon Elementary School and a host of community-based organizations and public services, will accomplish this goal.



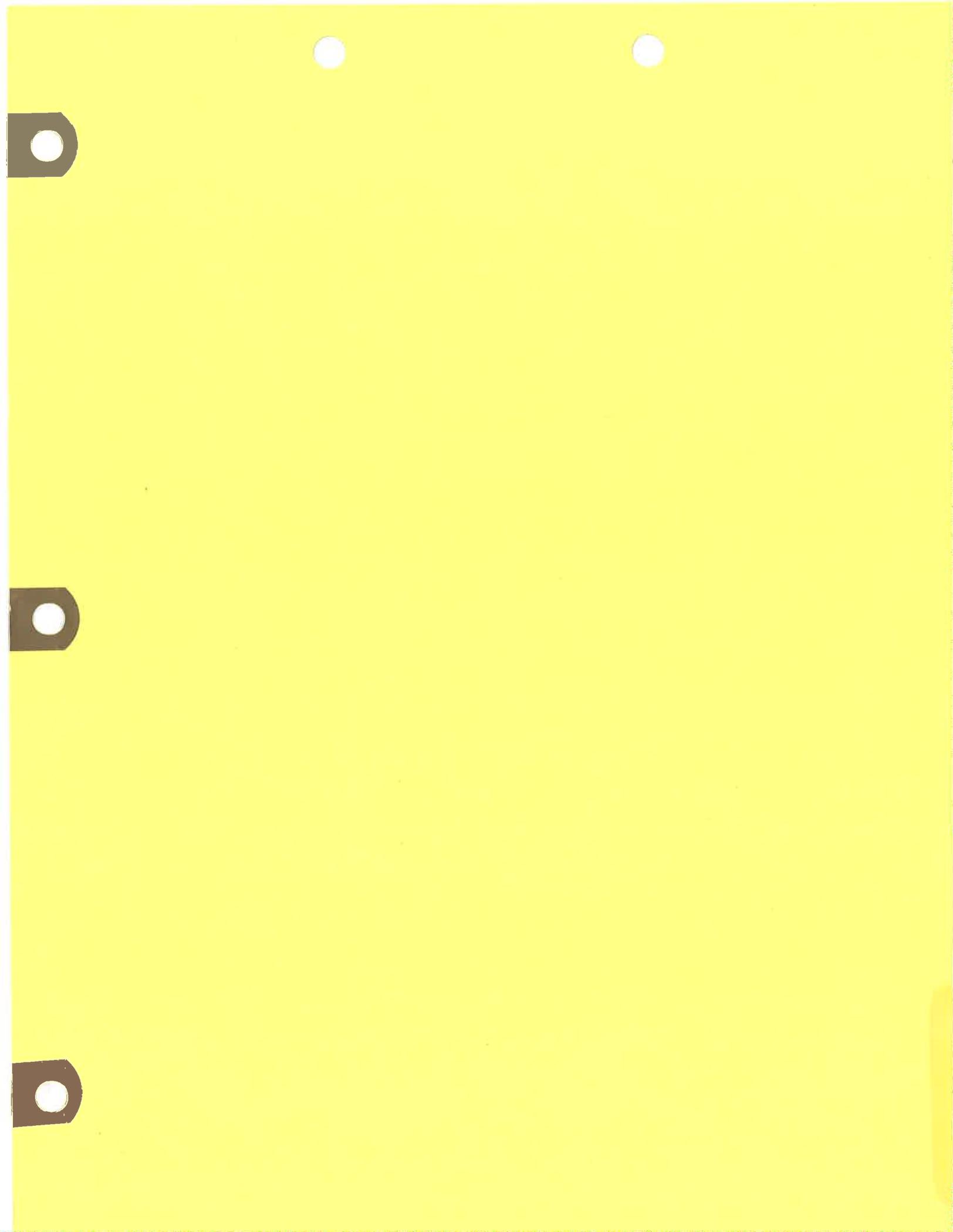
**APPENDIX IV. Participants Served Chart
Required Minimum**

Name of each after school center	Designation School Status	% free or reduced lunch	Estimated # of students to be served	Percentage of Day School population served	Grade level served
Keams Canyon Elementary School	AYP School	86%	86%	54%	K-6th



Appendix V: Performance Measures

Measurable Improvement Objective:	Strategies	Person(s) Responsible	Benchmark (dates)	Evidence of Completion/Evaluation
Reading	NWEA	Teachers, Reading Coach, Teacher Assistants	Sept. 10 – Sept. 28 Jan. 07 – Jan. 18 May 06 – May 24	Assessment Completion Notification
Reading Grade Level	DIBELS	Teachers, Reading Coach, Teacher Assistants	Aug. 20 Dec. 10 April 29	Assessment Scores posted
Reading/Math Science/ Writing	AIMS	Teachers, Reading Coach, Teacher Assistants	April 15 – April 26	Assessment Scores posted
Reading/Math	Stanford 9	Teachers, Reading Coach, Teacher Assistants	April 15 – April 26	Assessment Scores posted



APPENDIX VI: Schedule of Operations

Schedule of Operations

SCHOOL(S) SERVED: Keams Canyon Elementary School

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

SCHOOL YEAR (Dates-e.g. 08-26-2012 to 05-30-2013):

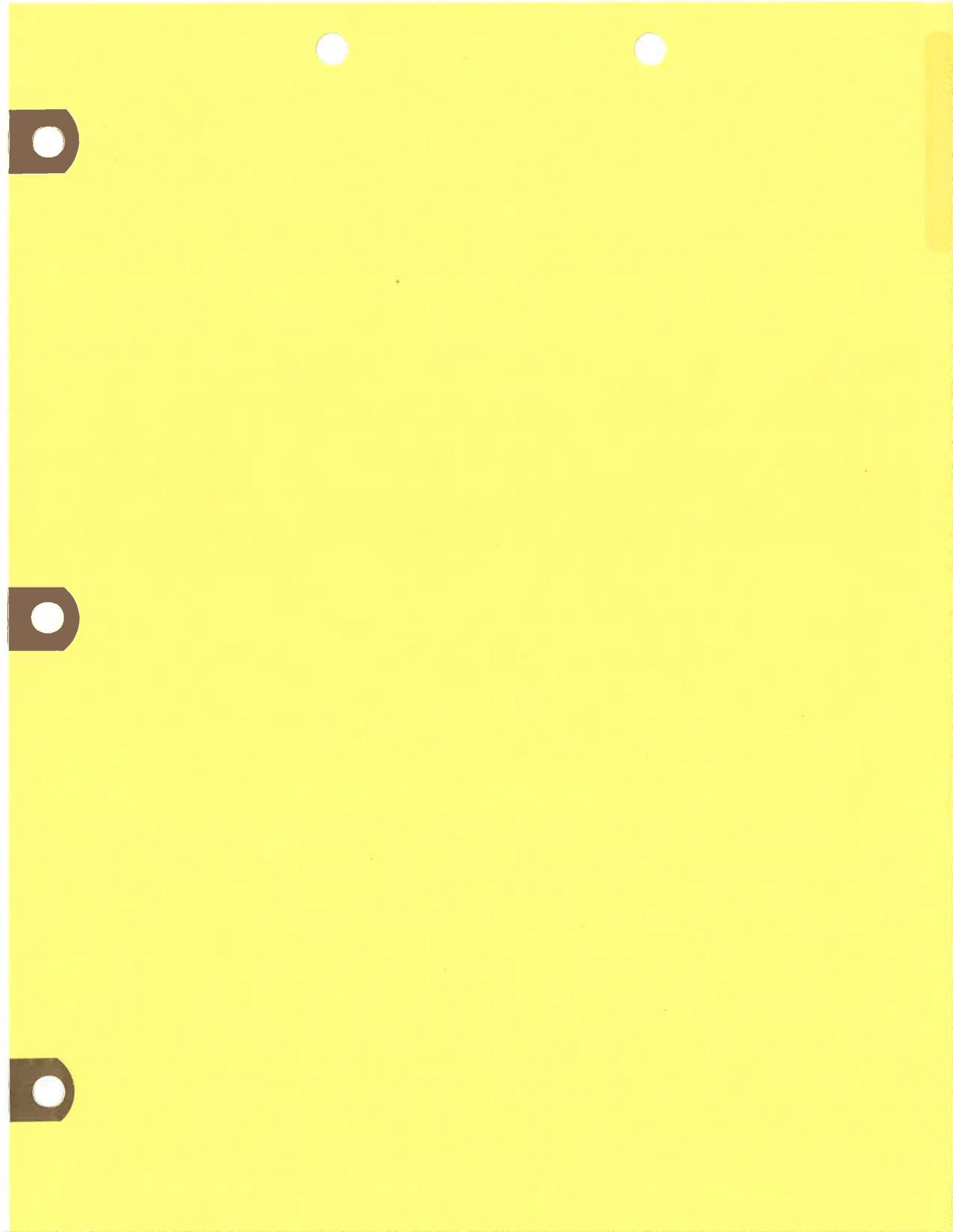
Number of Weeks during the school year: 40 weeks

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Tutoring	3:00-4:00	Classrooms by Teachers/Staff	1	1	1	1			
Snacks	4:00	Kitchen Staff							
Enrichment	4:00-5:00	Classroom by Teachers/Staff							
Field Trips	8:00-4:00	Northern Ariz. University Science Lab. or other career sites by School Counselor						6	
Sports	4:00-5:00	Gym by Head Coach and Assistant Coach	1	1		1			

SUMMER (Dates-e.g. 06-15-2013 to 08-15-2013):

Number of Weeks during the summer: 4 weeks

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Enrichment Classes	8am-12pm	Classroom by Teachers/Staff	1	1	1	1			
Educational Fieldtrips	8am-3pm	University, museum,					1		



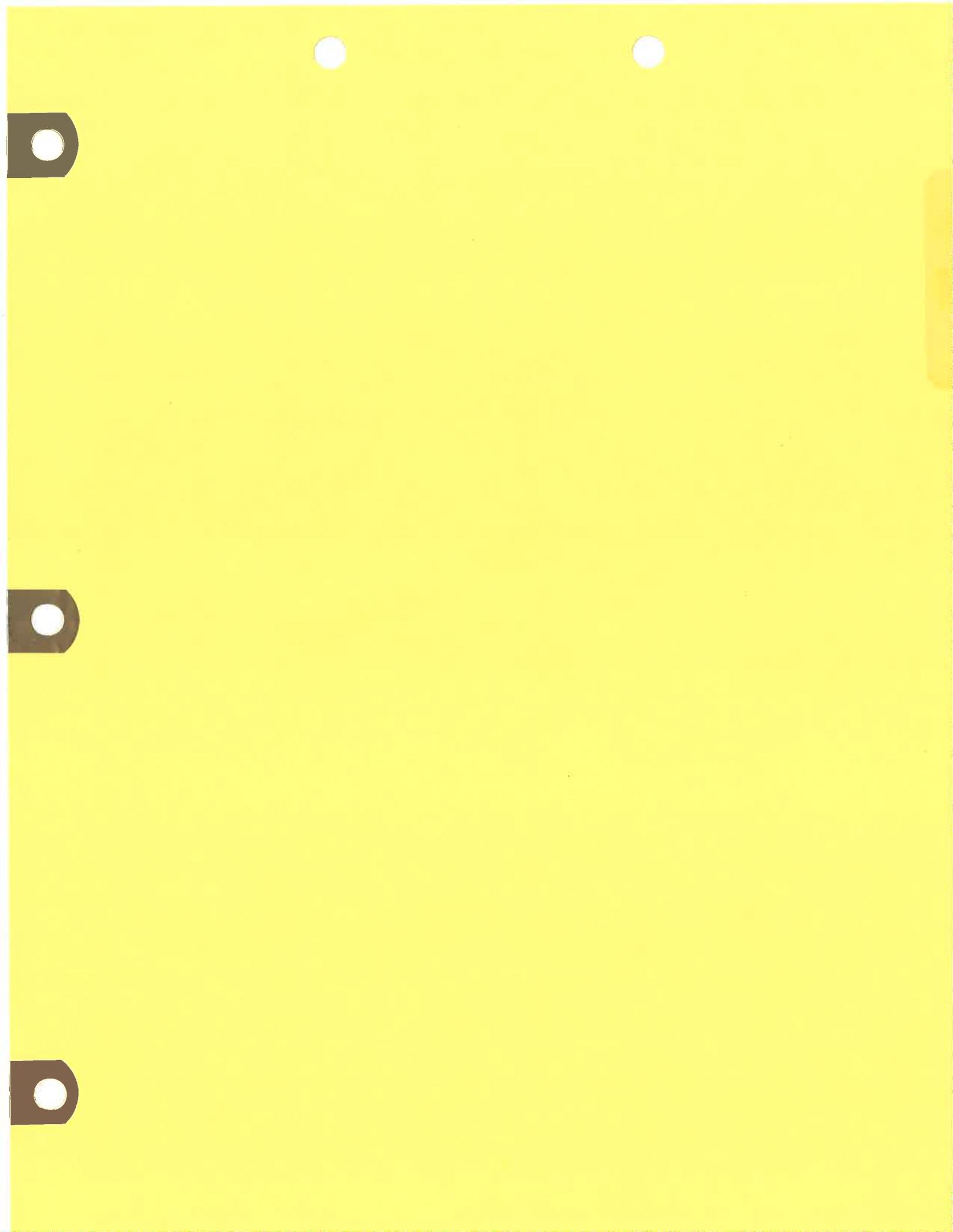
**Appendix III - 21st CCLC Budget Worksheet
Keams Canyon Elementary School**

ADD	Bart Stevens, ADD West
ELO	Eric North, Acting ELO, Arizona North
Name of School	Keams Canyon Elementary School
Grant Name	21 st Century Community Learning Center
Award Number	
Project Start Date	July 1, 2012
Project End Date	June 30, 2013

PREVIOUS SCHOOL YEAR ALLOCATION	\$ 100,000.00
EXPENDED PREVIOUS SY ALLOCATION	\$ 42,494.10
TOTAL CARRYOVER AVAILABLE	\$ 70,142.90
CURRENT SCHOOL YEAR ALLOCATION	\$ 150,000.00
TOTAL AVAILABLE	\$ 220,142.90

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			\$ 145,632.00
001	6 After School Teachers @ \$54.00/hr x 8.00 hrs/wk x 30 wks.	77,760.00	
002	2 After School Education Technicians @ \$28.00/hr x 8.00 hrs/wk x 30 wks	13,440.00	
003	6 Summer School Teachers @ \$35.00/hr x 36 hrs/wk x 4 wks.	30,240.00	
004	2 Summer School Education Technicians @ \$28.00/hr x 36.00 hrs/wk x 4 wks	8,064.00	
005	2 Summer School Cooks @ \$28.00/hr x 36.00 hrs/wk x 4 wks	8,064.00	
005	2 Summer School Bus Drivers @ \$28.00/hr x 36.00 hrs/wk x 4 wks	8,064.00	
Employee Benefits			\$ 36,408.00
Part-time employee benefits	25%	\$ 36,408.00	
Professional Development			\$ 0.00
Purchased Services			\$ 0.00
Equipment			\$ 0.00
Materials and Supplies			\$ 7,852.90
001	Consumable supplies	\$ 5,352.90	

002	Nutritious Student Snacks	\$ 2,500.00	
Other Expenses:			\$ 0.00
Instructional Support			
Personnel Services			\$ 7,500.00
001	Stipends for 3 Teachers/Chaperones @ \$250.00/person x 3/person x 6 sessions to participate in NAU ITEP	\$ 4,500.00	
002	Stipends for 2 School Bus Drivers @ \$250.00/person x 2/person x 6 sessions to transport participates to NAU ITEP	\$ 3,000.00	
Employee Benefits			\$ 0.00
	25%	\$ 0.00	
Professional Development			\$ 1,200.00
001	EEOP Training for 6 Teachers for two session	\$ 1,200.00	
Purchased Services			\$ 0.00
Equipment			
Materials and Supplies			\$ 6,550.00
001	Lunch for students at NAU ITEP @ \$8.50 x 40/persons	\$ 2,400.00	
002	Student Supplies at NAU ITEP @ \$12.50 x 40 students	\$ 500.00	
003	Student Incentives at NAU ITEP @ \$16.25 x 40 students	\$ 650.00	
004	Student Supplies, Books, Math Kits for Family Math Nights (8 sessions), provided by NAU ITEP/EEOP	\$ 3,000.00	
Other Expenses:			\$ 15,000.00
001	Field Trips (educational, cultural & recreational)	\$ 5,000.00	
002	After School and Field Trip Transportation	\$ 10,000.00	
Non-Instructional Services			
Materials and Supplies			\$ 0.00
TOTAL BUDGET			\$ 220,142.90
Difference (Allocation less Budget)			\$ 0.00



APPENDIX VII: Assurance Form

Assurances for BIE 21st CCLC

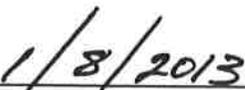
By my signature below, I agree, upon the approval of the project application by the BIE, to accept and perform the following requirements:

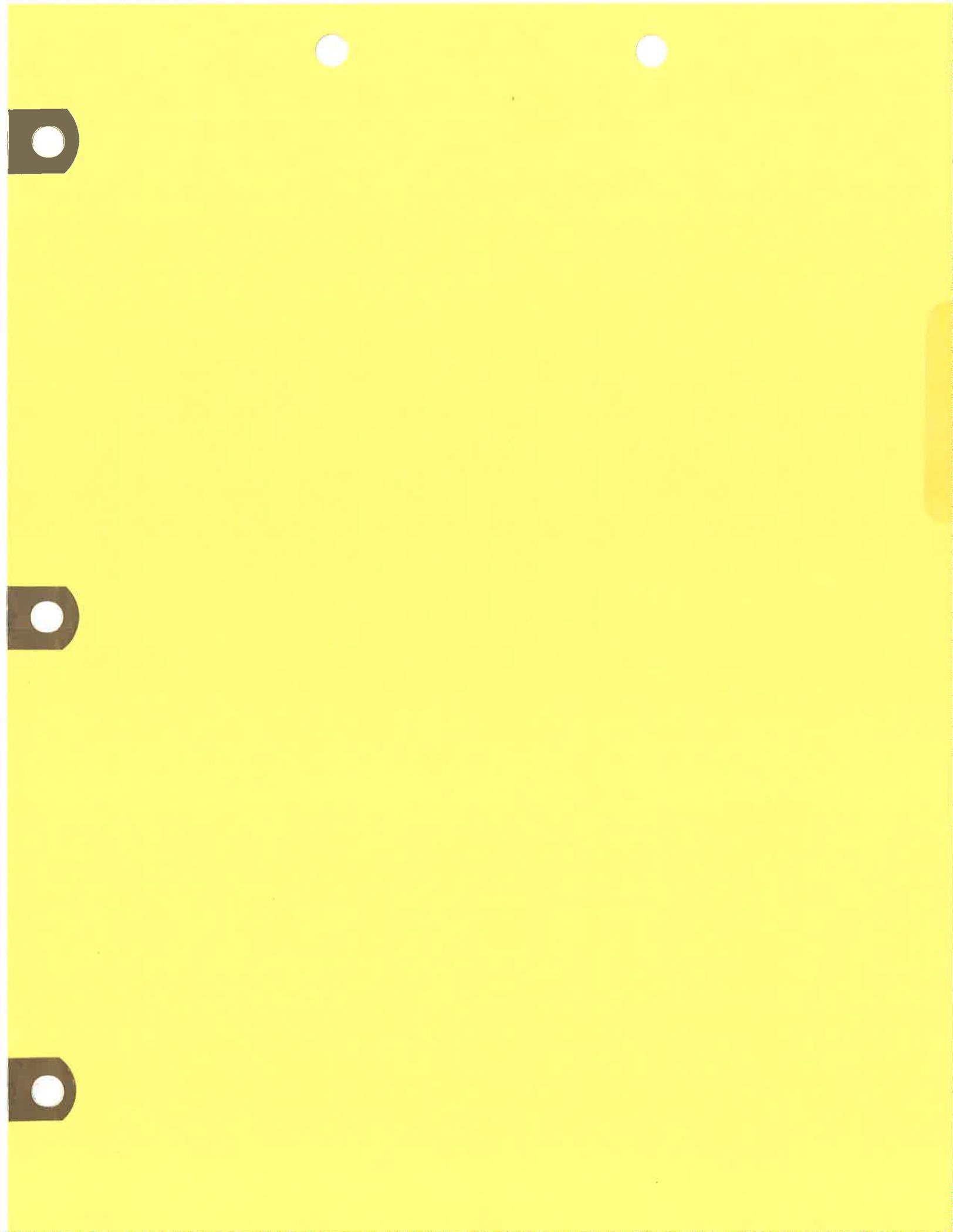
- The program will complete and participate in the Profile and Performance Information Collection Survey (PPICS) data collection and electronic information gathering instrument on 21st CCLC programs administered by the U.S. Department of Education for federal reporting purposes.
- Program data about 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).

Gary Polacca - Principal

Typed Name and Title of Authorized Representative


Signature of Authorized Representative


Date



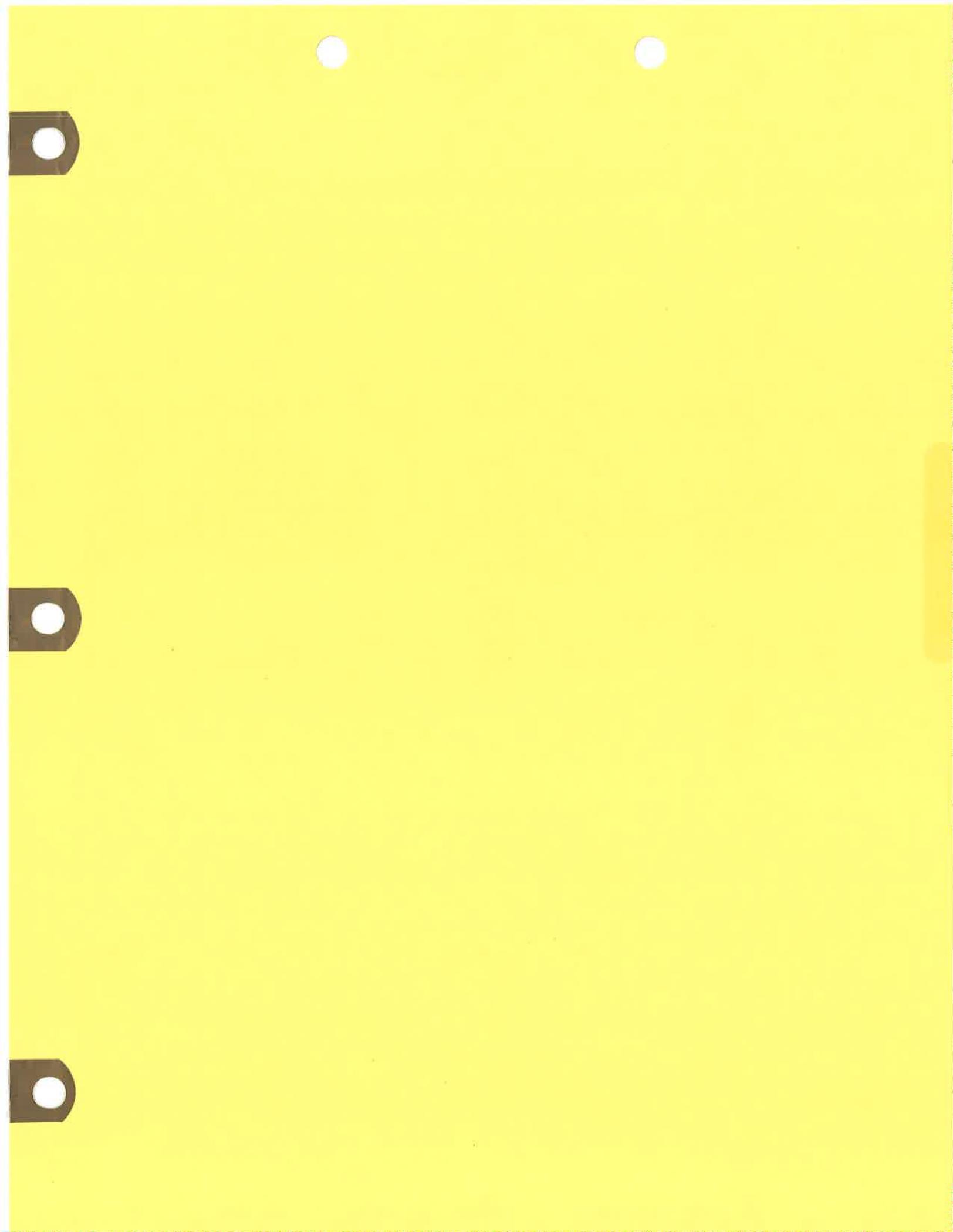
**Keams Canyon Elementary School 21st Century Community Learning Center
Job Descriptions for Key Staff Members**

Administrator:

The principal will over-see the regular school day as well as the after/summer school program to ensure the integrity of both programs along with the seamless transition from the regular day into the after school/ summer program. KCES does employ a full-time Reading Coach therefore there is a direct reading component link with all our programs. KCES' teaching staff is rather small, but that enables them to become aware of all the pertinent information in the school and its programs.

Teachers/Staff:

KCES will implemented an after school/summer program with our current teaching staff to ensure the link between the school day and the after school program. With the 21st CCLC program KCES will be able to provide additional volunteers, which will lead to more and better opportunities for students to learn.





United States Department of the Interior

Bureau of Indian Education
AZ North – Hopi Agency
P.O. Box 568
Keams Canyon, AZ 86034
(928) 738-2262



January 7, 2013

Dear 21st Century Application Committee,

On behalf of Keams Canyon Elementary School I submit in writing my support to obtain the 21st CCLC Grant. Keams Canyon is in full compliance with all requirements of the 21st CCLC Grant. The school has submitted all necessary reports associated with the grant. The PPICS annual report for 21st CCLC was completed and submitted on Nov. 16, 2012 of this current academic SY.

Keams Canyon Elementary School, has a vested interest in their students and desire to have these programs provide added resources to help their students achieve.

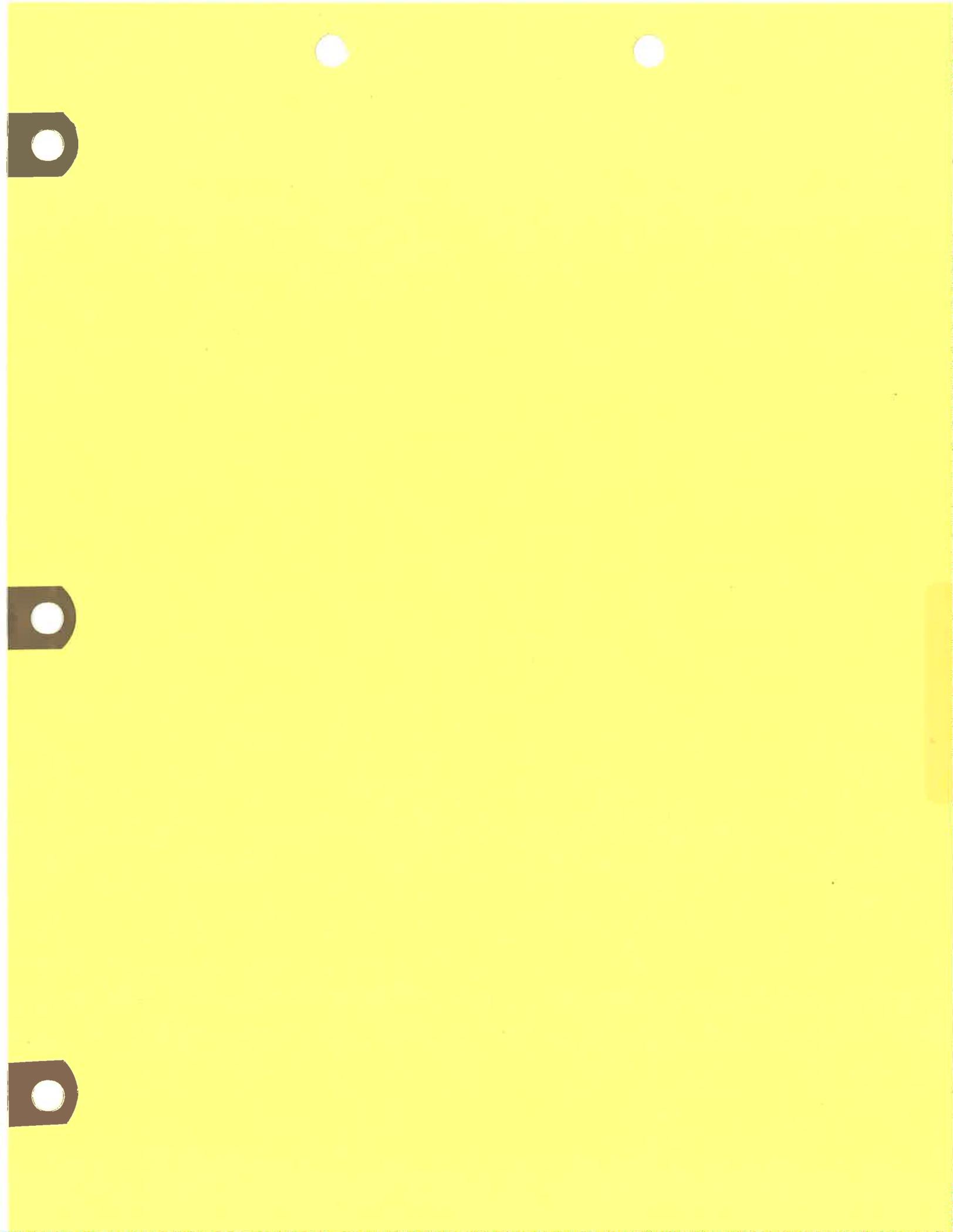
All financial activities associated with the grant are up to date and current. All CCLC monies are used to support and finance all activities that deal with this particular grant. Keams Canyon does its best to follow the guidelines set forth in the application for spending of 21st CCLC funds. If any questions need clarification please feel free to contact the Business Manager, Ms. Darlene Begay.

^{parent}
As ELO for the Arizona North Agency, I support the efforts of Keams Canyon Elementary School, and there desire to apply for the 21st CCLC Grant. If I can be of further assistance please feel free to contact me.

Sincerely,


Mr. Eric North
Education Line Officer
Arizona North Schools

Acct





**NORTHERN ARIZONA
UNIVERSITY**
College of Engineering & Natural Sciences

Institute for Tribal Environmental Professionals
Environmental Education Outreach Program

Northern Arizona University
PO Box 5768
Flagstaff, AZ 86011-5768

928-523-1496
928-523-1280 fax

November 19, 2012

Mr. Gary Polacca, Principal
Keams Canyon Elementary School
PO Box 397
Keams Canyon, Arizona 86034

Dear Mr. Polacca:

The Institute for Tribal Environmental Professionals (ITEP) staff looks forward to working with your school on environmental education and astronomy projects as part of your 21st Century project. The Institute, through its outreach arm, called the Tribal Environmental Education Outreach Program (TEEOP), has a long history of collaboration and mutual support with schools on the Navajo and Hopi reservations. The TEEOP staff are an education research and resource for K-16 students, educators, and tribal professionals that are interested in learning more about environmental issues through math, science, and technology.

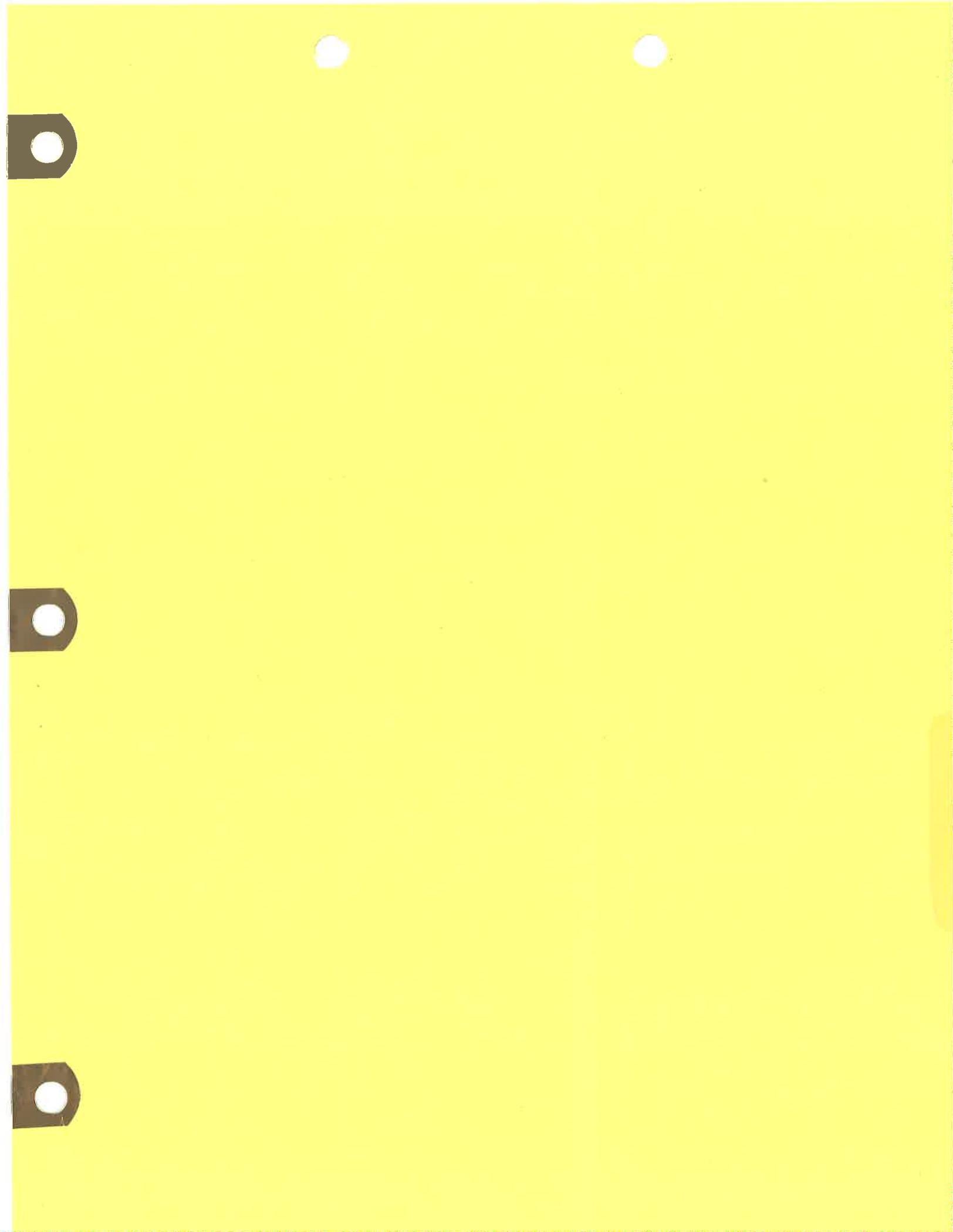
The ITEP-TEEOP staff will work with Keams Canyon Elementary School to implement the 21st Century Community Learning Centers Grant. The TEEOP program goals are to improve student well being, and improve school performance. The ITEP-TEEOP staff will provide the following professionals services at no cost to your school:

- Visits to the Northern Arizona University (NAU) campus on either Saturdays or week-days to learn about renewable energy, sustainability, climate change, water conservation, indoor air quality, and astronomy, including career opportunities in those areas.
- Assist your staff with implementing curriculum and science research on renewable energy, sustainability, climate change, water conservation, indoor air quality and astronomy.
- Conduct Family Math and Science nights at the school for the entire community to learn how math and science are important to the community and their students.

The TEEOP staff and Keams Canyon Elementary School administration will meet quarterly to review progress toward meeting program goals and objectives, offering guidance and suggestions for improvement as needed. We look forward to working with your school to create learning experiences for your students and staff. For additional information about ITEP and TEEOP programs please contact me at mansel.nelson@nau.edu or 928 523 1275.

Sincerely,


Mansel A. Nelson
Program Coordinator



ASSESSMENT OF OBJECTIVE DATA
Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next Information
For School Year 2012-13.

This school year, KCES is using *DIBELS Next*, which is a newer version of DIBELS. DIBELS is used as a school-wide screener for reading to give us information about the reading skills of all students at KCES, Kindergarten through 6th grade. All students are assessed three times per year. Depending on the time of year and the number of skills assessed each student gets a composite score. This composite score determines whether the student is in need of intervention or is on track for reading success.

DIBELS Next Benchmark 1 scores indicate;

- KINDERGARTEN: 24% of Kindergarten students are intensive, 24% are strategic and 52% are at benchmark.
- GRADE 1: 21% of 1st grade students are intensive, 21% are strategic and 58% are benchmark.
- GRADE 2: 38% of 2nd grade students are intensive, 6% are strategic and 56% are benchmark.
- GRADE 3: 25% of 3rd grade students are strategic and 75% are at benchmark.
- GRADE 4: 41% of 4th grade students are intensive, 18% are strategic and 41% are benchmark.
- GRADE 5: 29% of 5th grade students intensive, 36% are strategic and 35% are benchmark.
- GRADE 6: 25% of 6th grade students are strategic and 75% are benchmark.
- ALL GRADES: The school-wide average percentile scores show 27% of the students are in need of intensive interventions,
- ALL GRADES: 21% of the students are in need of some strategic intervention,
- ALL GRADES: 52% of the students are at benchmark.

(The next school-wide assessment will be given in December and the benchmark scores increase or the reading skills assessed change).

Each teacher received and had a chance to discuss the school-wide, grade level and individual student data for their grade. In addition to implementing the researched based core reading program, *Harcourt Story Town* 2009 within the allotted 120 minute language arts block time; teachers are required to provide interventions for strategic and intensive students in the classroom and do progress monitoring to see if the interventions are working and to ensure that the students are making progress. The data gathered from DIBELS Next and other reading assessments will be utilized to drive the regular education instruction as well as to address the needs of the target population for the 21st CCLC program.

