



21st Century

After
School
Tutoring

Grant
Application

For
SY 2012-2013



Reviewer's Summary Scoring Form
Cover Page –EED Form # 05-07-039
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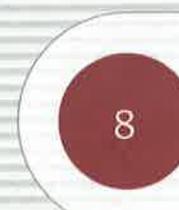
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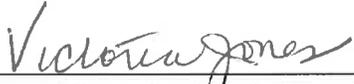
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**KIN DAH LICHII OLTA
FOR
SY 2012-2013**



**21ST CENTURY
AFTER SCHOOL TUTORING/SUMMER
SCHOOL PROGRAM
GRANT APPLICATION**

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

<u>KIN DAH LICHII OLTA</u>	
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	<u>01/04/13</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>01/04/13</u>
Signature of Organizational Representative	Date
<u>Writer Coordinator</u>	
Title	

<u>\$ 127,000</u>
Total Funding Requested Per Year
<u>\$ 381,000</u>
Total Funding Requested for Three Years

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

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PROGRAM SUMMARY AND ABSTRACT

KDLO'S 21ST Century Community Learning Center (CLC) will serve Native American communities located on the Navajo Reservation in northeastern Arizona in Fort Defiance Agency, including Kinlichee with a combined population of 4000 from a rural geographical area of approximately 1900 square miles. The CLC will serve 150 students in grades Kindergarten through sixth grade as well as the families of the students. Kin Dah Lichi'i Olta 1st Century Community Learning Center will provide a range of high-quality extended day learning activities, academic instruction, special interests, and health and fitness activities to enable students to meet and exceed state standards in core academic areas including reading, writing, and math. The major measurable project objectives are directly related to the identified needs. The academic achievement of participating students in grades Kindergarten through 6 will increase 10% per year.

KDLO students will be scheduled for participation in the CLC 4 times per week Monday through Thursday for 8 hours. Instruction will be an active problem solving approach using and integrated approach with Science, Reading, Writing and Math as the unifying project theme in each core area. Each participating student will receive active, experimental and integrated instructions in small groups of no more than 10:1. Instruction will be directed at their identified level of non-proficiency, related to the regular program and State academic common core standards. Health, fitness and special interest classes have a ratio of 15:1. Extended day instruction will be provided in reading, writing, and math on those Academic Common Core Standards that students are not proficient in. Each student will participate in at least one Community Service Project, using Full Circle learning, applying their integrated learning to real life experience, based on the Navajo culture. All students will participate in a recreational experience.

A Parent Literacy Center will be part of the CLC to provide adults with an opportunity to develop literacy skills and to be involved in their child's learning. All family members of students will be encouraged and invited to participate. The school library will be opened in extended hours to make available books, fiction, and nonfiction, newspaper, consumer information, magazines, and research reference material to the community. Partnerships with community organizations will be utilized to provide social services and assistance to families. Student will go on educational field trips related to thematic unit and community service projects. Each student will participate in at least one Community Service Project; apply their integrated learning to real life experience, based on the Navajo culture.

NEED FOR PROJECT

Competitive Priority. This application is submitted by KDLO receiving Title I funds, identified as a Restructuring school by OIEP. The Kin Dah Lichii Olta (KDLO) 21st Century Community Learning Project (CLC) will impact the most critical student needs identified below. The 21st Century Community Learning will serve communities in the Fort Defiance Agency in the Kinlichee area with a population of 4,000 from 1,900 square miles.

Low Levels of Student Academic Achievement in Reading, Writing, and Math. The educational levels of children are significantly below level. – averaging at the 30th percentile range on Stanford 10 and AIMS used to identify students in all 3 areas. We have a 3 tiered model base on need – a school wide program focusing on reading writing and math for Tier One. The table in the appendix shows student Mean National percentile on the State Academic Assessments in 2012 in reading, writing, and math on the Stanford 10 Test for grades K-2 and on the State Dual Purpose AIMS for grades 3-6. 75% of the students are ELL. Although we have progress and scores have doubled in the last year, the overall percentile is very low with 42.4% average for grades K-6, in Reading 33.9% in Writing, and 42.5% in Math. Based on these scores, we have a school wide target-Tier One. Following is the process for identifying students: (Tier Two), identified by involvement of administrations and academic staff, with greatest needs in each subject: In Reading, grades 4 and 6, have the greatest needs with 52% to 36%, proficiency averages respectively; in Writing, grades 4, 5 and 6 have the greatest needs with 18% through 19% and 14 % proficiency averages; in Math, grades 3, 4, 5, and 6 have the greats needs with 17%, 14%, and 27%, Within each of these grade levels are a percentage of students not proficient and below standards. This is the subpopulation of 65% of students in Tier 3 which are most in need of services.

Target Student and Recruitment. Staff has a comprised a listing of students as Target students who are not proficient in grades K through 6 in reading writing, and math using the Stanford 10 and AIMS scores from 2000, our most recent testing. Administration and staff will also use Progress Monitoring Assessment using Benchmark tests in Reading, Writing, and Math quarterly, to determine which additional students are targets with the greatest needs because that are not making progress during the year to ensure we are serving the most at-risk students. The administration and academic staff K-6 are involved and have identified specific grade levels and specific academic areas for Tier Two, and we have identified target students most at risk for Tier Three. 65 % of the students, a total of 120 students, are below proficiency and all 120 students will be served. These 120 target students will be bussed to and from the program as part of the regular school bussing; therefore, all target students will automatically attend CLC. Parents of the 120 students have been involved in the discussion of their child's lack of adequate progress and are committed to this program; therefore we have a 100% recruitment plan to serve 100% of at risk students. Parents agreement will be part of the Parent School Compact, signed at the beginning of school. Staff has been involved in data analysis and program planning during the last year and has stated their commitment to this program. Students who are achieving

proficiency may choose to attend the program also. We expect another 20 more students who may choose to attend from the proficient group for a total of 140 students, 25 family members will participate.

Research Based Strategies. Our 21st Century Community learning program will do two things: engage students in fun activities that create a desire to learn, and build on what students are learning during the school day to extend the knowledge that already have. We will use the After School Toolkit funded by the Department of Education through 21st Century CCLC designed to give after-school program coordinator and staff the resources they need to build fun, innovative, balanced and academically enriching activities that not only engage students, but extend their knowledge in new ways and increase academic achievement in reading, writing, and math. We will use SBRR Integrating Science across the Curriculum which combines science projects and investigation with math, reading, and writing focusing on academic standards. The activity will consist of Integrating Science across the Curriculum activities skills in reading, writing, and math by engaging students in science investigations. For example, science projects that including reading builds science knowledge while strengthening literacy skills The CLC will directly connect with school day program by teaching the language arts, mathematics and science skills that are being taught help students improve specific skills and incorporate those skills into science activities. To address our student's greatest needs we will focus our CLC program on reading, writing, and math learning using literacy strategies which are research based as comprehension strategies, story reading and dramatization, readers' theater, and book discussions. We will review lesson plans every 2 weeks to assure CLC staff are basing instruction on AZ reading, writing, and math standards and using the identified research based strategies to ensure that strategies are being correctly implemented using CLC strategies Implementation Checklist.

Need Identified through NCA Review of School Data and Other Risk Factors. CLC activities are derived from the school profile data using the overall evaluation of needs in which we studied all school data bases; we surveyed students, staff, administration, parents and community businesses. (NCA) conducted the Second Peer Review Team Visit in 2010 and reported the following needs; "need to focus on established learning goals, continually inspire students to higher levels of achievement, emphasize the interrelationship among areas and provide opportunities to apply the newly acquired academic skills and knowledge in real-life learning experiences within the larger community. In additional, NCA reported the need for KDLO to "provide a holistic education program rooted within the cultural heritage to empower teachers and students to be lifelong learners and identify and implement intervention school wide and implement an assessment system to monitor student progress 3 times a year. Because of the needs identified thru an NCA evaluation of our data, we designed a CLC program to provide integrated instruction base on real-life experiences, the research for this integrated model based on problem solving in science appears in the Design Section.

100% of students are Navajo, an additional risk factor, lack of sufficient culturally based instruction, put our students at risk, which we will remedy by including culturally based instruction combined with community services as part of real life learning. Other risk factors are derived from data reported in the 1990 U.S. Census indicating that 68.4% of the population fell below the poverty level. The remoteness, living conditions and economic conditions have created a detrimental impact on health, family stability, social; behavior, literacy and learning. Statistics show that a greater proportion of poverty level students will drop out of high school; current dropout rate is 45%. Unemployment is over 50% and a high percentage of students who do not reside with their parents. There are no training and continued learning opportunities for adults in the community. There are no after-school recreational or extended learning programs within 60 miles of KDLO. This lack of any extended day activities has a devastating effect on our students, they have no social or recreational activities, 45% students do not have electricity or adequate space for homework and students acquire poor habits and dysfunctional behaviors. Statistics on the number of dysfunctional, violence, drug incidents increases as students get older, Students become accustomed to “hanging round” and begin to lose motivation for learning, for employment, and for community services

Needs Summary. In summary, to address students’ academic needs, the CLC extended day instruction will be provided in reading, writing, and math on those academic standards that students are not proficient in. Research based practices will be used including comprehension, storybook reading, readers theater and book discussions. The proposed project will also address the needs identified through a needs inventory that is a current gap in our educational program. Our current program does not provide an integrated real-life problem approach to learning. The CLC program will vary the approach to add balance to meet children’s identified needs. To address the lack of real-life based instruction in the day program, CLC will provide high-quality extended-day academic enrichment using Active, Experiential, Intergraded Learning through Science Projects and Community Services with projects focusing on reading, writing, and math to prevent academic loss for non-proficient students and provide the only safe and smart after school program.

QUALITY OF PROJECT DESIGN)

Program Goals and Performance Measures. (See Performance Measure Table Chart).

Regular program teachers and teacher assistants will serve as the CLC teachers. 21st Century Community learning will provide active, experimental, integrated learning through science projects. Teachers will develop 2 Week Integrated Lesson Plans throughout the year. Teacher Assistants will provide instruction during extended day using culturally related materials integrated with the Arizona Academic Standards in reading, writing, and math. The teachers will use FOSS Science Projects and Full Circle Learning with community service projects as the integrating themes and projects.

SBRR Active, Experiential, Integrated Learning through Science Projects, FOSS, and After School Toolkit. Following are the Scientifically Based Research on program activities. We will use science projects as an integrating theme for academic learning. Students will read, write, and do math, using expository, active, integrated science and FOSS Science materials. Informational texts communicate information about the world beyond the child's home environment. These science projects play an important role for students who have had access to enriching real-world experiences (Neuman & Celano, 2006). Science texts offer many opportunities to expand students' vocabulary, and 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). Reading informational texts can increase student engagement. Research has shown that students' motivation and reading comprehension increase when the students are directed toward content goals (such as learning science) rather than performance goals (such as getting a good grade). (Grolnick & Ryan, 1987; Guthrie et al., 2006) Research suggest that students who have both strategy instruction and sustained opportunities to read interesting texts to learn about a particular theme (for example, animal habitats) are more motivated to read and are more strategies in their reading than are students who receive strategy instruction alone. Vitale and Romance also report that content-orientated instruction yields high gains in reading comprehension than the strategy-oriented instruction. Students have many compelling occasions to use writing in the context of scientific inquiry. They can record questions of interest, documents how they have set up investigations, represent data they have collected, and develop explanations for the phenomena that are investigating. Students can also incorporate such math and graphic elements as drawings, tables, and graphs into their writing. We will use the research-based integrated instructional approach to science and literacy called Guided Inquiry supporting Multiple Literacies' (GIsML), researched by Hapgood and Palinscar, in *Educational Leadership*, January 2007. In this approach for K-56, teachers guide their students in sustained inquiry about specific topics, usually centering on physical phenomena, using both experimental firsthand investigations (during which students collect and analyze data themselves) and secondhand investigations (during which the teachers and students read, discuss, and write about specific concepts. This approach has significantly increased students science content knowledge and academic skills. 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 encourages students to stretch their capacities to read, express and use ideas in written and oral forms. (3) Rewarding texts to explore science topics, combined with experienced investigations and discussions, help students acquire reading strategies even better than direct instruction in those strategies can. (4) Discussing ideas, along with reading, writing about them, is especially beneficial for building students' vocabulary and their ability to use complex sentence structures. Inquiry based science instruction can give students a reason for communicating in different genres and forms. A science project that asks students to measure, collect, and analyze data, graph, and express scientific relationships also builds math skills. We will incorporate science trade books, journal writing, graphic organizers, Internet searches and mathematics with science investigations. Year 2 we will develop projects that incorporate multiple areas of content knowledge such as a year-long study of natural disasters, a butterfly garden with art mosaics of the ecosystems in your region, or a health and nutrition fair, recycling, or trash management. Exploring Science through Projects and Problems involves real-world learning experiences. Ideally, the problem or project comes from a community need or case study based on students interests. Problems and projects that students are interested in engage students make science relevant and encouraged students to make decisions to solve the problem. CLC will connect with the school day by teaching the reading, writing, and math and science concepts. Skills and standards students are studying and creative activities for science projects. For example, raising fish from eggs can extend what students maybe learning about habitats, species and life cycles. Or combine science and literacy activities by reading a book and developing an activity the builds on the story. Investigating science through project or problem based learning works because students are directly involved in their own learning as they develop problem-solving skills, learn new concept, and apply what they learn in a real-world situation.

Integrating SBRR Literacy Practices. The research on reading comprehension, reading aloud, dramatization, and book discussion provides strong support for their inclusion in after-school programs. When we designed our academic programs in extended day, other factors had to be considered in addition to the academic content. For example, we designed activities in our extended day CLC program to be engaging for students and not duplicate what is happening during the school day. Our after-school activities will address the academic need and expand on their learning in ways that are relevant to them. These literacy practices offer the opportunity to accomplish all these tasks, while simultaneously strengthening student's literacy skills. Story and literature dramatizations will be used as a literacy practice to give students an opportunity to bring a piece of literature to life. Acting out characters parts engage students while building memorization, fluency, and comprehension skills. 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 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 discussion to engage students in conversations about their reading. This helps them extend their reading skills, learn to analyze different kinds of literature and expository text, develop 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 were cited as an example of exemplary instruction. Book discussion and literature circles and expository reading were among the practices found in Spielberger and Halpern's (2002) approach in after school programs.

The Researched-Based Full Circle Learning Program (FCL) Used for Community Service Projects. 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 lesson in the community that solve community problems, the FCL lesson plans suggest service projects center around priorities also addressed by the United Nations, also important to our Navajo communities such as: natural resources management poverty, equality for women, rural transformation greater understanding of cultures and access to public health. In the CLC 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, so the community service project includes reading, writing, and math academic skills: Building on learning styles, multiple intelligence theories, a Full Circle Learning lesson plan chart helps teachers 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% testes over five years 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.

Field trips. Field trips will be provided once a month to take students to various scientific, cultural, and career, awareness and facilities, directly relate to their science projects and community service projects. Children will see science at work to see people use science to do their jobs – doctor, science teacher, a park ranger, pharmacist, veterinarians, electrician, plumber, cook, and mechanic. We will also visit observations, weather stations, hospital

laboratories, sewage treatment plants, newspaper plants, recycling centers, and radio stations where children can learn more about all kinds of science. Community service may target recycling so we will take a tour of a recycling center or landfill to show what happens to the community's trash and ask students to solve problems of trash.

Monitoring Progress. Reading Benchmarks Assessments to be used quarterly are Voyager VIP which is identical to DIBELS Assessments. Quarterly writing assignments will evaluate student writing and will be scored using the 6 Trait Scoring. Math will be assessed quarterly using Harcourt Math Chapter Tests. The 21st Century Community learning and staff will examine the Project Attendance and Logs monthly, and monitor Student Progress on benchmarks in reading, writing, and math quarterly. Data will be analyzed and specific lesson plans developed to address areas of need and to identify target students. The 21st Century Community Learning Coordinator maintains a computerized database, NASIS, to monitor student progress, Voyager VIP to monitor reading benchmarks and to monitor individual students learning progress. Student data including attendance and behavioral data for participating students will be collected continuously using NASIS software and each quarter and

Links to School Day and Reading, Writing, and Math Common Core Standards. To link to the school day program, each 21st Century Community Learning teacher will use the same KDLO Curriculum Maps in Language Arts and Math that the regular school day used to guide instruction. These curriculum Maps specify the Arizona Academic Standards that will be taught each of the 4 quarters in these academic areas for each grade level of K through 6. The Curriculum Maps provide a scope and sequence and pacing guide to assure that staff provides instruction in all grade level reading, writing, and math standards. The Curriculum Maps also specify the benchmark assessment to be given each quarter in each academic area. These maps will be the basis for the lesson plans and units which will guide CLC instruction. The lesson plans and units will teach the identified reading, writing, and math standards using real life science and service projects as integrating themes. Whenever possible, students will receive instruction from their own classroom teacher, therefore eliminating the need for coordinating meetings. Teachers will use the developed lesson plans using FOSS Science, Full Circle Learning and the Toolkit lesson plans to provide reading, writing, and math activities related to those academic standards that students are not proficient in, Regular day program teachers will meet with the CLC teachers at least quarterly with agendas and Sign In sheets to document for those CLC staff who are not part of the day program, and provide an updated copy of each student's Student Progress Report. The Project Coordinator will assure that all students including all ELL and students with special needs participate in CLC. The Bilingual and Special Education Teacher will provide CLC staff with a summary of the students IEP objectives, to be taught during the CLC 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 provide for the staff.

Schedule of Operations. (See Appendix 1) Each participating student will receive integrated academic instruction in small groups of no more than 10:1, directed at their identified areas of non-proficiency identified on the Stanford 10, AIMS, and Benchmark Assessments. Each student participant in CLC will attend at least five hours of tutoring. Instructional sessions will be 1 hour long in the after-school segment and 30 minutes long in the before-school segment. Student will stay in school for extended school hours from 3:00 to 4:30PM four times per week after school and from 8:00-8:30 AM four times per week before school starts, Students are permitted to participate in after-school sports only if they are proficient. Using the No Pass NO Play procedures assures that non-proficient student will participate in CLC program to increase their academic achievement instead of participating in the recreational portion of the program also.

Linkages with agencies. Rural Systematic Initiative (RSI) is our primary partner (See letter attached) and will provide staff development and program implementation in the areas of math and science for CLC staff. The CLC Program Coordinator (PC) and Parent Educator will work with the RSI and other community partners including Indian Health Service, Sage memorial Hospital, Community Health Representatives to provide eye and ear screening for all participants, health services, medication immunizations, nutrition, glasses, hearing aids, emergency food or shelter, KDLO Parent Educator will begin a family plan for each family to pan for family needs, ling to community agencies and provide follow-up. CLC staff will each be responsible participants and will create and follow-up on family wellness plans. The School Health Assistance will meet with the PC to provide the baseline information of community agency services that are currently being accessed by students and families. The Navajo Tribal Police and Chapter Representatives will also meet with the PC and Advisory Board to provide input on unmet community agency needs that have observed. The PC will identify and communicate with key personnel at each agency, invite each to participate on and with the CLC Advisory Board to partner with CLC. Partnership operating activities will be documented and scheduled. The representatives from potential partner organizations will meet during the first month of the project, then quartet to establish coordination procedures and practices and sharing deliver strategies. Partners will use the 21st Century CLC as a basis for their services in the local community so that participation can more readily access needed services.

Communication with Community. Teachers will completer a Student Progress Report that will show which standards have been taught and the student progress on those standards. The Progress Report will be mailed home quarterly with the school report card to communicate with parents. A CLC newspaper and newsletter will be provided monthly by CLC Coordinator and CLC participants and will be distributed to governing board, staff, parents, and the local Navajo Chapter Houses and tribal government for community distribution. Students and families produce radio announcement for the local radio station and they broadcast the announcement about CLC program activities. The Project Coordination will document community services to

assure those communication methods are successful. Students will be performing community service projects in the community monthly and will serve direct communication.

Navajo Cultural Integration. We will use the After School Training Tool Kit and Navajo Consultants. We will use Theater: Oral Traditions Tool Kit to involve families and the community. In this activity, students will learn about and discuss the importance of oral traditions in the Navajo culture, investigate oral traditions from the Navajo Culture, and share them. Navajo people from the families and community will be contracted with to provide storytelling and discussions on oral traditions. CLC Learning goals and activities will be under the direction of the Bilingual teacher and include: (a) Understand the importance of oral traditions in the Navajo culture. (b) Investigate and share oral traditions that reflect student's Navajo culture. Navajo storytellers use both narratives and songs that focus on themes including: sacred beauty, place, and community. Students will think about oral traditions that are of most importance to their families. They may be traditional stories or they could be songs. Students will interview a parent or other community person to learn more about their own traditions. Students will select a story or song that is important to other family and present it to the class in a story circle. They will tell the story as well as explain the significance on the story to their family. In addition, Navajo Community Consultant will be hired on a monthly basis using CLC funds to integrate Navajo culture into thematic units. Navajo Consultants will provide teaching in such areas as: constellation, winter stories, planets, Navajo plants, and herbs, which will be integrated into the science unit. The effectiveness of this component will be measured with annual student, staff, and parent and community surveys.

Sustainability. We plan to sustain the key elements of the program after the end of Federal funding. We will have built capacity in our teaching staff by providing training for staff in identification of students' academic needs, assessing progress quarterly using progress data to make decisions, and in teaching using 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 so we can perpetuate our instructional program using these research based practices. We plan to decrease the number of students that are performing at the non-proficient level so that our Title I, II, and V11 funds can pay for extended day for a smaller number of students. We will coordinate funding from these funding sources to fund extended day. We will also research and apply for other funding and grants to sustain CLC extended day program.

Evaluating Program Effectiveness. The CLC Coordinator will work with the Advisory Board, Evaluation Consultant and CLC 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 on key program indicators with data collected on the collections scheduled to determine the program's impact. All in-kind services will be documented. Information is given to Advisory Board 4 times a year; NASIS will be the data base used. All students will be given the Stanford 10 and the Arizona Dual Purpose AIMS will be given in grades 3 through 6 in reading, writing, and math. Students

in grades 4 and 8 will be given the Arizona AIMS test in Science to measure progress on science standards. Percentile scores mean grade scores, and levels of proficiency for participating students will be compared annually with scores for those students from each of the prior years to determine if there is a significant differences. Scores for non-proficient students will be analyzed and compared separately. Quarterly benchmarks are given quarterly and results used Attendance and behavior incidents will be recorded and compared. The Evaluation Consultant, Coordination, and Advisory Board will design a Project Survey of Satisfaction (based on Toolkit) by June which will be given to all participation twice a year, using a 1-5 rating scale with results summarized. A random selection of 15% of participation will be interviewed by the Evaluation Consultant sing standard questions designed by the evaluator, by June 30 annually. Participates will be encouraged to make recommendations during the interviews. Recommendations will be used in planning and implementing the project in Years 2-5. Lesson plans and tutoring notes will be monitored twice a month.

ADEQUENCY OF RESOURCES

Staffing. We will determine the number of staff needed of staff by using the 10:1 and 15:1 ratios. Students will be scheduled for 1 ½ hours of daily instruction in a 10:1 ratio and they will be scheduled for ½ hour daily in health, fitness, and recreation with a 15:1 ratio. This will allow us to stay within budget and pay for all needed CLC staff. The number of staffing will be based on the number of students enrolled with Teachers, who will be paid \$30.00 per hour and Teaching Assistants (TAs), Bus Drivers, Office Specialist, and Food Service personnel will be paid \$20.00 per hour. All CLC staff, with the exception of the Coordinator will be paid \$35.00 per hour for the paperwork, submit timesheets, collect all student sign in sheets for attendance, collect student test scores for data tracking, and making sure the program is in compliance with the grant requirements. All CLC staff will be KDLO regular day school staff during SY 2012-2013, and are currently under contract. All KDLO teachers are Highly Qualified and TAs have Associate's Degree and several years of experience in a school setting. The other classified staff is up to date with all current required certifications for their areas of positions such as food service, bus-drivers and office specialist.

Staffing Qualifications and Roles. Any new teacher who may be hired in subsequent years must be Highly Qualified and TAs must have Associate's Degree and 2 years' experience. The teaching staff will teacher during the entire 2 hours per day for 4 days a week – teaching those students whenever possible who are in their home rooms during the day program. The ratio is 10:1, the computer technician will run the computer lad, bilingual teacher will provide Navajo culture classes, and the PE or Health Assistant will supervise health and fitness activities. Because we are using highly qualified teachers and trained and experienced assistants, we expect high quality performance, scoring above satisfactory on their current Job Descriptions on their annual evaluations. We will provide 5 days of staff development throughout the year to build greater capability. Our Principal, Assistant, and Reading and Math Coaches will work with the Project Coordinator as an administrative Team, meeting bi-weekly to monitor implementation and will meet quarterly with staff to review student progress data. The Project Coordinator (PC) is expected to show Full Successful or Superior Performance on all job requirements listed in the Job Description in the Appended. The PC is responsible specifically for monitoring milestone on the management Plan, Staff Development, assuring that quarterly assessments are conducted, analyzing quarterly assessment data and making modification of program activities based on data. The PC will coordinate with the Parent Educator to document and support parental activities, and will develop, coordinate, and implement a budget for CLC that accounts for all available funds, and uses funds to fulfill the performance measure of this grant and will keep all documents available. All job descriptions will specify the appropriate certification and experience needed to assure quality CLC staff. Only certified, experience, and qualified staff will be hire. CLC will coordinate by one Project Coordinator who will be hired and will work with the Advisory Board, and CLC staff and will be supervised by and will report directions to the Principal. The Project Coordinator will be half time and will be qualified to manage and

coordinate this project. The Project Coordinator will supervise all CLC activities. All CLC staff will be security screened.

Transportation. 82% of KDLO students will be scheduled for participation in CLC; each student will be scheduled for before and after school sessions 4 days per week. Buses will transport students to the CLC program and home after the CLC programs, instead of transporting student home immediately after school, the students will stay after school and receive a meal and lessons/activities to support learning. Transportation expenditure including cost of buses, gas, vehicle maintenance, vehicle insurance, etc. will be paid by regular program funds. Bus drivers will be paid out of regular program funds, unless there is extended route and time for this program, then payment will be made out of 21st Century funds.

Proposed Development. The Principal and CLC attended the 21st century Training and developed a vision and goals. The Principal communicated about the 21st century Grant with KDLO Governing Board and Tribal Authorities prior to developing the proposal to obtain their input and confirm goals. The Principal signed and completed the Intent to Appl. The Principal and CLC met with KDLO Academic Staff for one half day during the month of May to develop the proposal based on the goals and needs. Staff reviewed the proposal in July and gave input. The Advisory Board (AB) will consist of stakeholders including 50% student plus parents, teachers, CLC staff, community organization representatives, and the Principal. The AB will meet monthly, with a more comprehensive review meeting quarterly, to contribute to the planning, implementation, and monitoring of the CLC. AB meeting agendas will be established, minutes recorded, and all members given equal opportunity to participate.

Existing School Resource will be leveraged. Technology component will be implemented and a variety of computer classes will be held, staffed by one CLC staff, Students and community will have access to 25 computers, technology materials, and the Internet in the school Technology lab. The Technology lab is funded through Title 1 funds. And will be open after-school hours from 3:00 to 5:00 pm, Monday through Thursday. The school library will be opened from 3:00 to 5:00pm Monday through Thursday to make available literacy books, fiction and nonfiction, newspapers, consumer information, magazines, activities and materials to the community. The extended hour's library will be staffed by a CLC paid librarian technician. At this time regular program funds are unable to pay the extra salaries of extended day tutoring. However, the regular program ISEP funds and Title VII will provide the instructional materials and programs for CLC instruction. CLC learning activities will be an extension of regular classroom instruction and curriculum. The school contributes all faculties, maintenance, classroom space, utilities, phones/internet, transportation coast, and principal's salary. Funds from ISEP, Title 1 (\$3,000.00), and Title VII (\$1,000.00), Title II (\$2,000) will be coordinated to support the program. The quarterly budgets will document this coordination.

QUALITY OF MANAGEMENT PLAN

Management plan. Management Chart, Staff Responsibilities, Timelines, Milestones.

Following are milestones, roles for all key staff, person(s) responsible, timelines for completion and expected results.

	MILESTONES FOR PROJECT ACTIVITIES	Person Responsible	Time Line	Expected Results
1	Establish AB with representatives from community agencies	P	Monthly	Board established
2	Designate Program Coordinator or new hire	P, AB	Month 1	Coordinator hired
3	Clarify schools support of programs, establish budget	P, AB, PC	Month 1	Agreement on file
4	Develop job requirements and schedule staff training	PC	Month 1	Trng Scheduled
5	Hire staff for program	PC, P	Month 1	Staff hired
6	Staff initiation and training provided	PC,C	Month 1	Agenda recorded
7	Purchase program supplies, set up	PC ,CLC	Month 1	Supplies received
8	Provide Toolkit training	PC	Month 1	Agenda
9	Establish program design and delivery schedule	PC, CLC	Month 1	Schedule emply
10	Establish a system to ensure accountability and evaluation.	PC, C	Month 1	System
11	Establish lesson plans	CLC	Month 1	Plans on file
12	Develop coordination of program with regular school program	PC	Month 1	Funds Cood.
13	Develop linkages with community partners	PC, AB	Month 1	Links listed
14	Launch community information campaign	PC, C, CLC	Month 1	Info distributed
15	Develop transportation schedule, inform parents of schedule	PC	Month 1	Bus schedule
16	Begin recruitment, enrollment of students & community for the program	PC	Month 1	Enrollment #'s
17	Coordinate staff and organize services to be offered. Supervise	PC	Month 2	Staff scheduled
18	Establish monitoring and evaluation. Collect and record data	PC,C,CLC	Month 2	Data on file
19	Staff provide instructional activities and services	CLC	Month 2	Services provided
20	Assess Student Progress Reports on objectives using database	RT/CLC	Quarterly	Assessment
21	Determine academic standards & objectives not met	RT/LC	Quarterly	List of objectives
22	Complete Student Progress Reports, give to CLC teachers	RT,PC	Quarterly	Reports to CLC
23	CCL staff and Regular program staff meetings	RT, CLC, PC	Monthly	Staff reviews

24	Provide CLC Progress reports to parents	CLC, PC	quarterly	Reports mailed
25	PC & Principal check lesson plans every 2 weeks	P, PC	2 x week	Plans match
26	Survey participation regarding program satisfaction	PC, C	Feb/May	Surveys completed
27	Principals evaluates staff twice a year and conferences		2 x year	
28	Assess student achievement on St 10 and AIMS	RT, CLC	Apr yearly	Data presented
29	Monitor and make program revisions	PC, CLC, AB	quarterly	Revisions made
30	Organize staff weekly/bi-weekly meetings	PC	Bi-weekly	Meeting agenda
31	Evaluate effectiveness using program data, writing report	PC, AB., C	August	Report submit
32	AB reviews progress, makes modification	AB, PC	quarterly	Reviews made

AB – Advisory Board PC – Program Coordinator C-Consultant P-principal RT – Regular Program Staff
 CLC – CLC staff

The Program Coordinator (PC), Advisory Board (AB), and Staff will utilize the 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. The Principal is the supervisor of the Project Coordinator and all CLA staff, An AB will be formed to plan, give advice, 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, 50% students, CLC staff, community organization representatives, school administration including the Principal. The AB will meet monthly, with a more comprehensive review meeting quarterly, to contribute to the planning, implementation and monitoring of the CLC. 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 CLC information to regular program staff through the daily announcements. The PC will meet with the school staff monthly, to discuss CLC activities and students' progress. The CLC staff will participate jointly with regular program staff to monitor the total educational program. Study evaluation results and revise the 5 year Restructuring Plan. All CLC staff will serve on the School, Improvement Plan, and one CLC staff serves on the School Improvement Team which meets at least quarterly to review and revise the Plan. All CLC program activities are based on the needs identified in the 5 Year Plan which was compiled and generated with participation by 100% of the regular staff pus parents and community.

Monitoring and Mentoring Staff. The Principal will evaluate all CLC staff 2 times per year by observing in each classroom, observing for the presence of the teaching and learning actions specified in the CLC training, and written in the CLC Classroom Implementation Checklist and will conference with each staff to continuously improve their performance. The Project Coordinator (PC) and the Principal will monitor CLC Staffs' lesson plans every two weeks, assuring that CLC staff are writing plans based on the reading, writing, and math

standards specified in Curriculum Maps, and in addition are integrating instruction using science projects and community service projects. The PC and Principal will provide feedback to staff monthly on lesson plans to continuously improve the planning and teaching progress. The PC will be supervised by the Principal who will use the attached Job Description to evaluate the PC. The PC will be responsible for implementation of items on the management Plans as are others listed on Plan

Staff Development and Capacity Building. All CLC staff will attend the same in-service and staff development provided by regular classroom teachers. Staff development will be provided to all CLC staff for 5 days on-site on the CLC program activities using the Toolkits, Beyond the Bell, Two days of training will be provided during August Quarter 1 and one day each for Quarters 2,3, and 4 paid out of CLC funds plus regular program funds. Staff development for year 2 includes the following: 6 Traits, Designing Culturally Relevant Units, and Inclusions for Special Education. A staff that is not part of the regular program staff will be paid per hour to attend the training. Staff Development Year 1 will be the Science to Literacy Toolkit will be funded to include lesson plans and strategies to engage student in the 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 outcomes to look for. We will use these toolkits to build our CLC program,, as our core professional development. FOSS training and Full Circle training will be provided for 1 day each paid consultants.

Evaluations Design. The CLC Coordinator will work with the Advisory Board, Evaluation Consultants and CLC staff to establish and review the management plan and system for accountability. The evaluation will compare the established baseline established baseline data on key program indicators with data collected on the collection schedule to determine the programs impact. The CLC and staff will examine the Project Attendance and Logs monthly, and monitor Student Progress on Benchmarks in reading, writing, and math quarterly for continuous monitoring and adjusting. Data will be analyzed quarterly and specific lesson plans developed to address areas of need. Surveys and interviews will be examined bi-annually, and state administered student achievement data annually to review the progress for the program for continuous improvement and recommend any modifications or expansion they see necessary. Reports will be submitted to the Advisory Board and CLC staff to summarize the program's success in a semi-annual report and an annual report. The CLC Coordinator maintains a computerized database, NASIS to monitor student progress, grades and attendance, and behavioral data. Progress on project milestones o the Management Plan will be documented. All in-kind services will be documented. Information will be given to Advisory Board 4 times a year.

Types of Data Collected, Collection Schedule						
	Data to Be Collected for Program Evaluation	Project Records	Interview and Surveys		Benchmark Assessments	Stanford 10/AIMS
Objective 1	Academic achievement in reading,, writing, and math				X 3 times per year	X April annually
Objective 2	% attaining state standards, % non-proficient					X April annually
Objective 3	Attendance			X May Yearly		X April annually
Objective 4	Number of discipline referral, incidents, etc.			X May Yearly		
Objective 5	Number of students and family participating	X Daily Counts				
Objective 6	Rating of programs satisfaction		X June, X February Yearly			
Process Objective 7	Number of community services projects complete	X monthly Count	X June Yearly			

Role of Principal and Governing Authority. The Principal will evaluate all CLC staff 2 times per year by observing in each classroom, observing for the presence of the teaching and learning actions specified in the CLC training, and written in the CLC Classroom Implementation Checklist and will conference with each staff to continuously improve their performance. The Project Coordinator (PC) and the Principal will monitor CLC Staff's lesson plans every two weeks, assuring that CLC staff is writing plans based on the reading, writing,

and math standards specified in Curriculum Maps, and In addition are integrating instruction using science projects and community service projects. The PC and Principal will provide feedback to staff monthly on lesson plans to continuously improve the planning and teaching process. The Principal, PC, Head teacher, and staff will student students' progress scores quarterly on benchmark assessments in reading writing and math after quarterly benchmarks assessments to determine students' needs and create lesson plans and grouping based on data. Functions of the Advisory Board are listed in the next section. KDLO governing board will provide oversight of project operations using KDLO approved policies and procedures.

Collaboration with Stakeholders. An Advisory Board (AB) will be formed to plan, give advice, monitor and evaluate functioning of the project. This AB will also be responsible for coordinating the project with the various community agencies and services including, the Tribal government, social and health services and agencies, and individual schools. The AB will consist of the stakeholders including 50% students plus parents, teachers, CLC staff, community organization representatives, and the Principal. The AB will meet monthly, with a more comprehensive review meeting quarterly, to contribute to the planning, implementation, and monitoring of the CLC. AB meeting agendas will be established, minutes recorded, 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 3th Quarterly meeting of the AB each year with budget adopted. The Project Coordinator will create and send CLC information to regular program staff through the daily announcements. The Coordinator will meet with the school staff regularly, at least monthly, to discuss CLC activities and student progress. The CLC staff will participant jointly with regular program staff as part of the overall school-wide improvements efforts to monitor the total educational program, study evaluation results and revise the 5 year Restructuring Plan. All CLC staff will serve on the School Improvement Plan Committee, one CLC staff serves on the School Improvement Team which meets at least quarterly to review and revise the Restructuring Plan which was completed and generated with participation by 100% of the regular staff plus parents and community. Students will participant in the planning meetings and monitoring and evaluation meetings with the Advisory Board. The Student Council representatives will represent the interest of students to create an engaging program. Involving students will also build the capacity for leadership within the student body and begin to create more ownership by students.

Community Information Dissemination. Teachers will completer a Student Program Report that will show which standards have been taught and the students' progress on those standards. The progress Report will be mailed home with the school report card to communicate with the parents. Quarterly, a CLC newspaper and newsletter will be provided monthly by CLC coordinator and participants and will be distributed to governing board, staff, parents, partners, and the local Navajo Chapters House, ad tribal government for community distribution. Students

and families produce radio announcements for the local radio station and they broadcast the announcement about CLC program activities.

SCHOOL IMPROVEMENT STATUS

This is our 5th year of **Restructuring Status**. Our students have made great achievement gains this past year. However, our student's still have not made Adequate Yearly progress (AYP). We need your program assistance to help increase our student achievement and of course with the support of the parents and community.

We developed KDLO's **Curriculum** and developed **Curriculum Maps** in all academic subjects. Curriculum mapping is a process of presenting the essential components of the curriculum using the school calendar as an organizer. The curriculum map shows the topics, which are generated from the State Standards, and the general order of presentation. The curriculum map provides an overview view of the lessons and is a tool for creating a "big picture" for curriculum decision making and focus the direction of instruction. It is a map of what we teach, not how we teach it and teacher creativity is sustained. When teachers use these Curriculum Maps we are sure that teachers teach all the Arizona Academic Standards to all students and that there are no gaps or overlapping. We hired a Consultant to help staff members implement all our academic programs where the Consultant is an important member of our school team.

We use students' test **assessments each quarter** in reading, writing, and math to monitor student' progress and provide accordingly to the needs of each student. The assessments are to help the teachers gain information on each student and provide and plan: better instruction for student learning. If a student is not on grade level and falling behind, we provide **extra assistance** by providing after school tutoring and more focus on the individual student. We also examine and study the assessment scores each year to plan accordingly to accommodate the students who are behind in all core programs. The assessments required by Arizona State and No Child Left Behind for accountability are SAT 10 for K-2nd grade and AIMS for 3rd-8th grade.

To address the problems of low achievements, the school-working as a family with all staff, students, parent and governing board members, tribal, and community entities, and the Bureau of Indian Affairs, Office of Indian Education Programs –support and help us find a plan which will fit the school and we as a school have developed a restructuring plan that will be effective during the 2012-2013 school year.

The restructuring plan must address Public law 107-110, Section 1116, (8). We have chosen major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school staff and governance, to improve student academic achievement in the school and that has sustainably promise of enabling the school to make adequate yearly progress as define in the State plan.

The **after school tutoring program** has really helped the students who are not performing at grade level. The data shows that there is growth but each time we are close to the cut off bar, the bar rises again. This year, we are planning on holding summer school for the students if funding is available to the school. Last summer, we didn't have summer school due to renovation of the fire alarm system, heating and air conditioning system. The parents have been inquiring about the program, when will it start and we just inform them that it takes time to view the application process of any grant that is being funded and we were fortunate in having this program for the past seven years, but due to turnover of administration, there are some aspects that are hard to endure.

BUDGET / BUDGET NARRATIVE

The following list consists of staff and budget:

• 7 Certified Teachers at \$25.00 per hour x 2 hours daily x 4 days weekly x 16 weeks (1 Computer, \$22,400 1 Navajo Culture teacher, 5 teachers). Extended Day Stipends	\$20,480
• 8 classified Staff at \$20.00 per hour x 2 hours daily x 4 days x 16 weeks. Extended Day Stipends for Tutoring	\$4,800
• 1 Coordinator, 1FTE at \$30.00 per hour x 2 hours daily x 5 days x 16 weeks	\$ 84,429
• Summer School Total Expenditure Expense for Salary and Fringe Benefit	TOTAL PERSONNEL COST
	\$119,230
Fringe benefits at 18% to include	\$ 21,267
• Insurance, FICA, social security, Medicare, FUTA, and SUTA	
• Cost no reimbursed through Arizona State Department of Education for snacks served to students.	
Instructional Program Supplies and Materials to include:	\$26,000
• FOSS Kit Supplementary materials	
• Books, teaching materials	
• Teaching supplies	
• Community Service Supplies	
• Consumable Service Supplies	
• Staff training/materials	
• Incentives for students, parents and staff recognition plus field trip admission fee for students	
Travel Per Diem/Training	\$4,500
• Travel cost related for team representation of the staff for the mandatory annual 21 st CCLC conference And one annual regional/national conference	
• Navajo Cultural Consultants	\$2,500
Total Budget	\$173,497

Budget Narrative. The CLC Project Coordinator will work part time for 12 months to complete all recruitment enrollment, project implementation and management, partner coordination and evaluation. Person must have experience working with Navajo students and families are required. Ability to speak, read, and write Navajo is preferred. 16 CLC staff is needed for extended day programs to keep the ration of 15:1 for recreation and 10:1 for instruction. CLC staff will include 7 Certified Teachers at \$25.00 per hour x 2 hours daily x 4 days weekly x 16 weeks (1 Computer, 1 Navajo Culture Teacher, 5 teachers for Extended Day Stipends at \$22,400, 7 classified staff at \$20.00 per hour x 2 hours daily x 4 days weekly x 16 weeks. Extended Day Stipends at \$20,480; Summer School Personnel for 6 weeks for 7 Certified Positions, 8 Classified Positions and 1 Coordinator Position = \$ 84,429.00. Total Personnel Cost, \$119,230.00; Fringe Benefit at 18% to include: Insurance, FICA, social security, Medicare, FUTA, and SUTA, at \$21,267.00. Program Supplies/Food Service; Cost of meals reimbursed through Arizona State Department of Education, for snacks and hot meals served to student is free, Instructional Program Supplies and Materials to include" FOSS Science Kits and Kit Supplementary materials, Expository science and other Books, teaching materials, teaching supplies, Community Service supplies, Consumables Classroom supplies, Staff training materials, Incentives for students and parents and staff recognition, for a total of \$20,000.00. Travel Per Diem/Training; Travel cost related for team representation of the staff for mandatory annual 21st Century CCLC conference and one annual regional/national conference; Professional /Technician: Staff Development, for a total of \$5,000.00; Program monitoring and Evaluation, Navajo Cultural Consultants \$2,500.00 per activity,. **Total Budget. \$169,997.00**

Staff Travel and Training. Travel cost of \$8,000 are budgeted for travel for staff development training for the Project Coordinator (PC) and one staff to attend Nation 21st Century training in Denver, Colorado for one week, plus funds for the PC to attend additional regional trainings related to the project operations. Travel for the PC and staff is also budgeted for local travel to community partners, the communities, and to families' residence as needed. College classes including Northland Pioneer College, Northern Arizona University, Dine College, and University of Phoenix are providing training on-site for staff to earn college credits; Funding for Toolkit, FOSS, and FCL Training is budgeted for in Professional/Technical hire.

Cost Per Participant. The total yearly budget amount of \$167,997.00 to operate after school academic and summer school program and safe recreational programs is possible only through in-kind funds provided by the applicant organization, funded by ISEP, Title 1, Title 11, Title VII, Special Education Part B and Title IV which will fund facilities, utilities, maintenances, transportation, including the bus drives, fuel, educational materials and food. The 21st Century cost for each CLC participant to attend one year of CLC safe after-school academic enrichment, tutoring, and health and fitness is \$900.00 per participant for year one. Year two we expect to serve more families members which will lower participant cost-therefore, our budget is reasonable given the number of participants.

Coordination with Other Funding Sources and In-Kind Support. The Partner DODE will fund staff development for all staff in math and science. All utilities, maintenance, telephone service, internet, copying machines, and student transportation will be provided through KDLO regular program funds. The Principal developed a “Use of Facilities”, agreement specifying space usage, maintenance, copy services available, hours of operation, , damage reporting procedures, emergency procedures, and utility usage. KDLO will provide the following facilities providing space for all CLC program activities: 1. Computer Lab equipped with 25 computer stations, internet access, and other technology equipment. 2. Library equipped with books, newspaper, magazines, and educational resources. 3. Parent Center equipped with furniture. 4. Classrooms (10) equipped with academic instructional materials, TV, supplies, educational resources. 5. Gymnasium/Cafeteria with stage and sports equipment. 6. Playground and large open space area with a variety of outdoor playground equipment. 7. CLC Program Coordinator’s office space with furniture, computer, and telephone. Regular program funds will pay for the staff development training, consultants, and training fees. Funds from ISEP Title 1 (\$7,000.00), Title 11 (2,000.00), and Title VII (\$1,000.00) will be coordinated to sustain the program. The use of school buses for transportation and all transportation cost including vehicle maintenance, insurance and fuel, and funds for food, which includes snacks and hot meals, will be funded by ISEP regular program and some reimbursement through USDA foods and by ISEP regular program. Academic instructional materials will be paid by the applicant organization’ ISEP regular program, funds and Title 1.

Financial Fidelity. Financial fidelity will be established and monitored through our finance Department using the VISIONS software. Budget reports will be updated monthly and budget reconciliation done quarterly, reviewed by the Coordinator and the Principal. Budgeting and finance will follow all financial procedures established by the school to be in compliance with auditing measure. The Coordinator and the Business Department will develop as required by DCMA, prepared a monthly reconciliation report matching the spending plan and make budget modifications to a minimum – less than 3 per year.

**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
<i>Kin Dah Lichii Oltra</i>	<i>Restructuring</i>	<i>100%</i>	<i>194 students</i>	<i>85%</i>	<i>25 adults</i>	<i>K-6</i>

APPENDIX V: Performance Measures Template

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
<p>1. Academic achievement of K-6 students will increase in reading, writing and math as measured by 4% annual increase in the percentage of students scoring at the proficiency level on SAT 10 for grades K-2 and the Dual Purpose AIMS grades 3-6. There will be a 4% annual increase in Benchmark Assessments.</p>	<p>8 hours of extended day program weekly, all target students bussed to program.</p> <p>6 hours instruction which is directed at Arizona Reading, Writing, and Math standards in Curriculum Maps.</p> <p>Instruction is active, using FOSS Science as an integrating problem-solving approach, using cultural activities, and using Full Circle Learning to carry out community services projects</p> <p>2 hours of health, fitness and recreational activities weekly.</p> <p>Students are taught by their day class teachers and assistance as possible.</p> <p>Families have access to computer lab, library collection, and services.</p>	<p>Principal Project Coordinator</p>	<p>April Testing June Analysis Quarterly Benchmarks Analyzed</p>	<p>4% annual increase in percentage of students scoring at proficiency levels on SAT 10 K-2, and AIMS 3-6. Quarterly Benchmarks in Reading, Writing, and Math administered quarterly.</p>
<p>2. Attendance rates will increase by 1% annually</p>		<p>Principal Project Coordinate</p>	<p>Monthly and Quarterly analysis of NASIS data.</p>	<p>1% increase of attendance rates evidenced by NASIS records.</p>
<p>3. The number of incidents and disciplinary actions will decrease by 1% annually.</p>		<p>Principal Project Coordinator</p>	<p>Monthly and Quarterly analysis of NASIS data.</p>	<p>1% decrease in incidents and disciplinary actions evidenced in NASIS records.</p>
<p>4. A minimum of 150 students and families will have participated in CLC as measured by Project Logs.</p>		<p>Principal Project Coordinator</p>	<p>Quarterly analysis of NASIS data.</p>	<p>Number of students and families participants in CLC evidenced by Project Logs/NASIS</p>
<p>5. 70% of participants will rate the programs activities as satisfactory or good as measured by participant's response to Program Survey.</p>		<p>Project Coordinator</p>	<p>2 times per year</p>	<p>70% satisfactory or good rating on Survey of CLC activities by participants.</p>

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

ADD	Navajo South
ELO	Jacqueline Wade
Name of School	Kin Dah Lichii Olta
Grant Name	21 st Century After School Tutoring
Award Number	
Project Start Date	January 3, 2013
Project End Date	June 28, 2013

PREVIOUS SCHOOL YEAR ALLOCATION	127,000.00
EXPENDED PREVIOUS SY ALLOCATION	
TOTAL CARRYOVER AVAILABLE	\$30,000.00
CURRENT SCHOOL YEAR ALLOCATION	0.00
TOTAL AVAILABLE	\$30,000.00

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			\$ 119,230
			-
7 Certified Teachers (After School Tutoring)	1 Computer Teacher, 1 Navajo Culture Teacher, 5 Certified Teacher (K-6 th Grade) Salary: \$25.00 per hr x 2 hrs per day= \$50.00 x 4 days a week = \$200.00 x 16 weeks = \$3,200.00 x 7 employees = \$22,400	22,400	
8 Classified Staff (After School Tutoring)	3 Teacher Assistants, 1 Library Assistant, 1 Recreational aide, 1 Food Service Worker, 3 Part-time Bus Drivers. Salary: \$20.00 per hr x 2 hrs = \$40.00 x 4 days = \$160.00 x 16 weeks \$2,560.00 x 8 employees = \$20,480	20,480	
1 Part Time Coordinator (After School Tutoring)	1 Certified Coordinator Salary: \$30.00 an hr x 2 hrs per day = \$60.00 x 5 days = \$300.00 x 16 weeks = \$4,800	4,800	
7 Certified Teachers (Summer School)	1 Computer Teacher, 1 Navajo Culture Teacher, 5 Certified Teacher (K-6 th Grade) Salary: \$25.00 per hr x 7 hrs per day= \$175.00 x 5 days a week = \$875.00 x 6 weeks = \$5,250 x 7 employees = \$36,750	36,750	

8 Classified Staff <i>(Summer School)</i>	3 Teacher Assistants, 1 Library Assistant, 1 Recreational aide, Worker , 3 Part-time Bus Drivers Salary: \$20.00 per hr x 7 hrs = \$140.00 x 5 days = \$700.00 x 6 weeks \$4,200.00 x 8 employees = \$33,600	33,600	
1 Part Time Coordinator <i>(Summer School)</i>	1 Certified Coordinator Salary: \$30.00 an hr x 1 hr per day = \$30.00 x 5 days = \$150.00 x 8 weeks = \$1,200	1,200	
Employee Benefits			\$ 21,267
	18%	\$ -	
Professional Development			\$ 0.00
Purchased Services –			\$ 2,500.00-
Navajo Culture Consultant’s			
Equipment			\$ 0.00
Materials and Supplies			\$ 0.00
Other Expenses:			\$ - 0.00
Instructional Support			
Personnel Services			\$ - 0.00
Employee Benefits			\$

			-
	25%	\$ -	
Professional Development			\$ 5,000
Travel cost related for team representative of the staff for mandatory annual 21 st CCLC conference			
Professional Development			\$ -
Purchased Services			\$ -
		\$ -	
Equipment			\$ -
		\$ -	
Materials and Supplies			\$ 20,000
Supplementary materials, instructional materials, incentives for students, field day activities			
Materials and Supplies			\$ -
Other Expenses:			\$ -
Non-Instructional Services			
Material and Supplies			\$ -
TOTAL BUDGET			\$ 163,997.00
Difference (Allocation less Budget)			\$0.00

APENDIX IV, Assessment of Objective Data:

Documentation of Need

KDLO Reading, Writing, and Math

Mean National Percentile Scores for 2011 and 2012

SAT 10 for Grades K-2 and

Dual Purpose AIMS for Grades 3 – 6

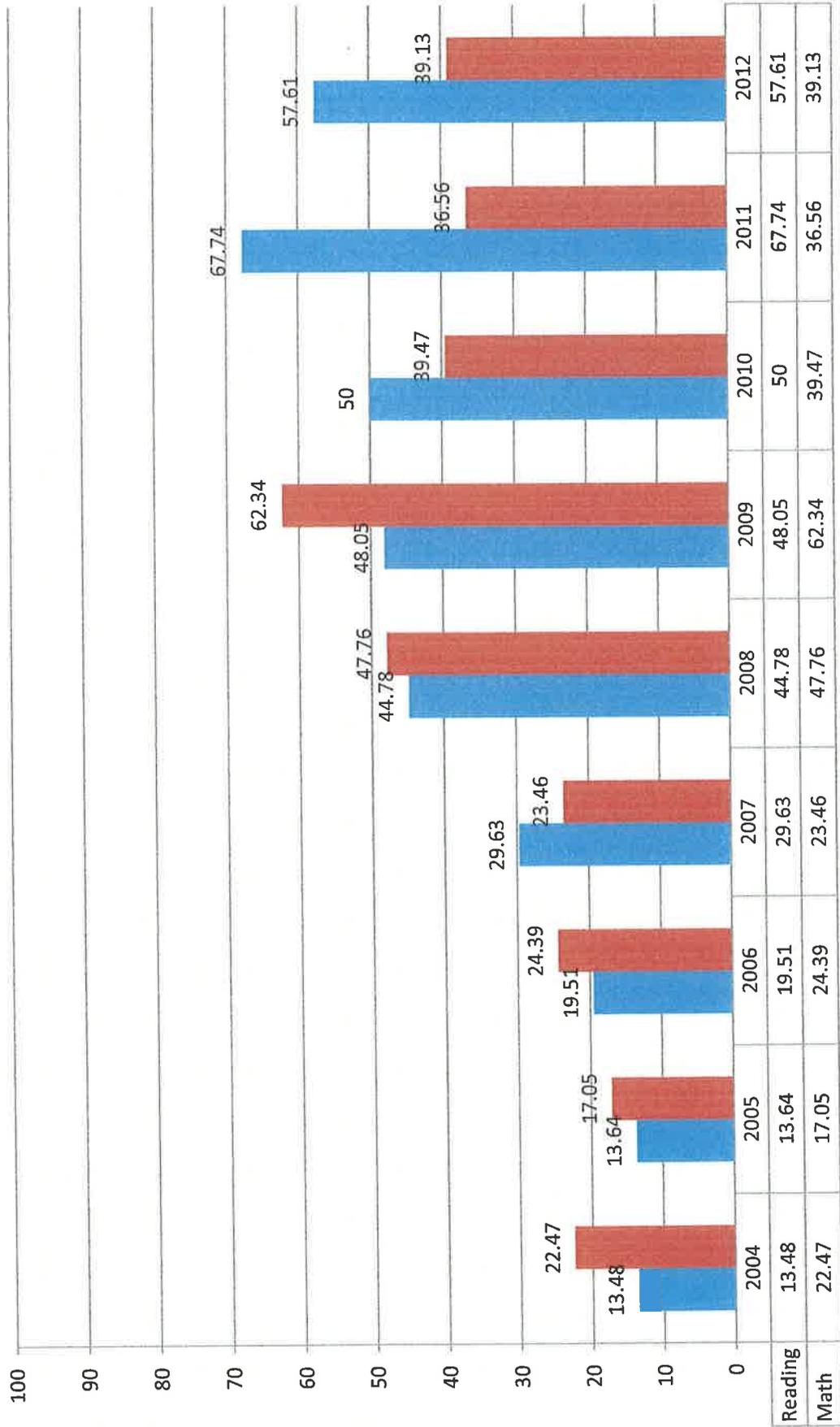
Grade	READING		WRITING		MATH	
	2011	2012	2011	2012	2011	2012
K-A	60.5%	48.9%	N/A	N/A	61.7%	36.3%
K-B	26.4%	50.9	N/A	N/A	23.4%	61.7%
1-A	50.0%	47.1%	50.2%	46.4%	51.5%	62.1%
1-B	60.5%	52.8%	63.6%	53.5%	63.6%	38.0%
2	32.4%	56.1%	36.4%	55.8%	38.4%	52.3%
3	78%	64%	N/A	N/A	36%	64%
4	44%	52%	N/A	N/A	32%	43%
5	64%	76%	24%	19%	40%	29%
6	75%	36%	25%	14%	34%	18%
School Average K-6	54.5%	54.0%	40.0%	38.0%	42.2%	45.0%

KIN DAH LICHIII OLTA

BIE ANNUAL REPORT FOR READING AND MATH

AIMS TEST RESULTS FOR SY 2004-2012

NORMAL CURVE EQUIVALENT (NCE) SCORES FOR 3RD - 6TH GRADE



APPENDIX VI: Schedule of Operations

Schedule of Operations

SCHOOL(S) SERVED: KIN DAH LICHII OLTA

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

SCHOOL YEAR (Dates-e.g. 01/14/13 to 05-10-2013):

Number of Weeks during the school year: 16 weeks

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Instruction After School Tutoring	3:00pm to 5:00pm	KDLO Certified and Classified Staff	X	X	X	X			

SUMMER (Dates-e.g. 06-10-2013 to 07-19-2013):

Number of Weeks during the summer: 6 weeks

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Summer School for Kdg to 6 th Grade	7:30am to 2:30pm	KDLO Certified and Classified Staff	X	X	X	X	X		

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).

Ronald G. AREAS

Typed Name and Title of Authorized Representative

Ronald G. Areas

Signature of Authorized Representative

NOVEMBER 21, 2012

Date

POSITION DESCRIPTION

Kin Dah Lichi'i Olta'

TITLE: CLASSROOM TEACHERS
SCHEDULE TERMS: 09 MONTHS
SALARY: CERTIFIED – FLSA EXEMPT

GENERAL STATEMENT OF RESPONSIBILITIES: Responsible for providing appropriate and effective instruction to students to help them be successful and confident in school, and to ensure mastery of established curriculum and skills, and to meet the unique needs of each student. Serves as a strong character role model for students. Maintains a positive working relationship with students, parents and staff.

QUALIFICATIONS:

ACCEPTABLE EDUCATION, TRAINING & EXPERIENCE:

1. B. A. or B. S. Degree in education, as appropriate to teaching assignment, preferred.
2. Valid Arizona Department of Education certification appropriate to teaching assignment.
3. Knowledge of Navajo culture preferred.
4. Good verbal and written communication skills, ability to communicate well with students and staff.
5. First Aide and CPR skills.
6. Valid Arizona Driver's license required.

PHYSICAL REQUIREMENTS: None specified:

COMMITMENT AND DEPENDABILITY: Willingness to be an integral member of a successful team; dedication to provide the highest level of service to kin Dah Lichi'i Olta'.

REPORTS TO: Principal or Director of Administration.

WORKING HOURS: 7:30 a.m. to 3:00 p.m. with 30 minutes lunch.

CHARACTERISTICS OF DUTIES:

1. Teaches subjects to pupils in a classroom utilizing course of study adopted by the Governing Board, and other appropriate learning activities.
2. Instructs pupils in citizenship and basic subject matter specified in state, tribal and federal laws and administration regulations and procedures of the school district.
3. Develops lesson plans and instructional materials and provides individualized and small group instruction to order to adapt the curriculum to the needs of each pupil.
4. Translates lesson plans into learning experiences so as to best utilize the available time for instruction.
5. Establishes and maintains standards of pupil conduct needed to achieve a functional learning atmosphere in the classroom.
6. Evaluates pupil's academic and social growth, keeps appropriate records and prepares progress reports.
7. Communicates with parents through conferences and other means to discuss pupil's progress and interpret the school program.
8. Identifies pupil needs and cooperates with other professional staff members in assessing and helping pupils to solve health, attitude and learning problems.
9. Creates an effective learning environment through functional and attractive displays, bulletin boards, and interest calendars.
10. Maintains professional competence through in-service education activities provided by the school and self-selected professional growth activities.
11. Participates cooperatively with administrators to develop the method by which the teacher will be evaluated in conformance with school guidelines.
12. Selects and requisitions books and instructional supplies, maintains required inventory records.
13. Supervises pupils in out-of-classroom activities during the assigned working day.
14. Administers group standardized tests in accordance with school testing program.
15. Participates in curriculum development programs as required.
16. Participates in faculty committees and the sponsorship of pupil activities.
17. Responsible for the training of the Education Aides and Tutors as needed.
18. Performs all such other duties as assigned.

Continue (Classroom Teachers)

PERFORMANCE EXPECTATIONS:

TIME MANAGEMENT: Must plan two to twelve weeks in advance.
PUBLIC CONTACT: Interacts primarily with students and parents.
RESPONSIBILITY: Must use own initiative and judgment in performing jobs; access to highly confidential records.

SUPERVISION RECEIVED: Principal.
SUPERVISION GIVEN: Teachers Assistant.

EVALUATION PROCEDURE: Performance of this position will be evaluated twice a year in accordance with provisions of the Board's policy on Employee Performance Evaluation System.

CERTIFICATION

I certify that this is an accurate statement of major duties and responsibilities of this position and its organizational relationships, and that the position is necessary to carry out Kin Dah Lichi'i Olta' Governing Board of Education, Inc. functions for which I am responsible. This certification is made with the acknowledgment that this information is to be used for statutory purposes relating to appointment and payments of public/federal funds, and that false or misleading statements may constitute violations of such statutes or their implementing regulations.

APPROVED BY: _____
(Immediate Supervisor)

DATE: _____

**REVIEWED AND
AGREED TO BY:** _____
(Incumbent)

DATE: _____

POSITION DESCRIPTION
Kin Dah Lichi'i Olta'

TITLE: RECREATION TECHNICIAN
SCHEDULE TERMS: 09 MONTHS
SALARY: CLASSIFIED – FLSA NONEXEMPT

GENERAL STATEMENT OF RESPONSIBILITIES: Serves as staff in a program of school sports and recreational activities for students. Demonstrates a caring and understanding relationship with students; to have a positive working relationship with staff; to assist with the smooth and effective operation of the school recreational program.

PRINCIPAL DUTIES:

1. Plans, coordinates, and directs the instruction of various school physical education, recreational activities and sports.
2. Plans and arranges schedules for recreational activities and sports.
3. Accounts for recreational and sports equipment and supplies used in the recreational program.
4. Maintains student attendance and grade reports.
5. Processes procurement of equipment and materials for use in the recreational program.
6. Promotes good public relations with the community and local businesses in soliciting donations for student incentive awards.
7. Ensures safety and proper rules and regulations are followed in recreational and sports activities.
8. Participate in training and in-service.
9. Performs other related tasks as assigned by Supervisor.
10. Makes logistical arrangements for students and recreational activities.

QUALIFICATIONS:

ACCEPTABLE EDUCATION, TRAINING & EXPERIENCE:

1. AA degree required, Sub-Teacher Certification required.
2. One-year work related experience preferred.
3. Knowledge and skills to lead and instruct various sports and recreational activities.
4. Ability to relate well with students in a recreational program setting.

SUPERVISION RECEIVED: Principal.

WORKING HOURS: 7:30 a.m. to 3:30 p.m. with 30 minutes lunch.

COMMITMENT AND DEPENDABILITY: Willingness to be an integral member of a successful team, dedication to provide the highest level of service to the total school program.

PERFORMANCE EXPECTATIONS:

TIME MANAGEMENT: Must plan two to twelve weeks in advance.

PUBLIC CONTACT: Interacts primarily with students.

RESPONSIBILITY: Must use own initiative and judgment to performing job.

PHYSICAL REQUIREMENTS: Ability to perform frequent strenuous physical activity.

EVALUATION PROCEDURE: Performance of this position will be evaluated twice a year in accordance with provisions of the Board's policy on Employee Performance Evaluation System.

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 Kin Dah Lichi'i Olta' Governing Board of Education, Inc. functions for which I am responsible. This certification is made with the acknowledgment 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 statutes and their implementing regulations, or school policies.

POSITION DESCRIPTION

Kin Dah Lichi'i Olta'

TITLE: TEACHERS ASSISTANT
SCHEDULE TERMS: 09/10 MONTHS
SALARY: CLASSIFIED – FLSA NONEXEMPT

GENERAL STATEMENT OF RESPONSIBILITIES: To assist the teacher in providing appropriate and effective instruction to students to help them be successful and confident in school, and to ensure mastery of established curriculum and skills, and to meet the unique needs of each student. Serves as a strong character role model for students. Maintain a positive working relationship with students, parent, staff and Administration.

QUALIFICATIONS:

EDUCATION, TRAINING & EXPERIENCE:

1. A. A. Degree required and Sub-teacher AZ. certification, required.
2. Work related experience preferred.
3. Knowledge of Navajo culture preferred.
4. Good verbal and written communication skills, ability to communicate well with students and staff.
5. First Aide and CPR skills.

COMMITMENT AND DEPENDABILITY: Willingness to be an integral member of a successful team; dedication to provide the highest level of service to kin Dah Lichi'i Olta'.

REPORTS TO: Principal or Director of Administration.
WORKING HOURS: 7:30 a.m. to 3:30 p.m. with 30 minutes lunch.

CHARACTERISTICS OF DUTIES:

1. Assist the teacher in preparing instructional materials; provide individualized and small group instruction to students.
2. Assist the teacher in maintaining standards of pupil behavior and discipline for a safe and functional learning atmosphere in the classroom.
3. Assist in keeping appropriate records and progress reports.
4. Assist the teacher in identifying pupil needs skills and talents.
5. Help prepare displays, bulletin boards, etc. within the classrooms.
6. Maintains a high level of ethical behavior and confidentiality of information on student related issues.
7. Assists students with handicapped conditions.
8. Supervises pupils both in and out of the classroom as assigned.
9. Assists with general school sponsored activities.
10. Participates in professional development, training and in-services.
11. Performs other duties as assigned.

PERFORMANCE EXPECTATIONS:

TIME MANAGEMENT: Routine work with little advanced planning needed.
PUBLIC CONTACT: Interacts primarily with teachers, students and parents.
RESPONSIBILITY: Perform as directed; access to highly confidential records.

PHYSICAL REQUIREMENTS: None

SUPERVISION RECEIVED: Teacher in cooperation with the Principal.
SUPERVISION GIVEN: None.

EVALUATION PROCEDURE: Performance of this position will be evaluated twice a year in accordance with provisions of the Board's policy on Employee Performance Evaluation System.

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 Kin Dah Lichi'i Olta' Governing Board of Education, Inc. functions for which I am responsible. This certification is made with the acknowledgment that this information is to be used for statutory purposes relating to appointment and payments of public/federal funds, and that any false or misleading statements may constitute violations of such statutes and their implementing regulations, or school policies.

APPROVED BY: _____ **DATE:** _____
(Immediate Supervisor)

**REVIEWED AND
AGREED TO BY:** _____ **DATE:** _____
(Incumbent)

POSTION DESCRIPTION

Kin Dah Lichi'i Olta'

TITLE: BUS DRIVER
EMPLOYMENT: 10 MONTHS
SALARY: CLASSIFIED – FLSA NONEXEMPT

GENERAL STATEMENT OF RESPONSIBILITIES: Plays a vital role in transporting students to and from school and, for school sponsored activities safely/skillfully. To assist in providing a clean, well maintained, orderly and disciplined environment while operating school buses. To play an integral part in providing a service-oriented relationship with students and staff; to help ensure the smooth and efficient operation of transportation services.

QUALIFICATIONS:

EDUCATION, TRAINING & EXPERIENCE:

1. High School diploma or GED.
2. Valid Arizona driver's license required.
3. A valid commercial driver's license (CDL), required.
4. General maintenance skills as required by the school.
5. Two years experience in driving commercial vehicles.
6. First Aid and CPR skills.
7. Ability to communicate and work well with staff, students and parents.

DUTIES AND RESPONSIBILITIES:

1. Transports students to and from school and school sponsored activities in a school bus/vehicle.
2. Performs light maintenance on school vehicles, and buses; maintain cleanliness of buses.
3. Ensures the safe and efficient operation of school vehicles.
4. Assists in the general care and maintenance of school equipment, quarters and buildings as assigned.
5. Responsible for maintaining proper student discipline in and around school vehicles while they are in operation.
6. Comply with all transportation laws, regulations and requirements in transporting students.
7. Maintain school bus travel log and records as required.
8. Coordinate in-training, in-service to maintain license/certification.
9. Performs other related tasks as assigned by Supervisor.

PERFORMANCE EXPECTATIONS:

TIME MANAGEMENT: Routine work with little advance planning needed.
PUBLIC CONTACT: Interacts primarily with students and parents/staff
RESPONSIBILITY: Must use own initiative and judgment in performing job.

PHYSICAL REQUIREMENTS: Ability to operate a school bus.

COMMITMENT AND DEPENDABILITY: Willingness to be an integral member of a successful team; dedication to provide the highest level of service to the students and staff of the school.

SUPERVISION RECEIVED: Principal or Support Service Supervisor.

SUPERVISION GIVEN: None.

EVALUATION PROCEDURE: Performance of this position will be evaluated twice a year in accordance with provisions of the Board's policy on Employee Performance Evaluation System.

CERTIFICATION

I certify I will perform the duties and responsibilities of this position and its organizational relationships, and that the position is necessary to carry out Kin Dah Lichi'i Olta' Governing Board of Education, Inc. functions for which I am responsible. This certification is made with the acknowledgment 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 statutes and their implementing regulations, or school policies.

POSITION DESCRIPTION

Kin Dah Lichi'i Olta'

TITLE: CAFETERIA COOK
SCHEDULE TERMS: 09 MONTHS
SALARY: CLASSIFIED – FLSA NONEXEMPT

GENERAL STATEMENT OF RESPONSIBILITIES: To be part of the food service operations team, which entails the preparation and serving of wholesome, well-balanced, well-cooked meals and snacks to school students. To assist in providing clean, well maintained, and sanitary conditions in the kitchen, storage areas, serving and dining areas. To be an integral part in providing a service-oriented relationship with students and staff, to ensure the smooth and efficient operation of the food service program.

DUTIES AND REPSONSIBILITIES:

1. Performs daily food preparation of school meals and related duties.
2. Assists in maintaining proper safety, cleanliness and sanitation conditions in all areas of food service program.
3. Assists with the unloading, arranging food storage, supplies and the proper rotation and inspection of parish able and non-parish able foods.
4. Assists with orders and inventory of food service needs, equipment and supplies.
5. Assists in directing the activities of Food Service Worker and Student Workers.
6. Performs dishwashing, cleaning and storage duties.
7. Maintain proper care of kitchen equipment, machines and furniture.
8. Performs related tasks as assigned.

QUALIFICATIONS:

EDUCATION, TRAINING & EXPERIENCE:

1. High School Diploma or GED.
2. One year experience.
3. Current food handler's permit.
4. Knowledge of school food service, or other high volume food preparation operations.
5. Ability to communicate and work well with staff and students.
6. First Aid and CPR skills.

COMMITMENT AND DEPENDABILITY: Willingness to be an integral member of a successful team; dedication to provide the highest level of service to students and staff of Kin Dah Lichi'i Olta'.

PERFORMANCE EXPECTATIONS:

TIME MANAGEMENT: Must reduce to writing and plan as much as one year in advance.
PUBLIC CONTACT: Interacts primarily with students and school employees.
RESPONSIBILITY: Must use own initiative and judgment in performing job, responsible for important department of school operation.

PHYSICAL REQUIREMENTS: Ability to lift or, move objects weighing up to 75 lbs.

SUPERVISION RECEIVED: Head Cook Supervisor
SUPERVISION GIVEN: Food Service Worker and Student Worker.
WORKING HOURS: 6:00 a.m. to 2:00 p.m. with 30 minutes lunch.

EVALUATION PROCEDURE: Performance of this position will be evaluated twice a year in accordance with provisions of the Board's policy on Employee Performance Evaluation System.

CERTIFICATION

I certify I will perform the duties and responsibilities of this position and its organizational relationships, and that the position is necessary to carry out Kin Dah Lichi'i Olta; Governing Board of Education, Inc. functions for which I am responsible. This certification is made with the acknowledgment 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 statutes and their implementing regulations, or school policies

POSITION DESCRIPTION
Kin Dah Lichi'i Olta'

TITLE: COMPUTER TECHNICIAN
SCHEDULE TERMS: 09 MONTHS
SALARY: NON-CERTIFIED/CLASSIFIED – FLSA EXEMPT

GENERAL STATEMENT OF RESPONSIBILITIES: Responsible for providing appropriate and effective instruction to students to help them be successful and confident in school, and to ensure mastery of established academic and computer skills, and to meet the unique needs of each student. Serve as a strong character role model for students. Maintain a positive working relationship with students, parents and staff.

QUALIFICATIONS:

EDUCATION, TRAINING & EXPERIENCE:

1. A. A. degree in education/technology or Bachelors degree, preferred.
2. Valid Arizona Teaching Certification or endorsement.
3. Knowledge of various computer program/applications, and curriculum.
4. Knowledge of Navajo culture, preferred.
5. Good verbal and written communication skills, ability to communicate well with students and staff.
6. First Aide and CPR skills, required.
7. Valid Arizona Driver's License, required.

COMMITMENT AND DEPENDABILITY: Willingness to be an integral member of a successful team, dedication to provide the highest level of service to Kin Dah Lichi'i Olta'.

REPORTS TO: Principal or Business Manager
WORKING HOURS: 7:30 a.m. to 3:30 p.m. with 30 minutes lunch.

DUTIES AND RESPONSIBILITIES:

1. Instructs subject matter to pupils in the computer lab aligned with the adopted course of study and academic standards.
2. Instructs pupils in citizenship and basic subject matter specified in State, Tribal and Federal regulations and guidelines.
3. Develops and implements hands-on computer curriculum appropriate to the Primary and Intermediate students.
4. Develops and assists in staff training on computer literacy, programs and applications.
5. Maintain appropriate student files and records.
6. Establishes and maintains a daily and weekly computer lab use schedule.
7. Maintain routine and minor repairs for keyboarding, monitors, computer, printers and disk drives.
8. Purchase software and hardware needs for school technology needs.
9. Coordinates computer programming and media for the school.
10. Develop lesson plans for computer instruction; and, provide individualized small group instruction.
11. Translates lesson plans that apply to computer learning experiences.
12. Establishes and maintains standards of student behavior needed to achieve a functional learning atmosphere in the classroom.
13. Evaluates student academic and social growth, keeps appropriate records and prepares progress reports.
14. Creates a positive learning environment through attractive displays, bulletin boards, and incentives.
15. Coordinates with other professional staff in assessing student academic skills and learning deficiencies.
16. Supervises students in out-of-classroom activities during the assigned working day

17. Communicates with parents to discuss pupil's progress and interpret the school program.
18. Selects technology, and instructional programs for the school.
19. Administers group standardized tests in accordance with school testing programs.
20. Participates in professional development training and in-services.
21. Responsible for the scheduling of technology training.
22. Inventory all school technology equipment, accessories, soft ware programs annually.
23. Performs other duties as assigned by Supervisor.

PERFORMANCE EXPECTATIONS:

TIME MANAGEMENT: Must plan two to twelve weeks in advance.
PUBLIC CONTACT: Interacts primarily with students and parents and staff.
RESPONSIBILITY: Must use own initiative and judgement in performing job; access to highly confidential records.

PHYSICAL REQUIREMENTS: None.

SUPERVISION RECEIVED: Principal.
SUPERVISION GIVEN: Teacher Aides and Tutors.

EVALUATION PROCEDURE: Performance of this position will be evaluated twice a year in accordance with provisions of the Board's policy on Employee Performance Evaluation System.

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 Kin Dah Lichi'i Olta' Governing Board of Education, Inc. functions for which I am responsible. This certification is made with the acknowledgment that this information is to be used for statutory purposes relating to appointment and payments of public/federal funds, and that any false or misleading statements may constitute violations of such statutes and their implementing regulations, or school policies.

APPROVED BY: _____
 (Immediate Supervisor)

DATE: _____

**REVIEWED AND
 AGREED BY:** _____
 (Incumbent)

DATE: _____

APPENDIX VI. 21st Century Grant Application

Requirements of GEPA 427

Kin Dah Lichii Olta's 21st Century Program will abide by Section 427 and give equitable access to students and community members who are to participant.

The Program will give equitable access and equitable participation for students, teachers, staff, parents, community, and other beneficiaries with special needs.

Gender and age equitable access. 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 participates. Specific interest classes have been 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.

Race, national, origin and color equitable access. Participants of all racial and national backgrounds and color will be recruited. The majority of participants will be Navajo. In order to allow for access for those persons who speak Navajo, all communications will be in Navajo 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 Navajo population, including Navajo 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.

There will be no discrimination in hiring staff for the 21st century Program.

Equitable access for persons with disabilities: As described in the Narrative, special steps will be initiated to assure that students with disabilities will be included in 21st Century After School Tutoring and Summer School programs, which includes all activities.



Signature of Authorized Representative



Date