



**21st CCLC Program
Bureau of Indian Education
Division of Performance and Accountability
Application Packet**

Due: January 17, 2013

Sky City Community School

P. O. Box 349
44 Pinsbaari Drive
Acoma, NM 87034
505-552-6671



United States Department of the Interior
Bureau of Indian Education
New Mexico South Education Line Office
1001 Indian School Road, N.W. Ste 149
Albuquerque, New Mexico 87104
PH: 505.563.3692 FAX: 505.563.3078



January 16, 2013

Bureau of Indian Education
Division of Performance and Accountability
Attn: Jack Edmo, Jr., 21st CCLC Coordinator
1011 Indian School Road NW, Suite 332
Albuquerque, NM 87104

Mr. Edmo,

Please accept this letter as my office's official *Letter of Support* for any New Mexico South school choosing to apply for the 21st Century Community Learning Center grant. As the Education Program Administrator for 5 BIE-Operated and 4 Tribally Controlled Grant Schools in the region, I will ensure that we work to support and encourage the proposed 21st CCLC activities of the following schools:

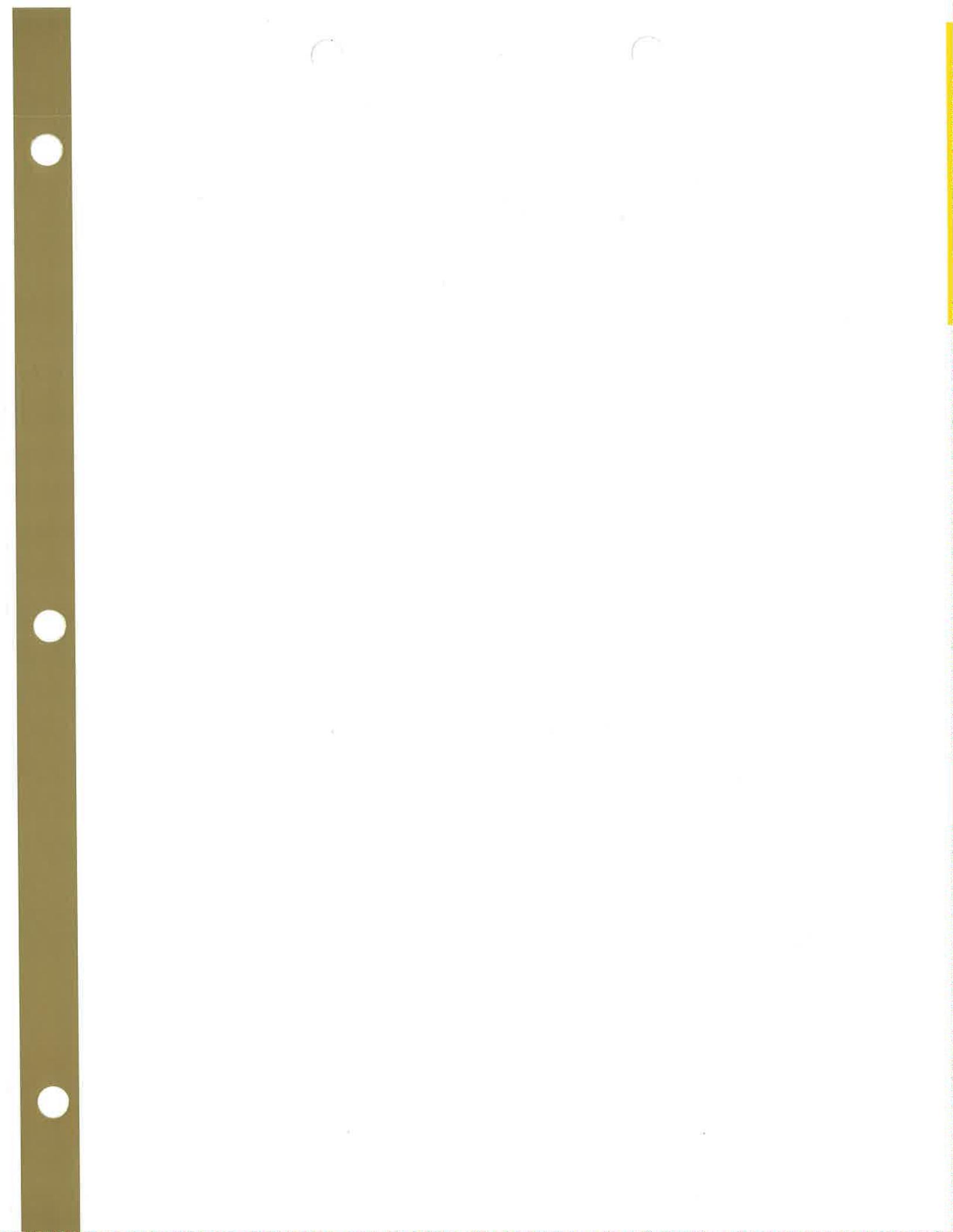
1. Isleta Elementary School
2. Jemez Day School
3. Laguna Elementary School
4. Laguna Middle School
5. Mescalero Apache School
6. Pine Hill Schools
7. San Felipe Pueblo Elementary School
8. Sky City Community School
9. T'siya Day School

If you have any questions, then please contact me by phone at 505-382-2651 or by email at casey.sovo@bie.edu.

Thank you,

Mr. Casey L. Sovo
Education Program Administrator

Cc: NMS School Principals





Application for Federal Assistance SF-424

*** 1. Type of Submission:**

- Preapplication
- Application
- Changed/Corrected Application

*** 2. Type of Application:**

- New
- Continuation
- Revision

* If Revision, select appropriate letter(s):

 * Other (Specify):

* 3. Date Received:
 Completed by Grants.gov upon submission.

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: **BIE/SKY CITY COMMUNITY SCHOOL**

* b. Employer/Taxpayer Identification Number (EIN/TIN):
85-0404600

* c. Organizational DUNS:
182287938

d. Address:

* Street1: **44 PINSBAARI DRIVE**

Street2:

* City: **PUEBLO OF ACOMA**

County/Parish: **CIBOLA COUNTY**

* State: **PUEBLO OF ACOMA, NEW MEXICO**

Province:

* Country: USA: UNITED STATES

* Zip / Postal Code: **87034**

e. Organizational Unit:

Department Name:
DEPARTMENT OF THE INTERIOR

Division Name:
BUREAU OF INDIAN EDUCATION

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: * First Name: **YVONNE**

Middle Name:

* Last Name: **HAVEN**

Suffix:

Title: **ACTING PRINCIPAL** *Yvonne M. Haven*

Organizational Affiliation:

* Telephone Number: **(505) 552-6671**

Fax Number: **(505) 552-6672**

* Email: **YVONNE.HAVEN@BIE.EDU**

Application for Federal Assistance SF-424

9. Type of Applicant 1: Select Applicant Type:

W-OTHER (SPECIFY) BIE SCHOOL

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

BIE/NEW MEXICO SOUTH AGENCY

11. Catalog of Federal Domestic Assistance Number:

CFDA Title:

*** 12. Funding Opportunity Number:**

* Title:

13. Competition Identification Number:

Title:

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

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

02/04/2013

* b. End Date:

07/30/2016

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

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

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

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

Yes

No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix:

* First Name:

YVONNE

Middle Name:

* Last Name:

HAVEN

Suffix:

* Title:

ACTING PRINCIPAL

* Telephone Number:

(505) 552-6671

Fax Number:

(505) 552-6672

* Email:

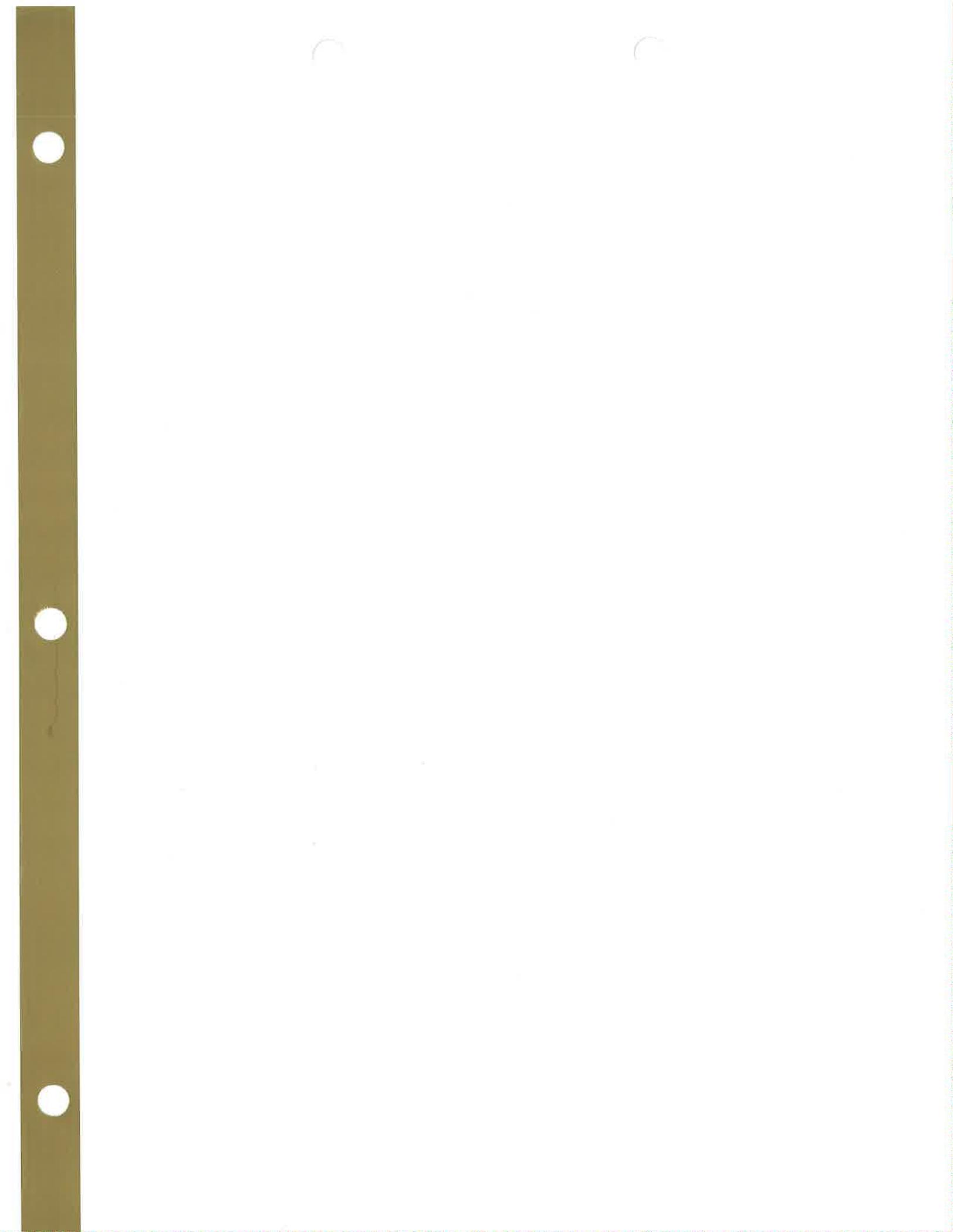
YVONNE.HAVEN@BIE.EDU

* Signature of Authorized Representative:

Completed by Grants.gov upon submission.

* Date Signed:

Completed by Grants.gov upon submission.



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

<u>Sky City Community School</u>	
Organization	
<u>Yvonne M. Haven</u>	(505) 552-6671
Name of Contact Person	Telephone
<u>Yvonne.Haven@bie.edu</u>	(505) 552-6672
E-mail Address	Fax Number
<u>Yvonne M. Haven</u>	January 16, 2013
Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures	Date
<i>■ Note: The general certifications and assurances that are signed and submitted by the district each spring (or provided by the applicant to EED) will apply to this federally funded program.</i>	
<u>Yvonne M. Haven</u>	January 16, 2013
Signature of Organizational Representative	Date
<u>Acting Principal</u>	
Title	

<u>\$114,000</u>
Total Funding Requested Per Year
<u>\$342,000</u>
Total Funding Requested for Three Years

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

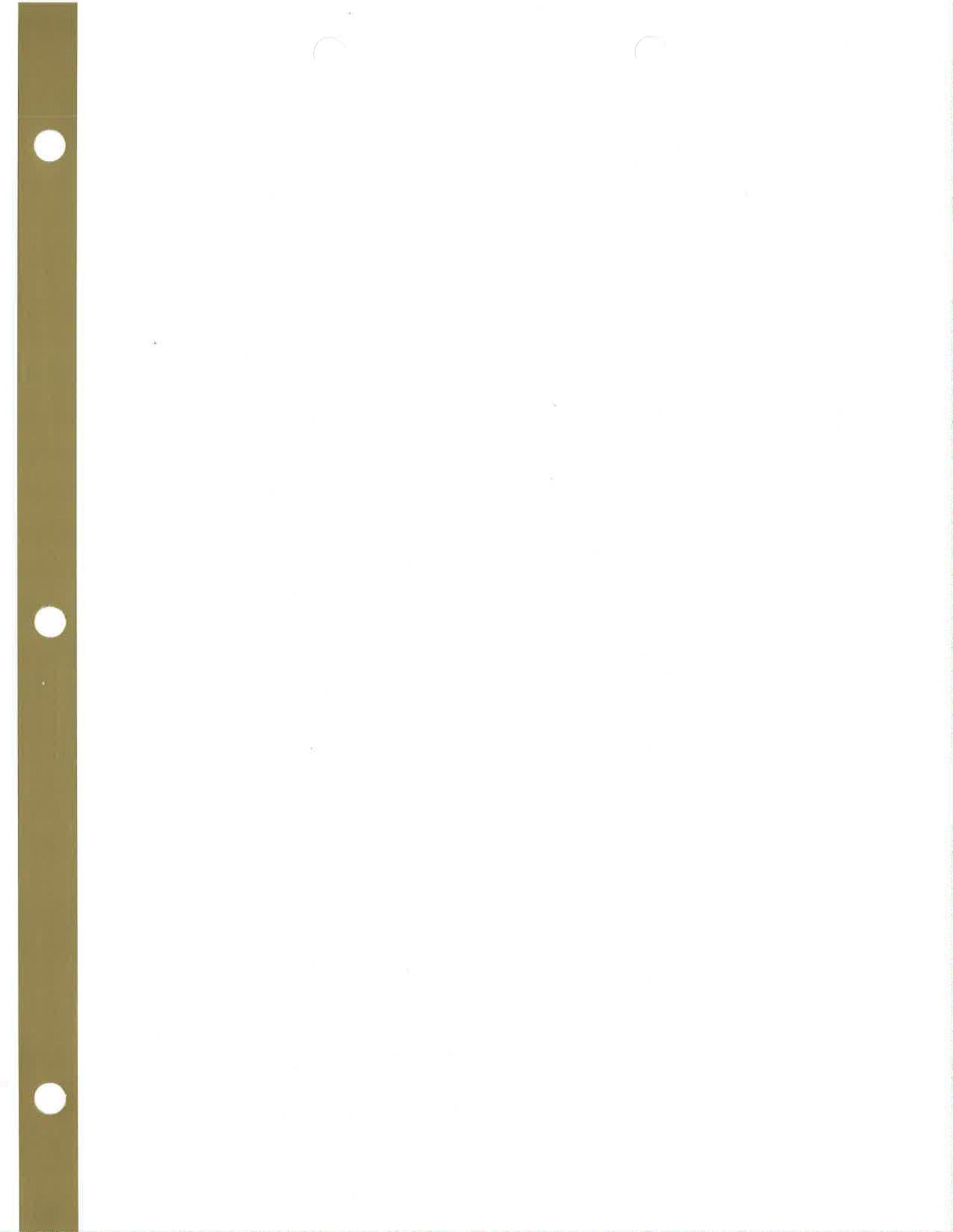
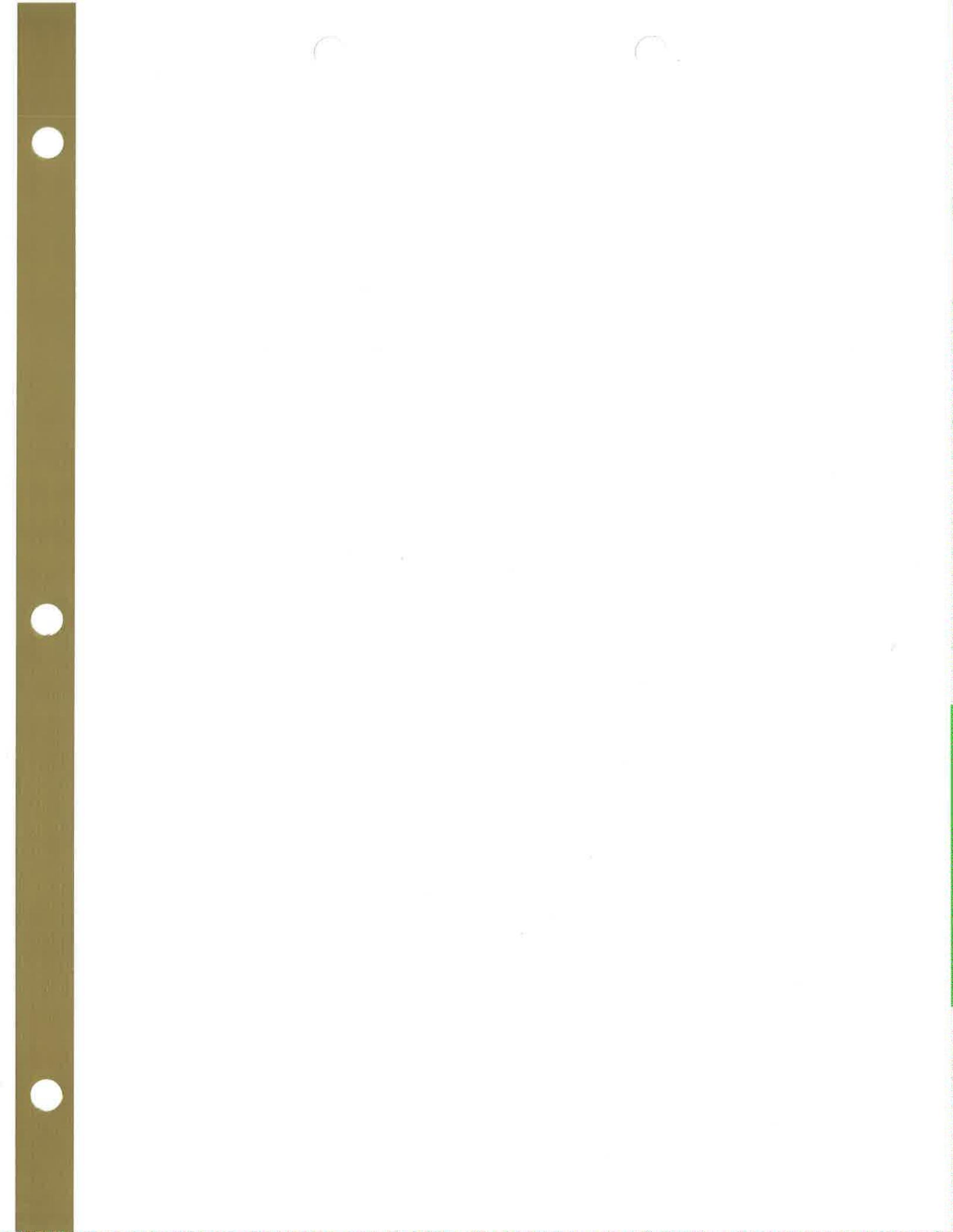


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Abstract

21st Century Community Learning Center Program “Bridging After School & Summer Learning”

In order to counter the potentially damaging “at risk” factors in academics and health for the students and families in our school community, we propose to establish and implement after-school and summer programs. We want to create a center at Acoma Pueblo in order to make after-school and summer programs available to all students and their families. Located in a rural-isolated area, Sky City will be a site for a 21st Century Community Learning Center Program. There are not very many activities set up for youth to engage in an hands on organized activity. The site will integrate reading and math education programs with technology for academic enhancement activities helping to meet or exceed BIE requirements in NATIVE Star, NWEA and State assessments and CCSS in reading and math. The plan includes a cultural studies and language preservation component. The Summer Program will provide enriched Tutoring/Cultural/Technology/Literacy experiences for students in a four-week intensive session. These programs serve 105 elementary and middle school students each year. **It is a primary goal of the project to help the students to meet proficiency or advanced status on standardized test of achievement in reading and math.**

Working with our tribal partners, students will also experience enrichment activities in the arts, cooking, technology, and recreation. Parents will have the opportunity to attend parent nights such as in health, nutrition, parenting skills, Math strategies, Read Aouds, Academic math and reading games, and homework help. Counseling and social services will also be provided to the families and children concerning health and fitness. Monitoring student progress and the quality of program services is an intricate part of the program design. Communication with the community, tribal partners and parents will be accomplished with parent night, school newsletters, and direct reports to the School Board.

This program addresses priorities of the essential program activities of the BIE 21st Century Community Learning Centers Program.

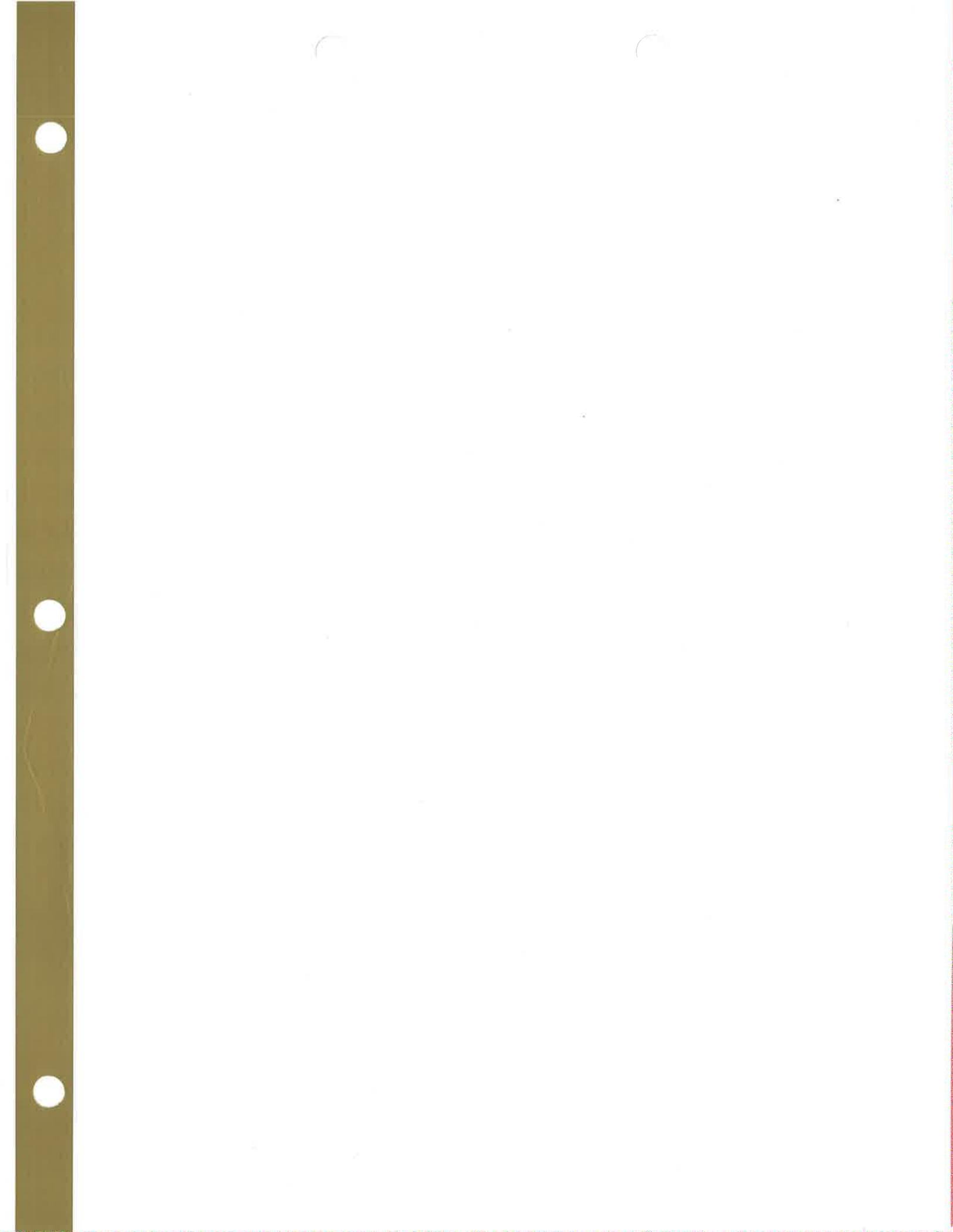
Our four program goals are:

Goal I: Increase student achievement in reading and math

Goal II: Implement enrichment activities with a focus on CCSS academics

Goal III: Improve student health, nutrition and fitness

Goal IV: Increase parental involvement in the school



21st CENTURY COMMUNITY LEARNING CENTERS PROGRAM
Bureau of Indian Education
“Bridging After-School & Summer Learning”

1) Need for Project (18 points)

The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.

1A: *Annual growth of student population and how you will address the catch up growth of your student population*

Section 1A:

Name of After-school site	Designated School Status	% Free or Reduced Lunch	Estimated # of students to be served	# of Family Members to be Served	Grade Levels to be Served
Sky City Community School	Corrective Action-Year 2	84%	105	60 adults	K-8

Sky City Community School (SCCS) uses Dynamic Indicators of Basic Early Literacy Skills (DIBELS) on a quarterly basis to K-6. The New Mexico Standards Based Assessment (NMSBA) is assessed every spring to 3-8. The Northwest Evaluation Association (NWEA) is assessed in reading and math three times a year to K-8. With the three assessments, our school has progress monitoring of individual student reports, individual student notes by teachers and by test scores of short cycle assessments.

SCCS has a belief in measurable growth by knowing that students at every grade level: below, on, and above grade level, can grow and learn. Table A and Table B depicts our 2011-12 Reading and Math grade level NWEA scores for Beginning of the Year (BOY), Middle of the Year (MOY) and End of the Year (EOY) and 2012 BOY. The fall 2011, shows the grade level cohort for the 3 testing periods. Fall 2012, shows the grade level cohort in the next grade as shown in the colored scores. The Kindergartners in fall 2012 is a new incoming class.

There are gains and losses of RIT scores throughout the grade levels in the 3 testing periods. At SCCS, the teachers are using the Three Tier Model implementation, also known as the Response to Intervention (RIT). In assisting the students achieve growth in RIT scores, the students are placed in RTI groups. We will continue to identify a consistent referral system and assessment process that will be used by the school staff. To catch the students up, our school staff will closely observe progress monitoring, monitor nightly reading logs, discussion of student progress in our reading and math grade level meetings, and make referrals to Student Assistance Team (SAT) and the After-school program. SCCS has a 21st Century referral system in place, which is used by the school staff, parents and concerned community members. Through the after-school program, students will receive 1:1 tutoring, small group intervention and expanded enrichment activities/projects.

NWEA Reading	Fall 2011 (BOY)	Fall RIT Norm	Winter 2012 (MOY)	Winter RIT Norm	Spring 2012 (EOY)	Spring RIT Norm	Fall 2012 (BOY)	Fall RIT Norm
Kindergarten	143	142.5	149	150.6	168	156	143 (new)	142.5
1st Grade	161	160.3	165	170.7	172	176.9	160	160.3
2nd Grade	173	175.9	178	183.6	185	189.6	166	175.9
3rd Grade	187	189.9	192	194.6	190	199.2	184	189.9
4th Grade	197	299.8	200	203.2	204	206.7	193	299.8
5th Grade	196	207.1	200	209.8	207	212.3	202	207.1
6th Grade	200	212.3	205	214.2	203	216.4	205	212.3
7th Grade	208	216.3	205	218.2	206	219.7	204	216.3
8th grade	206	219.3	206	221.2	209	222.4	211	219.3

Table A NWEA Reading Annual Growth for Sky City Community School.

NWEA Math	Fall 2011 (BOY)	Fall RIT Norm	Winter 2012 (MOY)	Winter RIT Norm	Spring 2012 (EOY)	Spring RIT Norm	Fall 2012 (BOY)	Fall RIT Norm
Kindergarten	142	143.7	149	150.5	164	156.1	145 (new)	143.7
1st Grade	162	162.8	168	172.4	174	179	166	162.8
2nd Grade	178	178.2	181	185.5	187	191.3	174	178.2
3rd Grade	187	192.1	190	198.5	199	203.1	189	192.1
4th Grade	198	203.8	203	208.7	208	212.5	198	203.8
5th Grade	201	212.9	207	217.8	211	221	209	212.9
6th Grade	207	219.8	210	222.8	216	225.6	215	219.8
7th Grade	216	225.6	223	228.2	223	230.5	216	225.6
8th Grade	219	230.2	220	232.8	221	234.5	223	230.2

Table B – NWEA Math Annual Growth for Sky City Community School.

1B: Describe how your program will identify, target and recruit sub-population of students and/or families that are in MOST need of these services and the extent to which the proposed project is appropriate to, and will successfully address the needs of the target population. Describe the measurements that you will be using to determine high need.

Our school staff identifies, targets and recruits children through data progress monitoring, knowledge of family dysfunctions because of the small community, counseling and working with the Acoma Tribal Sheriffs. SCCS hired Simms & Associates Educational Consultants to complete a Comprehensive Needs Assessment this past spring 2012. The Comprehensive needs Assessment identified the following needs that target several risk factors in which students and families could be referred for after school programs.

1. Low Income families
2. Lack of family transportation
3. Health Issues: Diabetes, Alcohol, Drug Use, Increased teen pregnancy, Latch key children, Suicide, and Family Violence.
4. Single parent families and Grandparents raising grandchildren
5. Lack of technology in homes and access to internet

IC: Describe how the proposed project will address the risk factors linked to the academic failure for each target population.

Average income for each family in community: The majority (81%) of our SCCS students' families are of low income ranging from \$8,000.00-\$17,000.00. Many of the families are self-sufficient employers by making and selling their Acoma Pottery for which Acoma Sky City is famous. Acoma Pueblo is a very traditional pueblo in which the traditional leadership is a vital component. Every year, the men of the Pueblo are appointed by the traditional leaders to serve for a full year at Old Acoma meaning that some of the men have to leave their jobs to fulfill their duties. Some of the women also have to leave their jobs to be at Old Acoma to support the men leaders. SCCS provides supplies and materials for students.

Lack of transportation: SCCS provides GSA busses for our students. However for evening sessions for parents, transportation is a great need. We have 5 miles of unimproved roads that our busses travel on and during the wintertime, our busses do not travel those roads. We do need transportation for our students to transport them home after our after-school program, during our Saturday enrichment classes and during summer school programs. The school has had staff trained to obtain their CDL License.

Lack of access to health and nutritional services: At SCCS, our students lack healthcare within the school. We do not have a school nurse, a nutritionist, nor are we provided a public health nurse from ACL Hospital, which is 5 miles away. Our staff is required to be trained in First aide and CPR as well as possessing a food handler's certificate. The fees for these required trainings are paid for by the school. SCCS works closely with the Fire/CHR Departments and ACL Hospital in providing emergency and health attention for all students.

Health risks of community: Within the Pueblo of Acoma community, our major health risks are diabetes, alcoholism, drug use, increased teen pregnancy, latch key children, suicide and family violence. Through the afterschool program, students will be taught coping skills and prevention strategies. SSCS has a diabetes curriculum and will work closely with Diabetes program.

Lack of access to technology: The number of Acoma families who have computers in each home is low due to the high cost of owning a computer system and maintaining an Internet connection. Keep in mind that 92% of our families are of low income. Approximately, 20 families have computers and access to the Internet out of 172 families of our Sky City Community School families. The figure comes from a technology survey recently given to the parents.

Numbers of families who have access to the Internet: The homes of our families lack access to technology via a T-1 line. If they do have access to technology, it is through a wireless connection or a phone line connection. The phone service is local from Acoma to Albuquerque. A satellite connection through the Acoma Tribe is still underway to provide internet access to families living on the Pueblo land.

ID: For 2011-12 school year grantees, documentation of progress and achievements made by 21st CCLC students on state assessments. NATIVE Star, and NWEA test must be provided, and the data must demonstrate growth as well as behavioral improvements.

Our documents of progress will show three areas of improvement through NMSBA, PPICS Behavior report from teachers, and the NWEA Reading and Math scores.

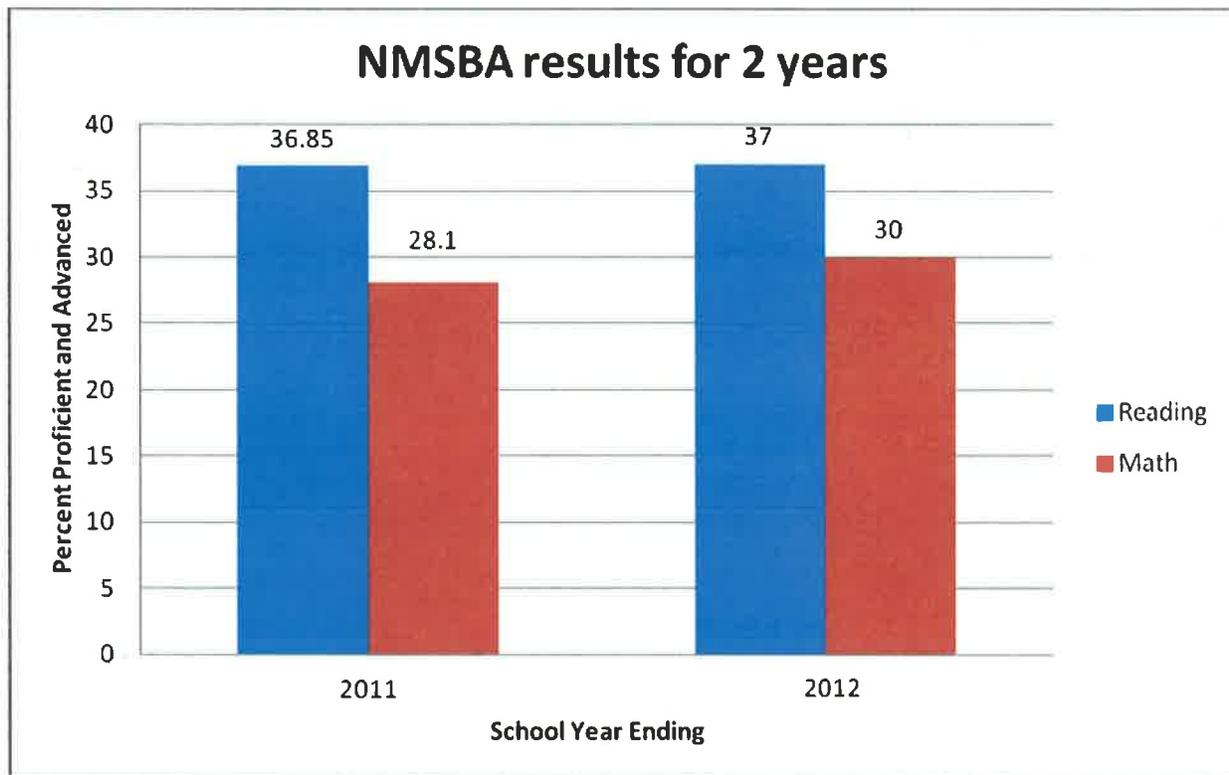


Table C: For 2011 and 2012, the results show percent of proficient and advanced students.

For SY 2011-12, the students in the 21st Century program were tracked in Reading and Math from Beginning of Year (BOY) to End of Year (EOY). Overall, the mean RIT scores from all grades, K-8th shows growth in their RIT scores in both reading and math.

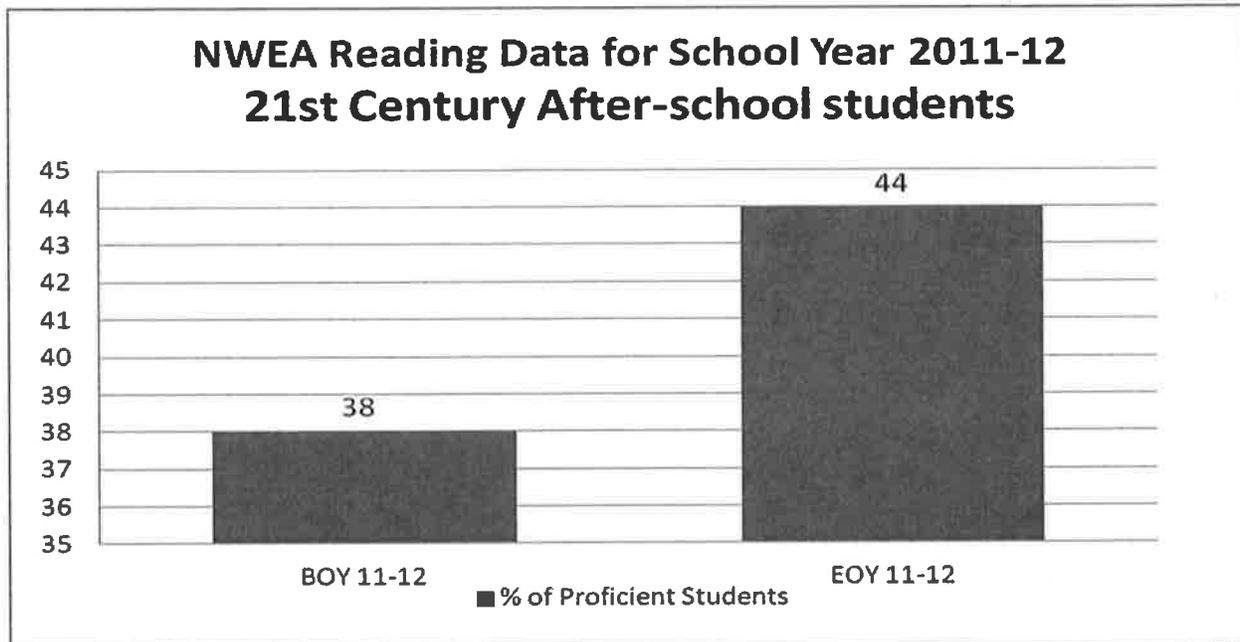


Table D. Reading shows a 6% proficiency growth. Students who were in the After-school and Summer program. Attendance count of 30 days more: 65 students.

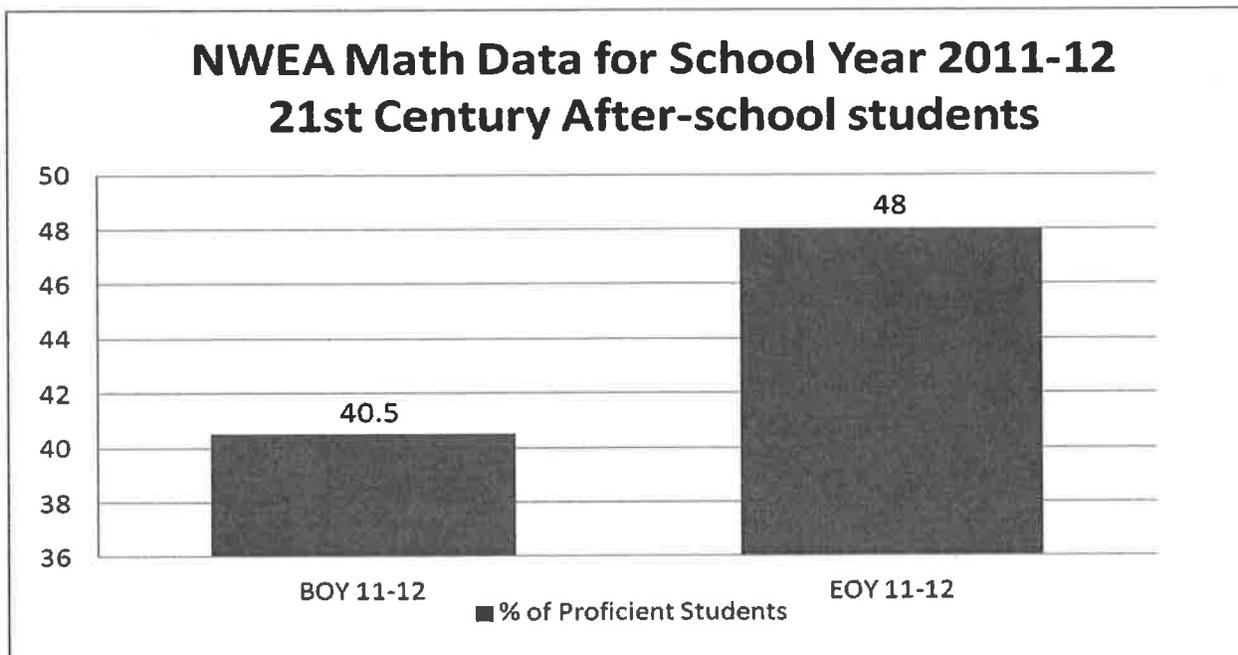


Table E. Math shows a 7.5% proficiency growth. Students who were in the After-school and Summer program. Attendance count of 30 days more: 65 students.

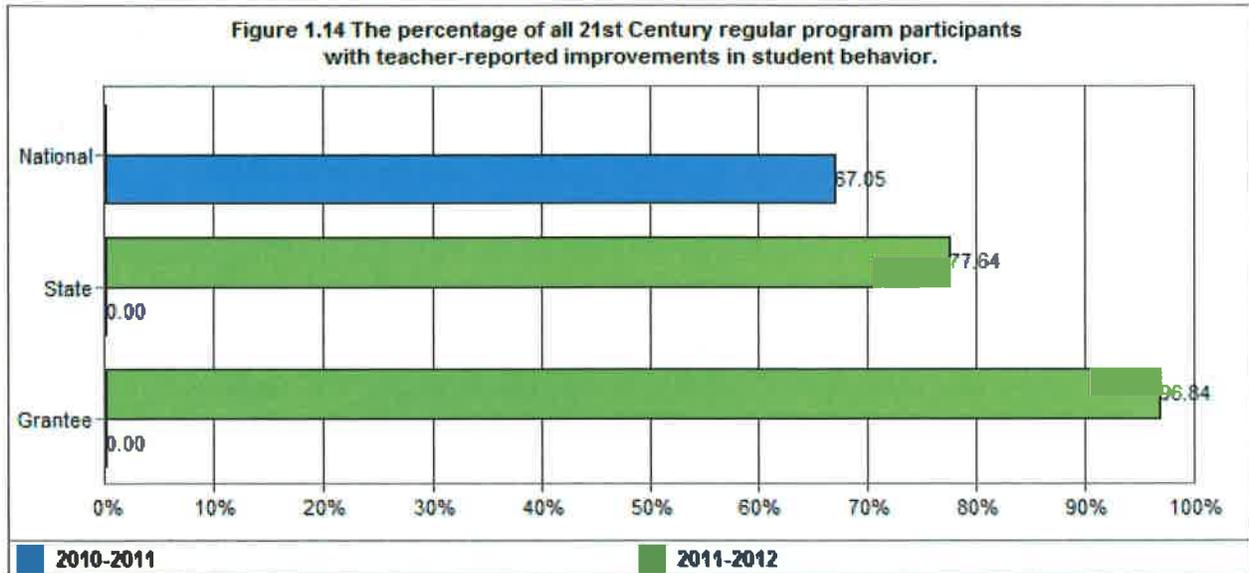


Table E. From the PPICS data on the percentage of all 21st Century regular program participants with teacher-reported improvements in student behavior.

IE: *Provide information on how your goals of supporting academic achievement for youth are directly related to the most recent data provided through state assessments or other available data.*

Our focus of raising academic achievement for our students will be in the areas of math and reading. Our goals will be to have high expectations, increased parent involvement, home to school agendas and hands-on activities. Last year, through our New Mexico Standards Based Assessment, our school did not make AYP putting us at Corrective Action, Year 2 status. SCCS will continue to provide continuous professional development with our BIE READS and Math consultants in order to show improvement in our NMSBA Scores. While students are beginning to score at the proficient level, we have very few students scoring at the advance levels in math and reading. Helping student excel will be a big part of the 21st Century after-school program.

IF: *Cite any additional factors that place students at risk of educational failure or how your program aligns to other areas of consideration.*

Lack of access to tutoring services: The Johnson O'Malley program provides tutoring services but are not from certified teachers and it is geared towards high school students. Through the 21st Century program, tutoring services for students will be offered.

Numbers of kids without after school supervision: Within the Pueblo of Acoma, the number of students without after school supervision is at an all time high. Statistics from the Acoma Police Department show that there is a high rate of vandalism and break-ins at Skyline housing area, which is done at night by young students. There are also 160 teens that are on probation from Acoma Tribal Courts. By providing an after-school and summer program, kids will come to a safe and fun place keeping them out of trouble.

Need for summer programs: Pueblo of Acoma needs several structured summer programs. From the previous grant year, our school has served 75 students during the summer program. Registration for these past five summer programs has filled quickly based on referrals from the teachers. The community needs to have structured summer programs from different sources as well as partnerships from the other neighboring towns and pueblos.

Need to support organized sports programs: There is a great need to support organized sports program within the Pueblo of Acoma. We have a recreational facility at the Acoma Community Center where children can come and play in the gym and swim in the swimming pool. The playgrounds at the housing area are destroyed and broken. There is no tennis court, open basketball courts, or playgrounds within the community. Our school has a playground and basketball court but is off limits to the community members due to liability of being on government property.

Need for family involvement: At SCCS, the need for family involvement activities needs to be increased by providing after-school or weekend activities through community program resources or by our school. Providing activities along with meals increased our parental participation every month. Our school would like to continue to provide programs that increase family involvement. With the phase out of the BabyFace program, our young families need that extra support as well as. Also through our needs assessment, 80% of the parents indicated that there was a great need for family involvement at the school level.

Provisions at school for access to programs by families and children with special needs: At SCCS, one to one assistance and tutoring is needed for our special needs children. Assistive Technology is needed for two of our students as well as hearing aides. Behavior charts and rewards also need to be in place along with an enriched structured learning environment.

Service to parents. The Johnson O'Malley program, the Department of Higher Education and Employment Assistance program at Acoma Tribal Administration provides GED programs and ESL programs for our parents. They work closely with NMSU in Grants, NM. SCCS would like to provide parenting skills through our parent nights.

Other additional factors. Other factors that place students at risk of educational failures are excessive absenteeism and tardies, divorce of parents, death of close relatives, and high mobility rates. In the afterschool program, we would work closely with parents to have their children be in school, deal with loss of loved ones and have students stay at SCCS. We will recruit students and increased enrollment for our school.

2) Quality of Project Design (51 points)

2A. *Describe goals, performance measures and activities that address the needs of the identified and targeted population. The goals, objectives, and outcomes to be achieved by the proposed project should be SMART: specific, measurable, attainable, realistic, and timely.*

In order to address the previous cited needs, our school has formulated four SMART goals which are aligned with NATIVE Star SMART goals. Details of the action plan to accomplish these goals are included as Appendix V.

- Goal I: Increase student achievement in reading and math
- Goal II: Implement enrichment activities with a focus on CCSS academics
- Goal III: Improve student health, nutrition and fitness
- Goal IV: Increase parental involvement in the school

2B. *Provide a detailed description of all evidenced based or scientifically based research that supports your choice of programming and teaching strategies, as well as describing how the strategies link to measurable objectives and the needs identified in the Needs Section 1A - 1F.*

For the math program, we use Harcourt Math for K-6th grade and Holt Reinhart for the 7th and 8th grade. For Reading, we use Story Town for K-6th grade and McDougal-Littell's Elements of Literature for 7-8th grade. The Language Arts program, we use McGraw Hill for grades K-5 and Houghton-Mifflin and Write Source for 6-8th grade. All of these curricula are research-based methods of teaching reading, math and language arts. For the After-school program, teacher input and classroom performance was also taken into consideration. Each classroom has NWEA Data walls in which students know their RIT scores. Parents understand a partnership is necessary for learning and continued growth through the data walls. The afterschool instructors use data collected on the NWEA assessments to determine the best strategies to assist the student's academic growth in the after-school setting. Additional resources to plan their instruction are: The NWEA DesCartes activities, The Marilyn Burn's "Do the Math" program, PLATO Achieve Now Program and Read Naturally.

2C. *Describe how your program will monitor students' academic progress to meet the annual growth required and specifically the catch up growth needed to be on grade level.*

The reading and math curricula have assessment tools built in to monitor progress and will be used to design and monitor the afterschool programs offered to students. This will provide the important link between the school day and the after-school program. Results from the monitoring and assessments will be used to redesign instruction in each quarter. The principal will monitor results of all data documents quarterly, however, teaching staff will be responsible for daily, weekly and monthly on-going assessments. SCCS uses tracking methods such as Behavior incident forms that are entered into NASIS. If it is seen in where students show signs of disturbance, referral forms and services for the afterschool program will be given to the student.

The principal and coordinator will ensure that reports are submitted as due:

- Performance Measure Tracking: Quarterly
- Student Achievement Reports: Quarterly
- Federal Reporting: September 30, 2013 and by BIE.

2D. Describe how you will use NASIS behavior for the collection of student data for reporting purposes; include description of access to NASIS and staff who are familiar with its capabilities.

NASIS is used daily as a reporting system for attendance, tardies, grades, LEP determination, behavior, and for the coming year, NASIS will be used by the teachers as their tool for lesson planning. Each teacher will input information daily and the information will be monitored by the school registrar. Staff that will monitor the NASIS is the Information Technology technician and the school registrar. The school counselor, principal, classroom teachers and special education teachers have been given rights to enter information in student files. 21st Century attendance will be tracked in NASIS.

2E. Include information on all planned data collection methods.

Plans for the collection of data and monitoring of student progress are included are included the table below. A list of all required monitoring and reporting documents and the time schedule is at the end of the management plan. The Timeline summary also addresses the data collection and the time schedule.

Data Collection Methods for Documentation
Performance Measure Tracking form
Student Achievement Monitoring-NWEA scores, NMSBA scores, Data walls
Attendance
Lesson Plans
Tutoring Notes
Coordinator's Schedule
Student Files
Parent Surveys
APR Date in web-based PPICS System
Student focus groups and/or surveys
Budget and expenditure reconciliation
Internal Performance Improvement
Data for the US Department of Education, entered on the PPICS website
Incident Reports
Youth Risk Behavior Surveys

2F. Describe how your program will expand opportunities and/or increase student motivation in an after school program that may not be addressed in the regular day.

Sky City Community School will provide exciting and enriching after-school, Saturday and summer school programs through hands-on activities and projects, fieldtrips, health activities, community based education, making real e-books about stories, mentorships, and live performances. All of the research on the success of the after-school programs shows that you have to have more than drill and kill. We will provide tutoring and homework help, but we will also add the CCSS enrichment to attract and keep the students.

2G. Complete a “Schedule of Operations” for your proposed site. (Appendix VI)

SCCS will maintain extended-day activities. These activities will be for students before-and after-school and in the summer. Adult support will be maintained all year. See Appendix VI for the detailed daily schedules.

After School Hours:	3:00 pm-6:00 pm	(Five days a week)
Saturday Recreation Hours	9:00 am-6:00 pm	(Intermittent)
Parent Nights and Activities	5:00 pm-8:30 pm	(Monthly)
Summer Session Hours:	9:00 am-3:00 pm	(For students)

2H. Identify the key community partners for your project. Describe the specific roles to be played by each of the partners.

A source of community programs will be contacted to have their program support our 21st Century activities through their services, organization of activities, connections for partnership foundation, and technical assistance.

Partner List for Sky City Community School

Partner	Contact Person	Role
Acoma Tribal Administration P. O. Box 309 Acoma, NM 87034	Governor Gregg Shutiva (505) 552-6604 Phone (505) 552- 7204 Fax	Sustainability partner Tribal resources
Acoma Facilities Department P. O. Box 309 Acoma, NM 87034	Bernard Lewis (505) 552-5165 Phone (505) 552-7204 Fax	After-school and Summer School program partners Community Center usage
Acoma Language Retention Program P. O. Box 309 Acoma, NM 87034	Vina Leno (505) 228-3288 Phone (505) 552-6913 Fax	Cultural program for the families and students in language
Acoma Special Diabetes Program P. O. Box 333 Acoma, NM 87034	Tonita Sarracino (505) 552-5145 Phone (505) 552-5196 Fax	Health materials and workshops Wellness activities
Acoma Senior Citizen Program P. O. Box 475 Acoma, NM 87034	Robin Clemons (505) 552-6316 Phone (505) 552-7614 Fax	Elders Story tellers Cultural Sharing
Acoma Learning Center (Public Library & Computer Center) P. O. Box 410 Acoma, NM 87034	Nolan Valdo (505) 552-7500, x346 (505) 552-9613 Fax	Public Library Services Computer Center Family Literacy Projects
Acoma Environment Department P. O. Box 475 Acoma, NM 87034	Raymond Concho (505) 552-5161 Phone (505) 552-9700 Fax	Science Resource Environment Science National Parks and Recreation

2I. Describe how the program will link to the school day for homework, tutoring, intervention and enrichment programs

All after-school and summer activities will take place at SCCS under the supervision of the principal who will monitor the program with the project coordinator. The after-school program will link to the school day by collaborating with day school staff to achieve common goals, building student success by taking a look at individual student needs, sharing responsibility for student learning, building high quality staff, connecting the school to district, family and community, using data to make decisions about program activities, facilitating resources and staff expertise of hobbies, and sharing information about individual students.

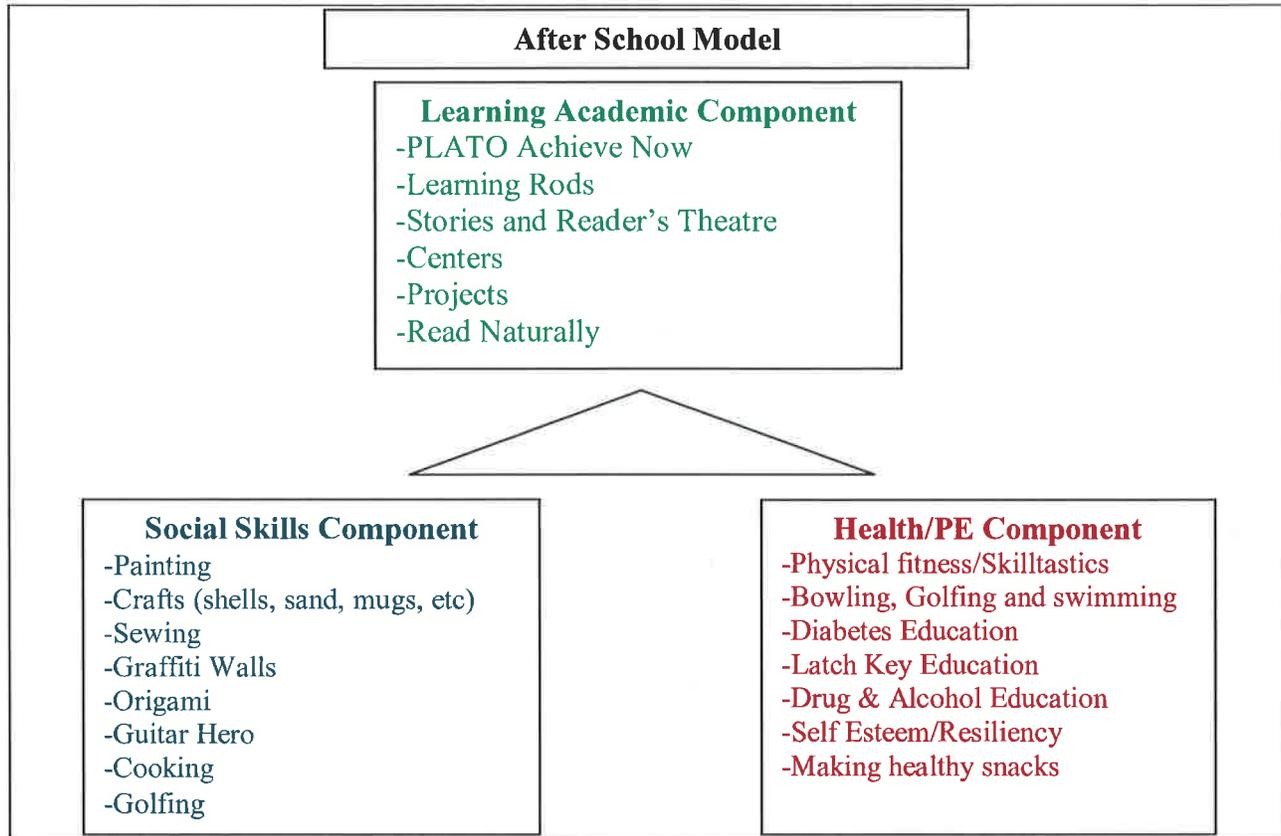
2J. Describe how your program proposes to attract youth and/or their families.

The coordinator will design colorful advertisements, description of programs and classes offered, incentives for attendance, classroom door prizes, and describe fieldtrips. The program is already very popular because of the new after-school school model of Learning Academic, Social Skill and Health/PE components. Tutoring, recreation and enrichment is needed and valued by the community. Advertisements for Parent Nights are very successful and the 21st Century students bring their parents. At each session for two years, we had 80-120 in attendance. Our school provides food and educational door prizes which is a big incentive for students and parents. Summer school is another big event in which students are excited to attend. Enrollment for 75 slots fills up quickly and there is a long line the first day of enrollment for the summer program.

2K. Describe why students will want to attend your programs/services. Also, explain how you will maintain student enrollment over time. If you have made agreements with the day school regarding participation for sports eligibility requirements or for students performing below a certain standard, describe these agreements.

Our activities over the last two years were strong and prosperous in fulfilling the needs of after-school services. We have met the required percentage of: “50% activities will be offered as academic”. All students receive a variety of instruction including hands-on learning, self-esteem enrichment and targeted assistance. With the 21st Century programming staff, we have incorporated a new model after our site visit with Jack Hatch from Creating Change, Inc. Included in the change was a new after-school model that provided a “Balanced-Approach” which encompassed three areas that are identified in our grant application: Academic Learning, Health/PE and Enrichment/Social. When this new model was implemented our enrollment increased from an average of 18 per day to 52 per day and it was a consistent enrollment over the two years. The students loved the new after-school model because they rotate between the three 25 minute components. Even today, the students are asking when the after-school program is starting up and asking about summer school. They want to come.

Quote: Balanced approach. At the same time that programs emphasize specific academic priorities, they must also balance this focus to address and develop all the needs of children, not just academics. After-school programs must not simply be “school after school” – they must encourage children’s social, cultural, emotional, and physical development as well. Unknown



Our practices for After School students:

The research emphasizes several overarching practices used by effective programs across reading, writing, math and science subjects. At SCCS, students want to come to our program because we include:

Student Engagement. The most effective programs in all subject areas create environments and activities that engage all participants in learning. In our programs and classrooms, virtually all students participated and engaged in the work at hand such as in physical fitness, Mummy Treasure (Math), Story predictions, cooking, scrabble (vocabulary building), painting, hula hoops, traditional talents, Read Naturally program, and many other activities that staff has offered.

Small-group Instruction. Small group instruction has been found to be an important contributing factor in successful academic programming. Working with small groups encourages collaborative learning and allows instructors to more appropriately tailor assistance for each student.

Emphasizing Specific Academic Priorities. Both in-school and out-of-school research highlight the importance of being more intentional about a program's emphasis on a particular subject (whether it be reading, writing, math, or science)- clearly stating goals, clarifying instructional methods, and articulating high expectations for participants. Staff turned in lesson plans that explain the state standards and benchmarks, objectives and materials needed to complete their lesson.

2L. *Describe how your program will coordinate with other providers of after school activities.*

SCCS will coordinate with other local and tribal service providers by participating in tribal events, attending meetings, contests, and sponsorships of program components. SCCS is also a partner with a few program's grants. We will look to establish a partnership with the other outside agencies to make the services go as far as possible.

2M. *Describe how elders (senior citizens) will be used as volunteers to support activities.*

The Acoma Senior citizens will provide services and be a resource to our afterschool program. They will assist in providing organization, connections for partnerships, structure, guidance, facilitation, training coordination and culture sharing for our afterschool and summer school activities.

2N. *Describe how you will evaluate your program's effectiveness and need for improvement. Explain your data driven decision and how that translates into the after school program.*

SCCS will evaluate effectiveness and the need for improvement by using the Continuous Improvement Monitoring process designed by the BIE, student surveys, parent surveys, teacher and staff surveys. The staff will meet bi-weekly to review program practices and needs. We are a very small school so the staff is in constant communication about each student and family. Formal assessments will be conducted quarterly for some measures and annually for others as required by the BIE.

2O. *Describe a sustainability plan designed to sustain key elements of the program after the end of federal funding. For 2011-12 school year grantees, you must provide documentation of what has been sustained since last year and carried forward for this application plus you must describe the process of developing a three year sustainability plan for your program.*

A strategic plan to ensure sustainability has been developed in the initial year of funding led by the principal and the school staff and was updated every year. The process began with the identification of staff, parent and community and agency representatives who will become members of the "21st Century Sustainability Committee." The committee worked to develop a long-term funding plan for the evolving program. The strategies for accessing funding sources will include maximizing federal funds and also maximizing state and local funds, entitlement funds, creating new partnerships and accessing private and public funds, and continued community support. The committee's greatest concern was the sustainability of the after-school and summer program. We have been brainstorming for the continued plan to keep 21st Century going.

Sustainability Plan for Sky City Community School

Action Steps	Activity	Responsibility	Time lines
Create a strong after-school and summer program	-Provide tutoring for students who are referred -Provide a theme based summer program	Coordinator Teachers Principal	SY 11-12 All through the SY and the Summer 2012
Ensure that student performance results for achievement is tracked	-Report cards -Short cycled assessments -Student, teacher and parent survey results	Coordinator Teachers	May 2012
Discussions with community members about sustaining the program	-Seek funding through other grants. Collaborate with other community partnerships	Coordinator Principal Staff	May 2012
Provide training for all school key staff in the design, development and implementation of effective programs based on 21 st Century models.	-Set up training agendas -Contact participants -Set up place and promote training	Coordinator Principal Consultants Trainers	SY 11-12

2P. Describe how your program will coordinate services with the school and any other programs that are addressing the needs of your target population.

The School will be the focal point of all the programs described above. The school staff will be paid through ISEP and the 21st Century Program. Staff pay will be based on their salary. The other partners such as the Special Diabetes Program and Acoma Head Start will pay for their staff who will be involved with our 21st Century program. The Acoma Language Retention Program has received a small grant to supplement their program.

2Q. Describe your school's restructuring plan and the role the after school program has in raising academic achievement.

As a school in Restructuring Status 2, we as a staff will be spending time planning; utilizing research based strategies and begins using CCSS to have a strong impact in student achievement. The Leadership Team will task itself to utilize the Native Star Indicators to help in facilitating dialogue, discussion, and an understanding of the essential strategies needed for improved student achievement. All staff was informed on the school's status and the school Leadership Team has taken the responsibility to implement and monitor the plan.

The school has chosen to go with: Any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance to improve student academic achievement and has substantial promise of enabling the school to make AYP. Our School Improvement plan has been adjusted through the adoption of the Response to Intervention 4-Tier Model. Students receive intensive support and are provided additional remediation through the use of all instructional staff. The school has become part of BIE Reads program. A comprehensive reading program has been adopted to address the five critical areas for reading, along with CCSS. The Math curriculum continues to be supported by the Math program and CCSS. This is the first year our teachers are using and implementing the CCSS in reading and math. To support instructional staff, the reading and math coaches provide professional development, strategies and modeling. Reading and Math consultants have been hired to support the coaches and professional development. The principal and coaches are involved in regular classroom observations. Progress monitoring is being administered on a regular basis to assess student progress and guide instruction. Grade level meetings and data management meetings have been established to encourage communication and collaboration among staff thus creating a collaborative effort of Professional Learning Communities (PLC) units. A master school-wide schedule has been created to allow for students to go to specials classes. During the specials time, teachers have grade level meetings, observation time of other teachers, and 1:1 time with the reading and math coaches. Core replacement intervention programs will be reviewed and selected to increase the support of struggling students. The school will continue to use DIBELS, Northwest Evaluation Association (NWEA) and the New Mexico Standard Based Assessment (NMSBA) assessment. The afterschool program is vital to support our restructuring plan in raising academic achievement by providing after school services, monthly parent nights, and summer school program.

3) Adequacy of Resources (18 points)

Demonstrate that appropriate resources and personnel have been carefully allocated for the tasks and activities described in your application. Successful projects describe the role and responsibility of all key staff, and provide resources for ongoing staff development and training.

This responsibility of the key personnel is a partial list. More details of their job description is in the Appendices, Job Description.

The Principal:

- Assure quality integration of curricula, equitable access, and fiscal accountability.
- Coordinates services across and between schools & communities.
- Assists Coordinator with the Walk-through Checklist.
- Coordinates services across and between schools & communities
- Communicate with Coordinator and 21st Century staff
- Works and plans with the 21st Century Sustainability Committee
- Seeks input from diversity of perspectives in the community

Business Manager:

- Responsible for budget, contracts, bookkeeping
- Handles materials and supply requests
- Over-see the overall budget and expenditures of the 21st Century After-School and Summer School Program.
- Maintains budget, cuff account, purchasing, and reporting documents.
- Communicate with school administrator, program coordinator, school board and BIE Administration on the monthly and quarterly financial reviews.
- Ensure program coordinator has all necessary financial reports, is aware of account balances and is in compliance with all BIE Federal Program Guidelines.

School Center Coordinator:

- Conduct a 21st Century staff orientation at the beginning of the school year.
- Supervises day-to-day operations of classes, activities
- Conduct staff meetings.
- Maintain communication with parents and community members.
- Communicate with principal and 21st Century staff
- Provide professional development opportunities for after-school staff.
- Prepares report to the school board about the progress of the 21st Century program
- Order needed instructional materials by the instructors.
- Collect and submit proper documentation as required by the Federal Guidelines.
- Responsible for on-site registration/maintain all student data
- Works and plans with the 21st Century Sustainability Committee

Instructional Staff: Teachers and Educational Technicians

- Be responsible for planning lesson plans for tutoring students.
- Order needed instructional materials
- Take daily attendance.
- Meet weekly with school staff for alignment with curriculum

- Provide instruction in extended-day program
- Provide summer school write up reports
- Attend staff meetings
- Monitor all data collection
- Analyze formative data
- Assist with coordination of communication among communities
- Review policies and procedures

Cooks/Food Service Worker:

- Set up for after-school: put tables down and get snacks ready.
- Assist coordinator in ordering food and kitchen/sanitation supplies.
- Maintain proper storage of food and track food inventory.
- Assist with parent night activities in providing meals, snacks.
- Cook will prepare breakfast and lunch during the Summer School session. Cook
- Ensure all students are served a well balanced meal.
- Responsible in the clean-up of the cafeteria and kitchen area and prepare for the next day.

Bus Driver:

- Safely transports students to/from school and fieldtrips
- Plan bus routes for all after-school transport. A roster will be given to you.
- Maintains roster of all students participating in the After-School and Summer School Program.
- Maintain records of mileage, maintenance and fuel logs.

Janitor:

- Provide service during the Summer School Program in cleaning, trash disposal and sanitizing classroom areas.
- Perform minor maintenance as requested and assigned.
- Responsible for maintaining and ordering janitorial supplies provided by the BIE Facilities Management.

We are a small school with a small staff, which makes communication and coordination easy. We know each and every student. Staff communication will be an intricate component of the program.

3A. *Describe the staffing capacity for proposed programs and services, including the student-to-staff ratios. It is recommended that the academic portion of the program has the support of certified teachers and ratios should be no more than 1:10. Enrichment/Recreational Program ratios should be no more than 1:15.*

The project administrator will be Ms. Yvonne Haven who has been a counselor and administrator for over 21 years. She has been with the BIE since 1991 and has directed curriculum, professional staff development, federal programs, transportation, and grants. She brings her many years of experience to the 21st Century Center at SCCS. She has successfully coordinated the 21st Century program through two 5 year grant cycles. Her strong collaborative leadership has increased staff morale through shared governance, participative management and

open communication. . She communicated current school information through weekly staff update announcements, staff meetings and memorandums. Her teachers and educational technicians focused on the foundations for high levels of student achievement. They have planned short and long term goals and objectives to hopefully make AYP. She has provided leadership within various facets of the total school programs: transportation, food, special education, maintenance, janitorial, library, technology, budget, curriculum development, remodeling construction, math textbook adoption, FOCUS project and consultants, School profile, Title VII, Title IV and Safety, Student Council, E-Rate requirements, Acoma Language Retention, 21st Century, NMSBA testing, NMELPA testing, short cycled assessments, BEST Council, discipline, and the PIAP requirements. She has increased parental involvement participation at monthly parent sessions and at PTO meetings. The PTO attendance went from three to over 50parents and staff. At the 21st Century monthly parent nights, the average attendance is 80 parents as documented by the sign in sheets.

It is recommended that the academic portion of the program has the support of certified teachers and ratios are no more than 1:10. Enrichment/Recreational Program ratios should be no more than 1:15. Academic programs will have highly qualified teachers. The ratio will be 1:10 or less. Enrichment programs will have tribal staff with ratios of 1:10. We plan to serve at least 160 students. We will therefore, have a 1.00 coordinator. Staff pay will be based on salary. We are a small school with a small staff. The entire staff is anxious to be involved in this program. The partners have funds to pay their staff to assist our school in carrying out the 21st Century program.

3B. *Include job descriptions and schedules---what would be included for schedules and why of key staff in your proposal.*

Job Descriptions – The job descriptions for key staff members are in the Appendix.

The principal/project director/fiscal manager from Sky City Community School will assure quality integration of curricula, equitable access, and fiscal accountability. The specific roles and responsibilities of the staff and partners are detailed in the appendix to this document. The school center coordinator will supervise day-to-day operations of classes, activities, the instructional staff/teachers and community partners will provide instruction in extended-day program. Details of the roles and responsibilities are described in the job descriptions.

Training and coordination of professional development will be carried out by the principal and the coordinator. The School Leadership Team and After-School Sustainability Committee will include staff, community members, and business partners. Community members will teach some of the cultural arts and be instructors for both adults and students. In addition to the partners, the staff is a major resource and asset to the project. The principal will act as executive director for the project.

3C. *Describe how you will ensure that students will travel safely to and from your program and get home from school-based and/or off-site programs. Cite all student safety policies, procedures and requirements that ensure a safe and secure learning environment.*

The SCCS will provide transportation to and from the After-school program, summer school, field trip activities, and Saturday sessions. Sky City Community School has the following

Transportation Policy which is inclusive of the student behavior handbook. The policy entails safety procedures and requirements to ensure a safe and secure learning environment. The Transportation policy is given to parents during the school year and for the summer programs.

Transportation Policy

1. Boarding and Unloading Guidelines

- a) Use caution while boarding and unloading from school busses.
- b) Always cross in front of the school bus.
- c) Students need to be waiting at their designated stop.
- d) Students will only be dropped off at their designated stop.

2. Bus Travel Guidelines

- a) Students are required to remain seated.
- b) Students are to conduct themselves in a manner that will not distract the driver or others.
- c) Transportation of food and beverages are restricted, except during school field trip days.
- d) Throwing objects of any kind is prohibited.
- e) Keep hands, feet, and objects to self.
- f) In case of emergency, follow all instructions given by the driver.
- g) Report all injuries or damage immediately.
- h) Due to safety issues the following items will not be permitted on school busses:
 - i. Animals
 - ii. Objects made of glass (i.e. pickle jars, etc.)
 - iii. Large objects (i.e. science boards, 12 packs of soda, etc.)

3. Violation of the Transportation Policy

- a) If the student violates the Transportation Policy, the following actions will be taken:
 - i. First offense: the driver will give a verbal warning.
 - ii. Second offense: A written report will be completed. The administration will request a conference with the parent/guardian.
 - iii. Third offense: The student will be suspended from all transportation privileges for the remainder of the school year.
- b) Severe disruption of the Transportation Policy

4. The following inappropriate and dangerous behavior will result in automatic suspension of transportation privileges for the remainder of the school year:

- a) Causing physical harm to any student or faculty member.
- b) Causing physical damage to any transportation vehicle.
- c) If a student is suspended from transportation privileges, the parent/guardian will make personal arrangements for the student to arrive and depart from school.

3D. *Describe how you will leverage existing school resources like computer labs, libraries, and classrooms to carry out your activities.*

The school and community are the center for the work we will accomplish in our Project, making services available to over 105 students and their families. The school will provide teachers, facilitators and students, buildings and personnel and be the setting for implementing the 21st Century Learning Center activities as stated in the Principal Support Letter. Major contributions

to the project include the buildings to house the program for 21st Century services. SCCS will be available from 8:00 am to 5:00 pm daily, and until 5:00 pm for Saturday recreation and for parent nights. The school will contribute operational funds to keep the school open for additional hours after school and for the summer programs. The school has resource rooms for the students, library services for the entire community, and rooms for common purposes. We will provide a computer lab to help students and parents become more technology literate, since few families have computers at home. Our project will be able to utilize recreational facilities at the school.

3E. *Describe the resources that partners are contributing, such as the use of community recreational areas, staff, supplies, in-kind matches etc.*

The Acoma Diabetes Program will assist with our fitness goals and activities, diabetes education, staff, and in-kind services.

The Acoma Language Retention Program will contribute to our program by providing assistance for cultural and language studies in the after-school and summer program.

The Acoma Senior Citizens Center will contribute by assisting with volunteers to tell cultural stories to the students, engage in listening and helping young children to read, and exchange cultural sharing ideas and activities.

Acoma Environment Department will contribute in-kinds services, environmental activities, and supplies and materials.

Acoma Community Center will contribute their recreational area which includes the basketball court and swimming pool.

Acoma Learning Center will contribute free access to the public library and computer center, books, supplies and materials.

Acoma Tribal Administration will contribute support to our school by talking and advising the students, engaging the young men in the Acoma Advisement Day for 5-8th grade boys and making available the Tribal Sheriffs when they are needed at our school.

3F. *Describe and document how school administrators and tribal authorities were consulted during the development of the proposal and how communication with these authorities will occur during the grant period.*

The Acting Principal of SCCS has shared with the school staff about our plans of applying for the 21st Century grant. The school leadership team talked with the departments and solicited their input and support for the 21st Century grant. The 10 members of the school leadership team helped with the grant planning and writing. The staff is kept informed with up-to-date progress through the "Monday Updates". The Acting Principal meets with the School Board monthly to report all events at the school. The School Board is very much in support of the after-school program. The school has developed a high level of communication with the tribe. We anticipate that this will continue with the new appointed administration of the Acoma Pueblo. A letter was sent to the parents informing them of our intent to apply for the 21st Century Grant.

4) Quality of the Management Plan (24 points)

Charts and timetables are required in describing the structure of your project and the procedures for managing it successfully.

4A. Include clearly defined 21st CCLC SMART goals tables, responsibilities, and milestones for accomplishing project tasks aligned with Native Star SMART goals.

Our 21st Century SMART goals are aligned with NATIVE Star SMART goals. Details of the action plan to accomplish these goals are included Performance Measures Table, Appendix V.

- Goal I: Increase student achievement in reading and math
- Goal II: Implement enrichment activities with a focus on CCSS academics
- Goal III: Improve student health, nutrition and fitness
- Goal IV: Increase parental involvement in the school

4B. Include a detailed timeline for program implementation and continued planning for the first year of your grant. Include a three month pre-implementation phase with associated costs for the first year. The 2011-12 school year grantees must include timelines related to sustainability of the program in future years.

**PROGRAM IMPLEMENTATION TIMELINE SUMMARY FOR YEAR 1
February 2013 – June 2014**

Feb – March 2013	March 2013	April-May 2013	June 2013
<ul style="list-style-type: none"> -Hire Key Staff -Provide training to the staff -Prepare building use plans -Announce to parents and community the grant status of award. 	<ul style="list-style-type: none"> -Advertise after-school program -Contract with staff, and service providers -Data collection for afterschool referrals -Set up 21st Century Sustainability Committee -Establish evaluation plan -Advertise/hire staff for summer school 	<ul style="list-style-type: none"> -Meeting of 21st Century staff (weekly) -Start after-school program for 4 weeks -Monitor classrooms -Student Progress Monitoring -Plan for summer school -Referrals for summer school -Order summer school materials -Cultural Parent Night 	<ul style="list-style-type: none"> -4 week summer school -Parent Night session -Start summer school -Performance Measure Tracking form -Staff and Budget Quarterly Reports -Attend 21st Century National Conference -Review program progress
July-August 2013	September 2013	Sept-Dec 2013	December 2013
<ul style="list-style-type: none"> -Hire Key Staff -Arrange training to the staff -Prepare building use plans -Federal PPICS Report Due 	<ul style="list-style-type: none"> -Kick off program to Year 2 and 3. Will follow the same pattern -Advertise after-school program -Contract with staff, and service providers -Data collection for afterschool referrals 	<ul style="list-style-type: none"> -Meeting of 21st Century staff (weekly) -Start fall program -Monitor classrooms -Student Progress Monitoring (quarterly) -Professional Development (monthly) Math and Reading parent Night 	<ul style="list-style-type: none"> -Evaluation of student progress -Student Progress Monitoring (quarterly) -Staff and Budget Quarterly Reports due - Meeting with 21st Century Sustainability Committee

January-March 2014	April-May 2014	June 2014	
-Start spring program -Continued meeting of staff (weekly) -Attend National Conference -Student focus groups and/or surveys -Parent Surveys -Staff and Budget Quarterly Reports due	-Internal Performance Improvement -Continued meeting of full staff (weekly) -Prof. Dev. (monthly) -Student Progress Monitoring (quarterly) - Meeting with 21 st Century Sustainability Committee to sustain future funding	-4 week summer school -Parent Night session -Start summer school -Performance Measure Tracking form -Staff and Budget Quarterly Reports -Attend 21 st Century National Conference -Review program progress	-On-going, Monitored Monthly -Student Attendance -Lesson Plans -Tutor Notes -Student Files

The Management of the program will be under the direction of the principal. We will work with the partners to develop a long-term funding plan for the evolving of the 21st Century program at our school. We will continue all of the successful programs that we started and build our program on evidence of success from our monitoring and evaluation documents. We plan family nights and open house events to bring the community into our school and our programs.

Timelines

Year One - 2013-2014

Goal: Project Development, Implementation and Evaluation

The following tasks are already completed by Sky City Community School Staff:

- Need Surveys and Tribal/Community/ Staff buy-in
- Identification of management, coordinator, and instructor responsibilities
- Formulation of goals and measurable objectives connect to data and need
- Identification of stakeholders and community supporters through Letters of Support
- Design of management plan
- Assignment of roles to project partners
- Design of forms, student and staff handbooks, policy information, job descriptions

The following tasks need to be accomplished by Sky City Community School Staff:

- Development of project activities
- Implementation of class projects
- Hiring instructional staff
- Coordination of all available funding
- Monitoring and reporting of all required documentation and evaluations
- Planning and delivery of professional staff development

Overall tasks for Continuous Improvement are (the principal, the coordinator, and teaching staff) are:

- To maintain both long-term and short-range project plans; including management of goals and objectives, benchmarks, testing, formative evaluation and instructional guidance and coordination of community partners
- To keep commitments to educators and others;
- To collect and report evidence of achievements;

- To relate achievement to costs;
- To monitor project expenditures of funds; and
- To develop summative evaluation reports

In year one, the focus goal is on program development, implementation and data collection forms, instruments and timelines. Planning for implementation of the project activities will begin in February 2013. The programs will begin in April and May 2013. Our task will then be the continuous improvement we need based on experience.

Evaluation Focus: Implementation of Key Elements and Participant Impact with the four program goals and objectives. Data is tracked in NATIVE Star.

- Goal I: Increase student achievement in reading and math
- Goal II: Implement enrichment activities with a focus on CCSS academics
- Goal III: Improve student health, nutrition and fitness
- Goal IV: Increase parental involvement in the school

Year Two - 2014-2015

Goal: Refinement of the Program and Focus on Community and Student Impact.

- Continue tutoring, academic enrichment and recreational services to students in before and after-school programs. Continue services to parents.
- Summer school sessions for students. Enrichment in literacy, math, cultural studies, health and recreation.
- On-site computer lab and library for student and adult classes.
- Continuous Improvement, program monitoring, evaluation—on going.

During the second year of the project, the work scope will proceed according to the pattern developed for year one. The new focus will be on student and community impact. We will collect data assessing the impact of our programs on student achievement, attitudes and behaviors about learning as well as school and adult participant satisfaction.

Evaluation Focus: Student and Community Impact and Participant Satisfaction from the surveys Progress in meeting performance goals and objectives in NATIVE Star. NWEA scores reflect growth and progress towards proficiency.

Year Three – 2015-2016

Goal: Continued Refinement of the Program and Further Dissemination

- Continuation of all the previous successful components of the program
- Collection of data and reports to the BIE as scheduled and required
- Continued planning for sustainability with partners
- Self-study of best practices and most promising program elements at staff meetings with the principal and staff
- Publicity for our program throughout the community (newsletters, tribal presentations, partner meetings, etc)
- Funding plan for integration into operational budgets

Evaluation Focus: Sustainability and Sharing

4C. Describe the management materials that will be used, such as forms, student and staff handbooks, policy information, lesson plans aligned to Common Core and/or state standards, job descriptions etc.

The management materials that will be used have already been designed due to being a previous grantee. The materials will be used for our program is the Student Behavior Handbook, SCCS Staff Handbook, Parent/Staff School Year Calendar, CCSS for Math and Reading booklets, 21st Century lesson plan format that are required to be aligned to the CCSS, Statement of Work, Self Assessment Tool, Job descriptions for positions, and BIA Bureau of Indian Affairs Manual (62 BIAM).

4D. Describe your organizational structure and how it will support effective management of the 21st CCLC, including how program quality and service delivery will be monitored through Native Star.

Our School Leadership Team (SLT) will support the effective management of the 21st program through NATIVE Star by ensuring the four SMART goals is continually aligned with NATIVE Star indicators and CCSS activities/projects. The SLT will ensure all required documents are uploaded into the filing cabinet. The SMART goals will be monitored and will be written into the 99 indicators as deemed necessary to support that indicator. As the school is very small, monitoring occurs daily. Within the organizational structure, the teaching staff meets with the principal each day informally, and weekly at staff planning meetings. The program exists in a small community. It is very easy to keep everyone in the school and community informed of school activities of the 21st Century program.

4E. Describe the types of professional development that will be offered, how often, when and to whom.

Professional Development is a strategy that our school uses to ensure that our 21st Century staff continues to strengthen their practice throughout the implementation of this program. Our school found that the most effective professional development engages teams of instructors to focus on the needs of their students. They learn, give innovative ideas and problem solve together in order to ensure all students achieve success. Our school uses a variety of schedules to provide this collaborative learning and work time for the 21st Century Instructors.

Professional Development	How often	Dates	Person Responsible
21 st Century Orientation	Once per year	September	Principal Coordinator
Math CCSS training and alignment	1 per month	Monday's 1:30-4:00 pm	Math Coach and Consultant
Reading CCSS training and alignment	1 per month	Monday's 1:30-4:00 pm	Reading Coach and Consultant
Homework Help Training	Quarterly	September, December and March	Coordinator

Regular Staff meeting	1 per month	Monday's 1:30-4:00 pm	Principal
Graffiti Wall Training	2 times per year	September and May	Coordinator Teachers
Building Positive behavior	2 times per year	September and May	Principal Coordinator
Enrichment and Recreation	3 times per year	September, March and June	Principal Coordinator
Expository Reading	2 times per year	October and March	Coordinator Teachers
Math Vocabulary and activities	2 times per year	October and March	Coordinator Teachers
Grade Level Meetings	1 per week	September thru May	Principal Teachers
BIE 21 st Century Meeting	Once per year	February	Jack Edmo Coordinator
Beyond School Hours Conference	Once per year	February	Foundations, INC Coordinator

4F. Describe how you will collaborate with all tribal and community stakeholders (partners, community members, businesses, parents, youth, staff, school, etc.) during the grant period.

SCCS will collaborate with tribal and community stakeholders by leveraging resources to reach common goals that cannot be achieved by our school alone. In collaborating with stakeholders we will:

- Share resources
- Increase the number of youth served
- Broaden participants' experiences / Add new activities for youth
- Share expertise
- Share program responsibilities
- Create opportunities for families through parent nights
- Provide students and parents with mentoring and staffing
- Have family Involvement, communication and relationship building

The main task will be to design of a diverse program that meets the obvious need of the students, parents and community members. SCCS will have tutoring, service learning projects, recreation, and parent activities in collaboration with the community partners and the school staff. We also want to help our students excel so we are offering programs in reading and math for accelerated studies. In reading and math, summer academies will be offered to all of our students who are not yet scoring at the proficient level. Other programs will be designed with our partners for language instruction (cultural focus), health and fitness (our wellness partners) and enrichment activities with a focus on academic enrichment in arts and crafts, reading and literature, and technology to attract and keep students and family members involved. Recreational activities will also be offered such as traditional cooking, sports, music, and dance. Students will be offered homework help sessions as well as workshops in health, nutrition, safety, communication and more. The content of the workshops will be based on interest surveys of the families

conducted by the staff. We will integrate the elders in our programs as well. Our school site and the Acoma learning Center will offer extended library/computer services and magazines available to students and their families. Field trips to museums, national parks, and recreational facilities will be offered.

4G. *Describe your plans to disseminate information about your program using a monthly plan format highlighting weekly themes and outline the process of dissemination to the community, parents, school staff, and school board in a manner that is understandable and accessible. Must be easily understood by the parents and community of the students being served.*

SCCS will disseminate information about our program to parents, students, and the community through a variety of communication. We will create monthly 21st Century calendars for the 21st Century students to take home. The calendars will outline 21st Century days, parent nights, staff meetings, and community events. We will insert an article in our monthly school newsletter, post 21st Century information on the school's website at <http://www.sccs.bie.edu> and on Face Book. The Pueblo of Acoma has their community meetings where we will share our 21st Century information and present at tribal events.

4H. *Describe what data will be collected to monitor student progress and behavior as well as what data from 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 will be included in your data reporting to BIE and the community, school staff, and school board. BIE requires that student progress will be monitored quarterly during the school year and that student progress is monitored with pre and post testing for the summer programming.*

These are the required documentation reports that will be reported to the BIE evaluation and monitoring teams:

Required Documentation	Due Date
Performance Measure Tracking Form	Native Star reporting dates
Student Achievement Monitoring and Data	Quarterly-NWEA
Attendance	On-going, Talled Monthly
Lesson Plans	On-going, Monitored Monthly
Tutor and Homework Notes	On-going, Monitored Monthly
Coordinator's Schedule	Quarterly
Parent Surveys	Annually
APR Data in web-based PPICS System	Annually
Student focus groups and/or surveys	Twice a year

Budget and expenditure reconciliation	Monthly
Internal Performance Improvement	Twice a year
Data for the U.S. Department of Education, entered on the PPICS website	Annually
Self Assessment Tool	Annually
Pre and post tests for summer school	Annually
End of Year Report to School Board	Annually

5) School Improvement Status (3 points)

5B. School Improvement: The application must clearly identify the capacity of the staff to implement the 21st CCLC program while implementing school improvement strategies.

The staff at SCCS has the ability to effectively to effectively implement the 21st Century After-school and Summer program. In NATIVE Star, a document is uploaded into the filing cabinet stating that all SCCS instructional staff is highly qualified. The staff is knowledgeable in activities and resources to carry out the program due to having a previous 5 year grant. SCCS has attended the required BIE 21st CCLC meetings, Beyond School Hours Conferences, You for Youth Sessions and After-school Academies Trainings. SCCS staff has successfully carried out the 5 years of 21st Century program and has expended all funds appropriately.

6) Budget/Budget Narrative (15 points)

The budget for Sky City Community School 21st Century Program includes funds for school-based extended-day and summer program. Line items include staff salaries, professional development, services, instructional supplies & material, travel and non-instructional supplies & materials. Various agencies will be used to coordinate staff development and program design. The budget will make services of the 21st Century Learning Centers available to the families and children of the Acoma Community.

6A. Certified and Non-Certified Staff

All personnel salaries are based on the employee's school year salaries. Instead of a stipend, employees will be paid at regular overtime rate. Salaries are based on salary levels from the BIE Education Pay Scale and BIE Teacher Pay Scale.

- \$16,200 Program Coordinator: This position will over-see the overall implementation of the 21st Century After-School and Summer School Program. Individual will supervise day-to-day operations of classes, activities, and instructional/support staff. Maintain staffing, attendance and supply logs. Act as liaison with the school administrator, instructional staff and school board members. Coordinator will be responsible for on-site student registration and all student data. Collaborates closely with Advisory Council, school administrator, fiscal manager and seeks input from diversity of perspectives in the community. Communicates with staff, parents and community members and articulates lead for project and coordinates staff training. Research vendors, prices and prepare purchase requisitions for supplies & materials, equipment, student activities and food. Ensures safe transport of students home and on fieldtrips. Collects reviews and submits employee timesheets to timekeeper for encoding. Must comply with all BIE Federal Guideline and collect and submit proper documentation and reports in a timely manner.
- \$2,163 Teacher Elementary: Teacher will be responsible for lesson plans and provide instruction for After-School Tutoring Program. Provide pre and post assessments of students tutored. Order instructional materials, and take daily attendance. Responsible for student safety and ensure students are transported home by bus or picked up by parents. Submit time sheet, travel documents and purchase requisitions to coordinator for review and submission. Perform duties as assigned by coordinator.
- \$1736 Teacher Elementary: Teacher will be responsible for lesson plans and provide instruction for After-School Tutoring Program. Provide pre and post assessments of students tutored. Order instructional materials, and take daily attendance. Responsible for student safety and ensure students are transported home by bus or picked up by parents. Submit time sheet, travel documents and purchase requisitions to coordinator for review and submission. Perform duties as assigned by coordinator.
- \$810 Teacher Elementary: Teacher will be responsible for lesson plans and provide instruction for After-School Tutoring Program. Provide pre and post assessments of students tutored. Order instructional materials, and take daily attendance. Responsible for student safety and ensure students are transported home by bus or

- picked up by parents. Submit time sheet, travel documents and purchase requisitions to coordinator for review and submission. Perform duties as assigned by coordinator.
- \$1015 Teacher Elementary: Teacher will be responsible for lesson plans and provide instruction for After-School Tutoring Program. Provide pre and post assessments of students tutored. Order instructional materials, and take daily attendance. Responsible for student safety and ensure students are transported home by bus or picked up by parents. Submit time sheet, travel documents and purchase requisitions to coordinator for review and submission. Perform duties as assigned by coordinator.
- \$8320 Teacher Elementary: Teacher will be responsible for lesson plans and provide instruction for Summer School Program. Provide pre and post assessments of students tutored. Order instructional materials, and take daily attendance. Responsible for student safety and ensure students are transported home by bus or picked up by parents. Submit time sheet, travel documents and purchase requisitions to coordinator for review and submission. Perform duties as assigned by coordinator.
- \$5811 Teacher Elementary: Teacher will be responsible for lesson plans and provide instruction for Summer School Program. Provide pre and post assessments of students tutored. Order instructional materials, and take daily attendance. Responsible for student safety and ensure students are transported home by bus or picked up by parents. Submit time sheet, travel documents and purchase requisitions to coordinator for review and submission. Perform duties as assigned by coordinator.
- \$5710 Teacher Elementary: Teacher will be responsible for lesson plans and provide instruction for Summer School Program. Provide pre and post assessments of students tutored. Order instructional materials, and take daily attendance. Responsible for student safety and ensure students are transported home by bus or picked up by parents. Submit time sheet, travel documents and purchase requisitions to coordinator for review and submission. Perform duties as assigned by coordinator.
- \$8282 Teacher Elementary: Teacher will be responsible for lesson plans and provide instruction for Summer School Program. Provide pre and post assessments of students tutored. Order instructional materials, and take daily attendance. Responsible for student safety and ensure students are transported home by bus or picked up by parents. Submit time sheet, travel documents and purchase requisitions to coordinator for review and submission. Perform duties as assigned by coordinator.
- \$6093 Education Technician: Assist Teachers in lesson plans, tutor students in the After-School Program and assist in the instruction of student in the Summer School Program. Along with a certified teacher, provide pre and post assessments of students tutored. Order instructional materials, and take daily attendance. Responsible for student safety and ensure students are transported home by bus or picked up by parents. Submit time sheet, travel documents and Tutoring Instructor Report to coordinator for review and submission. Perform other duties as assigned by coordinator.

- \$6481 Education Technician: Assist Teachers in lesson plans, tutor students in the After-School Program and assist in the instruction of student in the Summer School Program. Along with a certified teacher, provide pre and post assessments of students tutored. Order instructional materials, and take daily attendance. Responsible for student safety and ensure students are transported home by bus or picked up by parents. Submit time sheet, travel documents and Tutoring Instructor Report to coordinator for review and submission. Perform other duties as assigned by coordinator.
- \$3191 Education Technician: Assist Teachers in lesson plans, tutor students in the After-School Program and assist in the instruction of student in the Summer School Program. Along with a certified teacher, provide pre and post assessments of students tutored. Order instructional materials, and take daily attendance. Responsible for student safety and ensure students are transported home by bus or picked up by parents. Submit time sheet, travel documents and Tutoring Instructor Report to coordinator for review and submission. Perform other duties as assigned by coordinator.
- \$3229 Education Technician: Assist Teachers in lesson plans, tutor students in the After-School Program and assist in the instruction of student in the Summer School Program. Along with a certified teacher, provide pre and post assessments of students tutored. Order instructional materials, and take daily attendance. Responsible for student safety and ensure students are transported home by bus or picked up by parents. Submit time sheet, travel documents and Tutoring Instructor Report to coordinator for review and submission. Perform other duties as assigned by coordinator.
- \$3021 Education Technician: Assist Teachers in lesson plans, tutor students in the After-School Program and assist in the instruction of student in the Summer School Program. Along with a certified teacher, provide pre and post assessments of students tutored. Order instructional materials, and take daily attendance. Responsible for student safety and ensure students are transported home by bus or picked up by parents. Submit time sheet, travel documents and Tutoring Instructor Report to coordinator for review and submission. Perform other duties as assigned by coordinator.
- \$3000 Business Technician: This position will over-see the overall budget and expenditures of the 21st Century After-School and Summer School Program. Individual will maintain budget, cuff account, purchasing, and reporting documents. Communicate with school administrator, program coordinator, school board and BIE Administration on the monthly and quarterly financial reviews. Ensure program coordinator has all necessary financial reports, is aware of account balances and is in compliance with all BIE Federal Program Guidelines.
- \$665 Janitor: Position will provide service during the summer program in cleaning, trash disposal and sanitizing classroom areas. Individual will be responsible for maintaining and ordering janitorial supplies provided by the BIE Facilities office.

- \$4758 School Bus Driver: Driver will be responsible in the safe transport of students to/from school and fieldtrips. Plan bus routes for after school transport and maintain roster of all students participating in the After-School and Summer School Program. Individual will maintain records of mileage, maintenance and fuel logs. Perform other duties as assigned by program coordinator to assist in the classroom or cafeteria.
- \$4758 School Bus Driver: Driver will be responsible in the safe transport of students to/from school and fieldtrips. Plan bus routes for after school transport and maintain roster of all students participating in the After-School and Summer School Program. Individual will maintain records of mileage, maintenance and fuel logs. Perform other duties as assigned by program coordinator to assist in the classroom or cafeteria.
- \$2583 School Cook: Cook will prepare lunch during the Summer School session. Cook will be required to possess a food handler certificate. Assist coordinator in ordering food and kitchen/sanitation supplies. Maintain proper storage of food and track food inventory. Ensure all students are served a well balanced meal. Responsible in the clean-up of the cafeteria and kitchen area and prepare for the next day. Perform other duties as assigned by the coordinator.
- \$2575 School Cafeteria Helper: Individual will perform duties for the After-School and Summer School Programs. Cafeteria Helper will be required to possess a food handler certificate. Set up tables and prepare snacks for the After-School Program. Maintain proper storage of snacks and track snack inventory. Responsible in the clean-up of the cafeteria area and prepare for the next day. During the Summer School Session, Cafeteria Helper will assist the cook in preparing lunch for students and perform other duties as assigned by the coordinator.

Employee Benefits: Fringe benefits vary among each employee. Average amount runs about 17% per employee which covers Retirement, TSP, Life Insurance, Health, and FICA.

\$12132 Average amount calculated at 17% which varies among each employee

\$3167 Average amount calculated at 17% which varies among each employee.

6B. Professional/Technical

Our partnerships with the tribal programs are The Acoma Diabetes Program, The Acoma Language Retention Program, The Acoma Senior Citizens Center, Acoma Environment Department, Acoma Community Center, Acoma Learning Center, and Acoma Tribal Administration. Although the programs will assist us with in-kind services of staff, services, and supplies and materials, we included purchased services for the 21st Century Program.

Purchased Services: Contractual Services will be purchased to provide services to the After-School and Summer School Program. Services will motivate students through art, storytelling, and physical fitness.

\$1000 Safe & Drug Free motivation speakers will speak to students on staying Safe & Drug Free by doing expressive art, storytelling presentation and seeking presenters from local law enforcement.

- \$1000 Cultural Exchange presenters from surrounding tribes will provide ways to involve students in tribal traditions through art, dance, song and music.
- \$1000 Tribal Health agencies and elders will support Health & Wellness. Workshops in cooking, healing practices and wisdom by elders will help students in maintaining their physical and mental well-being. Swimming and Zumba classes will promote physical fitness and motivate students to stay fit and making healthy choices.
- \$1000 Anti-Bullying & Substance Abuse Presentations from Tribal agencies will provide materials and workshops on safety and substance abuse prevention.
- \$500 Students visiting local museums, fieldtrips to science and technology areas will promote their interest in enhancing their learning in reading and math.

6C. Staff and Student Travel

Professional Development: Cost covers registration fees for meetings, local workshops, regional and national conferences.

- \$1800 Principal and Program Coordinator’s participation at the BIE Meeting, 21st Century “Beyond School Hours” Regional Conference to be held in Jacksonville FL, and the 21st Century National Conference to be announced at a later date.

Travel: Travel expenses such as lodging and meals for students and per diem for staff on day fieldtrips and possibly overnight fieldtrips.

- \$3000 Funds will cover lodging expense and meals at restaurants for students on day fieldtrips and end of year overnight fieldtrip.
- \$5000 Staff will receive per diem for travel on day fieldtrips and chaperon overnight fieldtrips with students. Cost will also cover travel expenses for Principal and program coordinator.

6D. Supplies/Materials/Curriculum Testing

INSTRUCTIONAL SUPPORT

Supplies & Materials: Non-instructional supplies for support staff will be purchased to support day-to-day operations of the program.

- \$3000 After-School snacks and Summer School Lunch food items will be purchased for students in the program.
- \$1000 Non-food items such as sanitation supplies, paper products and other kitchen supplies and materials will be purchased.

NON-INSTRUCTIONAL SERVICES

Supplies & Materials: Non-instructional supplies for support staff will be purchased to support day-to-day operations of the program.

- \$1500 Copy paper, file folders and other office supplies will be purchased for program documentation and reporting.
- \$2000 Technology supplies such as toner & ink cartridges for fiscal manager and program coordinator will be purchased. Other technology supplies for the computer lab used by the students will be purchase by ISEP/Title I funds.

Supplies & Materials: To enhance student learning, instructional materials and consumables will be purchased for the After-School and Summer School Programs.

- \$10000 Instructional materials items such as reading material, math manipulatives, and other teaching materials for 8 teachers in the After-School & Summer School Program will be purchased.
- \$500 Arts & crafts materials, cooking supplies and door prizes for Parent Activity Night will be purchased.
- \$2000 Student consumable such as paper, pencils, erasers and other school supplies needed for After-School and Summer School Program.

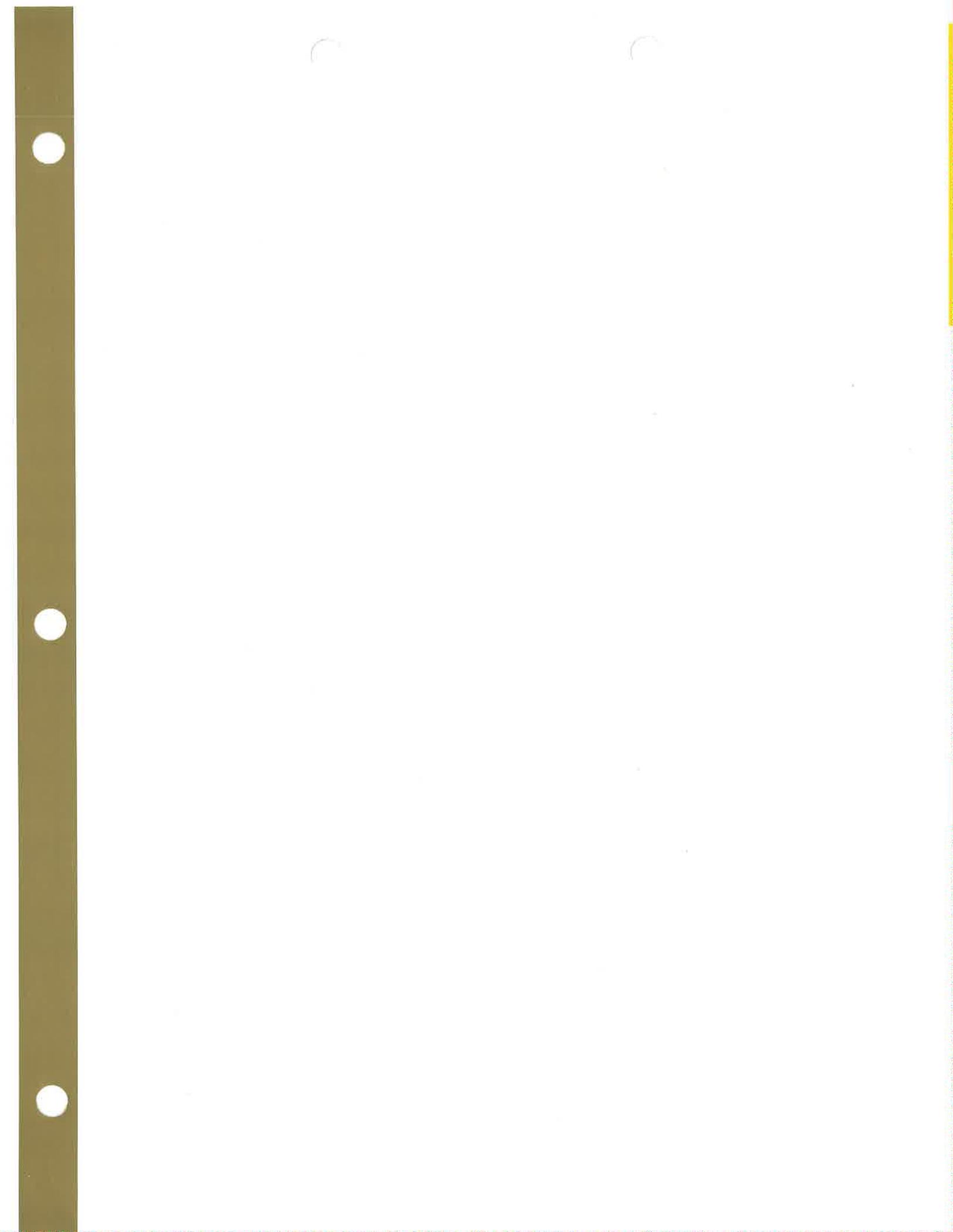
\$140,000 TOTAL PROGRAM AMOUNT

Requirements of GEPA 427 Equal Access and Treatment

All teachers, administrators, parents, students and other participants will abide by nondiscriminatory selection and employment practices, selecting workers and participants without regard to race, color, national origin, gender, age, or handicapping condition. This is in accordance with the stated policy of all participating agencies: the BIE schools and all agencies and organizations working with the school-community center.

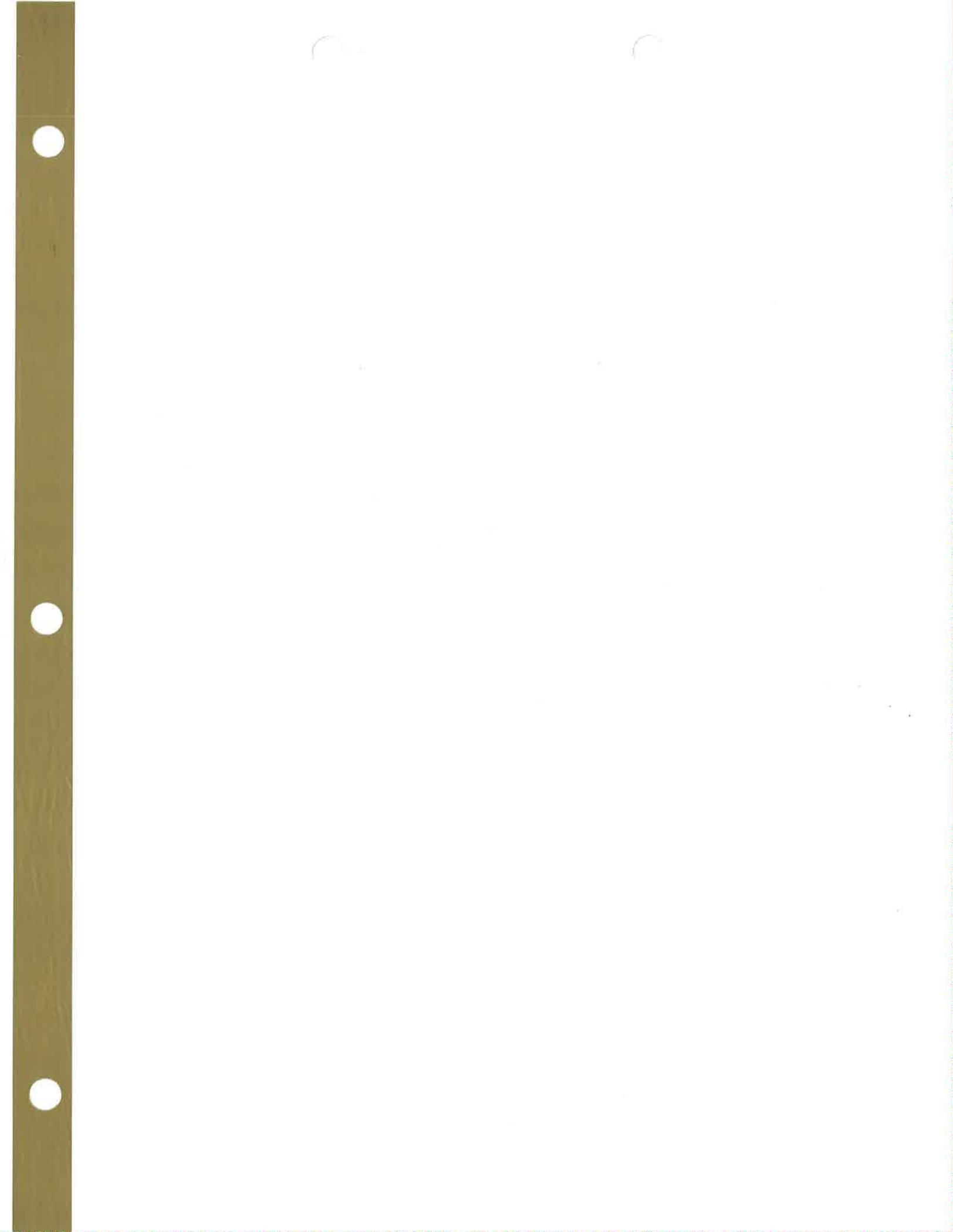
Respect for the children and families of our community are the core principle of our project. All staff and volunteers will be the subject of background checks as determined by local and national mandates. All staff will be recommended by a committee, which includes school and community input. All volunteers from the community, from the universities, and from other agencies will be held to very high standards of personal respect. They will agree to the background checks in compliance with federal mandates.

Information about this project will be disseminated to the community by newsletter. The newsletters will be made available to every family through school-to-home connections. Every effort will be made to make services available to all interested participants. Libraries will keep extended hours. All buildings will be accessible to the handicapped. All materials and instruction will be gender and culturally sensitive to the clients served.



**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>Sky City Community School</i>	<i>Corrective Action – Year 2</i>	<i>84%</i>	<i>105</i>	<i>45%</i>	<i>60</i>	<i>K-8</i>



APPENDIX V: Performance Measures Table

Goal I: Improve student achievement in the reading and math.

In reading and math instruction, our school will focus on accountability, CCSS assessments, effective teaching strategies, leadership and data analysis.

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
100% of the 21 st Century students and their families identified as in need of academic improvement will receive after-school support.	<u>Activity:</u> Homework help the first 20 mins. of our program	Teachers 21 st Century Staff	Spring 2013 Fall and Spring programs	-Teacher surveys on items of homework completion -Progress Monitoring -NWEA testing scores (BOY, MOY, EOY) - DIBELS scores -Pre and Post tests
In accordance with the New Mexico Standards, 4-5% of the students will achieve an improvement on the State Mandated Proficiency Test each year.	<u>Activity:</u> Tutoring in core subjects of reading and math targeting students below proficiency.	Teachers 21 st Century Staff	Quarterly	-Progress Monitoring -NWEA testing scores (BOY, MOY, EOY) - NMSBA scores -Other formative assessments to measure student progress. -Tutor Notes
	<u>Activity:</u> Use NMSBA to track proficiency levels	Teachers 21 st Century Staff Counselor	Quarterly	4-5% more of the students improving on proficiency scores each year. NMSBA

APENDIX V: Performance Measures Table

Goal II: Implement enrichment activities with a focus on CCSS academics

In order to support the academic progress for the students, enrichment activities will integrate language and cultural events with academic enhancement activities in the Fine/Performing Arts designed to meet or exceed local and state standards in literacy, technology, and the arts.

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
90% of the students in the SCCS after-school and summer program will participate in the CCSS academic enrichment program, such as Language Retention Program, arts and crafts, and computer technology instruction.	<u>Activity:</u> Provide enrichment activities i.e. Fabric painting, traditional art music.	Teachers 21 st Century Staff	Fall and Spring Summer Program	Attendance logs Staff records Lesson Plans
	<u>Activity:</u> Provide field trips to museums, the Zoo, nature centers, national parks.	Teachers 21 st Century Staff Volunteers	Fall and Spring Summer Program	Attendance logs Staff records Lesson Plans
	<u>Activity:</u> Provide Language Learning through the tribe and the elders supported by the Language Retention Program	Elders, 21 st Century Staff	Fall and Spring Summer Program	Attendance logs Staff records Lesson Plans
Math and Reading enrichment for students who are proficient	<u>Activity:</u> Computer Lab Access	Teachers and school staff	Fall and Spring Summer Program	Attendance logs Staff records Lesson Plans

APENDIX V: Performance Measures Table

Goal III: Improve student health, nutrition and fitness
 Our model for Physical and Health Education will be a comprehensive program based on nationally recognized and research instruction from *Action for Healthy Kids*

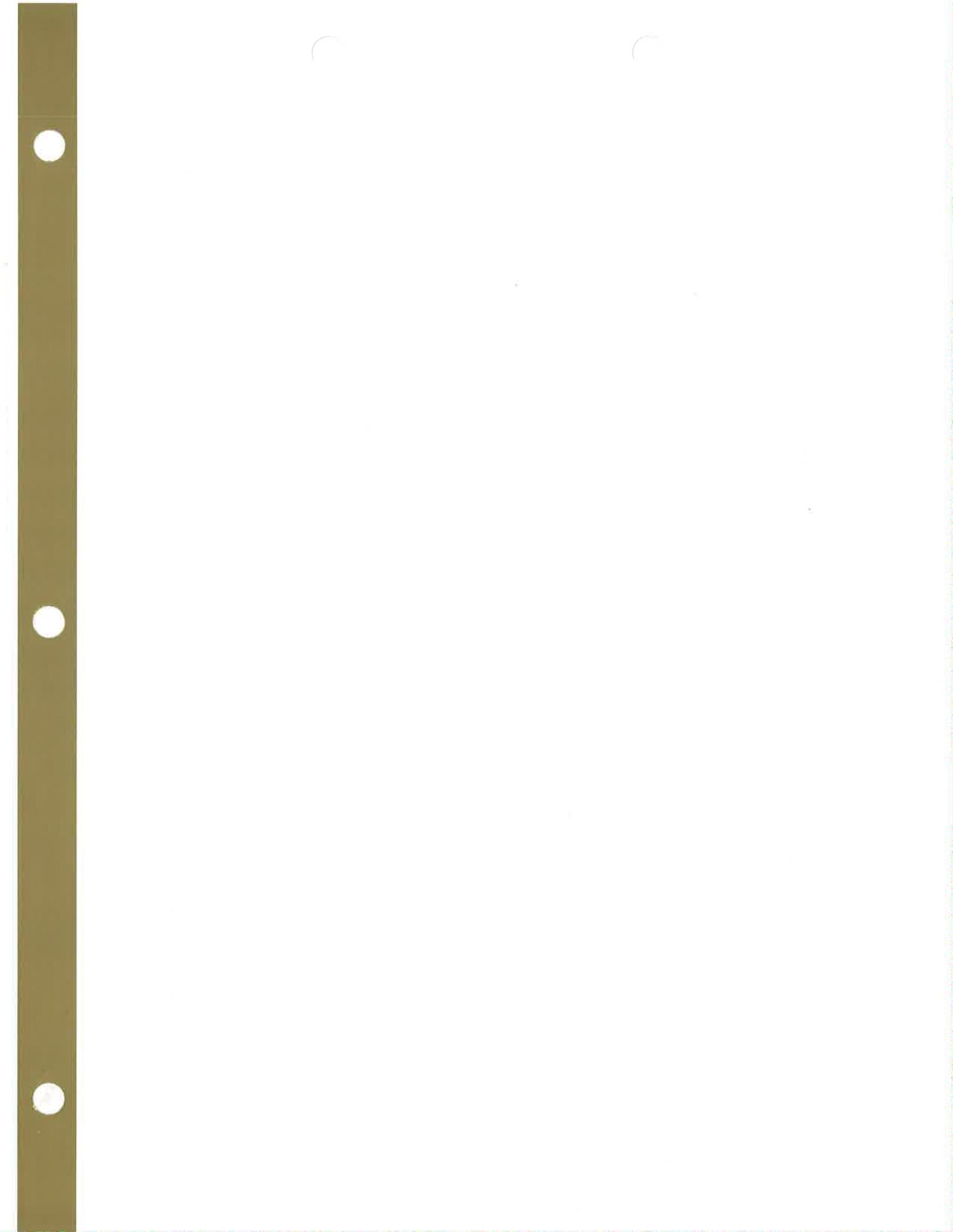
Measurable Improvement Objective	Strategies	Person Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
100% of the 21 st Century students will receive instruction in healthy eating habits and good nutrition. 100% of the 21 st Century students will have 150 minutes of exercise a week	<u>Activity:</u> Provide physical fitness activities such as cooking, cultural games, basketball, soccer, dance; golf, swimming, and bowling and more!	Teachers, 21 st Century Staff, Grant partners	Fall and Spring Summer Program	-Teacher/Coordinator records and documents -Lesson plans -Pictures -Products of work -Sign in sheets
	<u>Activity:</u> Provide information on healthy lifestyles through tribal diabetes and health clinic to students and parents.	Teachers, 21 st Century Staff, Grant partners	Fall and Spring Summer Program	-Teacher/Coordinator records and documents -Lesson plans -Pictures -Products of work -Sign in sheets
	<u>Activity:</u> Teach Traditional cooking, medicine and healing to students and parents.	Teachers, 21 st Century Staff, Grant partners	Fall and Spring Summer Program	-Teacher/Coordinator records and documents -Lesson plans -Pictures -Products of work -Sign in sheets -Recipe books

APENDIX V: Performance Measures Table

Goal IV: Increase parental involvement in the school

Parents will be offered classes in academic strategies, community resources, and health and fitness. Clearly we must include the entire family if we hope to change nutritional patterns.

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
100% of our 21 st Century families will attend at least two family nights	<u>Activity:</u> Provide monthly family nights to inform families how they can work with their children in math and reading. Invite partnership parents	Teachers and community partners	Fall and Spring Summer Program	-Flyers -Sign in sheets -Agendas -Pictures
100% of the families will attend one or more computer literacy classes.	<u>Activity:</u> Provide extended hours of operation for the computer lab so that families can attend with their children.	Teachers and community partners	Fall and Spring Summer Program	-Flyers -Sign in sheets -Agendas -Pictures
25% of the parents will attend workshops on healthy living	<u>Activity:</u> Provide information on healthy lifestyles	Teachers and community partners	Fall and Spring Summer Program	-Flyers -Sign in sheets -Agendas -Pictures
100% of the parents will receive newsletters about healthy living habits.	<u>Activity:</u> Provide homework help tips to parents in weekly newsletters and classes	Teachers and community partners	Monthly	-Flyers -Sign in sheets -Agendas -Pictures



APPENDIX VI. Schedule of Operations

SCHOOL(S) SERVED: Sky City Community 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: (08-09-12 to 05-26-13)

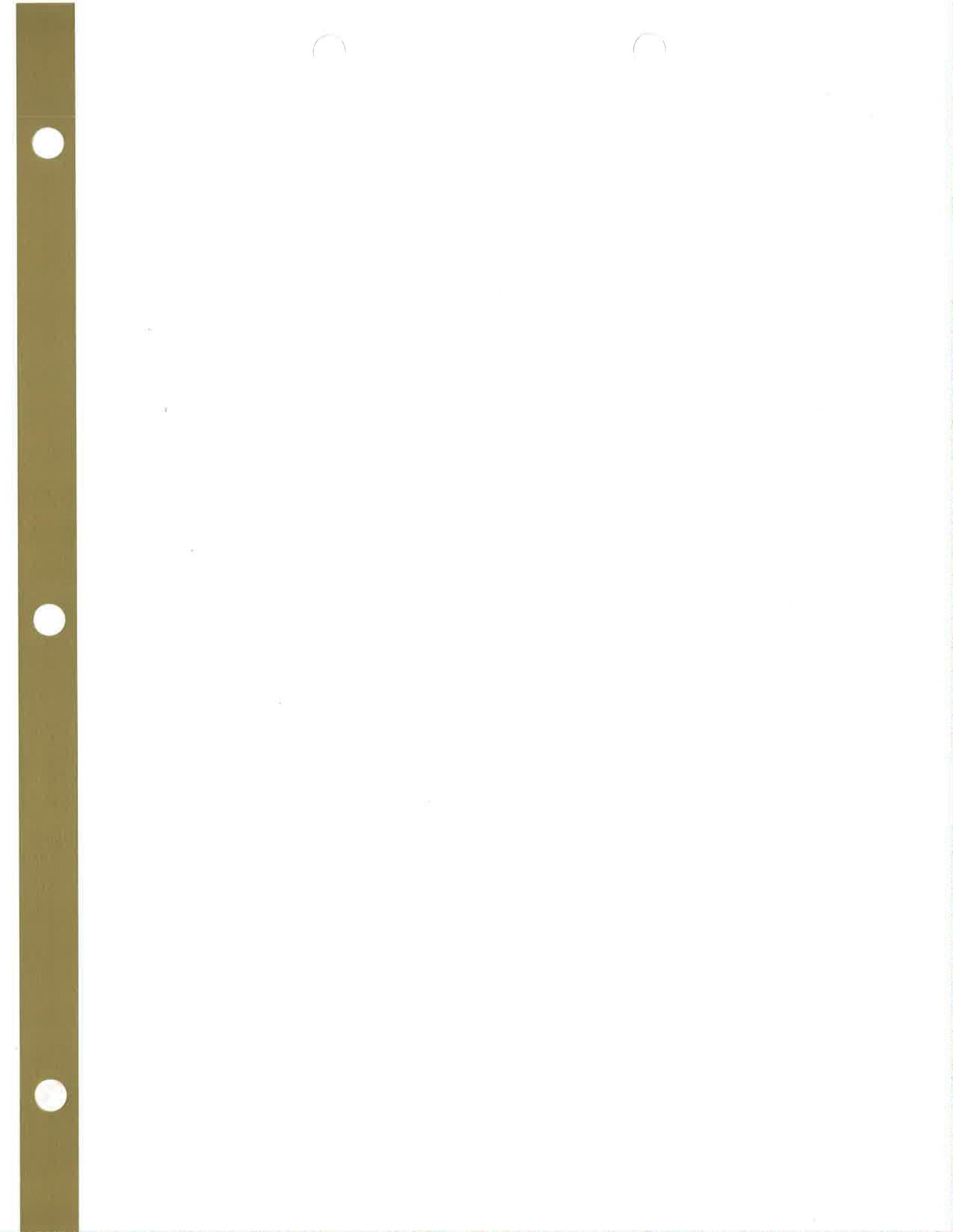
Number of Weeks during the school year: 36 weeks

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S
Homework Help and Snacks	3:30-3:50 pm	Cafeteria 21 st Century staff	X	X	X	X		
Tutoring	3:50-5:00 pm	Cafeteria 21 st Century staff	X	X	X	X		
Recreation	3:50-5:00 pm	Gym/Outside 21 st Century staff Grant Partners	X	X	X	X	X	X
Enrichment	3:50-5:00 pm	Computer Lab/Home Ec./Music room /Classrooms 21 st Century staff	X	X	X	X	X	X
Culture activities	3:50-5:00 pm	Cafeteria 21 st Century staff	X	X	X	X	X	X
Parent Nights and Activities	5:30-8:00 pm	Cafeteria 21 st Century staff	X	X	X	X		

SUMMER (Dates: 06-03-13 to 06-27-13)

Number of Weeks during the summer: 4 weeks

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S
Academic Studies	9:00-2:30 pm	Classrooms 21 st Century Staff	X		X			
Enrichment and Fieldtrips	9:00-4:30 pm	Classrooms/Various locations within NM 21 st Century Staff		X		X		
Recreation	2:30-3:30 pm	Gym/Music Room 21 st Century Staff	X		X			
Parent Nights	5:00-7:00 pm	Cafeteria School staff			X			



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

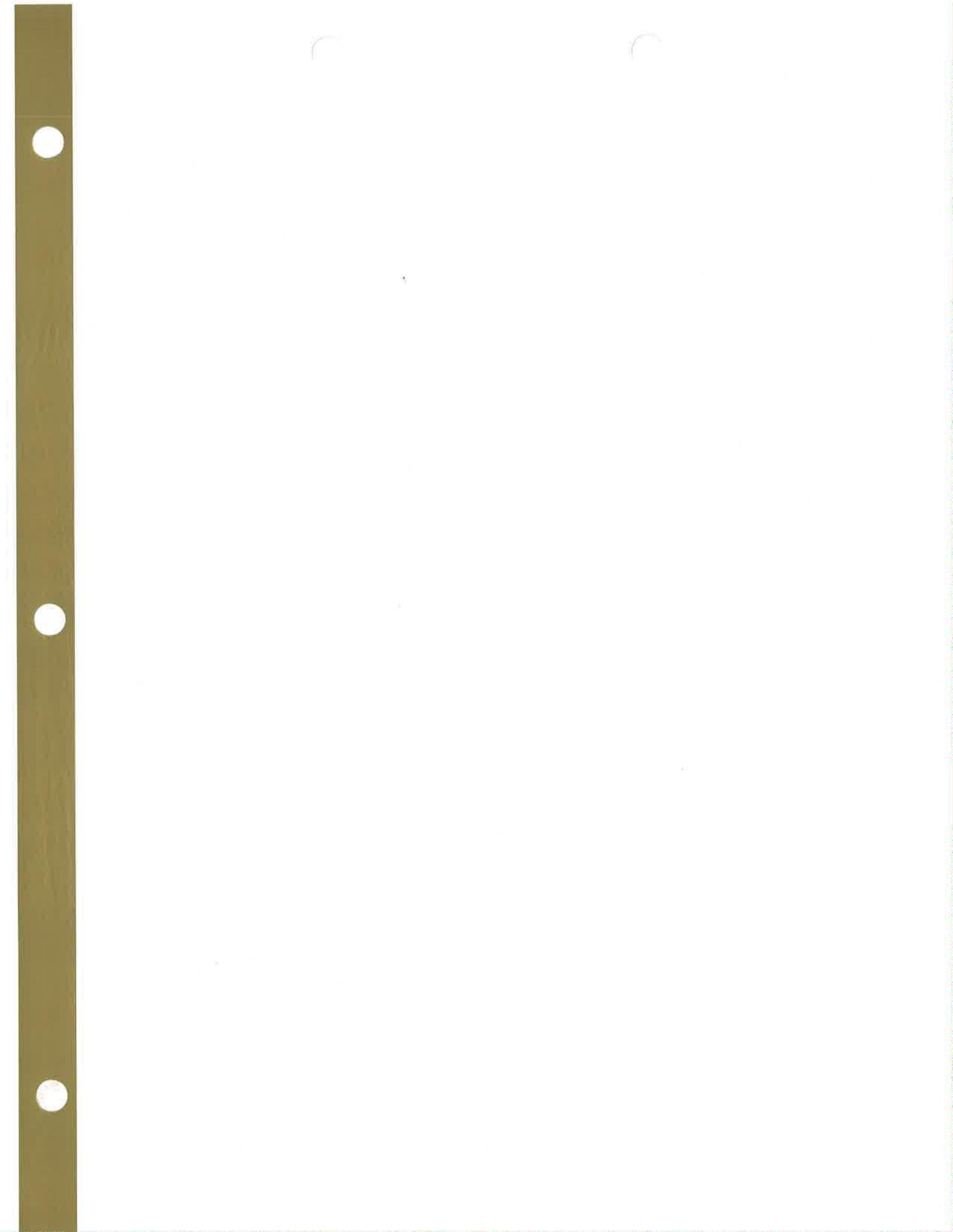
ADD	Southwest Region
ELO	New Mexico South
Name of School	Sky City Community School
Grant Name	21 st CCLC
Award Number	
Project Start Date	February 4, 2013
Project End Date	May 31, 2014

PREVIOUS SCHOOL YEAR ALLOCATION	\$152,637.00
EXPENDED PREVIOUS SY ALLOCATION	\$152,637.00
TOTAL CARRYOVER AVAILABLE	\$0.00
CURRENT SCHOOL YEAR ALLOCATION	\$114,478.00
TOTAL AVAILABLE	\$114,478.00

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			\$72,062
Coordinator	Certified-After school/summer program	\$27.00/per hr.	\$16,200
Teacher (Elementary)	Certified-After school program	\$40.00/per hr.	\$2,163
Teacher (Elementary)	Certified-After School Program	\$34.00/per hr.	\$1,736
Teacher (Elementary)	Certified-After School Program	\$45.00/per hr.	\$810
Teacher (Elementary)	Certified-After School Program	\$39.00/per hr.	\$1,015
Teacher (Elementary)	Certified-Summer School Program	\$29.00/per hr.	\$8,320
Teacher (Elementary)	Certified-Summer School Program	\$29.00/per hr.	\$5,811
Teacher (Elementary)	Certified-Summer School Program	\$34.00/per hr.	\$5,710
Teacher (Elementary)	Certified-Summer School Program	\$36.00/per hr.	\$8,282
Education Technician	Non-Certified-After school/summer program	\$23.00/per hr.	\$6,093
Education Technician	Non-Certified-After school/summer program	\$24.00/per hr.	\$6,481
Education Technician	Non-Certified-After school/summer program	\$21.00/per hr.	\$3,191
Education Technician	Non-Certified-After school/summer program	\$22.00/per hr.	\$3,229
Education Technician	Non-Certified-After school/summer program	\$24.00/per hr.	\$3,021
Employee Benefits			\$12,132
Employee Benefits Calculation	Average about 17%		\$12,132

Professional Development			\$1800
21 st Century BIE Meeting	Principal/Coordinator Registration Free		
21 st Century "Beyond School Hours" Regional Conference	Principal/Coordinator registration fees	\$ 450/ea	\$900
21 st Century National Conference	Principal/Coordinator registration fees	\$ 450/ea	\$900
Purchased Services			\$4,500
Safe & Drug Free Consultants	Motivation speakers, expressive art presenters, storytelling presentation	\$500/2 ea	\$1,000
Cultural Exchange	Expressive art presenters, storytelling presentations with surrounding tribes	\$500/2ea	\$1,000
Health & Wellness	Health & Wellness Consultants	\$500/2 ea	\$1,000
Anti-Bullying & Substance Abuse Presentations	Motivation speakers, anti-bullying presenters	\$500/2 ea	\$1,000
Student Activities	Summer school student admission fees	\$500	\$500
Equipment			\$
			-
Materials and Supplies			\$12,500
Instructional/Classroom Materials	Instructional Materials for after-school & summer program		\$10,000
Supplies & Materials	Parent Activity Night		\$500
Student Consumables	School Supplies		\$2,000
Other Expenses:			\$8,000
Student Travel	Lodging, meals for students on fieldtrips		\$3,000
Employee Travel	Per diem, lodging, ground transp. for Principal, Coordinator & staff travel		\$5,000
Instructional Support			
Personnel Services			\$18,339
Business Technician	After school/summer program	\$24.00/per hr.	\$3,000
Janitor	Summer program	\$12.00/per hr.	\$665
School Bus Driver	After school/summer program	\$23.00/per hr.	\$4,758
School Bus Driver	After school/summer program	\$23.00/per hr.	\$4,758
School Cook	Summer program	\$24.00/per hr.	\$2,583
School Cafeteria Helper	After school/summer program	\$20.00/per hr.	\$2,575
Employee Benefits			\$3,167
Employee Benefits Calculation	Average about 17%		\$3,167
Professional Development			\$
			-

Purchased Services			\$ -
		\$ -	
Equipment			\$ -
		\$ -	
Materials and Supplies			\$4,000
Student Meals	After school snacks & summer school lunch		\$3,000
Non-Food Items	Sanitation supplies, paper products		\$1,000
Other Expenses:			\$ -
Non-Instructional Services			
Material and Supplies			\$3,500
Office Supplies	Copy paper, file folders,		\$1,500
Technology Supplies	Ink cartridges, toner		\$2,000
		TOTAL BUDGET	\$140,000
		Difference (Allocation less Budget)	(\$25,522.00)



APPENDIX VII: Assurance Form

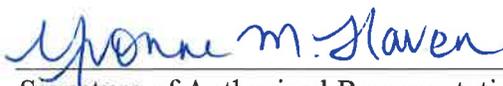
Assurances for BIE 21st CCLC

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

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

Yvonne M. Haven, Acting Principal

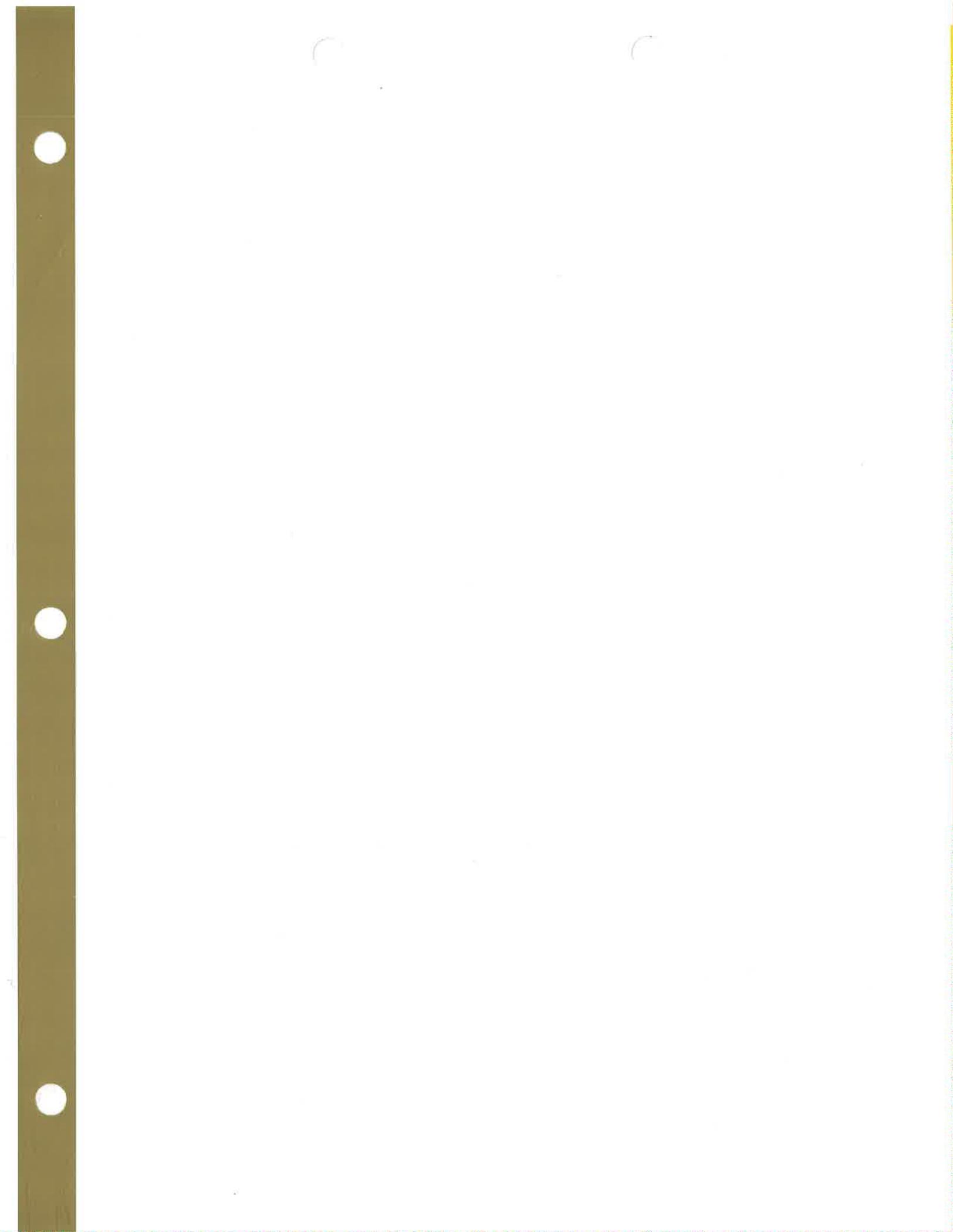
Typed Name and Title of Authorized Representative



Signature of Authorized Representative

01-16-13

Date



Job Description for PRINCIPAL

- Objectives:
1. To improve student achievement through tutoring services and academic and enrichment activities;
 2. To provide after-school recreation and activity programs for students to be safe and drug free.

SMART GOALS: Aligned in NATIVE Star.

- Goal I: Increase student achievement in reading and math
Goal II: Implement enrichment activities with a focus on CCSS academics
Goal III: Improve student health, nutrition and fitness
Goal IV: Increase parental involvement in the school

- Over sees the 21st Century Program
- Assure quality integration of curricula, equitable access, and fiscal accountability.
- Coordinates services across and between schools & communities.
- Assists Coordinator with the Walk-through Checklist.
- Will assure quality integration of curricula, equitable access, and fiscal accountability.
- Coordinates services across and between schools & communities
- Final Certification of staff's Statement of Work and Lesson plans
- Receives financial reports updates.
- Conduct staff meetings as required.
- Communicate with Coordinator and 21st Century staff
- Works and plans with the 21st Century Sustainability Committee
- Seeks input from diversity of perspectives in the community

Job Description for COORDINATOR

- Objectives:
1. To improve student achievement through tutoring services and academic and enrichment activities;
 2. To provide after-school recreation and activity programs for students to be safe and drug free.

SMART GOALS: Aligned in NATIVE Star.

- Goal I: Increase student achievement in reading and math
Goal II: Implement enrichment activities with a focus on CCSS academics
Goal III: Improve student health, nutrition and fitness
Goal IV: Increase parental involvement in the school

- Advertise for after-school tutoring and enrichment interests and classes through flyers.
- Conduct a 21st Century staff orientation at the beginning of the school year.
- Supervises day-to-day operations of classes, activities
- Hire Summer School staff by applications.
- Research vendors, prices, etc. Submit purchase order requisitions and process vendor payment vouchers in a timely manner.
- Review and certify staff Statement of Work and prepare payment vouchers.
- Keep track of financial records along with fiscal agent
- Conduct staff meetings as required.
- Maintain communication with parents and community members.
- Deal with discipline issues regarding students and staff during the hours of the 21st Century program.
- Communicate with principal and 21st Century staff
- Maintain staffing, attendance, supply logs
- Provide professional development opportunities for after-school staff.
- Prepares report to the school board about the progress of the 21st Century program
- Order needed instructional materials by the instructors.
- Ensure busses are available and see that students get on the bus at 5:00 p.m. Arrange and work with the transportation department.
- Work with the Food Services department to provide after school snacks.
- Collect and submit proper documentation as required by the Federal Guidelines.
- Responsible for on-site registration/maintain all student data
- Works and plans with the 21st Century Sustainability Committee
- Communication/articulation lead for project
- Seeks input from diversity of perspectives in the community
- Submits quarterly reports to BIE
- Enter data into the PPICS in August/September

**Job Description for
ELEMENTARY TEACHER**

- Objectives: 1. To improve student achievement through tutoring services and academic and enrichment activities;
2. To provide after-school recreation and activity programs for students to be safe and drug free.

SMART GOALS: Aligned in NATIVE Star.

- Goal I: Increase student achievement in reading and math
Goal II: Implement enrichment activities with a focus on CCSS academics
Goal III: Improve student health, nutrition and fitness
Goal IV: Increase parental involvement in the school

- Be responsible for planning lesson plans for tutoring students.
- Order needed instructional materials
- Take daily attendance.
- Provide pre and post-assessments during the course of tutoring students.
- Be responsible for student safety at all times.
- Ensure students get on the bus at 5:00 p.m. or they go with their parents.
- Submit time sheets on a bi-weekly basis.
- Submit proper documentation as required by the Federal Guidelines to the coordinator. i.e. Instructor report, Travel paperwork, etc.
- Perform other duties as assigned by the coordinator
- Meet weekly with school staff for alignment with curriculum
- Provide instruction in extended-day program
- Provide summer school write up reports
- Attend staff meetings
- Monitor all data collection
- Analyze formative data
- Assist with the coordination of staff development
- Assist with coordination of communication among communities
- Review policies and procedures

Job Description for EDUCATION TECHNICIAN

- Objectives:
1. To improve student achievement through tutoring services and academic and enrichment activities;
 2. To provide after-school recreation and activity programs for students to be safe and drug free.

SMART GOALS: Aligned in NATIVE Star.

- Goal I: Increase student achievement in reading and math
Goal II: Implement enrichment activities with a focus on CCSS academics
Goal III: Improve student health, nutrition and fitness
Goal IV: Increase parental involvement in the school

- Be responsible for planning lesson plans for tutoring students.
- Order needed instructional materials
- Take daily attendance.
- Along with a certified teacher, provide of pre and post-assessments during the course of tutoring students.
- Be responsible for student safety at all times.
- Ensure students get on the bus at 5:00 p.m. or they go with their parents.
- Submit time sheets on a bi-weekly basis.
- Submit proper documentation as required by the Federal Guidelines to the coordinator. i.e. Instructor report, Travel paperwork, etc.
- Perform other duties as assigned by the coordinator
- Meet weekly with school staff for alignment with curriculum
- Provide instruction in extended-day program
- Attend staff meetings
- Assist in monitoring all data collection
- Analyze formative data
- Assist with coordination of communication among communities
- Review policies and procedures

**Job Description for
BUSINESS TECHNICIAN**

- Objectives:
1. To improve student achievement through tutoring services and academic and enrichment activities;
 2. To provide after-school recreation and activity programs for students to be safe and drug free.

SMART GOALS: Aligned in NATIVE Star.

- Goal I: Increase student achievement in reading and math
Goal II: Implement enrichment activities with a focus on CCSS academics
Goal III: Improve student health, nutrition and fitness
Goal IV: Increase parental involvement in the school

- Responsible for budget, contracts, bookkeeping
- Handles materials and supply requests
- Over-sees the overall budget and expenditures of the 21st Century After-School and Summer School Program.
- Trains Student Activity card holder on proper procedures of submitting requisitions, saving receipts and maintaining their expenditure logs.
- Maintains budget, cuff account, purchasing, and reporting documents.
- Communicate with school administrator, program coordinator, school board and BIE Administration on the monthly and quarterly financial reviews.
- Ensure program coordinator has all necessary financial reports, is aware of account balances and is in compliance with all BIE Federal Program Guidelines.

**Job Description for
COOK/FOOD SERVICE WORKER**

- Objectives:
1. To improve student achievement through tutoring services and academic and enrichment activities;
 2. To provide after-school recreation and activity programs for students to be safe and drug free.

SMART GOALS: Aligned in NATIVE Star.

- Goal I: Increase student achievement in reading and math
Goal II: Implement enrichment activities with a focus on CCSS academics
Goal III: Improve student health, nutrition and fitness
Goal IV: Increase parental involvement in the school

- Ensure all students are served a well balanced meal.
- Required to have a food handlers certificate.
- Set up for after-school: put tables down and get snacks ready.
- Assist coordinator in ordering food and kitchen/sanitation supplies.
- Maintain proper storage of food and track food inventory.
- Clean the cafeteria and take out the trash, etc.
- Cook will prepare breakfast and lunch during the Summer School session.
- Submit time sheets on a bi-weekly basis.
- Assist with parent night activities in providing meals, snacks.
- Perform other duties as assigned by the coordinator
- Attend staff meetings
- Reviews policies and procedures.

Job Description for BUS DRIVER

- Objectives:
1. To improve student achievement through tutoring services and academic and enrichment activities;
 2. To provide after-school recreation and activity programs for students to be safe and drug free.

SMART GOALS: Aligned in NATIVE Star.

- Goal I: Increase student achievement in reading and math
Goal II: Implement enrichment activities with a focus on CCSS academics
Goal III: Improve student health, nutrition and fitness
Goal IV: Increase parental involvement in the school

- Be responsible for student safety at all times.
- Safely transports students to/from school and fieldtrips
- Ensure all students get on the bus at 5:00 p.m. or notice if their parents pick up students.
- Plan bus routes for all after-school transport. A roster will be given to you.
- Maintains roster of all students participating in the After-School and Summer School Program.
- Maintain records of mileage, maintenance and fuel logs.
- Maintain adequate fuel for busses at all times.
- Submit time sheets on a bi-weekly basis.
- Perform other duties as assigned by the coordinator
- Attend staff meetings
- Reviews policies and procedures.

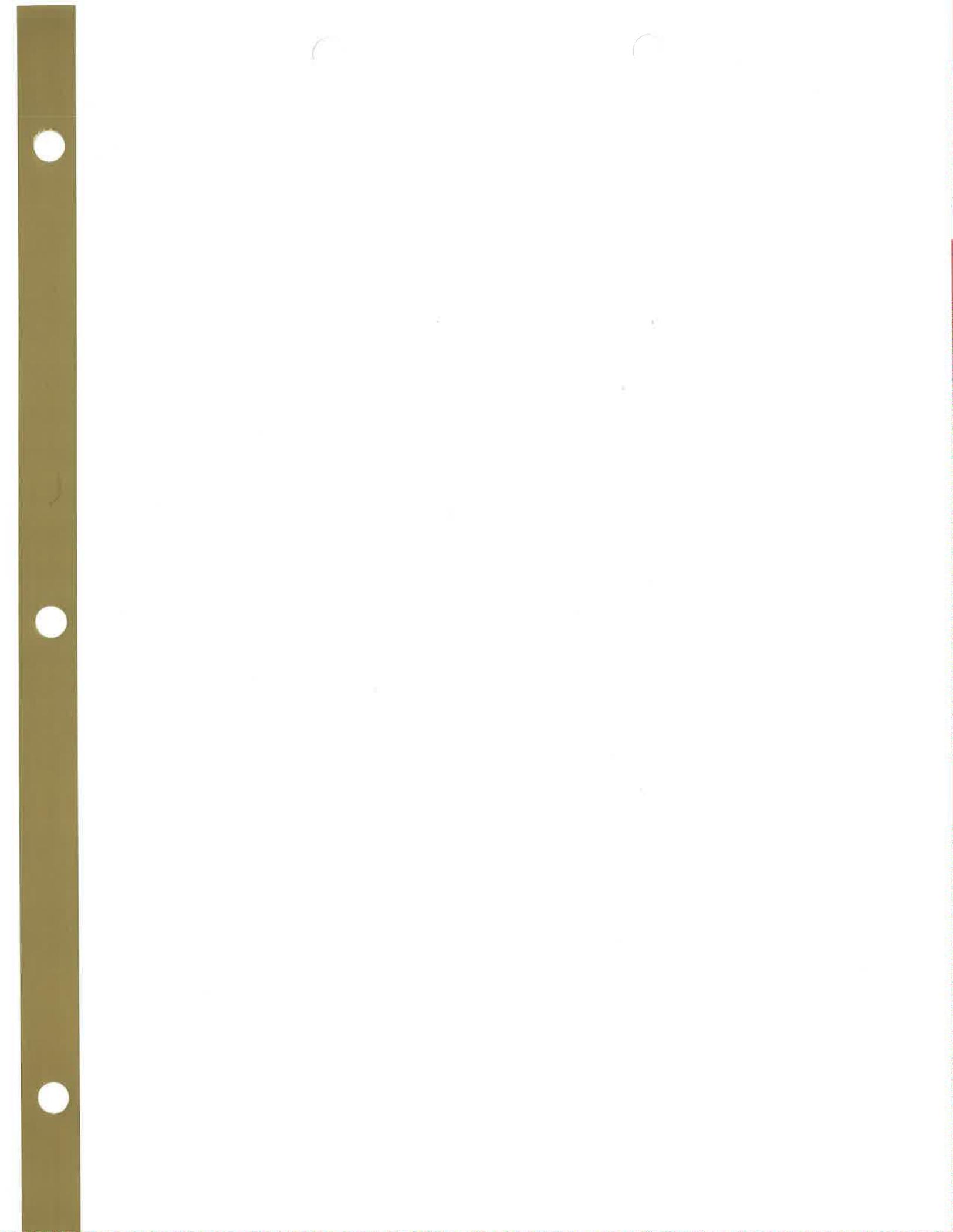
Job Description for JANITOR

- Objectives:
1. To improve student achievement through tutoring services and academic and enrichment activities;
 2. To provide after-school recreation and activity programs for students to be safe and drug free.

SMART GOALS: Aligned in NATIVE Star.

- Goal I: Increase student achievement in reading and math
Goal II: Implement enrichment activities with a focus on CCSS academics
Goal III: Improve student health, nutrition and fitness
Goal IV: Increase parental involvement in the school

- Be responsible for student safety at all times.
- Provide service during the Summer School Program in cleaning, trash disposal and sanitizing classroom areas.
- Assists in the set up of Parent Nights.
- Perform minor maintenance as requested and assigned.
- Responsible for maintaining and ordering janitorial supplies provided by the BIE Facilities Management.
- Attend staff meetings
- Reviews policies and procedures.



Gregg P. Shutiva, Governor
Joe M. Aragon, Jr., 1st Lt. Governor
Dennis H. Felipe, Sr., 2nd Lt. Governor
Philip Riley, Tribal Secretary
Curtis P. Torivio, Tribal Interpreter



25 Pinsbaari Drive
P. O. Box 309
Acoma, NM 87034
Telephone: (505)552-6604
Fax: (505)552-7204

PUEBLO OF ACOMA
OFFICE OF THE GOVERNOR

January 16, 2013

Ms. Yvonne Haven, Acting Principal
Sky City Community School
P.O. Box 349
Acoma, NM 87034

Dear Ms. Haven,

The Pueblo of Acoma hereby agrees to support and work with Sky City Community School on the 21st Century Grant. This grant provides after-school activities, enrichment and summer programs.

Please keep in mind that the Pueblo of Acoma has many services and resources to support your program. Tribal Administration will continue to provide the support and guidance when requested based on your schedule of after-school and summer activities.

The Pueblo of Acoma looks forward to working with you in the very near future. If you should have any questions or require additional information, please contact my office at (505) 552-6604.

Sincerely,

PUEBLO OF ACOMA

Gregg P. Shutiva
Governor

cc: ATO Files



P.O. BOX 309
ACOMA, NEW MEXICO 87034

PUEBLO OF ACOMA
LANGUAGE RETENTION PROGRAM

TELEPHONE (505) 228-3288
FAX (505) 552-9613

January 14, 2013

Dear Principal of Sky City Community School,

As the Director of Acoma Language Retention Program, I agree to support and work with your school on the 21st Century Grant which provides after-school enrichment and summer programs.

My office has services and resources to support your program and will assist in providing organization, connections for partnership formation, structure, guidance and facilitation, technical assistance and training coordination for your after-school and summer activities.

I look forward to working with you in the very near future. If you have any questions, please call me at (505) 228-3288.

Sincerely,

Vina Leno
ALRP Director



PUEBLO OF ACOMA

Senior Center and Elderly
Assistance Program

P.O. BOX 475
ACOMA, NEW MEXICO

TELEPHONE: 505/552/6316
FASIMILE: 505/552-7614

Yvonne M. Haven, Acting Principal
Sky City Community School
P.O. Box 349
Acoma, NM 87034

Dear Principal of Sky City Community School,

As the Director of the Acoma Senior Citizen Center, I agree to support and work with your school on the 21st Century Grant which provides after-school enrichment and summer programs.

My office has services and resources to support your program and will assist in providing organization, connections for partnership formation, structure, guidance and facilitation, technical assistance and training coordination for your after-school and summer activities.

I look forward to working with you in the very near future. If you have any questions, please call me at (505) 552-6316.

Sincerely,

Robin Clemons

Acoma Senior Citizen, Program Director



PUEBLO OF ACOMA

“THE SKY CITY”

Acoma Learning Center
(Public Library & Computer Center)
P.O. Box 410
Acoma, NM 87034
Phone: (505) 552-7500 ext 346
Fax: (505) 552-9613

January 11, 2013

Dear Principal of Sky City Community School,

As the Director of Acoma Learning Center, I agree to support and work with your school on the 21st Century Grant which provides after-school enrichment and summer programs.

My office has services and resources to support your program and will assist in providing organization, connections for partnership formation, structure, guidance and facilitation, technical assistance and training coordination for your after-school and summer activities.

I look forward to working with you in the very near future. If you have any questions, please call me at (505) 552-7500 ext 346.

Sincerely,

Nolan P. Valdo
Director



**PUEBLO OF ACOMA
SPECIAL DIABETES PROGRAM**

P.O. BOX 333
ACOMA, NEW MEXICO 87034

TELEPHONE 505/552-5145
FAX 505/552-5196

January 15, 2013

Ms. Yvonne Haven, Principal
Sky City Community School
P.O. Box 349
Acoma, New Mexico 87034

Dear Ms. Haven:

The Pueblo of Acoma Health & Wellness Program will support your school on the 21st Century Grant in providing enrichment and summer programs.

Our program has services and resources to support your program. My staff will assist in providing organization, connections for partnership formation, structure, guidance, facilitation, technical assistance, training coordination and summer activities for whatever your goals and objectives are in your Century Grant that you are applying for.

We look forward to having a collaborative relationship with Sky City Community School and your staff. If you have any questions, please feel free to call me at 505-552-5145 or email me at tsarracino@puebloofacoma.org.

Sincerely,

Tonita Sarracino, Director
Health & Wellness Department



P.O. Box 309
Acoma, NM 87034

**PUEBLO OF ACOMA
FACILITIES DEPARTMENT**

Telephone: (505) 552-5165
Fax: (505) 552-7204

Dear Principal of Sky City Community School,

As the Facilities Supervisor of the Pueblo of Acoma Community Center, I agree to support and work with your school on the 21st Century Grant which provides after-school enrichment and summer programs.

My office has services and resources to support your programs and will assist in providing organization, connections for partnership formation, structure, guidance and facilitation, technical assistance and training coordination for your after-school and summer activities.

I look forward to working with you in the very near future. If you have any questions, please call me at 505 552-5165

Sincerely,

Bernard E. Lewis
Facilities Supervisor



P.O. BOX 309
ACOMA, NEW MEXICO 87034

TELEPHONE: (505) 552-5161
FAX: (505) 552-9700

January 14, 2013

Ms. Yvonne Haven, Acting Principal
Sky City Community School
P.O. Box 349
Acoma, NM 87034

Dear Ms. Haven:

As the Director of the Pueblo of Acoma Environment Department, I agree to support Sky City Community School's effort regarding the 21st Century Grant which provides after-school enrichment and summer programs.

We may have services or refer you to local resources that may help support your program and may be able to assist in providing organization, connections for partnership formation, structure, guidance and facilitation, technical assistance and training coordination for your after-school and summer activities.

We commend you in your efforts in continuing to pursue the needs of our young students by applying for grants that are available to our community school. It is imperative for our students to know that their best interest is always considered, now and in their future academic career.

Sincerely,

Raymond J. Concho, Jr.
Acting Interim Environment Director

cc: file



P.O. BOX 428
ACOMA, NEW MEXICO 87034

PUEBLO OF ACOMA
HAAK'U LEARNING CENTER

TELEPHONE 505/552-6959
FAX 505/552-9455

January 17, 2013

Dear Principal of Sky City Community School,

As the Director of Haak'u Learning Center, I agree to support and work with your school on the 21st Century Grant which provides after-school enrichment and summer programs.

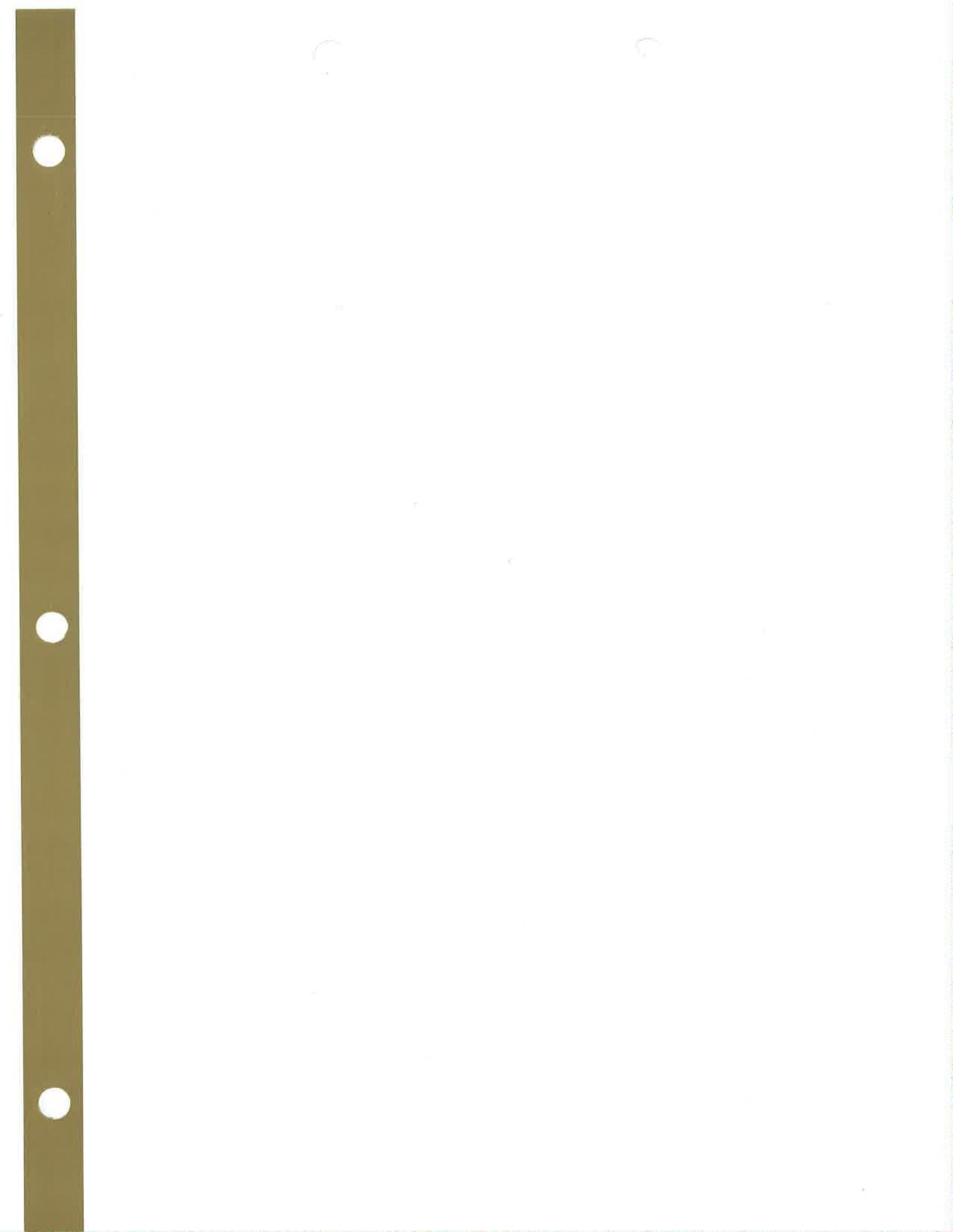
My office has services and resources to support your program and will assist in providing organization, connections for partnership formation, structure, guidance and facilitation, technical assistance and training coordination for your after-school and summer activities.

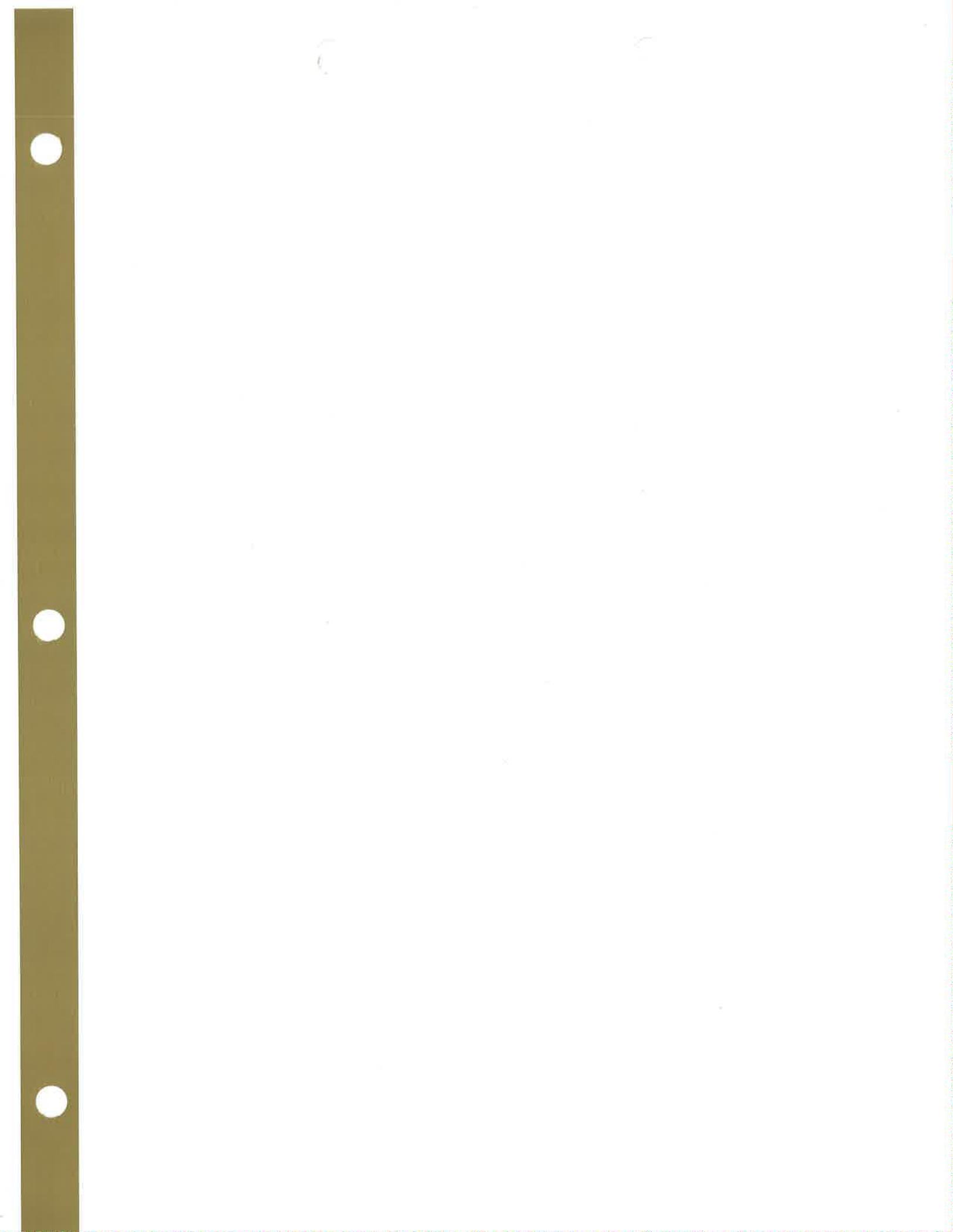
I look forward to working with you in the very near future. If you have any questions, please call me at (505) 552-6959.

Sincerely,

A handwritten signature in black ink, appearing to read 'LouAnn Tenequer'.

LouAnn Tenequer, Director
Haak'u Learning Center





Assessment of Objective Data Regarding the Need for Before and After School Programming

SCCS has a great need for before and after-school programming in academics as shown in Table A, B, C, D and E in the Need for Project section. Our academic growth still depicts a great need to help students achieve up to grade level. SCCS would like to design and deliver programming with this very goal in mind before and after-school. Data monitoring is an ongoing constant activity that the teachers are engaged in their grade level meeting. All teachers, coaches and Principal are required to keep data binders. SCCS will design instructional programs for both in-school and out-of-school time. We combine proven tactics and cutting-edge approaches grounded in our own practice—including new CCSS initiatives that use digital games, the arts, traditional food preparations, and even horticulture to connect with students. The Field Chiefs at Old Acoma are engaged in their own horticultural practices and it is a great tie with the traditional practices. Whether helping students read at grade level, successfully transition from middle to high school, or acquire essential job and life skills to go along with their diploma, our programs keep students engaged in and enthusiastic about school.

Our social data that was stated in our Comprehensive Needs Assessment shows a great need for students and families for after school and summer school programming. As explained in the Need for Project section, we have families who are self supporters (81%), grandparents raising their grandchildren (23 families), single parents (34 families), lack of access to tutoring services, a need for a summer program, and a high number of kids without supervision. To be able to be engaged in fun and hands on activities is what the students enjoy as seen in our previous grant cycle.

Acoma Pueblo has a high suicide rate (34%), a high Diabetes rate (74%), a high alcoholism rate (56%), and a high drug use problem (30%). These statistics were provided from the Acoma Police Department.

By providing social components such as bowling, swimming, fieldtrips, dance with exercise, or parent activities, the students and parents will know that there is a safe, structured and learning environment at Sky City Community School's 21st CCLC.

