

Salt River

J. APPLICATION CHECKLIST AND REQUIRED FORMS

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

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

NOTE:

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

 1-13-17



**Salt River
PIMA-MARICOPA INDIAN COMMUNITY**

10,005 E. Osborn Road, Scottsdale, AZ 85256

Education Division

(480) 362-2500



November 21, 2012

Mr. Jack Edmo
BIE 21st Century Community Learning Centers
BIE/ASC/DPA
BIA Building 2
1011 Indian School Road, NW
3rd Floor, Suite 332
Albuquerque, NM 87104



Dear Mr. Edmo:

Enclosed are one original and two copies of the Salt River Elementary School grant application for the BIE's 21st Century Community Learning Centers grant. **Salt River Elementary School has operated the 21st Century Community Learning Center program with great success for the last five years.** We look forward to being able to continue this program for our students and families.

If there is any further information needed, please contact me at (480) 362-2434 or by e-mail at jacque.bradley@srpmic-ed.org.

Sincerely,

Mrs. Jacquie Bradley

Jacquie Bradley, Principal
Salt River Elementary School

Salt River - All docs present & in order

J. APPLICATION CHECKLIST AND REQUIRED FORMS

One original and two copies of the application are due by November 26, 2012.

A complete application must include, in the order given below, the following sections:

- Application for Federal Assistance (Standard Form 424), completed according to the instructions and signed by an authorized official (page 1)
- Cover Page
- Table of Contents (1 page)
- Program Summary and Abstract (2 page)
- Program Narrative (no more than 35 pages single-spaced)
- Participants Served Chart
- Performance Measures Template
- Schedule of Operations
- Budget Form - Appendix III (complete one for each center site)
- 21st CCLC Assurance Form
- Appendices - only those described below:
 - Job descriptions for key staff members
 - Documents of support from school and tribe *neither letters of support are from school or tribe*
 - Memorandums of Agreement/Contracts for key partners - *none*
 - Assessment of objective data regarding the need for before and after school programming *does not address the need for before + after school programming*
 - Letter of support from the Official Tribal Grant, Contract School or Dormitory Official stating full compliance, support and financial integrity with the BIE's 21st CCLC RFP application requirements

NOTE:

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

12/12/12 MSandora

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NOV 23 2012

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APPLICATION FOR FEDERAL ASSISTANCE

1. TYPE OF SUBMISSION: Application <input type="checkbox"/> Construction <input checked="" type="checkbox"/> Non-Construction	<input type="checkbox"/> Pre-application <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction	2. DATE SUBMITTED 11/25/2012 3. DATE RECEIVED BY STATE	Applicant Identifier State Application Identifier Federal Identifier
---	--	---	--

5. APPLICANT INFORMATION

Legal Name: Salt River Elementary School
 Organizational DUNS: 79675859
 Organizational Unit: After School Program
 Department: After School Program
 Division:

Address:
 Street: 10005 East Osborn Rd.
 City: Scottsdale
 County: Maricopa
 State: AZ Zip Code 85256
 Country: USA

Original

6. EMPLOYER IDENTIFICATION NUMBER (EIN):
 86-0143787

8. TYPE OF APPLICATION:
 New Continuation
 If Revision, enter appropriate letter(s) in box(es)
 (See back of form for description of letters.)
 Other (specify)

10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:
 84-287
TITLE (Name of Program): 21st Century Community Learning Centers

12. AREAS AFFECTED BY PROJECT (Cities, Counties, States, etc.):
 Salt River Pima-Maricopa Indian Community

13. PROPOSED PROJECT
 Start Date: 01/03/2013 Ending Date: 06/30/2018

15. ESTIMATED FUNDING: a. Federal \$ 912,500.00 b. Applicant \$ c. State \$ d. Local \$ e. Other \$ f. Program Income \$ g. TOTAL \$ 912,500.00	14. CONGRESSIONAL DISTRICTS OF: a. Applicant 5 b. Project 5 16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? a. Yes. <input type="checkbox"/> THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON DATE: b. No. <input checked="" type="checkbox"/> PROGRAM IS NOT COVERED BY E. O. 12372 <input type="checkbox"/> OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW 17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> Yes If "Yes" attach an explanation. <input checked="" type="checkbox"/> No
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18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.

a. Authorized Representative
 Prefix Mr. First Name Hans Middle Name D.
 Last Name Klose Suffix
 b. Title Chairperson, Education Board c. Telephone Number (give area code) (480) 362-2517
 d. Signature of Authorized Representative e. Date Signed

COVER PAGE

EED FORM # 05-07-039

Salt River Elementary School	
Organization	
Jacque Bradley, Principal	(480) 362-2434
Name of Contact Person	Telephone
jacque.bradley@srpmic-ed.org	(480) 362-2401
E-mail Address	Fax Number
	11/19/2012
Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures	Date
<p>■ 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.</p>	
	11/19/2012
Signature of Organizational Representative	Date

Education Board Chairperson _____

Title

\$ 200,000 for years 2 to 5, \$112,500 for Year 1 _____

Total Funding Requested Per Year

\$ 912,500 _____

Total Funding Requested for Three Years

BIE Use Only Project Number: _____

Date Received: _____

Project Approval: _____

Amount Awarded: \$ _____

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Salt River Elementary School
21st Century Community Learning Center
Program Summary and Abstract

Vision Statement

Salt River Elementary School After School Program provides a learning community in which teachers and staff provide instruction through innovation and creativity. We strive to provide individualized learning experiences that take each child to his or his next level of achievement.

Mission Statement

To provide excellence in student achievement and educational guidance.

21st CCLC After/Summer School Goals

Our main goal is to increase the expectations of our students. We expect our students to succeed academically. Our 21st Century After school program provides an opportunity for students to experience an extended time at the end of each school day. The extended time during after school consists of two hours of the following: snacks, physical activity, academic intervention, and enrichment class. Certified teachers and highly qualified instructional assistants work with students to provide intervention and enrichment activities aligned with the Arizona Common Core State Standards. The activities provided in the after school program will help students succeed in their classrooms. . Examples of after school classes we offer are math/reading intervention, culture, and tutoring/homework supplemental instruction. Due to class sizes, students work in smaller group settings with certified teachers, and learn educational concepts in a variety of ways. Teachers are encouraged to use scientifically based research strategies in their classes which intrigue the students and help them see academics as something fun. The students are assessed at the beginning and end of each semester to measure academic gains made throughout the semester. Dibels assessments are used for reading, Galileo assessments are used for English/Language Arts and Mathematics.

Our summer school program offers an array of opportunities for the students to advance in academics. We follow our Community School curriculum, which is aligned to the Arizona Common Core standards as well as use hands-on-activities to support our students. Summer school is also a time where we can spend more time emphasizing our native culture. Culture classes and resources are used throughout the program—and activities are created to allow students to showcase their heritage proudly. At last, summer school is a time to experience different areas within our vicinity. Students take trips which broaden their horizons beyond their community while meeting academic goals.

There are various goals we would like for our after school program to meet. The goals are to improve attendance and behavior problems, provide an opportunity to learn about healthy lifestyles, and establishing a lasting relationship with parents and the community. All goals align with the school goals in Native Star. In order for our students to succeed, they need to be taught the appropriate expectations. Our after school and summer school provides an accountability system between the students and teachers. By offering students an opportunity to enjoy our program by being actively involved in school is a great way to decrease behavioral issues and increase attendance. In order for students to learn about healthy lifestyles, teachers teach how to make healthy life choices by offering lessons about drug, alcohol, and tobacco prevention and

participating in recreational activities. Finally, we are continuing to work on building a strong bond with our families and community. Communication and parent involvement are key aspects to bettering our environment. We want to see parents witness the accomplishments as their kids are succeeding in school.

Outcome: Salt River Elementary School will produce excelling students prepared for junior high and ultimately college and career ready.

Salt River Elementary School Program Narrative

Competitive Points

- Scottsdale Community College (SCC) is located on the Salt River Pima-Maricopa Indian Community and is an educational partner for the entire community. SCC partners specifically with the After School Program by providing a Math Professor to assist with the after school Robotics class. This professor volunteers once a week with the two Robotics Clubs and teaches a variety of robotics programming skills to our students. SCC math faculty has worked with the After School program for the last three years. Our robotics teams have received the “Best Robot Performance Award” for three years in the Arizona Regional Robotics Competition, much due to the volunteer efforts of SCC faculty. SCC also partners with the After School Program by providing the Junior ACE Program, a program to promote college going (attendance) for our 5th and 6th grade students. Junior ACE has a career exploration after school class in the Spring semester of every year and allows students attending the Junior ACE Summer Program at SCC to return to the 21st Century Summer Program for its duration. Junior ACE has been instrumental in providing our students and their parents’ information on going onto college. Most of our families do not have this experience. See the letter of support for the SRES 21st Century Community Learning Center grant application from the Vice President of Academic and Student Affairs at SCC.

Arizona State University is a recent partner with Salt River Elementary School (SRES). ASU has received a National Science Foundation grant called E-Textiles. This grant has been integrated into the O’Odham and Piipaash Culture After School classes. This grants goal is to incorporate Native American culture with Science, Technology, Engineering and Math. The grant is a 3 year project that will have ASU staff working with our O’Odham and Piipaash Culture After School classes for its duration. ASU is interested in writing more grants to provide services to our students in the future.

The ASU Mars Program recently spent a morning with students in grades 4 through 6. A meeting has been set up to discuss future partnership activities. As SRES moves towards its vision of becoming a school that emphasizes Science, Technology, Engineering and Math (STEM) we value this potential partnership and hope to implement it in our 21st Century Community Learning Center After School Program.

Tribal agencies also partner with SRES’s After School Program. The Tribe’s O’Odham Piipaash Language Program provides support to the SRES Language and Culture teachers, including the programs provided after school. Tribal agencies readily volunteer their time to participate in the Career Exploration class, discussing their education and career choice with our After School Program students. Tribal Health Educators have worked with the After School Program providing health education to our students.

- The SRES After School Program has a goal related to health and wellness for our students. One goal is for the 21st Century students is learning more about living healthy lives. This is incorporated into the program by offering classes such as nutrition, diabetes prevention, and health and wellness in our After School program. In addition we partner

with the Scottsdale Boys and Girls Club's Anti-bullying Program. Boys and Girls Club staff will teach the curriculum to our students in the Building Academics and Innovations (B.A.N.) classes in Spring 2013.

The Tribal Education office has one staff person devoted to providing social services to families in all of the Community Schools including SRES. The Social Service staff person, Michelle, devotes time to families and students at SRES and regularly provides referrals to the After School Program. Many of our students are in protective services; Michelle supports their education and other needs. Realizing that the After School Program provides a safe and secure place after school, Michelle regularly refers students in foster care and our Tribal Group homes to the After School program.

Our FACE Program provides health and wellness events for families of our preschool students. Preschool students are eligible for the Kindergarten Extended Enrichment Program (KEEP).

- The SRES School Resource Officer is responsible for anti-gang and anti-drug youth development projects at the school. Often, these programs extend to the After School Program by request of the After School teachers. The School Resource Officer is available at SRES until the end of the After School Program and is at SRES for its 21st Century Community Learning Program Summer Program providing youth development projects during summer as well. Additional service learning projects are being considered for the future. At this time, the SRES, After School Program has food and clothing drives to help others who are less fortunate. Many of the SRES After School teachers and families participate in SRPMIC Community service projects like Earth Day and Community Clean Up days.
- School Climate is addressed in Goal 2 of the After School program which is discussed in the health and wellness section. In addition, the After School program has a Field Day once a semester. Parents, grandparents and other family members are invited to the school for the Field Day program. Positive activities are provided such as races and games, healthy snacks are a part of it. Overall the field days are a way to show off the healthy school climate of SRES to parents and the Community.

Need for the Project

1.A. Salt River Elementary School (SRES) enrollment in the last five years shows growth.

Year	Student enrollment	Percent Increase
SY 2009	315	
SY 2010	318	1%
SY 2011	357	11%
SY 2012	414	14%
SY 2013	434	4.5%

Source: NASIS, grades K-6

The Salt River Pima-Maricopa Indian Community built a temporary new school in SY 2007-08 and built four additional modular classrooms in SY 2012 to accommodate the growing needs of the Community. Just under 50% of our students participate in the 21st Century Community Learning Center After School Program. Our school can accommodate the growth, however, the 21st Century Community Learning Center After School budget is the limiting factor.

Name of each school site	Designation-School Status	% Free and Reduced Lunch	Estimated # of students to be served	Estimated number of family members to be served	Grade levels to be served
Salt River Elementary School	Made AYP	60.67%	185	100	PK - 6

Despite the fact that SRES has made AYP for the last several years, SRES has just over 50% of students meeting or exceeding quarterly math benchmarks in the first semester of this year. Math classes offered in the After School Program, robotics as well as individual tutoring help to address this need.

Reading quarterly benchmark assessments show about 60% of students meeting or exceeding which is slightly better. However, we would like all of our students to be proficient in reading. Reading intervention as well as enrichment is provided daily in the After School program. With the additional time for reading using research based programs after school we will meet the reading achievement needs of more students.

1.B. Progress monitoring through quarterly Galileo assessments determines a student's tier in both the reading (DIBELS assessments are also used) and math programs at Salt River Elementary School (SRES). Students in tiers 2 and 3 are automatically referred to the 21st Century Community Learning Center After School Program by their classroom teacher. The 21st Century Community Learning Center After School Program Coordinator follows up on the referrals by contacting the students' parents and explaining the enrollment process for their child. These students are encouraged to be placed in the class that most meets their needs identified by their academic achievement. For example, if a student is in tier 2 math, the student will be encouraged to enroll in the Math Games or MacRo Math classes to most meet their needs.

1.C. Salt River Elementary School uses the Response to Intervention (RTI) model for intervention services, as stated in 1.B. all students in Tiers 2 and 3 are encouraged to participate in the 21st Century Community Learning Center After School Program. They are placed in a class that most meets their academic needs. If the student needs individual tutoring, tutoring is provided to that student. Otherwise, they follow the regular schedule and during the academic time, their individual needs are met. Their After School teacher has a copy of the Student Success Plan, stating the student's State AIMS assessment scores, DIBEL's scores and Galileo math quarterly benchmark assessment scores. A student academic goal is written by the grade

level team for both reading and math, as applicable. The After School teacher uses this plan in their class. Students and parents have this plan as well, to support the student at home.

1.D. State assessment scores, AIMS scores for reading, math and writing are shared with all teachers during the Data Dialogs which are done before the school year begins. The DIBELS and Galileo benchmark assessment data are reviewed quarterly as an assessment of student progress. These scores are put on the Student Success Plan and the Student Success Plan is shared with the After School teachers. The After School teachers have all assessment data for all of their students through this method. Behavior improvements are shared between the After School teachers and the regular classroom teachers through regular communications and the data is in NASIS.

1.E. State assessment scores, AIMS scores for reading, math and writing are shared with all teachers during the data dialogs which are done before the school year begins. The DIBELS and Galileo benchmark assessment data are reviewed quarterly as an assessment of student progress. Students are placed in tiers at the start of the school year and the tiers may change after each quarterly data dialog. Interventions for reading include tutoring and use of Reads Naturally as a part of the After School Program schedule. Math practice is encouraged by the Mac-Ro program which is aligned to the AZ Common Core standards. Math in Focus is the adopted math program for the school; its resources are used for students at grade level as well as for intervention. Additional math intervention is provided by FASTT Math and Fraction Nation. SRES has both a Math and Reading Specialist, their services are used by the After School Program on an as needed basis.

1.F. The SRES After School Program encourages all students to attend including Special Education students. SRES has 77 Special Education students enrolled, 18% of its student population. This is higher than the statewide average of 14%. Many of our Special Education students fall into tiers 2 and 3, they are highly encouraged to participate in the After School and summer programs.

Quality of Project Design

2.A.

Performance Measures Template

Goal 1: All Tier Two and Three students participating in the 21st Century Community Learning Center will increase academic performance in reading and math by the end of the year.

Specific

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
Salt River Elementary 21 st Century After School students will increase 10% from	1. Students will read silently or engaged in guided reading with a partner or	After School teacher	Beginning of the year, end of first semester, end of the	DIBELS report of student progress.

<p>their benchmark score for reading as measured three times a year on DIBELS Next assessments.</p>	<p>the 21st century teacher for 20 minutes of the after school program.</p> <p>2. Students will participate in standards based activities for reading at least once a week.</p> <p>3. Students will read to or help FACE/KEEP students once every two weeks.</p> <p>4. Tier 2 Students will participate in Reads Naturally program according to their grade level.</p>		<p>year</p>	
<p>2. Salt River Elementary 21st Century After-School students will increase 5% over their previous score in math on the benchmark assessment Galileo as measured every semester.</p>	<p>1. 21st Century students will play games or participate in standard based activities for math at least twice a week.</p> <p>2. 21st Century students will practice basic math facts by using the FASTT Math computer-based program at least</p>	<p>After School teacher</p>	<p>Quarterly, October 4 and 5, 2012, December 20 and 21, 2012, March 7 and 8, 2013, May 23 and 24, 2013</p>	<p>Galileo Math reports by student, by classroom and by grade level.</p>

<p>3. Salt River Elementary 21st Century After-School students will increase 5% over their previous score in science on classroom based assessments. Galileo benchmark assessments will be implemented in the future.</p>	<p>twice a week</p> <p>1.21st Century students will have the opportunity to sign up for science after school classes starting in SY 2013-14. Classes will be based on the Next Generation Science standards and provide hands on projects and experiments.</p>	<p>After School teacher</p>	<p>Quarterly at a minimum</p>	<p>Student grades in science.</p>
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Goal 2: 21st Century students will show a decrease in incident reports, poor attendance, and tardies during the regular school days as reported by NASIS.

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
<p>90</p> <p>1. Salt River Elementary 21st Century After-School Program Coordinator will monitor attendance and behavior incidents every two weeks.</p>	<p>1. Coordinator will contact parents on a biweekly basis to communicate about absences.</p> <p>2. Teachers communicate with parents/guardians through newsletters/phone</p>	<p>Coordinator</p> <p>After School Teachers</p>	<p>Every two weeks</p> <p>Minimum of monthly</p>	<p>Parent contact logs</p> <p>Parent contact logs, email logs, copies of newsletters.</p>

	calls/emails to encourage attendance and good behavior. 3. Coordinator will intervene with students who have behavioral challenges.	Coordinator	Daily	NASIS behavior incident documentation
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should recognize + report good behavior

Goal 3: 21st Century students will learn more about living healthy lives.

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
1: Salt River Elementary 21 st Century After-School Program students will offer classes related to healthy lifestyles.	1. 21 st Century students will participate in physical activities with a minimum of 20 minutes on a daily basis. 2. 21 st Century students will have the opportunity to participate in classes such as sports, diabetes prevention, health/wellness, etc.)	After School Teacher Coordinator	Daily Fall, Spring, Summer	Lesson Plans After School Schedule

way to assess changes in knowledge or behavior?

Goal 4: 21st Century after school program will build a relationship with the community.

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
<p>1. Salt River Elementary 21st Century After-School Program will establish a strong, consistent communication with families.</p> <p>2. 21st Century program will host a parent night at least once a semester to allow students to demonstrate their learning and provide parent(s) with ideas about how to further skills at home.</p>	<p>1. 21st Century teachers will send monthly newsletters regarding their afterschool class.</p> <p>2. 21st Century program will host a parent night at least once a semester to allow students to demonstrate their learning and provide parent(s) with ideas about how to further skills at home.</p>	<p>After School Teachers</p> <p>Coordinator</p>	<p>Minimum of monthly</p> <p>Fall and Spring</p>	<p>Newsletters submitted to 21st Century Coordinator</p> <p>Sign in sheets from Parent Night</p>

SMART Goals for students in the After School Program align directly with the Native Star SMART goals for each grade level. The After School goals are supplemental to the Native Star school goals, all are in alignment. Supplemental instruction along with increased time for reading and math practice gives the students participating in the After School program an advantage.

2. B. Evidence and research for Reads Naturally and FASTT Math, two intervention programs used at SRES during the school day as well as in the After School Program.

Reads Naturally

The study by Christine Tucker, Ed.D., of Walden University, and Don Jones, Ed.D., of Texas A&M University – Kingsville was published in the *National Forum of Educational Administration and Supervision Journal* (Volume 28, Number 1) under the title, "Response to

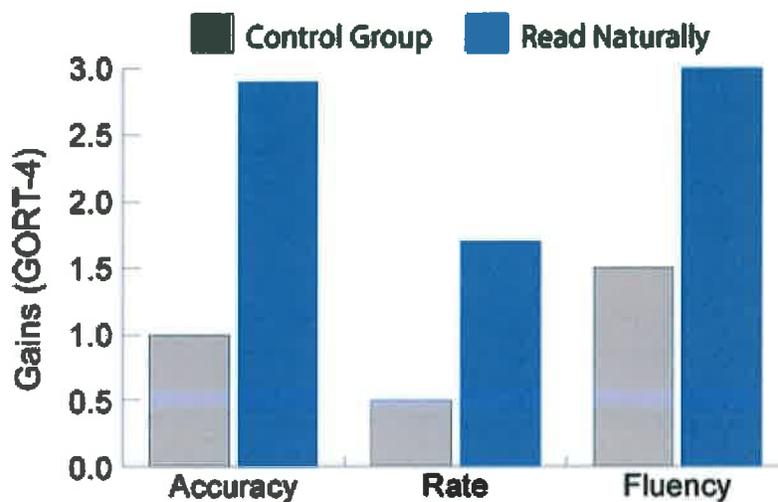
Intervention: Increasing Fluency, Rate, and Accuracy for Students at Risk for Reading Failure."

The purpose of the study was to investigate the effect of response to intervention (RTI) by determining the impact of specialized instruction on reading fluency skills with fourth graders who were identified as at risk for reading failure.

The randomized control trial compared two groups of students, half of whom received Read Naturally instruction, 30 minutes a day, 4 days a week, in addition to general reading instruction, and half of whom received only general reading instruction.

After 10 weeks, the Read Naturally students demonstrated greater pretest-to-posttest gains in reading accuracy, rate, and fluency than the control group students, as measured by the Gray Oral Reading Test Fourth Edition (GORT-4). All results were statistically significant ($p < .05$). The effect size for accuracy was moderate ($d = .68$), for rate was large ($d = 1.12$), and for fluency was large ($d = 1.03$).

The following chart summarizes the average gains for students in the two groups.



Salt River Elementary School researched the benefits of a variety of reading programs before selecting Reads Naturally as a program for intervention and enrichment. In addition to the research shown above, our neighboring public school district implements Reads Naturally and the results for students from the Salt River Pima-Maricopa Indian Community have been very good. These reasons along with the mobility of our students between our schools and the public school district, Mesa Unified Schools, prompted this program to be selected for our reading intervention program.

FASTT Math

FASTT Math was selected as a math intervention program using adaptive technology for students at SRES three years ago. It was selected because our students were having trouble with basic math facts, addition, subtraction, multiplication and division. It is a proven research based

program that if used consistently improves a student's memory of basic math facts. Researchers at the University of Kentucky, Ted S. Hasselbring, Alan C. Lott and Jante M. Zydney, validated the research of Scholastic Inc. with a study using 400 students.

MAC-Ro Math

Salt River Elementary School participates in the Rodel Foundation of Arizona's MAC-Ro Math initiative. The MAC-Ro Math Initiative has a record of improving mathematics learning for elementary and middle school students. Rooted in research, MAC-Ro was developed by experts in mathematics education and seasoned school leaders. This Arizona initiative provides all stakeholders the training and support needed to focus on quality instruction of Arizona's Common Core Standards for Mathematics. Professional development for teachers, instructional leaders and administrators is supported by standards-based materials that engage students and parents in the learning of math. MAC-Ro Math started in 2003, SRES was selected as a participating school in 2009 serving two grade levels. Grades 2 – 6 now participate in MAC-Ro Math at SRES, the program provides practice booklets at grade level which meet the Arizona Common Core Standards for Mathematics. This initiative provides all stakeholders the training and support needed to focus on quality instruction of Arizona's Common Core Standards for Mathematics. Professional development for teachers, instructional leaders and administrators is supported by standards-based materials that engage students and parents in the learning of math.

2.C. Reading growth is measured quarterly with DIBELS. DIBEL's data is readily available for teachers to review on the School's Intranet site. Data dialogs occur quarterly where teachers review the data, compare it to the student success goal and make modifications to the student learning plan. This data is shared with the After School teachers through the Student Success forms. However, many of the regular classroom teachers are our After School teachers and they know their students strengths and challenges.

Math growth is measured quarterly through Galileo assessments. Galileo math data is readily available for teachers to review on the School's Intranet site. Data dialogs occur quarterly where teachers review the data, compare it to what was taught and make adjustments to their next quarter teaching strategies. In addition, they may recommend that students be placed in school and/or after school tutoring to obtain content they have not mastered. Tutoring is an integral part of the SRES After School Program and is often used for students not showing adequate growth.

2.D. At Salt River Elementary School all behavior incidents are recorded in NASIS following school procedures. Behavior incidents can be identified as Tier 1, 2, and 3. Smaller behavior incidents (Tier 1 and 2) are documented and followed up by the teacher and the incident form is given to the staff person responsible for inputting into NASIS. More severe incidents (Tier 3) are followed up by the After School Coordinator, with parental follow up, then the report is input into NASIS. All behavior incidents which occur during the school day and After School are input into NASIS.

2.E. All SRES student information data, attendance and behavior data is kept in NASIS. Student achievement data, including AIMS, DIBELS, and Galileo quarterly benchmark is kept on the Schools Intranet site. Parent and student survey data is also stored on the School's Intranet site. This data is compiled for the PPICS report which is submitted by its due date .

2.F. The SRES After School Program offers hands on course work such as Robotics, Junior Lego's and math and reading games. These offerings are of high interest to students and parents and often motivate students to enroll in the After School program. Students with good attendance are eligible to go on field trips that expand our student's every day experiences. Field trip examples include museums and other activities that they may not have the opportunity to experience.

2.G. Schedule of Operations

SCHOOL(S) SERVED: Salt River Elementary School

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

SCHOOL YEAR (Example of a Semester):

Number of Weeks during the school year: 32

Activity	Time of Day	Where? By Whom?	M 3:10 to 5:10 PM	T 3:10 to 5:10 PM	W	TH 3:10 to 5:10 PM	F 3:10 to 5:10 PM	S A T	S U N
KEEP Kindergarten After School Program – 2:00 to 5:10 PM		Classroom	X	X	X	X	X		
MAC-Ro	After School (AS)	3 Classrooms Grade level Teacher	X	X	X	X	X		
Tutoring	AS	Individual By Tutor	X	X	X	X	X		
Jr. Legos	AS	Classroom Teacher	X	X					
Arts and Crafts	AS	Classroom Teacher				X	X		
Jr. ACE Career Exploration	AS	Classroom Teacher			X				

Let's Read	AS	Classroom Teacher	X	X					
Math Explorers	AS	Classroom Teacher				X	X		
O'Odham History and Culture	AS	Classroom Culture Teacher	X	X		X	X		
Piipaash History/Language	AS	Classroom Teacher	X	X					
Reading Games	AS	Classroom Teacher				X	X		
Reading Rockets	AS	Classroom Teacher	X	X					
Robotics	AS	2 Classrooms				X	X		
Band	AS	Music Room	Beginning Brass/ Violin	Beginning Percussion		Beginning Woodwinds	Intermediate Band		
B.A.N. – Everyday (including Wednesday with expanded hours on early release days (1:15 to 5:10 PM))	AS	3 Classroom Teachers	X	X	X	X	X		

Daily Schedule:

3:10 to 3:30pm Snack in Cafeteria

3:30 to 3:45pm Recess

3:45 to 4:15pm Academics – Reads Naturally, FASTT Math, MAC-Ro Math

4:15 to 5:10pm Enrichment Class

5:10 to 5:15pm Dismiss to busses

5:15pm Busses depart

→ Job parents need full day care?

SUMMER (Dates-e.g. 06-3-2013 to 06-27-2013):

Number of Weeks during the summer: 4

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	SAT	SUN
Kindergarten	8:00 AM to 2:00 PM	2 classrooms	X	X	X	X			
1st Grade	8:00 AM to 2:00 PM	2 classrooms	X	X	X	X			
2nd Grade	8:00 AM to 2:00 PM	2 classrooms	X	X	X	X			
3rd Grade	8:00 AM to 2:00 PM	2 classrooms	X	X	X	X			
4th Grade	8:00 AM to 2:00 PM	1 classroom	X	X	X	X			
5th Grade	8:00 AM to 2:00 PM	1 classroom	X	X	X	X			

*6th grade attends summer school at Salt River High School

**Breakfast begins at 7:40 AM

2.H. Key Community Partners are:

- Intel Corporation, see letter of support. Intel has sponsored the Girls Robotics team competitions as well as providing robots for the After School Program. A software engineer is a regular volunteer with both robotics teams. Intel's commitment to the After School Program has provided a positive role model for the students in the robotics classes. He has provided information on careers in Science, technology, engineering and math.
- Scottsdale Community College (SCC) is located on the Salt River Pima-Maricopa Indian Community. SCC partners with the After School Program by providing a Math Professor to assist with Robotics, the professor, Dr. Johnson volunteers once a week and provides a full range of robotics programming instruction. Dr. Johnson has worked with the After School program for the last three years. Our robotics class has received the "Best Robot Performance Award" for three years in the Arizona Regional Robotics Competition. In addition, SCC partners with SRES in the Junior ACE Program, a program to promote

college going for our 5th and 6th grade students. Junior ACE has a career exploration class in the Spring semester of every year and allows students attending the Junior ACE Summer Program at SCC to return to the 21st Century Summer Program for its duration. Junior ACE has been instrumental in providing our students and their parent's information on going onto college. See letter of support.

- The Phoenix Symphony through one of its grants provides musicians to work with our students in the After School Program. The goal of the symphony is to provide as many students as possible an opportunity to learn to play a musical instrument. This partnership with the After School program has been ongoing for the last 5 years.
- The Scottsdale Boys and Girls Club will be teaching their Anti-bullying curriculum in Spring 2013. The Scottsdale Boys and Girls Club will be providing this at no cost to our program. Scottsdale Boys and Girls Club have been active with our After School Program in the areas of health and wellness in the past.
- Arizona State University has received a National Science Foundation grant called E-Textiles. This grant has been integrated into the O'Odham and Piipaash Culture After School classes. This grants goal is to incorporate Native American culture with Science, Technology, Engineering and Math.

2.I. State assessment scores, AIMS scores for reading, math and writing are shared with all teachers during the data dialogs which are done before the school year begins. The DIBELS and Galileo benchmark assessment data are reviewed quarterly as an assessment of student progress. These scores are put on the Student Success Plan and the Student Success Plan is shared with the After School teachers. The After School teachers have all assessment data for all of their students through this method. Behavior improvements are shared between the After School teachers and the regular classroom teachers through regular communications and the data is in NASIS. SMART Goals for students in the After School Program align directly with the Native Star SMART goals for each grade level. The After School goals are supplemental to the Native Star school goals, all are in alignment. Supplemental instruction along with increased time for reading and math practice gives the students participating in the After School program an advantage.

2.J. Students are attracted to the After School Program for a variety of reasons. First, the offerings are attractive to students and their parents. Many of the classes offered, such as band and robotics are not available during the school day and there is a high interest in these areas. Many of these high interest courses have a waiting list. Secondly, many parents work and they need a safe place for their children to be after school. SRES After School Program provides this safe place. This year we started to offer the B.A.N. class on Wednesdays, opening the program to 5 days a week for working parents. The Kindergarten KEEP After School Program is also available 5 days a week.

2.K. See above. SRES After School Program has maintained enrollment over its many years of operation. SRES After School Program incorporates all after school activities available at the school. All students are eligible to participate as long as they comply with all agreements.

2.L. There is an agreement with Salt River High School for 6th grade students to participate in Junior High sports. Students are walked to the sports program after school. Some K- 5th grade

students participate in the SRPMIC Recreation Program for sports activities. These students are not included in the SRES After School Program. Attendance in After School is a high priority, as you can see by Goal 2.

2.M. Seniors are not used to support after school activities at this time. This will be considered in the future.

2.N. State assessment scores, AIMS scores for reading, math and writing are shared with all teachers during the data dialogs which are done before the school year begins. The DIBELS and Galileo benchmark assessment data are reviewed quarterly as an assessment of student progress. These scores are put on the Student Success Plan and the Student Success Plan is shared with the After School teachers. The After School teachers have all assessment data for all of their students through this method.

2.O. SRES maintained a full After School Program utilizing Title I funds as well as support from the Tribe's Child Care Development Fund through a quality grant to the program. Regarding **Sustainability**, SRES hopes to continue the After School Program when the 21st Century Program is not available. This will be done by offering the most needed programs, particularly the academic programs for the students who are the most in need by using a combination of Title I, **CCDF funds** and applying for other grant funding. The 21st Century Community Center After School Program at SRES is a program that is needed for our most academically needy students as well as for those whose parents work or go to school on a full time basis.

2.P. All After School Programs and Services are coordinated with regular school programs. The RTI program refers all Tier 2 and Tier 3 students to After school. All assessment data for After School students is shared with the After School teachers and all intervention programs used during the school day are incorporated into the After School Program.

2.Q. SRES has made AYP for the last several years. We are not in restructuring. However our School Wide Plan coordinates with all services provided during the After School Program.

Adequacy of Resources

3.A. Every classroom has a highly qualified certified teacher in charge. Depending on the needs of the students an Instructional aide or a tutor may assist in the classes. Class size varies from 6 students to a maximum of **18 students**. All students have an academic portion for a minimum of 30 minutes, even if their class would be considered a recreational or enrichment course. We have capped our class size to 18 students, as it seems to work for us. Our concern with capping it at **15 students** relates to more students not being served. Our program usually has a **waiting list** and we find that our teachers are able to work with a maximum of 18 students with an instructional aide placed in the rooms where there is a need.

3.B. Job descriptions have been developed for all positions. They are in the Appendices. The After School Coordinator works 15 hours a week, equivalent to 1 FTE. After School staff work two hours a day for the days they teach with a professional development day prior to each semester. Summer staff work 40 hours a week for the 4 weeks of the summer program.

3.C. Salt River Elementary School provides transportation home for all students in the After School Program. Transportation is provided for field trips to and from the Summer Program. Transportation policies have been approved by the Education Board, student safety is addressed in the Student Handbook.

3.D. SRES uses the entire school facility for its After School and Summer Program including both computer labs, the media center/library and classrooms.

3.E. Our Community partners are a valuable asset to the SRES After School Program. Here is a summary of what they do:

- Intel Corporation, see letter of support. Intel has sponsored the Girls Robotics team competitions as well as providing robots for the After School Program. A software engineer is a regular volunteer with both robotics teams. Intel's commitment to the After School Program has provided a positive role model for the students in the robotics classes. He has provided information on careers in Science, technology, engineering and math.
- Scottsdale Community College (SCC) is located on the Salt River Pima-Maricopa Indian Community. SCC partners with the After School Program by providing a Math Professor to assist with Robotics, this professor volunteers once a week and provides a variety of robotics programming. Dr. Johnson has worked with the After School program for the last three years. Our robotics class has received the "Best Robot Performance Award" for two years in the Arizona Regional Robotics Competition. In addition, SCC partners with SRES in the Junior ACE Program, a program to promote college going for our 5th and 6th grade students. Junior ACE has a career exploration class in the Spring semester of every year and allows students attending the Junior ACE Summer Program at SCC to return to the 21st Century Summer Program for its duration. Junior ACE has been instrumental in providing our students and their parent's information on going onto college.
- The Phoenix Symphony through one of its grants provides musicians to work with our students in the After School Program. The goal of the symphony is to provide as many students as possible an opportunity to learn to play a musical instrument. This partnership with the After School program has been ongoing for the last 5 years.
- The Scottsdale Boys and Girls Club will be teaching their Anti-bullying curriculum in Spring 2013. The service and curriculum are provided at no cost to the after school Program. Scottsdale Boys and Girls Club have been active with our After School Program in the areas of health and wellness in the past.
- Arizona State University has received a National Science Foundation grant called E-Textiles. This grant has been integrated into the O'Odham and Piipaash Culture After School classes. This grants goal is to incorporate Native American culture with Science, Technology, Engineering and Math.

3.F. Tribal Ordinance has established the SRPMIC Education Board to oversee all Education programs and services, including its finances. The Education Board approved the submission of the 21st Century Community Learning Center grant application at its November 19, 2012

meeting. It also has emphasized its support of the After School Program in a letter of support for the 21st Century Community Learning Center grant application.

Quality of Management Plan

4.A

Goal 1: All Tier Two and Three students participating in the 21st Century Community Learning Center will increase academic performance in reading and math by the end of the year.

Measurable Objective 1: Salt River Elementary 21st Century After School students will increase 10% from their benchmark score for reading as measured three times a year on DIBELS Next assessments.

Activity 1: Students will read silently or engaged in guided reading with a partner or the 21st century teacher for 20 minutes of the after school program.

Activity 2: Students will participate in standards based activities for reading at least once a week.

Activity 3: Students will read to or help FACE/KEEP students once every two weeks.

Activity 4: Students will participate in Reads Naturally program according to their grade level.

Measurable objective 2: Salt River Elementary 21st Century After-School students will increase 5% over their previous score in math on the benchmark assessment Galileo as measured every semester.

Activity 1: 21st Century students will play games or participate in standard based activities for math at least twice a week.

Activity 2: 21st Century students will practice basic math facts by using the FASTT Math computer-based program at least twice a week

Goal 2: 21st Century students will show a decrease in incident reports, poor attendance, and tardies during the regular school days as reported by NASIS.

Measurable Objective 1: Salt River Elementary 21st Century After-School Program Coordinator will monitor attendance and behavior incidents every two weeks.

Activity 1: Coordinator will contact parents on a biweekly basis to communicate about absences.

Activity 2: Teachers communicate with parents/guardians through newsletters/phone calls/emails to encourage attendance and good behavior.

Activity 3: Coordinator will intervene with students who have behavioral challenges.

Goal 3: 21st Century students will learn more about living healthy lives.

Measurable Objective 1: Salt River Elementary 21st Century After-School Program students will offer classes related to healthy lifestyles.

Activity 1: 21st Century students will participate in physical activities with a minimum of 20 minutes on a daily basis.

Activity 2: 21st Century students will have the opportunity to participate in classes such as sports, diabetes prevention, health/wellness, etc.)

Goal 4: 21st Century after school program will build a relationship with the community.

Measureable Objective 1: Salt River Elementary 21st Century After-School Program will establish a strong, consistent communication with families.

Activity 1: 21st Century teachers will send monthly newsletters regarding their afterschool class.

Activity 2: 21st Century program will host a parent night at least once a semester to allow students to demonstrate their learning and provide parent(s) with ideas about how to further skills at home.

SMART Goals for students in the After School Program align directly with the Native Star SMART goals for each grade level. The After School goals are supplemental to the Native Star school goals, all are in alignment. Supplemental instruction along with increased time for reading and math practice gives the students participating in the After School program an advantage.

4.B. The **Fall 2012 21st Century Community Learning Center** After School Program was funded collaboratively with SRES Title I funds and the Salt River Pima-Maricopa Indian Community Child Care Development funds. All salaries and benefits for Grades 1 to 6 were paid from Title I funds, supplies for the program were paid from the SRPMIC's Child Care and Development Fund (CCDF) through a quality grant to the After School Program. The Kindergarten after school program was paid entirely from the CCDF Program, parents in the Kindergarten program, which we call the Kindergarten Extended Enrichment Program (K.E.E.P.) are required to be working or going to school. Although this has limited the number of students who can attend the program, it is meeting a documented need for this service. The school was not able to provide this program last school year (SY2011-12) due to a lack of space. Title I funds could not be stretched to cover this program, so the After School Program Coordinator and School Principal researched the use of this alternative grant funding so the program could happen. A new addition to the K.E.E.P. program is the addition of 30 minutes of dedicated reading using computers and all K.E.E.P. students will begin using it the week of Thanksgiving and will continue using it throughout the rest of the school year.

Spring 2013 expenses for grades 1 to 6 are included in this grant application. All salaries and fringe benefits will be funded from the 21st Century Community Learning Centers grant. All supplemental services and field trips will be funded from a quality grant from CCDF funds.

Summer 2013 expenses for grades K-6 are included in this grant. All salaries and fringe benefits will be funded from the 21st Century Community Learning Centers grant. All supplemental services and field trips will be funded from a quality grant from CCDF funds. Extended hours from 2:00 PM to 5:30 PM may be offered to all students in need of after summer program care. These expenses may be paid out of the CCDF funds.

It is expected that future years will be funded through the 21st Century Community Learning Centers grant for Fall Semester, Spring Semester as well as for the summer program. It is expected that the CCDF Program will continue to provide quality grants for supplies and other needs in the future.

Salt River Elementary School is applying for a \$500,000 three year grant from Science Foundation Arizona and will use some of these funds for Science, Technology, Engineering and Mathematics After School Programs and other STEM opportunities for our students. This fund will provide professional development for teachers in all areas of STEM, but particularly in

implementing the soon to be formally adopted AZ next generation Science Standards. These funds will supplement and support the science portion of our After School Program.

Regarding **Sustainability**, SRES hopes to continue the After School Program when the 21st Century Program is not available. This will be done by offering the most needed programs, particularly the academic programs for the students who are the most in need by using a combination of Title I, CCDF funds and applying for other grant funding. The 21st Century Community Center After School Program at SRES is a program that is needed for our most academically needy students as well as for those whose parents work or go to school on a full time basis.

4.C. The After School Program has its own application forms, class schedules by grade level, lesson plans aligned to the AZ Common Core standards, classroom newsletters. Examples of forms are available upon request. The variety of forms used, including the application form, Student Success Plan, teacher lesson plans, and teacher and student expectations In addition, the After School Program follows the Salt River Elementary School's student and staff handbooks. Complete handbooks can be provided if needed. Job descriptions for the staff are in Appendices.

4.D. The 21st Century Community Learning Center After School Program at Salt River Elementary School is overseen by an After School Coordinator. The After School Coordinator reports directly to the School Principal. The After School program is aligned to the school's reading, math and science goals in all aspects of its program. All After School classes include time for reading and math supplemental instruction, interventions, support or specific tutoring services. The Native Star program includes goals, strategies and evaluation results for all students including those in the After School Program. All students in the After School Program have their demographic data, attendance data and behavior data in NASIS as well. These reports are submitted on time, per due dates to the BIE. In addition, all 21st Century Community Learning Center required forms, surveys, PPICS reports, annual reports, etc. have always been submitted to the BIE as per the program requirements. We feel that we have been a very successful program during the last 5 years and one way this is shown is through program compliance as well as making AYP over the last several years.

The After School Coordinator is responsible for supervision of the After School staff. Her input is provided to the Principal for the teacher evaluation process related to work done in the After School Program. The Coordinator practices "Management by Walking Around", she can be seen in the cafeteria monitoring the snack program and walking around the school ensuring that all programming is going as it should. The Coordinator provides a training session for all After School staff at the start of the Fall semester, Spring semester and the Summer Program. At this training, the mission and vision statements, and 21st Century Program regulations are discussed. In addition, the emphasis that the activities for students are hands on is emphasized. Student success plans are discussed, as are behavior expectations for both staff and students.

4.E. There are nine early release days and four full days devoted to professional development (PD) for all staff at SRES. All PD is related to making the school goals that are in Native Star. In addition there are eight early release days that are devoted to Data Dialogs, where teachers

AS21
review student benchmark assessment and review their individual academic goals and achievement towards them. Student Success Plans are revised base on the growth/student achievement the students are receiving.

4.F. The After School Coordinator is responsible for all communication with Tribal and community stakeholders. Communication is done through:

- Flyers sent home with students
- Articles about the program in the SRPMIC Community Newspaper, the AuAuthmn News
- Classroom Newsletters
- Meetings, telephone calls and e-mails with Partners
- Telephone calls to parents
- E-mails to parents

4.G. The teachers include their weekly themes in the newsletters that go home to students. These newsletters are easily understandable for parents and many times include tips for working with their student at home. These newsletters are available for public viewing and are used for presentations to the Education Board and parent meetings.

4.H. Salt River Elementary School collects all student data in NASIS, including behavior data. Salt River Elementary School has access to a research analyst at the Tribal Education office, her services are used for data reported in the Profile and Performance Information Collection Survey (PPICS) and other federal reporting. Student achievement data is accessible to teachers, the 21st Century After School Coordinator through the Tribal Education SharePoint site. Data reports for the state assessment, DIBELS and the Galileo benchmark assessments are posted there by individual student, classroom and grade levels. Galileo benchmark assessments are done quarterly to measure student progress, these reports are analyzed by all teachers at the quarterly Data Dialogs and the information is available to the teachers in the After School Program through the SharePoint site. The summer program starts with a pre-test and ends with a post-test at all grade levels.

School Improvement for Schools Making AYP

5.C. Student participation is supported by the After School Coordinator and all teachers at the school. Students in Tier 2 and Tier 3 are requested by their teacher to participate in the specific After School Program classes that will help them the most. The classroom teachers support retention in the program in the same way. In addition retention is supported by the After School Coordinator and School Principal. The After School Program Coordinator calls parents bi-weekly if a student is not attending regularly and follows the telephone call with a note about the attendance requirements of the program. The coordinator asks the parent to support the student in compliance with program requirements. Student engagement is supported by the After School teacher as well and is supported by classroom monitoring by the After School Coordinator and the School Principal. Both monitor classrooms on a regular basis and document the monitoring. Teachers who do not engage students are provided guidance from the After School Coordinator and are provided needed professional development through the school. If a teacher is put on a corrective action plan that is documented and training and supports are provided to them.

Budget/Budget Narrative

The Year 1 budget reflects about 75% of a regular program year. The budget for Year 1 specifically will fund Spring 2013 and Summer 2013. Years 2 onward will cover two semesters and a summer session.

Year 1 Budget

Program	Staff	Salaries	Fringe Benefits	Total
Spring	Teachers- 6.75	\$10,800	\$ 3,456	\$14,256
Spring	Teacher Assistants-5	\$16,000	\$ 5,120	\$21,120
Spring	Coordinator-1	\$ 6,850	\$ 2,195	\$ 9,042
Spring	Bus Drivers-1.75 for 5 days per week for 1.5 hours per day at \$20/hour	\$4,200	\$1,344	\$5,544
Summer	Teachers-7	\$ 22,400	\$ 7,168	\$29,568
Summer	Teacher Assistants-3	\$ 9,600	\$ 3,072	\$ 12,672
Summer	Bus Drivers -3	\$ 9,600	\$3,072	\$ 12,672
Summer	Coordinator	\$ 5,655	\$ 1,809	\$ 7,464
Regional Conference				\$ 162
TOTAL		\$ 85,225	\$ 27,275	\$112,500

Year 2, 3, 4 and 5 Budget

Program	Staff	Salaries	Fringe	Total

			Benefits	
Fall 2013	Teachers - 7	\$11,200	\$3,584	\$14,784
Fall 2013	Teacher Assistants - 6	\$ 19,200	\$6,144	\$25,344
Fall 2013	Coordinator-1	\$6,850	\$2,195	\$9,042
Fall 2013 and Spring 2014	Bus Drivers-3 at 1.5 hours/day at \$20/hour(overtime) for 5 days for 32 weeks	\$12,600	\$ 4,032	\$16,632
Spring	Teachers-7	\$11,200	\$ 3,584	\$14,784
Spring	Teacher Assistants-7	\$22,400	\$ 7,168	\$29,568
Spring	Coordinator-1	\$ 6,850	\$ 2,192	\$ 9,042
Summer	Teachers-7	\$ 22,400	\$ 7,168	\$29,568
Summer	Teacher Assistants-7	\$ 22,400	\$ 7,168	\$ 29,568
Summer	Bus Drivers -3	\$ 9,600	\$ 3,072	\$ 12,672
Summer	Coordinator	\$ 5,655	\$ 1,809	\$ 7,464
Regional Conference				\$ 1,532
TOTAL				\$200,000

Budget Narrative Year 1 (Spring Semester and Summer)

Spring Semester

6.75 teachers teaching two days a week for a total of 80 hours at \$20/hour for a total of \$10,800 with fringe benefits at 32% (SRPMIC Tribal rate), \$3,456 for a total of \$14,256.

5 teacher assistants for 160 hours at \$20/hour for a total of \$16,000 with fringe benefits at 32%, \$5,120 for a total of \$21,120.

1 **Coordinator at 15 hours per week** for 16 weeks and an additional 34 hours for recruitment for a total of 274 hours at \$25/hour for a total of \$6,850 with fringe benefits at 32%, \$2,195 for a total of \$9,042.

1.75 bus drivers for 7.5 hours per week for 16 weeks at \$20/hour, overtime is considered in this amount. Total of \$4,200 with fringe benefits at 32%, \$1,344 for a total of \$5,544.

Summer

7 teachers teaching 160 hours at \$20/hour for a total of \$22,400 with fringe benefits at 32%, \$7,168 for a total of \$29,568.

3 teacher assistants for 160 hours at \$20/hour for a total of \$9,600 with fringe benefits at 32%, \$3,072 for a total of \$12,672.

3 bus drivers estimated at \$20/hour for 160 hours to include field trips for a total of \$9,600 with fringe benefits at 32%, \$3,072 for a total of \$12,672.

1 **Summer Coordinator for 160 hours of summer program supervision, 40 hours preparation for summer program and 26 hours for 21st Century Community Learning Centers reporting for a total of 226 hours at \$25/hour totaling \$5,655 with fringe benefits at 32%, \$1,809 for a total of \$7,464.**

Regional Conference is budgeted at \$162, as it is expected to be a local conference.

Total budget requested from the 21st Century Community Learning Center grant for year 1 is \$112,500.

Coordinated Funding: Supplies, Materials and Field Trips will be funded by the SRPMIC Child Care and Development Fund (CCDF) quality grant to support quality in the after school and summer program.

Budget Narrative, Years 2, 3, 4 and 5 (Fall Semester, Spring Semester and Summer)

This represents a full year of funding

Fall Semester

7 teachers teaching two days a week for a total of 80 hours at \$20/hour for a total of \$11,200 with fringe benefits at 32% (SRPMIC Tribal rate), \$3,584 for a total of \$14,784

6 teacher assistants for 160 hours at \$20/hour for a total of \$19,200 with fringe benefits at 32%, \$6,144 for a total of \$25,344.

1 Coordinator at 15 hours per week for 16 weeks and an additional 34 hours for recruitment for a total of 274 hours at \$25/hour for a total of \$6,850 with fringe benefits at 32%, \$2,195 for a total of \$9,042.

Fall and Spring Semester

3 bus drivers for 210 hours each at \$20/hour, overtime is considered in this amount. Total of \$12,600 with fringe benefits at 32%, \$4,032 for a total of \$16,632.

Spring Semester

7 teachers teaching two days a week for a total of 80 hours at \$20/hour for a total of \$11,200 with fringe benefits at 32% (SRPMIC Tribal rate), \$3,584 for a total of \$14,784

7 teacher assistants for 160 hours at \$20/hour for a total of \$22,400 with fringe benefits at 32%, \$7,168 for a total of \$29,568.

1 Coordinator at 15 hours per week for 16 weeks and an additional 34 hours for recruitment for a total of 274 hours at \$25/hour for a total of \$6,850 with fringe benefits at 32%, \$2,195 for a total of \$9,042.

1.75 bus drivers for 7.5 hours per week for 16 weeks at \$20/hour, overtime is considered in this amount. Total of \$4,200 with fringe benefits at 32%, \$1,344 for a total of \$5,544.

Summer

7 teachers teaching 160 hours at \$20/hour for a total of \$22,400 with fringe benefits at 32%, \$7,168 for a total of \$29,568.

7 teacher assistants for 160 hours at \$20/hour for a total of \$22,400 with fringe benefits at 32%, \$7,168 for a total of \$29,568.

3 bus drivers estimated at \$20/hour for 160 hours to include field trips for a total of \$9,600 with fringe benefits at 32%, \$3,072 for a total of \$12,672.

1 Summer Coordinator for 160 hours of summer program supervision, 40 hours preparation for summer program and 26 hours for 21st Century Community Learning Centers reporting for a total of 226 hours at \$25/hour totaling \$5,655 with fringe benefits at 32%, \$1,809 for a total of \$7,464.

National/Regional Conference is budgeted at \$1,532.

Total budget requested from the 21st Century Community Learning Center grant each year is \$200,000.

Coordinated Funding: Supplies, Materials and Field Trips will be funded by the SRPMIC Child Care and Development Fund (CCDF) quality grant to support quality in the after school and summer program.

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

Name of Each After School Site	Designation – School Status	% Free or Reduced Lunch	Estimated # of Students to be Served	Percentage of Day School population Served	# of Family Members to be Served, if Appropriate	Grade Levels to be Served
<i>Example: Jeff Elementary School</i>	<i>Example: Restructuring</i>	<i>Example: 100%</i>	<i>Example: 80 students</i>	<i>Example: 50%</i>	<i>Example: 25 adults</i>	<i>Example: K-8</i>
River Elementary School	Made AYP	60.67%	185	43%	100	PK-6

APPENDIX V: Performance Measures Template

Goal 1: All Tier Two and Three students participating in the 21st Century Community Learning Center will increase academic performance in reading and math by the end of the year.

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
<p>Salt River Elementary 21st Century After School students will increase 10% from their benchmark score for reading as measured three times a year on DIBELS Next assessments.</p>	<p>1. Students will read silently or engaged in guided reading with a partner or the 21st century teacher for 20 minutes of the after school program.</p> <p>2. Students will participate in standards based activities for reading at least once a week.</p> <p>3. Students will read to or help FACE/KEEP students once every two weeks.</p> <p>4. Tier 2 Students will participate in Reads Naturally program according to their grade level.</p>	<p>After School teacher</p>	<p>Beginning of the year, end of first semester, end of the year</p>	<p>DIBELS report of student progress.</p>
<p>2. Salt River Elementary 21st Century After-School students will increase 5% over</p>	<p>1. 21st Century students will play games or</p>	<p>After School teacher</p>	<p>Quarterly, October 4 and 5, 2012, December 20 and 21,</p>	<p>Galileo Math reports by student, by classroom and by grade level.</p>

<p>their previous score in math on the benchmark assessment Galileo as measured every semester.</p> <p>3. Salt River Elementary 21st Century After-School students will increase 5% over their previous score in science on classroom based assessments. Galileo benchmark assessments will be implemented in the future.</p>	<p>participate in standard based activities for math at least twice a week.</p> <p>2. 21st Century students will practice basic math facts by using the FASTT Math computer-based program at least twice a week</p> <p>1. 21st Century students will have the opportunity to sign up for science after school classes starting in SY 2013-14. Classes will be based on the Next Generation Science standards and provide hands on projects and experiments.</p>	<p>After School teacher</p>	<p>2012, March 7 and 8, 2012, May 23 and 24, 2012</p> <p>Quarterly at a minimum</p>	<p>Student grades in science.</p>
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Goal 2: 21st Century students will show a decrease in incident reports, poor attendance, and tardies during the regular school days as reported by NASIS.

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
1. Salt River Elementary 21 st Century After-	1. Coordinator will contact parents on a	Coordinator	Every two weeks	Parent contact logs

<p>School Program Coordinator will monitor attendance and behavior incidents every two weeks.</p>	<p>biweekly basis to communicate about absences.</p>	<p>After School Teachers</p>	<p>Minimum of monthly</p>	<p>Parent contact logs, email logs, copies of newsletters.</p>
	<p>2. Teachers communicate with parents/guardians through newsletters/phone calls/emails to encourage attendance and good behavior.</p> <p>3. Coordinator will intervene with students who have behavioral challenges.</p>			

Goal 3: 21st Century students will learn more about living healthy lives.

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
<p>1: Salt River Elementary 21st Century After-School Program students will offer classes related to healthy lifestyles.</p>	<p>1. 21st Century students will participate in physical activities with a minimum of 20 minutes on a daily basis.</p>	<p>After School Teacher</p>	<p>Daily</p>	<p>Lesson Plans</p>
	<p>2. 21st Century students will have the</p>	<p>Coordinator</p>	<p>Fall, Spring,</p>	<p>After School Schedule</p>

	opportunity to participate in classes such as sports, diabetes prevention, health/wellness, etc.)		Summer	
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Goal 4: 21st Century after school program will build a relationship with the community.

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
1. Salt River Elementary 21 st Century After-School Program will establish a strong, consistent communication with families.	1. 21 st Century teachers will send monthly newsletters regarding their afterschool class.	After School Teachers	Minimum of monthly	Newsletters submitted to 21 st Century Coordinator
2. 21 st Century program will host a parent night at least once a semester to allow students to demonstrate their learning and provide parent(s) with ideas about how to further skills at home.	2. 21 st Century program will host a parent night at least once a semester to allow students to demonstrate their learning and provide parent(s) with ideas about how to further skills at home.	Coordinator	Fall and Spring	Sign in sheets from Parent Night

APPENDIX VI: Schedule of Operations

Schedule of Operations

SCHOOL(S) SERVED: Salt River Elementary School

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

SCHOOL YEAR (Example of a Semester):

Number of Weeks during the school year: 32

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	S
			3:10 to 5:10 PM	3:10 to 5:10 PM		3:10 to 5:10 PM	3:10 to 5:10 PM	A	U
KEEP Kindergarten After School Program – 2:00 to 5:10 PM		Classroom	X	X	X	X	X		
MAC-Ro	After School (AS)	3 Classrooms Grade level Teacher	X	X	X	X	X		
Tutoring	AS	Individual By Tutor	X	X	X	X	X		
Jr. Legos	AS	Classroom Teacher	X	X					
Arts and Crafts	AS	Classroom Teacher				X	X		
Jr. ACE Career Exploration	AS	Classroom Teacher			X				
Let's Read	AS	Classroom Teacher	X	X					
Math Explorers	AS	Classroom Teacher				X	X		

O’Odham History and Culture	AS	Classroom Culture Teacher	X	X		X	X		
Piipaash History/Language	AS	Classroom Teacher	X	X					
Reading Games	AS	Classroom Teacher				X	X		
Reading Rockets	AS	Classroom Teacher	X	X					
Robotics	AS	2 Classrooms				X	X		
Band	AS	Music Room	Beginning Brass/ Violin	Beginning Percussion		Beginning Woodwinds	Intermediate Band		
B.A.N. – Everyday (including Wednesday with expanded hours on early release days (1:15 to 5:10 PM))	AS	3 Classrooms Teacher	X	X	X	X	X		

Daily Schedule:

3:10 to 3:30pm Snack in Cafeteria

3:30 to 3:45pm Recess

3:45 to 4:15pm Academics – Reads Naturally, FASTT Math, MAC-Ro Math

4:15 to 5:10pm Enrichment Class

5:10 to 5:15pm Dismiss to busses

5:15pm Busses depart

SUMMER (Dates-e.g. 06-3-2013 to 06-27-2013):

Number of Weeks during the summer: 4

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	SAT	SUN
Kindergarten	8:00 AM	2 classrooms	X	X	X	X			

	to 2:00 PM								
1st Grade	8:00 AM to 2:00 PM	2 classrooms	X	X	X	X			
2nd Grade	8:00 AM to 2:00 PM	2 classrooms	X	X	X	X			
3rd Grade	8:00 AM to 2:00 PM	2 classrooms	X	X	X	X			
4th Grade	8:00 AM to 2:00 PM	1 classroom	X	X	X	X			
5th Grade	8:00 AM to 2:00 PM	1 classroom	X	X	X	X			

*6th grade attends summer school at Salt River High School

**Breakfast begins at 7:40 AM

Appendix III – 21st CCLC Budget Worksheet
Year 1
(complete one for each center site)

ADD	Bartholomew Stevens
ELO	Jim Hastings
Name of School	Salt River Elementary School
Grant Name	21 st Century Community Learning Center
Award Number	
Project Start Date	January 1, 2013
Project End Date	June 30, 2013

PREVIOUS SCHOOL YEAR ALLOCATION	\$156,324
EXPENDED PREVIOUS SY ALLOCATION	\$156,324
TOTAL CARRYOVER AVAILABLE	\$0.00
CURRENT SCHOOL YEAR ALLOCATION	112,500
TOTAL AVAILABLE	\$112,500

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			\$ 58,800.00
Stipends for teachers	Spring and Summer 2013	\$20/hour	33,200.00
Stipends for teacher assistants	Spring and Summer 2013	\$20/hour	25,600.00
Employee Benefits			\$ 18,816.00
Teachers and Assistants	SRPMIC Tribal rate is 32%	32% of salaries	18,816.00
Professional Development			\$
Incorporated in the SRES School			-

budget			
Purchased Services			\$ -
N/A			
Equipment			\$ -
N/A			
Materials and Supplies			\$ -
Other Expenses:			\$ -
Instructional Support			
Personnel Services			\$ 26,305.00
Hourly rate for bus drivers, \$20.00	Spring 1.75 FTE for 1.5 hours/day in spring	\$20/hour	\$4,200.00
	Summer 3 FTE for 29 hours/week for 4 weeks	\$20/hour	\$9,600.00
21 st Century After School Coordinator	Spring and Summer 2013	\$25/hour	\$12,505.00
Employee Benefits			\$ 8,417.00
Bus Drivers and Coordinator	SRPMIC Tribal Rate is 32%	32% of salary	\$8,417.00
Professional Development			\$ 162.00
21 st Century Community Learning Center Regional Conference			\$ 162.00
Purchased Services			\$ -

Appendix III – 21st CCLC Budget Worksheet
Year 2, 3, 4 and 5
 (complete one for each center site)

ADD	Bartholomew Stevens
ELO	Jim Hastings
Name of School	Salt River Elementary School
Grant Name	21 st Century Community Learning Center
Award Number	
Project Start Date	January 1, 2013
Project End Date	June 30, 2013

PREVIOUS SCHOOL YEAR ALLOCATION	\$156,324
EXPENDED PREVIOUS SY ALLOCATION	\$156,324
TOTAL CARRYOVER AVAILABLE	\$0.00
CURRENT SCHOOL YEAR ALLOCATION	112,500
TOTAL AVAILABLE	\$112,500

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			\$ 108,800.00
Stipends for teachers	Fall, Spring and Summer	\$20/hour	44,800.00
Stipends for teacher assistants	Fall, Spring and Summer	\$20/hour	64,000.00
Employee Benefits			\$ 34,816.00
Teachers and Assistants	SRPMIC Tribal rate is 32%	32% of salaries	34,816.00
Professional Development			\$ -
Incorporated in the SRES School			

budget			
Purchased Services			\$ -
N/A			
Equipment			\$ -
N/A			
Materials and Supplies			\$ -
Other Expenses:			\$ -
Instructional Support			
Personnel Services			\$ 41,555.00
			-
Hourly rate for bus drivers	Fall and Spring	\$20/hour	\$12,600.00
	Summer	\$20/hour	\$9,600.00
21 st Century After School Coordinator	Fall, Spring and Summer 2013	\$25/hour	\$19,355.00
Employee Benefits			\$ 13,297.00
			-
Bus Drivers and Coordinator	SRPMIC Tribal Rate is 32%	32% of salary	\$13,297.00
Professional Development			\$ 1,532.00
			-
21 st Century Community Learning Center National/Regional Conference			\$ 1,532.00
Purchased Services			\$

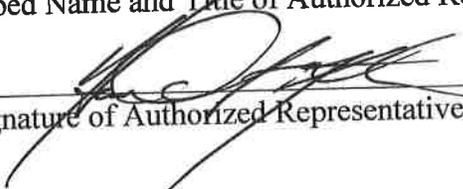
			-
		\$	
		-	
Equipment			\$
			-
N/A			
		\$	
		-	
Materials and Supplies			\$
			-
N/A			
Other Expenses:			\$ -
			\$
Non-Instructional Services			
			\$
Material and Supplies			-
N/A			
			\$ 200,000.00
		TOTAL BUDGET	-
		Difference (Allocation less Budget)	\$0.00

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).

Hans D. Klose, Education Board Chairperson
Typed Name and Title of Authorized Representative


Signature of Authorized Representative

11/19/2012

Date

Section 427 GEPA Requirements

Salt River Elementary School will include the following in our 21st Century Community Learning grant to ensure equitable access and participation to all regardless of gender, race, national origin, color, disability or age.

The project will:

1. Ensure that the classrooms meet or exceed requirements for equitable access for persons with disabilities.
2. Allow for students to exhibit mastery of concepts in a variety of ways.
3. Challenge all children and their parents to live up to their highest potential regardless of color, gender, disability, age or ethnic background.
4. Provide fair and equitable treatment to all children and families.
5. Provide multicultural experiences as a part of the program.
6. Provide an environment for activities that are sensitive and respectful of cultural differences.

Appendices

Job Descriptions of Key Staff Members

SRE After school Programs – SY 12/13 Stipend Info

Position: After-school Programs Coordinator

Start date: July 9, 2012

End date: May 24, 2012

Teacher Name	Fall hours	Fall amount	Spring hours	Spring amount	Pay rate	SY 12-13 Total Amount	Grant
	260	\$6,475	273	\$6,825	25	\$13,300	21 st Century

SCOPE OF WORK: The employee will function as an **After-school Programs - Coordinator** including, but not limited to:

1. Reviewing lesson plans to assure compliance with Arizona State Standards/Arizona Common Core State Standards
2. Participating in related school-wide activities
3. Managing staff meetings
4. Assuring student attendance recordkeeping
5. Assuring appropriate documentation of student progress, and
6. Reporting to the Elementary School Principal.
7. Completing timesheets to documenting time spent. Timesheets **MUST** be obtained from **SharePoint Human Resources>Forms>Extra Duty-Timesheets (Form)_Salaried**.

DELIVERABLES:

1. Extra duty payment will be for After-school Programs – Coordinator duties.
2. Timesheets documenting hours worked. (*Use ONLY this self calculating form to assure timely payments*).

SRE After school Programs – SY 12/13 Stipend Info

Position: After-school Program- Lead Teacher (B.A.N. Club)

Start date: July 9, 2012

End date: May 10, 2012

Teacher Name	Fall hours	Fall amount	Spring hours	Spring amount	Pay rate	SY 12-13 Total Amount	Grant
	224	\$4,480	192	\$3,840	20	\$8,320	21 [*] Century

SCOPE OF WORK: The employee will function as an After-school Program- Lead Teacher (B.A.N. Club) including, but not limited to:

1. Creating lesson plans that complies with Arizona State Standards/Arizona Common Core State Standards
2. Participating in related school-wide activities
3. Attending staff meetings
4. Taking student attendance
5. Keeping appropriate documentation of student progress and reporting to the After-school Programs Coordinator
6. Timesheets must be completed by staff members who are involved in the After-school Programs.

DELIVERABLES:

You are expected to keep the following items in your binder for After-school Class - B.A.N. Club:

1. Schedule
2. Attendance
3. Lesson Plans
4. Student files (pre/post scores for Reading and Math-*Academic portion*)
5. Student artifacts/Pictures
6. Tutor logs
7. Parent contacts-emails/phone calls/newsletters
8. Surveys
9. Behavior incidents

SRE After School Programs – SY 12/13 Stipend Info

Position: After School Teacher (Eagles Club)– up to \$1600 (80 hours)

Funding Source – 21st Century

SCOPE OF WORK: The employee will function as an **After School Programs - Teacher** including, but not limited to:

1. Creating lesson plans that complies with Arizona State Standards/Arizona Common Core State Standards
2. Participating in related school-wide activities
3. Attending staff meetings
4. Taking student attendance
5. Keeping appropriate documentation of student progress and reporting to the After School Programs.
6. Timesheets must be completed by staff members who are involved in the After School Programs.

DELIVERABLES:

1. You are expected to keep the following items in your binder for After-school Programs.
– Eagles Club:

1. Schedule
2. Attendance
3. Lesson Plans
4. Student files (pre/post scores for Reading and Math-*Academic portion*)
5. Student artifacts/Pictures
6. Tutor logs
7. Parent contacts-emails/phone calls/newsletters
8. Surveys
9. Behavior incidents

Documents of Support



Salt River
PIMA-MARICOPA INDIAN COMMUNITY
 10,005 E. Osborn Road, Scottsdale, AZ 85256
Education Division
 (480) 362-2500



21st Century Community Learning Centers Program
 Bureau of Indian Education
 Division of Performance and Accountability
 Mr. Jack Edmo
 Manual Lujan Jr., Indian Affairs Building
 1011 Indian School Road NW Suite 332
 Albuquerque, NM 87104

January 14, 2013

Dear Mr. Edmo:

The Salt River Pima-Maricopa Community Schools Education Board and Education Director/Superintendent support Salt River Elementary School's application for the 21st Century Community Learning Centers Program grant application. The After School Program at Salt River Elementary School has been a superb program for our students and families. We serve over 200 students in our school year 'After School' program each semester and about 170 in our summer program. The After School program provides an after school snack, physical activity, tutoring, homework time, extra math and reading practice and a variety of enrichment classes at no cost to our families. Our children are in a safe place receiving academic help per their individual academic needs as well as a variety of enrichment classes, chosen by the student and parent, including O'Odham culture, history and language, Piipaash culture, history and language, musical instrument instruction, arts and crafts, MacRo Math, Math games, Future Authors, Reading Games, Drumming, Chess, and Robotics. All classes are overseen by certified teachers and highly qualified teacher assistants who spend the school day with our students. The entire program is overseen by a very dedicated teacher leader who has managed the After School program for the last two school years.

Our support of this grant application includes full compliance with the 21st Century Community Learning Center regulations, reporting requirements as well as full compliance with all financial requirements during the term of the five year grant. However, we will not be using the NWEA assessments, as our school uses Galileo for quarterly progress monitoring and the Arizona State Assessment, which is currently, AIMS. Our school is in full compliance with all Native Star reporting as well as NASIS reporting. We have made AYP over the last several years. Our support for the 21st Century Community Learning Center Program will continue even after the grant is over. We are committed to doing what is best for our students. Having a safe and enriching environment with a variety of after school activities is something we feel strongly about providing for our students.

We highly recommend that the BIE consider SRES for grant funding. Funding this grant will allow SRES students to have a wide variety of educational and enrichment opportunities including STEM and Native American cultural opportunities after the school day supplementing what is offered during the school day. Salt River Elementary School promotes positive choices and opportunities for all its students whenever possible.

Sincerely,


 Hans D. Klose
 Education Board Chairperson


 Dale Frederick, Ph.D.
 Education Director/Superintendent

Education- Our Purpose, Our Passion, Our Pride.



OFFICE OF ACADEMIC AND STUDENT AFFAIRS

November 20, 2012

Mrs. Jacque Bradley, Principal
Salt River Elementary School
10005 East Osborn Rd.
Scottsdale, AZ 85256

Dear Mrs. Bradley:

I am writing in support of Salt River Elementary School's proposal to Bureau of Indian Education for the 21st Century Community Learning Center grant. Scottsdale Community College supports Salt River Elementary School in a variety of ways. For example, SCC partners with SRES to staff after-school programs for students that include tutoring and a very popular robotics program. In fact, SRES recently created a Robotics Club where their students actively engage in mathematics, engineering, and logic in the building and programming of robots. The program is overseen by SCC mathematics faculty and students. This initiative has served as a model program to actively engage students in the STEM fields.

Another partnership between SCC and SRES is the Junior ACE Program which is an SCC partnership with the Salt River Pima-Maricopa Indian Community (SRPMIC). Junior ACE has after school classes during the spring semester as well as classes in summer for SRES students in grades 5 and 6 related to going to college. Most of the student's family members have not gone to college. SCC resides on the Salt River Pima-Maricopa Indian Community reservation, but is not used by the community full as we would like. SCC is hopeful that by partnering with SRES in the Helios STEM School pilot project more students will be interested in STEM careers and will go onto college.

Another support that SCC provides to Salt River Elementary School relates to a grant SCC received this year from the National Science Foundation. The project is called the National Science Foundation (NSF) Math and Science Partnership. SRES teachers in grades five and six attended an intense summer program and meet every few weeks during the school year as a Community of Learners following up on the implementation of innovative mathematics strategies. Led by SCC mathematics faculty, this project has provided support in the implementation of the Arizona Common Core Standard in mathematics for these grade levels as well as linking



OFFICE OF ACADEMIC AND STUDENT AFFAIRS

math teachers from SRES to math teachers in grades 7 and 8 at Salt River High School.

Scottsdale Community College is happy to be a partner with Salt River Elementary School in these 21st Century Community Learning Center initiatives and highly recommends that the BIE consider SRES for grant funding. Funding this grant will allow SRES students to have STEM opportunities after the school day supplementing their coursework with a true emphasis on STEM with both teachers and students. Salt River Elementary School promotes positive choices and opportunities for all its students. Please contact my office at (480) 423-6300 if further information about the partnership between SCC and SRES is needed.

Sincerely,

A handwritten signature in black ink that reads 'Daniel P. Corr'.

Daniel P. Corr

Vice President Academic and Student Affairs



Donald. S. Wilde, Software Engineer
Intel Corporation
5000 W Chandler Blvd., M/S CH6-401
Chandler, AZ 85226

Ms. Jacque Bradley, Principal
Salt River Elementary School
10005 East Osborn Rd.
Scottsdale, AZ 85256

Dear Mrs. Bradley:

I am writing in support of your proposal to the Bureau of Indian Education (BIE) for the 21st Century Community Learning Center grant. Intel supports the Girls Robotics team at Salt River Elementary School (SRES) in its after school program. I am a software engineer who volunteers with the After School Robotics Club every week. I advise SRES teachers and students on FIRST[®] LEGO[®] League projects and the Core Values of the program. I also assist in robotics tournaments and provide hands on experience in programming as well as building the robots. I have volunteered with SRES students since last spring. In addition, I have traveled with the SRES team to a practice tournament in Winslow last October and regularly work with the FIRST[®] LEGO[®] League program at Arizona State University. Intel supports the girl's robotics team through a financial contribution as well.

Intel has provided mentor training in robotics to our robotics after school mentors and volunteers and is trying to get more volunteers to help with the SRES After School Robotics Program. Intel is committed to providing ways to convince more females to enter the engineering profession.

Intel is happy to be a partner with Salt River Elementary School in the 21st Century Community Learning Center initiative and highly recommend that the BIE consider SRES for grant funding. Funding this grant will allow SRES students to have STEM opportunities after the school day supplementing what is offered during the school day. Salt River Elementary School promotes positive choices and opportunities for all its students whenever possible. Please contact Renee Levin by email at renee.e.levin@intel.com or myself at donald.s.wilde@intel.com if further information about the partnership between Intel and SRES is needed.

Sincerely,

A handwritten signature in blue ink, appearing to read "Don Wilde", written over a circular stamp or mark.

Don Wilde
Software Engineer

Assessment of objective data regarding the need for before and after school programming

Test Year: SRES 12-13

100% Find | Next

Math Benchmark Summary Report

School Year: SRES 12-13

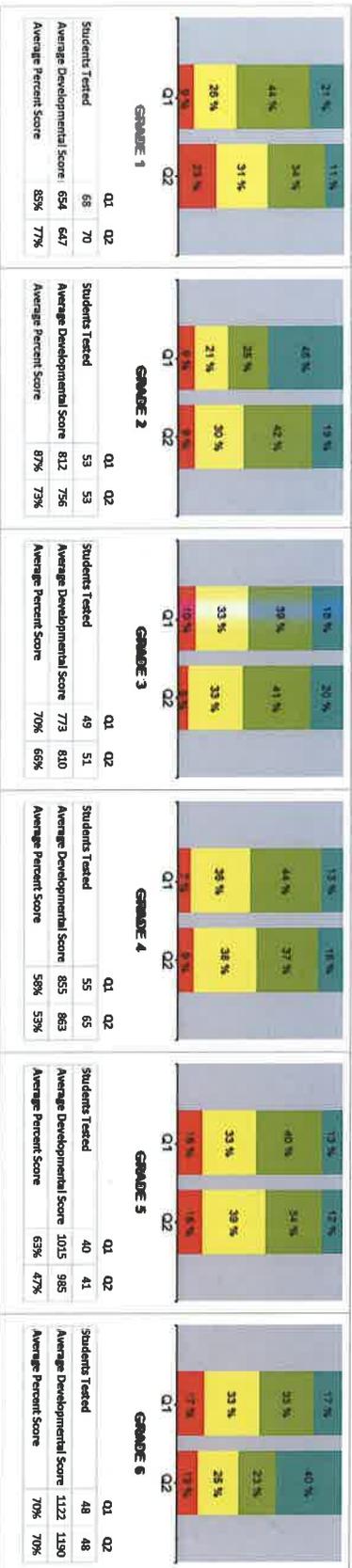
SRES-ACH-0100 Math Benchmark Performance by Year: 1/16/2013 8:22:37 AM

1 of 1

SCHOOLWIDE SUMMARY

	Q1	Q2
Students Tested	313	328
Exceeds	21%	19%
Meets	38%	35%
Approaches	30%	33%
Falls Far Below	13%	13%

PERFORMANCE BY GRADE



Test Year: SRES 12-13

100% Find | Next

Reading Benchmark Summary Report

SALT RIVER ELEMENTARY SCHOOL

School Year: SRES 12-13

SRES-ACH-0150 Reading Benchmark Performance by Year: 1/18/2013 8:23:50 AM

1 of 1

SCHOOLWIDE SUMMARY

	Q1	Q2
Students Tested	318	329
Exceeds	9%	9%
Meets	54%	48%
Approaches	30%	26%
Falls Far Below	8%	17%

PERFORMANCE BY GRADE

Grade	Q1	Q2
GRADE 1	<p>Students Tested: 68 Average Developmental Score: 653 Average Percent Score: 72%</p>	<p>Students Tested: 70 Average Developmental Score: 661 Average Percent Score: 66%</p>
GRADE 2	<p>Students Tested: 54 Average Developmental Score: 772 Average Percent Score: 59%</p>	<p>Students Tested: 53 Average Developmental Score: 778 Average Percent Score: 66%</p>
GRADE 3	<p>Students Tested: 50 Average Developmental Score: 811 Average Percent Score: 60%</p>	<p>Students Tested: 51 Average Developmental Score: 814 Average Percent Score: 57%</p>
GRADE 4	<p>Students Tested: 57 Average Developmental Score: 893 Average Percent Score: 57%</p>	<p>Students Tested: 65 Average Developmental Score: 836 Average Percent Score: 46%</p>
GRADE 5	<p>Students Tested: 40 Average Developmental Score: 987 Average Percent Score: 49%</p>	<p>Students Tested: 41 Average Developmental Score: 974 Average Percent Score: 46%</p>
GRADE 6	<p>Students Tested: 49 Average Developmental Score: 1032 Average Percent Score: 43%</p>	<p>Students Tested: 49 Average Developmental Score: 1074 Average Percent Score: 47%</p>

**Letter of support from the Official Tribal Entity
Responsible for the 21st CCLC Grant Application**



Salt River
PIMA-MARICOPA INDIAN COMMUNITY
 10,005 E. Osborn Road, Scottsdale, AZ 85256
Education Division
 (480) 362-2500



21st Century Community Learning Centers Program
 Bureau of Indian Education
 Division of Performance and Accountability
 Mr. Jack Edmo
 Manual Lujan Jr., Indian Affairs Building
 1011 Indian School Road NW Suite 332
 Albuquerque, NM 87104

January 14, 2013

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The Salt River Pima-Maricopa Community Schools Education Board and Education Director/Superintendent support Salt River Elementary School's application for the 21st Century Community Learning Centers Program grant application. The After School Program at Salt River Elementary School has been a superb program for our students and families. We serve over 200 students in our school year 'After School' program each semester and about 170 in our summer program. The After School program provides an after school snack, physical activity, tutoring, homework time, extra math and reading practice and a variety of enrichment classes at no cost to our families. Our children are in a safe place receiving academic help per their individual academic needs as well as a variety of enrichment classes, chosen by the student and parent, including O'Odham culture, history and language, Piipaash culture, history and language, musical instrument instruction, arts and crafts, MacRo Math, Math games, Future Authors, Reading Games, Drumming, Chess, and Robotics. All classes are overseen by certified teachers and highly qualified teacher assistants who spend the school day with our students. The entire program is overseen by a very dedicated teacher leader who has managed the After School program for the last two school years.

Our support of this grant application includes full compliance with the 21st Century Community Learning Center regulations, reporting requirements as well as full compliance with all financial requirements during the term of the five year grant. However, we will not be using the NWEA assessments, as our school uses Galileo for quarterly progress monitoring and the Arizona State Assessment, which is currently, AIMS. Our school is in full compliance with all Native Star reporting as well as NASIS reporting. We have made AYP over the last several years. Our support for the 21st Century Community Learning Center Program will continue even after the grant is over. We are committed to doing what is best for our students. Having a safe and enriching environment with a variety of after school activities is something we feel strongly about providing for our students.

We highly recommend that the BIE consider SRES for grant funding. Funding this grant will allow SRES students to have a wide variety of educational and enrichment opportunities including STEM and Native American cultural opportunities after the school day supplementing what is offered during the school day. Salt River Elementary School promotes positive choices and opportunities for all its students whenever possible.

Sincerely,


 Hans D. Klose
 Education Board Chairperson


 Dale Frederick, Ph.D.
 Education Director/Superintendent

Education- Our Purpose, Our Passion, Our Pride.