

Tooth

## J. APPLICATION CHECKLIST AND REQUIRED FORMS

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

- Application for Federal Assistance (Standard Form 424), completed according to the instructions and signed by an authorized official (page 1) Form may be found at the US Department of Education Grant application and other forms page. [www.ed.gov](http://www.ed.gov)
- Cover Page
- Table of Contents (1 page)
- Program Summary and Abstract (2 page)
- Program Narrative (no more than 35 pages single-spaced)
- Participants Served Chart
- Performance Measures Template
- Schedule of Operations
- Budget Form –Appendix III (complete one for each center site)
- 21<sup>st</sup> CCLC Assurance Form
- Appendices – only those described below:
  - Job descriptions for key staff members
  - Documents of support from school and tribe *MISSING*
  - Memorandums of Agreement/Contracts for key partners
  - Assessment of objective data regarding the need for before and after school programming *MISSING*
  - Letter of support from the Official Tribal Grant, Contract School or Dormitory Official stating full compliance, support and financial integrity with the BIE's 21<sup>st</sup> CCLC RFP application requirements *N/A operator school*

### NOTE:

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

*CE* 1-17-13

1075  
21st CCLE  
Grant Prop.

**APPLICATION FOR  
FEDERAL ASSISTANCE**

TH 9 20

RECEIVED  
NOV 27 2012

RECEIVED  
OMB Approval No. 0348-0043  
JAN 17 2013

<b>1. TYPE OF SUBMISSION:</b> Application <input type="checkbox"/> Construction <input checked="" type="checkbox"/> Non-Construction Preapplication <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction	<b>2. DATE SUBMITTED</b> November 26, 2012	Applicant Identifier
	<b>3. DATE RECEIVED BY STATE</b>	State Application Identifier
	<b>4. DATE RECEIVED BY FEDERAL AGENCY</b>	Federal Identifier

**5. APPLICANT INFORMATION**

Legal Name: <b>Tohono O'odham High School</b>	Organizational Unit:
Address (give city, county, State, and zip code): <b>HC-01 Box 8513 Sells, Pima, AZ 85634Mi</b>	Name and telephone number of person to be contacted on matters involving this application (give area code): <b>Michael Krug 520-362-2400</b>

**6. EMPLOYER IDENTIFICATION NUMBER (EIN):**  
 8 6 0 8 8 7 1 2 7

**7. TYPE OF APPLICANT: (enter appropriate letter in box)**

<input type="checkbox"/> A. State	<input type="checkbox"/> H. Independent School Dist.
<input type="checkbox"/> B. County	<input type="checkbox"/> I. State Controlled Institution of Higher Learning
<input type="checkbox"/> C. Municipal	<input type="checkbox"/> J. Private University
<input type="checkbox"/> D. Township	<input type="checkbox"/> K. Indian Tribe
<input type="checkbox"/> E. Interstate	<input type="checkbox"/> L. Individual
<input type="checkbox"/> F. Intermunicipal	<input type="checkbox"/> M. Profit Organization
<input type="checkbox"/> G. Special District	<input type="checkbox"/> N. Other (Specify) <u>BIE School LEA</u>

**8. TYPE OF APPLICATION:**  
 New  Continuation  Revision  
 If Revision, enter appropriate letter(s) in box(es)    
 A. Increase Award B. Decrease Award C. Increase Duration  
 D. Decrease Duration Other(specify):

**9. NAME OF FEDERAL AGENCY:**  
 DOI- Bureau of Indian Education Programs

**10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:**  
 TITLE: 21st Century Community Learning Centers

**11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:**  
TOHS-21st Century Learning Center Program After-School Program

**12. AREAS AFFECTED BY PROJECT (Cities, Counties, States, etc.):**  
Tohono O'odham Nation, Sells, Pima, AZ

**13. PROPOSED PROJECT**

Start Date	Ending Date
8/1/12	7/30/12

**14. CONGRESSIONAL DISTRICTS OF:**

a. Applicant	b. Project
3	3

**15. ESTIMATED FUNDING:**

a. Federal	\$	123,225 <sup>00</sup>
b. Applicant	\$	<sup>00</sup>
c. State	\$	<sup>00</sup>
d. Local	\$	<sup>00</sup>
e. Other	\$	<sup>00</sup>
f. Program Income	\$	<sup>00</sup>
g. TOTAL	\$	123,225 <sup>00</sup>

**16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?**

a. YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON:  
 DATE \_\_\_\_\_

b. No.  PROGRAM IS NOT COVERED BY E. O. 12372  
 OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW

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

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

e. Type Name of Authorized Representative <b>Michael Krug</b>	b. Title <b>Principal</b>	c. Telephone Number <b>(520) 362-2400</b>
d. Signature of Authorized Representative 		e. Date Signed <b>11/25/12</b>

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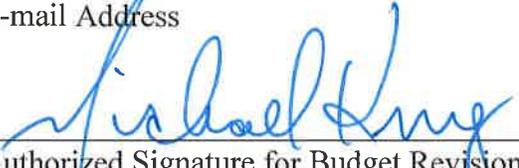
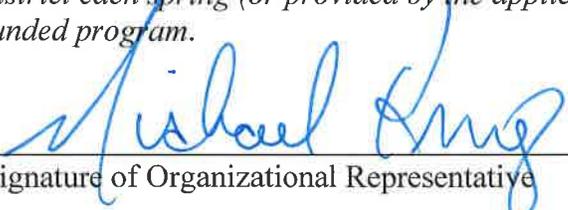
Standard Form 424 (Rev. 7-97)  
 Prescribed by OMB Circular A-102



APPENDIX VIII: Cover Page BIE 21<sup>st</sup> CCLC

COVER PAGE

EED FORM # 05-07-039

Tohono O'odham High School Organization	
Michael Krug Name of Contact Person	(520) 362-2400 ext 102 Telephone
michael.krug@bie.edu E-mail Address	(520) 362-2256 Fax Number
 Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures	11/25/12 Date
<p>■ Note: The general certifications and assurances that are signed and submitted by the district each spring (or provided by the applicant to EED) will apply to this federally funded program.</p>	
 Signature of Organizational Representative	11/25/12 Date
Principal Tohono O'odham High School Title	

\$ 123,225.00 Total Funding Requested Per Year
\$ 369,675.00 Total Funding Requested for Three Years

<b>BIE Use Only</b> Project Number: _____	Date Received: _____
Project Approval: _____	Amount Awarded: \$ _____



<b>1</b>	<b>Application for Federal Assistance</b>
<b>2</b>	<b>Cover Page</b>
<b>3</b>	<b>Table of Contents</b>
<b>4</b>	<b>Program Summary and Abstract</b>
<b>5</b>	<b>Program Narrative</b>
<b>6</b>	<b>Participants Served Chart</b>
<b>7</b>	<b>Performance Measures Chart</b>
<b>8</b>	<b>Schedule of Operations</b>
<b>9</b>	<b>Budget Form- Appendix III</b>
<b>10</b>	<b>21<sup>st</sup> CCLC Assurance Form</b>
<b>11</b>	<b>Appendices</b>



## Program Summary and Abstract

**Tohono O'odham High School (TOHS)** is located on the Tohono O'odham Reservation. It is a Bureau of Indian Education School within the Arizona South Education Line Office. The **21st Century Community Learning Center (21st CCLC)** will function as an after school program during the school year.

Students will participate in academic enrichment and remedial intervention activities which will concentrate on reading, writing, math, career preparation, health, arts, wellness, and cultural development. Field trips will be scheduled to support after school learning during the school year and parents will also be invited to attend. The student selection process will involve the use of data from NWEA, AIMS testing, teacher designed instruments, and other related sources. The use of the Common Core State Standards will also play a strategic role in both the planning and direction of the program.

After the initial student selection process has been completed and parent permission has been obtained, the program will operate beginning in early February and run throughout the school year ending in May. The program will be scheduled to operate Monday through Thursday (2:50pm-5:30pm). There will be special events and field trips scheduled which will include both parents and students. TOHS highly regards parent, student, and community agencies input and their wishes and concerns will also be reflected in the student selection process.

TOHS has undergone a dramatic change in the past year which offers the positive prospect of improved school climate, student attendance, student progress, parental involvement etc. With an almost entirely new academic staff, the school has the opportunity to develop a new vision for the future. TOHS can become the school where students are highly interested in attending rather than just the choice most convenient or practically a last choice. The 21st CCLC program is a vital part in the progress of the new school vision. In order to fully educate, we believe that certain criteria are essential to leading the student toward the recognition of his or her full potential. The 21<sup>st</sup> CCLC program will be one of the main programs that will bring everything together.



**1) Need for the Project:**

**1A)** The overall program at Tohono O’odham High School (TOHS) has begun to move in a more positive direction over the past school year. An extensive review of student transcripts of students attending TOHS during school year SY-2011-2012, many of the students transferred to TOHS from other high schools. Most of these students had less than a positive experience with many absences and few high school credits earned. A high percentage of these students who transferred to TOHS lost many credits by not finishing the semester and/or being ill advised and taking the same classes again even though they had passed the class. With the addition of more qualified staff, more experienced staff, and a more positive school climate, TOHS as their first choice rather than a choice of last resort. At a recent meeting at one of the villages this past month, parents discussed their good feelings about TOHS and the changes that are being made. They expressed their positive feelings about the change in the climate of the school. They expressed that they observed the positive changes in the school and now the school is functioning with a purpose. This current school year has begun on a much more positive note with the addition of:

- New program support from tribal agencies
- More support from Indian Health Service
- Closer relationship with the State of Arizona Department of Education
- More positive forward looking attitude of the staff and administration
- Introduction of additional choices for academic, remedial, and wellness activities

The following is a listing of the demographic status of our school community:

- 85 % of students for Free or Reduced USDA Lunch Program
- 88% of parents are unemployed
- 75% of students live in one parent family home
- 68% of students and their families are receiving assistance
- 78% of students did not meet State of AZ standards on the AIMS testing

Name of Each After School Site	Designation School Status	%Free or Reduced Lunch	Estimate # of Students to be Served	# of Family Members to be Served	Grade Levels to be Served
Tohono O Ódham High School	Restructuring	85%	60 (50%)	30	9-12

**1B)** The staff and administration at TOHS meet regularly to collaborate about student achievement and review the relevant data from the NWEA, AIMS, school report cards, etc. and this information will be used to determine the students with most need and they will be provided services in the 21<sup>st</sup> CCLC program TOHS’ Response to Intervention (RtI) Three Tiered interventions in reading and Math. The student’s results will be rank ordered according to needs. Also factored in are those students in the upper grades who have had poor academic results in the past whose needs have not been met by the schools that they have attended. Other factors that

will be considered will include parent referral, Child Protective Services, Tohono O'odham Police Department referrals, other agencies etc. With the increased emphasis on data and a better use of the information, the direction provided by the guidance of TOHS' administration to the students should bring about much more positive results.

**1C) The 21<sup>st</sup> CCLC** project will address the risk factors linked to academic failure by providing a supportive program designed to reach the needs of the students targeted. For example, after careful review of data collected over the past year, the school recognizes the special needs of incoming Ninth grade students including:

- **Lack of preparedness for High School**
  - **Academically**
  - **Attendance**
  - **Socially**
  - **Life experience**
  - **Wellness**

The after school program will provide the Transition Specialist and the counselor the added opportunity to work more closely with these students. The numerous changes that these Ninth Grade students have to deal with can become overwhelming. Using some of the time slots allocated in the after-school schedule will make this challenge more possible for all concerned. Of course increased amounts of time will now be dedicated to communication with the parents in person, at the school, at their homes, and use of internet, email, snail mail, and telephone. Parents will be made to feel more welcomed through the efforts of the after-school program. With the increased involvement of the parents/guardians we anticipate that the students will become more dedicated to their own well- being and success.

The school staff have used the training that has been provided so that they can successfully implement the school wide Three Tier Model in the after school program. Since the staff have had the opportunity of working with the students selected during the school day, they have the knowledge, understanding, and experience to be able to present challenging learning activities in an after school program model and not just a continuation of the regular school day.

**1D)** Staff involved with the 21<sup>st</sup> CCLC program have reviewed the data results from the AIMS testing, NWEA, Program Assessments from "**Language!**", TOHS' Language Arts intervention program as well as other instruments to better meet the students' needs. Using the techniques presented by the approved and suggested programs, students will be challenged and offered learning opportunities that will increase their academic, behavioral, wellness, and career related needs. Members of the School Improvement Team with input from the parents and guardians will provide the basis for the overall goals for the program. Since all of the core teaching staff is new at the high school, it will take some added time to develop the skills and trust to work effectively as a team.

**1E)** The 21<sup>st</sup> CCLC after school program efforts will be tied directly to the results acquired from the most recent NWEA, AIMS, Language! data available from the assessments the students complete. TOHS will also implement assessments developed locally to better complete a program designed for the students. The implementation of Common Core State Standards will also provide guidance for the 21<sup>st</sup> CCLC program.

**1F)** A large portion of TOHS students have had a history of attending many different schools, changing schools during the school year, having inconsistent guidance and counseling they have a great need to be directed correctly to take classes that are required for graduation. For example, some of the students have actually taken and passed the same American History class more than once, but they had not been directed to take the other history classes required to graduate. The after school program will have a self-directed computer education component available to provide these students with the opportunity to meet their graduation needs. This program will allow many of the students to progress towards graduation much faster than would normally be possible. Providing these students, many who have already attended various high schools for more than four years, with the possibility for graduation sooner should deter their sense of loss, failure, and depression which has led others to dropout. Some students who have dropped out have returned to TOHS to take advantage of this after school offering.

## **2) Quality of Project Design:**

**2A)** The overall goals of the 21<sup>st</sup> Century CCLC Program are to work to support and promote the 'whole student'. That is, as important as the academic program is, students need to know much more in terms of life skills, decision making, career choices, and hobbies that can turn into job opportunities etc. (see Appendix V) for more details

Goals: Students participating in the after-school program will increase their:

- scores on the AIMS tests in the areas of Reading, Writing, Math and Science
- results on the NWEA demonstrating better understanding of the required knowledge base
- acquisition of the school's curriculum that is tied to the CCSS
- improve their attendance as evidence by their attendance data available in NASIS
- Number of credits to make sufficient progress to move closer to graduation.

**2B)** TOHS' after school program staff and administration will work closely together to implement the requirements and academic standards suggested by the Bureau of Indian Education's Native Star as well as the State of Arizona. For example, TOHS has fully implemented the NASIS system and the staff has been trained to accurately monitor, provide guidance, and work closely with the students and parents. In the work world that our students will become a part of, research and data in the past few years has stressed that schools need to provide students with a better understanding of how attendance is a major factor in young workers finding success:

- In higher education
- training programs
- and/or in the work place

TOHS has an increased emphasis on the attendance area to better insure that the students gain insight and perform better in this critical area.

Another life skill that has to be mastered is learning how to work with others (teamwork). In the after-school program, there will be regularly scheduled activities that will be designed to utilize our students' skills on the computer, in art, in crafts, etc. to complete major projects that require cooperative learning process. The change in direction at the school level is very important so that

students will become more prepared to work together rather than the highly competitive nature in education where this concept is not highly regarded.

Another skill that is important in the 'World of Work' is decision making and learning from our successes and failures. In the past most of the students have not been presented with experiences that are logical and natural consequence driven. Students have been preached at and lectured, rather than provided experiences where they will see the results of their efforts. In the after-school program, there will be ample opportunities for this learning process to develop.

**2C)** In combination with the regular programs efforts in terms of progress monitoring of the students' success, the staff involved with the after school program will utilize a variety of scientifically based techniques to insure that the students are making progress towards catching up with the required goals to function on grade level so that they can be productive members of their communities in the future. There will be time allocated for the staff to be able to meet and plan as a group to better develop the program to meet the needs of the students.

**2D)** The data and information that is available in the NASIS system, including Discipline, will be reviewed by the Student Improvement Team consisting of the:

- The Principal
- The Transition Specialist
- The Guidance Counselor
- Grade level Teacher Sponsor
- And Parents

Since most of the school's current staff are new to TOHS as well as the Bureau of Indian Education system, initial staff training was provided by the ELO office staff prior to the commencement of school. Student staffing will be held on a regular basis to review the results of interventions that have been developed to determine when and if modifications are required for student improvement. Besides the resources available at the school; tribal, state, and other outside resources will be utilized to provide the required support for the students and their families. This joint effort will provide the best opportunity for student improvement in this most important life skills area.

**2E)** The Student Improvement Team will be using the data already available from NWEA, NASIS and PPICS to identify the students, the areas on campus; time of day where many of the negative counterproductive activity events take place. BEST procedures and goals will play an important part in this area for school improvement. As part of the program and school improvement efforts, students, parents, and related community resources will have an opportunity to play an integral role. There has already been a meeting with a variety of Tribal Agencies that have offered and are currently providing program support and technical support for combating the major negative influences including:

- Substance abuse
- Violence
- Bullying prevention
- Wellness
- Other

The School Improvement Team will use currently available student risk scales and surveys to monitor and improve the safety and school climate at TOHS. This data will be shared with all of the related stakeholders in the community for their input and guidance.

**2F)** TOHS after School program will not be an extension of the school day (like many of the BIE programs have been in the past). The program will center on the After School Philosophy that the National and state of Arizona has provided. There will be learning that is embedded in activities that have been proven to be things that the students at different grade levels enjoy, but at the same time they will be learning skills that they did not master previously. We anticipate using staff knowledge dealing with business, photography, student driving, art, etc. to provide the students with new challenges that they will be working on the mastery of; which have direct skills and preparation for the future.

Another innovative departure from past 21<sup>st</sup> CCLC After-School Programs will be the change in schedule for the program. Instead of having longer time periods and fewer learning opportunities, the 2 ½ hour program block will be divided into four (4) periods which will allow for concentrated learning blocks with more changes for the students. After having been in school, riding the bus, and getting ready for school, this program change will be attempted for this school year. The time frame will be closely monitored and with input from the students, staff, partners, etc. could be modified in the future.

**2G) Schedule of Operations:**

TOHS	Schedule of Operations			
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
2:50PM	SNACK	SNACK	SNACK	SNACK
3:10PM				
G1	MATH	ENGLISH	TRANS	MATH
G2	ENGLISH	TOCC	ENGLISH	CAREERS
G3	CAREERS	MATH	HEALTH	TRANS
G4	GUIDANCE	I. H. S.	MATH	ENGLISH
3:50PM				
G1	GUIDANCE	TOCC	ENGLISH	TRANS
G2	MATH	ENGLISH	TRANS	CAREERS
G3	ENGLISH	I. H. S.	MATH	ENGLISH
G4	CAREERS	MATH	HEALTH	MATH
4:25PM				
G1	CAREERS	MATH	HEALTH	CAREERS
G2	GUIDANCE	I. H. S.	MATH	ENGLISH
G3	MATH	ENGLISH	TRANS	MATH
G4	ENGLISH	TOCC	ENGLISH	TRANS

4:55PM

G1	ENGLISH	I. H. S.	MATH	ENGLISH
G2	CAREERS	MATH	HEALTH	MATH
G3	GUIDANCE	TOCC	ENGLISH	TRANS
G4	MATH	ENGLISH	TRANS	CAREERS

**2H)** The Key partners for the TOHS 21<sup>st</sup> CCLC program are:

Partner	Services Provided	Funding
Tohono O’Odham Community College	Culture and Language classes for students and the community	In-kind funding
Job American Graduates (JAG)	Preparation and support for TOHS staff to assist in the students’ transition after graduation.	State training information and training for staff-no cost to school
Youth Empowerment for Success (YES)	Training for students in health and suicide prevention	In-kind funding
Tohono O’odham Police Department (SRO)	Bullying prevention, substance abuse, student notice of their rights and their responsibilities	In-Kind funding
Indian Health Service (Public Health Nurse station on campus @ TOHS)	Wellness programs, Health careers, related women’s issues etc.	In-Kind funding
KOHN Radio	Providing work experience and skill training for students in the development of program materials and on-line student programming	In-Kind funding
Southern Arizona Health Program	Provide students with knowledge and training opportunities dealing with health careers and wellness	In-Kind funding

<p>Transition Program (Vocation Ed)</p>	<p>Skills, training, and opportunities for career development including attending youth conferences, field trips to work sites, training locations, and colleges etc.</p>	<p>Funding sources from other Title Programs, ISEP, and Special Education</p>
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**2I)** Since most of the key players at the school are also involved in the regular school program, the staff will be more able to tie in the school days homework assignments with the after school emphasis on activities that are fun and life skill based. The Transition Specialist and the supporting guidance counseling efforts will help coordinate the community agencies’ services to better reach our At-risk and all students in general. The school will provide supporting services to encourage the overall coordinated program components for student success. Related services will rotate for all of the after school students, but concentrate on those students with high levels of At-Risk behavior or challenges.

**2J)** The program will provide both the students and their parents with opportunities to assist in the development of learning opportunities beyond the regular school program’s offerings. With the community members struggling to provide the basics for themselves and their families, the after school program can provide the parents and students with meaningful life experiences that most families could not afford, would not consider, and lack the resources to participate in. The numerous museums, zoos, cultural, sporting, and other related activities will be tied directly to the students’:

- Attendance
- Progress in meeting their academic goals
- Progress In meeting their life skill goals
- Improvement in their behavior and life choices

**2K)** Students will want to attend the after school program because it will be offering challenging, fun, and meaningful activities after school. For those students who require opportunities to earn high school and/or college credits, the after school program will have the resources for this to take place. For those students requiring additional support services, the after school program will be the place where these needs can be met also. The “day school” program is administered by the same “staff” that will administer the 21<sup>st</sup> CCLC program, so there will be requirements and incentives tied to participation from students of the “day school” program in the 21<sup>st</sup> CCLC program.

**2L)** The partners who will be providing these valuable services will work with the program’s coordinator to insure that there are minimal conflicts in terms of scheduling program activities. This will be a major program improvement over the past efforts that were made at TOHS.

**2M)** Many of the Senior tribal elders have skills, knowledge, and understanding which would be a huge benefit for the students and their families. There is a Senior Citizen facility 20 miles from TOHS that houses Tribal Elders, and a partnership has been sought to allow TOHS students to

interact with the tenants of that facility. Some of our parents lack the knowledge and experience to share with their children concerning Tribal History, Culture, and Language. These special people will be a great service to the school, students, and the overall community members.

**2N)** Prior to the commencement of the after school program, the school administration, support staff, and related after school staff will develop the required skills and goals for the program. That is, the after school team will review the previous data and the current progress monitoring to insure that the after school program has the best directions, methods, and directed efforts to meet the students' needs. The 21<sup>st</sup> CCLC staff will periodically review NWEA, Native Star and other program data to drive decisions about student achievement.

**2O)** TOHS' carryover from SY 11-12 was \$31,329.07. TOHS has already obligated the carryover in the 12-13 SY. Some of our key partners are seeking outside funding to continue to offer services to TOHS students after the 21<sup>st</sup> CCLC funding ends.

**2P)** The School Improvement Team will review all of the components of the overall school program to insure that the services provided to students, parents, and the community reflect actual needs of the school community. The committee will work to insure that the programs complement and supplement each other rather than competing and/or producing programs aimed at the same students. No waste or redundant programs will function at TOHS.

**2Q)** TOHS' restructuring plan in part, states that TOHS will implement a Scientifically Based Research (SBR) intervention program in our Language Arts/English curriculum. It also states that we will implement the Three Tiered Model of intervention. TOHS is also a BIE READS School which means we receive additional funding to help us adopt and implement a (SBR) language intervention program that was chosen to improve and enhance the reading program so that our students will reach AYP. BIE Reads requires a minimum of a 90 minute block of reading instruction using various instructional methods and strategies that have a history of success when implemented with fidelity for the students that are at grade level (Benchmark Tier I). Students that are behind the Benchmark students, but not significantly behind (Strategic Tier II) need additional support and time to "catch up" with the Tier I group. Students that are significantly behind the Strategic group (Intensive Tier III) require a significant amount of intervention and time in order to "catch up" and become Benchmark. The majority of TOHS students historically tend to fall into the Tier II and Tier III group. These steps are part of our school wide effort and they are essential to our school's restructuring efforts. The weekly data required by BIE reads will ensure that students will make progress and that their needs will be met. A contract is in place for the 2012-2013 SY to ensure the outside consultant will be available to provide expert advice on implementation of the SBR reading program. Our goal with BIE reads is to intensify our reading program which includes vocabulary, comprehension, phonics, and usage in language.

All students at TOHS utilized Northwest Evaluation Association (NWEA) measures of Academic Progress (MAP) required by the BIE System of Support (SOS) as a supplemental intervention assessment. MAP tests TOHS students with engaging age appropriate content. As TOHS students respond to questions, the test responds to the student, adjusting up or down in difficulty. This will determine precisely which concepts a student has mastered and which areas to focus on for academic growth in Math and Reading. The teaching staff at TOHS will use the

student's scores from the NWEA MAP test to drive their instruction. The lessons will then be tailor made for the students' abilities and their instructional needs, which will result in lessons that are rigorous but academically appropriate for their needs.

### **3) Adequacy of Resources:**

All of the professional staff have been certified as Highly Quality Teacher and there role will include program development, student assessment, goal development, lesson plans, etc. The school administration has assured that adequate funds have been generated to provide all professional staff on-going staff development directly tied to staff needs, program goals, etc.

**3A)** Staff to student ratios: Professional staff to student ratio: 1:10, Enrichment staff to student ratio: 1:10 to no more than 1:15, Professional staff to student ratio for computer assisted education for students working to earn high school and/or college credit will be on average 1:10 but no more than 1:15.

**3B)** Job Descriptions are included in the Appendix along with program schedule.

Program Staff	# of Staff	# of Hours Weekly
Program Coordinator	1	12
Teachers	4	12
Motor Vehicle Operators	3	8

**3C)** The School Bus Drivers at TOHS have attended, participated, and earned passing grades on all related driving, safety, and bus vehicle inspections required by the state of Arizona and BIE regulations. They have current physicals (yearly) on file which states that they are healthy enough to continue transporting students. Their current AZ Bus Drivers/CDL is reviewed at least annually all required training concerning student safety, SCAN procedures, bullying prevention etc. As new training and requirements develop, the bus driving staff will attend and learn.

**3D)** The 21<sup>st</sup> CCLC Program will utilize to the maximum extent all of the equipment, facilities, software, and staff who can provide support to leverage these resources. The program administrator and staff will first always check what facilities, equipment, and staff that TOHS already has available prior to considering purchasing these services for the after-school program. The computer lab, library, gym, cafeteria, and other facilities are fully available for use. The program has the highest degree of preference for these facilities as possible.

**3E)** The partners listed have the staff, equipment, and resources that are provided to the school at no cost and in and in-kind contribution. Almost all of the services are provided on campus, but when required the students and staff are transported to the pattern's facilities by the school's bus drivers.

**3F)** TOHS is a Bureau of Indian Education Operated school and as such operates within those parameters. TOHS does consult with the Tohono O’odham Tribe through our School Board, which is made up of District representatives, which then report to the Tohono O’odham Tribal Council. TOHS works directly with TOCC, TO Dept of Education, as well as other tribal entities in order to make our 21<sup>st</sup> Cent program a viable opportunity to assist tribal members, students, etc.

**4) Quality of the Management Plan:**

**4A)** At the current time, TOHS has only one SMART goal listed in the Native Star and that is in the Math area. The goal is that the “students will have a 5% improvement in the meets and/or exceeds in the State of Arizona AIMS testing in the Fall of 2012”. The 21<sup>st</sup> CCLC After-School program has developed strategies and plans to meet this goal.

**4B)** The following is the Timeline for Program implementation:

Time Schedule	Tasks to be completed
August	Advertise for staff to be selected for the program Select the staff to provide services Establish the Leadership Team Begin the referral process and analyze current data available Schedule staff meeting to discuss program Involve parents and students in the program process
September	Schedule staff meeting Establish Parent Involvement Council Staff meeting to develop goals and objectives for students After-School program Complete report to School Board
October	Continue Program Quarterly Report completion and report to parents Parent Meeting-review progress and make plans for the year Written report to School Board
December	Continue Program Complete Quarterly Report Schedule Holiday Event for parents and students Program review as required.
January	Program Evaluation by staff Parent Surveys Student Surveys Other surveys Presentation to School Board Continue Program Field Trip
March	Complete Quarterly Report Continue Program Student Progress monitoring Written report to School Board

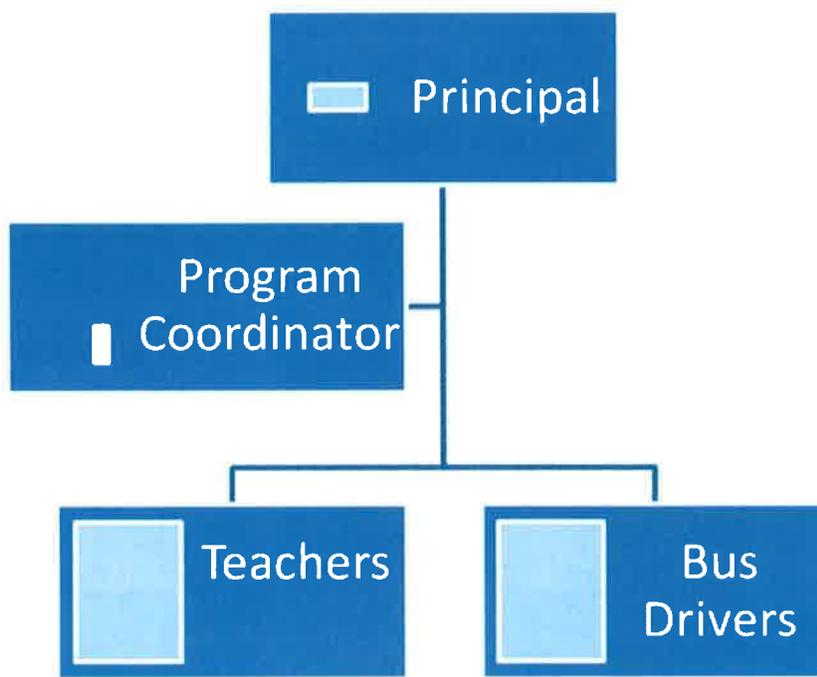
	Field Trip
May	Begin End of Year Reports Begin Compiling data for PPICS Field Trip End of year plans for students and parents Collect parent surveys Collect student surveys Collect parent surveys Collect data from the community
June	Program Coordinator: Data analysis from NWEA Data analysis from AIMS Data analysis for PPICS Complete end of the year report Prepare reports for School Board Other

**4C)** The 21<sup>st</sup> CCLC program will utilize, U. S. Department of Education and other nationally approved testing instruments such as NWEA, and CCSS related documents. Teachers will be trained on how to develop their lesson plans to reflect the CCSS. Staff job descriptions will reflect BIE standards and reviewed by Agency staff if necessary.

Of course, the principal will have the ultimate responsibility for the program, performance, etc. There will need to be close coordination between the Principal and the 21<sup>st</sup> CCLC Program Coordinator. Reviews with the school board will be on an ongoing basis.

The data and information that develops through the Native Star process will play a major role for directing, monitoring, and evaluating the school and all of its programs.

**4D)** The chart that follows displays the staffing pattern for the 21<sup>st</sup> CCLC Program at TOHS. The Parent Involvement Council will play a supportive role in the developing of the program, but they will not be part of the staff structure. Rather, their role will expand as the group learns more about the program, school, and goals.



**4E)** The staff development and professional training will be tied directly to the 21<sup>st</sup> CLCC program and its goals. Training that is provided by the BIE will be the primary source for the staff. Other sources that will be considered will be the State of Arizona After School Program which provides training in the state in local areas. The training is highly regarded with national presenters. The training and materials are at an extremely low cost (\$30-50 per person). The training is so highly regarded that if this is not considered to be an acceptable cost for the 21<sup>st</sup> CCLC program, the school will use other funding sources.

**4F)** Collaboration among all stakeholders will continue throughout the school year. There will be meetings scheduled, surveys will be used to gain input, and there will be meetings attended at the Village level by TOHS After-School staff and others. The Principal and/or the program Coordinator will attend meetings, conferences, and other training and learning opportunities in the community and the local state agencies.

**4G)** The efforts to disseminate information about the program will be made in a variety of methods. The school has already had meetings at Villages where the teaching staff and administrator were able to present their ideas and learn from the parents and community members. There will be meetings scheduled with the Parent Council and parents as per scheduled and needed during the school year. One of the teachers has had extensive experience with newsletters and student writings and he has discussed using this as a project that the students will be offered in the after-school program. Another staff member has been a

professional photographer and he is interested in working with the students in all phases of media.

**4H)** There is a wide range of data that is collected that is designed to monitor student progress and behavior. NAISIS provides much information that is available to the school when a person who has been trained and is knowledgeable can use. Grades, Attendance, family data and information, student behavior etc. are just some of the information that can be used. The monthly data that is collected as designed can provide the staff with valuable information too. Of course, the data collected for the PPICS is one of the most important sources that we have. Comparisons with other schools, other states, other programs, have an important place in monitoring and modifying the program. As the school increases the emphasis on data to direct program improvement and direction, looking at long-term and short-term data can play an even more important role too.

The development of the plan of action as to how, what, and who will be collecting and analyzing the data is in the formative stages. Since almost all of the professional staff is new to TOHS, the principal has determined that it would be in the best interest of the school to include all of the stakeholders (teachers, parents, students, community members, others) in the planning process. Data will be collected, analyzed, and utilized in an increasingly important manner for this school. No longer will data only be collected to stay in compliance. The value has finally been recognized.

**5) School Improvement Status:**

**5A)** TOHS currently does not receive a SIG.

**5B)** Tohono O'odham High School has been in the Restructuring Status for several years. The School Administrator has great confidence in the professional staff at TOHS. Almost all of the professional staff has been newly hired for SY-2012-2013 and they come to the school with energy, enthusiasm, professional experience, and good past work records. The new members have had time to work together and they are in the process of building strong teamwork skills and confidence with each other. As more time and efforts are used by the staff, improvements should increase and become the norm rather than the exception.

**5C)** N/A

**5D)** N/A

**6) Budget/Budget Narrative:**

## 2012-2013 TOHS Budget Narrative

Personnel	#	Salary costs	EBC	Total	Duties
Program Coordinator	1	18900	4725	23635	Will schedule activities, process referrals, monitor program, submit reports, manage program budget and other related duties.
Teachers	4	58800	14700	73500	Will provide specific activities for student improvement, help to monitor and develop opportunities for student life skills, etc.
MVO (Bus Drivers)	3	18480	4620	23100	Drivers will perform transportation for students, staff, and parents when required. They will perform related transportation duties also.
Sub-Total				120,225	
Employee Travel	1	2 trips		3,000	Program Coordinator will attend Annual 21 <sup>st</sup> CCLC Conference and one regional or national conference.
Grand Total				123,225	

## IN-KIND TOHS SUPPORTIVE BUDGET:

The School Team and the administration have been working to develop data concerning the quantity and quality of the budgetary costs for supporting this program through the school's regular funding sources. TOHS will be able to support portions of the program with Title funds as well as with grant funds TOHS receives. The services below will be covered through TOHS' regular funding, at no cost to the 21<sup>st</sup> CCLC program or grant.

Janitorial services costs  
 Food Service costs  
 Professional staff training  
 Transition Staff cost  
 Vehicle Costs  
 Supplies and Materials  
 Equipment  
 Other

Personnel costs are provided in detail in the Appendix.

**6A) Certified and Non-Certified Staff:** The Program Coordinator will work 12 hours per week which will provide adequate time for program development, management, and program documentation duties. The Teachers will work 12 hours per week which includes ten (10) hours of direct services with students and 2 hours (2) progress monitoring, lesson plans, meetings etc.

The Motor Vehicle (bus drivers) will be working after their normal tour of duty approximately 8 hours per week to transport the students to their residences.

**6B) Professional/Technical:** At the current time, the technical and other professional services provided by the tribal and community agencies is on an in-kind contribution and at no cost for the after school program.

**6C) Staff Travel Required:** The only costs will be for the Program Coordinator to attend 21<sup>st</sup> CCLC sponsored or approved workshops/conferences. **Student Travel:** The additional costs for student travel will be paid from non-21<sup>st</sup> CCLC program funds.

**6D)** All of these costs will be paid from non-21<sup>st</sup> CCLC program

**6E)** ISEP, Title Funds, Special Education funds, and other non-21<sup>st</sup> CCLC program funds will be used to cover non personnel costs and all of the other related program costs including:

- Student Travel
- Supplies and Materials
- Facility costs
- Custodial costs
- Transition Specialist costs
- Curriculum costs
- Testing costs
- Other



**APPENDIX IV: Participants Served Chart**

<b>Name of Each After School Site</b>	<b>Designation – School Status</b>	<b>% Free or Reduced Lunch</b>	<b>Estimated # of Students to be Served</b>	<b>Percentage of Day School population Served</b>	<b># of Family Members to be Served, if Appropriate</b>	<b>Grade Levels to be Served</b>
<i><b>TOHS</b></i>	Restructuring	85%	60	50%	30	9-12







**APPENDIX VI: Schedule of Operations**

Schedule of Operations

**SCHOOL(S) SERVED:** Tohono O’odham High 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:** 08-26-2012 to 05-30-2013

**Number of Weeks during the school year:** 35

<b>Activity</b>	<b>Time of Day</b>	<b>Where? By Whom?</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>TH</b>	<b>F</b>	<b>S</b>	<b>SU</b>
<b>Educational classes, enrichment, cultural, counseling, career, Health and wellness</b>	<b>3:00pm-5:30pm</b>	<b>TOHS Campus Certified Teachers, Community Partners</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>			

**TOHS****Schedule of Operations**

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
2:50PM	SNACK	SNACK	SNACK	SNACK
3:10PM				
G1	MATH	ENGLISH	TRANS	MATH
G2	ENGLISH	TOCC	ENGLISH	CAREERS
G3	CAREERS	MATH	HEALTH	TRANS
G4	GUIDANCE	I. H. S.	MATH	ENGLISH
3:50PM				
G1	GUIDANCE	TOCC	ENGLISH	TRANS
G2	MATH	ENGLISH	TRANS	CAREERS
G3	ENGLISH	I. H. S.	MATH	ENGLISH
G4	CAREERS	MATH	HEALTH	MATH
4:25PM				
G1	CAREERS	MATH	HEALTH	CAREERS
G2	GUIDANCE	I. H. S.	MATH	ENGLISH
G3	MATH	ENGLISH	TRANS	MATH
G4	ENGLISH	TOCC	ENGLISH	TRANS
4:55PM				
G1	ENGLISH	I. H. S.	MATH	ENGLISH
G2	CAREERS	MATH	HEALTH	MATH
G3	GUIDANCE	TOCC	ENGLISH	TRANS
G4	MATH	ENGLISH	TRANS	CAREERS



## Appendix III – 21<sup>ST</sup> CCLC Budget Worksheet

ADD	Mr. Bart Stevens
ELO	Mr. Jim Hastings
Name of School	Tohono O’odham High School
Grant Name	
Award Number	
Project Start Date	
Project End Date	

<b>PREVIOUS SCHOOL YEAR ALLOCATION</b>		\$70,030
<b>EXPENDED PREVIOUS SY ALLOCATION</b>		\$70,030
<b>TOTAL CARRYOVER AVAILABLE</b>		\$0.00
<b>CURRENT SCHOOL YEAR ALLOCATION</b>		\$0.00
<b>TOTAL AVAILABLE</b>		\$0.00

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
------------	-------------	--------	-------

<b>Direct Instruction</b>			
<b>Personnel Services</b>			<b>\$96,180.00</b>
Program Coordinator	Program management, direction, compliance issues, reports, etc.	1	\$18,900.00
Teachers	Provide direct services to students, complete lesson plans, data, reports, etc.	4	\$58,800.00
MVO (Bus Drivers)	Provide transportation services	3	\$18,480.00

<b>Employee Benefits</b>			\$24,045.00
	25%		
<b>Professional Development</b>			\$ 3000.00
<b>Purchased Services</b>			\$
No program cost-charges to school budget.			
<b>Equipment</b>			\$
No program cost-charges to school budget.			
<b>Materials and Supplies</b>			\$
No program cost-charges to school budget.			
<b>Other Expenses:</b>			\$
None			
<b>Instructional Support</b>			
<b>Personnel Services</b>			\$
None			
<b>Employee Benefits</b>			\$
None			
<b>Professional Development</b>			\$
No program cost-charges to school budget			
<b>Purchased Services</b>			\$
No program cost-charges to school budget.			

<b>Equipment</b>			\$
None.			
<b>Materials and Supplies</b>			\$
None.			
<b>Other Expenses:</b>			\$
None			
<b>Non-Instructional Services</b>			
<b>Material and Supplies</b>			\$
No program cost-charges to school budget			
		TOTAL BUDGET	\$ - 123,225.00
		Difference (Allocation less Budget)	\$0.00



**APPENDIX VII: Assurance Form**

**Assurances for BIE 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> CCLC funding shall be fully dedicated to the 21<sup>st</sup> CCLC program. A full time coordinator of the 21<sup>st</sup> CCLC program is limited to 15 hours maximum per week during the official school day.
- All activities funded by 21<sup>st</sup> 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).

Michael Krug, Principal Tohono O'odham

Typed Name and Title of Authorized Representative

Signature of Authorized Representative

Date



## **21<sup>st</sup> Century Community Learning Center Job Descriptions: TOHS**

### **JOB TITLE: 21<sup>st</sup> CCLC Program Coordinator**

#### **RESPONSIBILITIES:**

- Coordinate the planning and implementation of the 21<sup>st</sup> CCLC After School Program.
- Implement required directives concerning Agency, BIE, Federal, and related policies and procedures
- Provide oversight and provide training for the 21<sup>st</sup> CCLC staff
- Provide and coordinate services provided by community, Tribal, and related state agencies.
- Liaison services with the regular school staff, parents, and community
- Provide updates and meet with the school administrator on a regular basis
- Document required trainings, meetings, and staff trainings
- Manage budget and provide written documentation to the school administrator, BIE, and Agency School Board on a monthly basis.
- Comply with all required reports, updates, and program summaries as required.
- Maintain communication with the school staff, Agency School Board, parents, and community.
- Expand connections with outside agencies which offer additional services to the school program
- Provide technical support and data analysis on student results on local, state, and other required testing.
- Participate and develop sustainability activities that will insure program continuation in the present and future.
- Promote the 21<sup>st</sup> CCLC After-School Program to related stakeholders
- Perform other related duties as assigned.

**SUPERVISED BY:** School Principal

**SUPERVISES:** All After-School and related service providers

**SPECIAL SKILLS:** All required credentials, work experience, computer skills, supervisory capacity

**SALARY:** Based upon current level and increment on the BIE pay scale.

## **21<sup>st</sup> Century Community Learning Center Job Descriptions: TOHS**

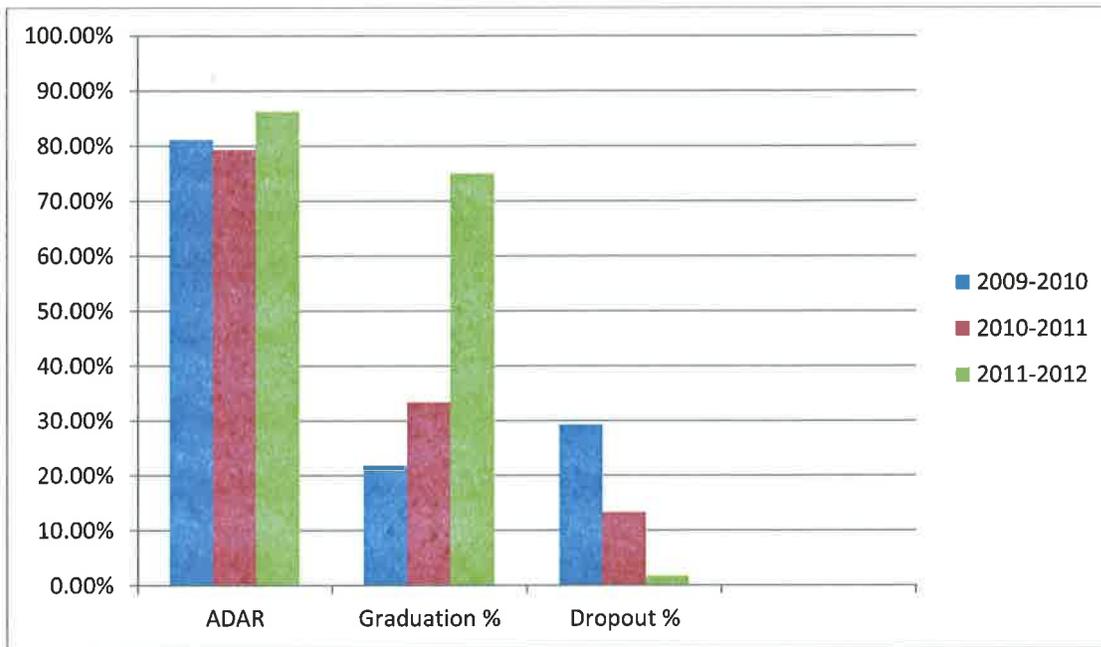
### **JOB TITLE: Motor Vehicle Operator**

#### **RESPONSIBILITIES:**

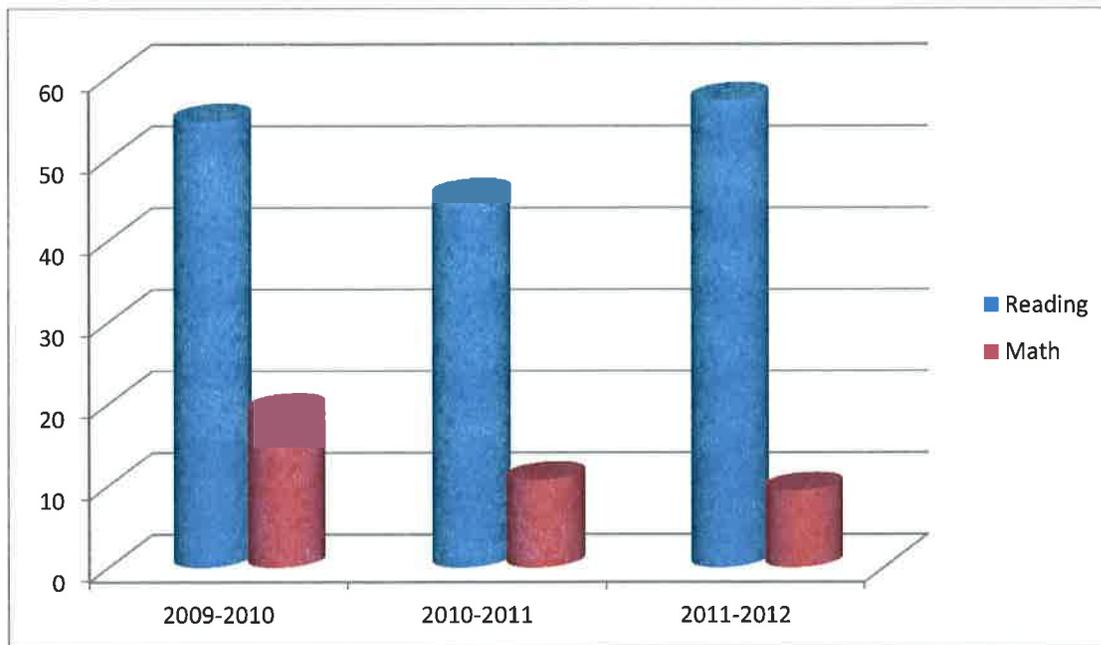
- Operates a school bus on scheduled bus route(s) transporting students to and from school
- Reports attendance on bus route(s) daily to the 21<sup>st</sup> CCLC Coordinator
- Operates a school bus, van, etc. transporting student, parent, and employees on activities such as field trips, cultural events both on and off the reservation.
- Supervise students on the buses/vans and assures the safety of the students while they are being transported.
- Maintains order, handles routine student misbehavior, reports (verbally and in written form) any serious incidents using approved school procedures.
- Follows approved policies and procedures concerning safety rules and regulations.
- Completes required reports as per policy.
- Operates motor vehicles according to state and federal regulations
- Performs bus maintenance inspections and insures vehicle operating status prior to its use.
- Performs miscellaneous duties as assigned such as regular cleaning of the bus, vehicles, and assisting in the school cafeteria.

**REPORTS TO:** 21<sup>st</sup> CCLC Coordinator on all related program issues and concerns  
**SUPERVISED BY:** School I Principal or acting for leave approval and performance appraisal  
**SUPERVISES:** No supervisory responsibilities  
**SPECIAL SKILLS:** CDL, health physical, required training updated, School Bus Driver's Certificate  
**SALARY:** Based upon current level and increment on the BIE pay scale.

## TOHS Daily Attendance Rate, Graduation Rate and Dropout Rate



## Student Achievement: Data Represents students who have received a passing score of Proficient + Advanced on the AIMS Test



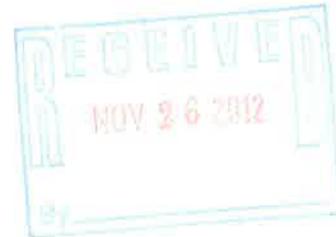


# United States Department of the Interior

BUREAU OF INDIAN EDUCATION  
Arizona South Education Line Office  
2901 N. Central Avenue, Suite 970  
Phoenix, Arizona 85012  
Phone: 602-265-1592 Fax: 602-265-0293



November 26, 2012



TO WHOM IT MAY CONCERN:

This is a statement of support of the 21<sup>st</sup> CCLCP being submitted to the Bureau of Indian Education, Division of Performance and Accountability by Tohono O'odham High School. This letter serves as an acknowledgement that Tohono O'odham High School will be in full compliance with and uphold the financial integrity of the 21<sup>st</sup> CCLCP.

If you have any questions please feel free to contact me at 602-265-1592. Thank you.

Regards,

Jim Hastings, ELO  
Arizona South Education Line Office

RECEIVED

NOV 26 2012

Bureau of Indian Education  
ADD West



## TOHONO O'ODHAM COMMUNITY COLLEGE

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P.O. Box 3129 • Sells, Arizona 85634

Phone: (520) 383-8401 • Fax: (520) 383-8403

January 14, 2013

Michael Krug, Principal  
Tohono O'Odham High School  
HC 01 Box 8513  
Sells, AZ 85634

RE: 21<sup>st</sup> Century After School Program-Tohono O'Odham High School

Dear Mr. Krug:

This letter is written in support of the Tohono O'Odham 21<sup>st</sup> Century Program.

Tohono O'odham Community College agrees to provide services to students during the after school/summer program. Services would include a summer bridge program, COMPASS and ACT/SAT prep, COMPASS testing, individual career counseling, group counseling which may include talking circles, tutoring services, team building, facilitation and coordination of training for facilitation transition-to-work, , and peer leadership training.

If you are in need of additional information, please feel free to contact me at (520) 383-0011.

Sincerely,

A handwritten signature in cursive script that reads 'Sylvia Hendricks'.

Sylvia Hendricks

Vice President of Student Services  
Tohono O'odham Community College

# Tohono O'odham Bureau of Indian Education Schools Board

Santa Rosa Ranch School • Santa Rosa Day School • San Simon School • Tohono O'odham High School



Marjorie Juan  
President

Virginia Frank  
Vice-President

Lionel Sam, Sr.  
Member

Julia Lopez  
Member

Geneva Ramon  
Member

Loretta Lewis  
Member

Rebecca Valentine  
Member

Michael Krug  
Tohono O'odham High School  
HC 01 Box 5156  
Sells, AZ 85634

January 10, 2013

RE: 21<sup>st</sup> CCLC After-School Program

To Whom it May Concern,

The Tohono O'odham Bureau of Indian Education Schools Board supports Tohono O'odham High School in their efforts to obtain the 21<sup>st</sup> CCLC grant and the implementation of After School and Summer school tutoring sessions. We feel strongly that these programs will benefit the academic achievement and social development of our children. We encourage our principals to seek and effectively implement these grant opportunities and periodically at our school board meetings, the principals are required to report on the status and progress of the After School and Summer School programs administered through the 21CCLC funding.

Sincerely,

Virginia Frank – Vice- President



**Jobs for Arizona's Graduates (JAG)**  
2501 W. Dunlap Ave. Suite 200  
Phoenix, AZ 85021  
602-216-9503 office  
602-216-9508 fax  
[www.jagaz.org](http://www.jagaz.org)

January 14, 2013

Michael Krug, Principal  
Tohono O'Odham High School  
HC 01 Box 8513  
Sells, AZ 85634

RE: 21<sup>st</sup> Century After School Program-Tohono O'Odham High School

Dear Mr. Krug:

This letter is written in support of the Tohono O'Odham 21<sup>st</sup> Century Program.

Jobs for Arizona's Graduates (JAG) agrees to support services to students during the after school/summer program. Services would include individual counseling, group counseling, mediation services, talking circles, substance abuse, suicide prevention, bullying prevention, team building, Ropes Course facilitation and coordination of training for facilitation transition-to-work, ACT/SAT prep, and peer leadership.

JAG is a 501(c)(3) and is an affiliate of Jobs for America's Graduates, the longest running and most successful dropout prevention and school to career transition program in the country. The mission of JAG is to help young people to stay in school and to acquire the academic, personal, leadership and vocational skills they will need to be successful upon graduation.

If you are in need of additional information, please feel free to contact me at 602-216-9503.

Sincerely,

  
Graciela Garcia Candia  
President, Jobs for Arizona's Graduates



Arizona Youth  
*Partnership*

13644 N. Sandarilo Road

Marana, AZ 85653

520.744.9595

fax 520.744.2127

[www.azyp.org](http://www.azyp.org)

Michael Krug, Principal  
Tohono O'Odham High School  
HC 01 Box 8513  
Sells, AZ 85634

RE: 21<sup>st</sup> Century After School Program-Tohono O'Odham High School

Dear Mr. Krug:

This letter is written in support of the Tohono O'Odham 21<sup>st</sup> Century Program.

Arizona Youth Partnership agrees to provide staff support for the Youth Empowered for Success team at Tohono Oodham High School. This program provides youth with leadership and strategic planning training, skills toward improving youth-adult partnerships with school faculty and staff, as well opportunities to address the conditions on their campus which contribute to underage drinking and suicide.

Additionally, staff are provided with an opportunity to actively participate in this program through attendance (with Team members) at the week-long Teen Institute held at University of Arizona each July. At Teen Institute, school staff are introduced to the concept of youth-adult partnerships and learn along side the youth in the Action Planning and Meeting Facilitation processes.

If you are in need of additional information, please feel free to contact me at (520) 744.9595 x 101

Sincerely,

A handwritten signature in blue ink, appearing to read "K. Daniel Stoltzfus".

K. Daniel Stoltzfus, MPA  
Executive Director



Indian Health Service  
Sells Service Unit  
Box 548  
Sells, AZ 85634

January 10, 2013

To Whom It May Concern:

My name is Billita Williams. I am writing today in hopes that you will strongly consider funding for the Tohono O'odham High School, After School and Summer School tutoring programs.

As the Nurse Practitioner at Tohono O'odham High School, I work to help students reach their full educational potential by ensuring that they are healthy enough to do so. As we all know, prevention is the key. In providing an opportunity for the students to have an extended learning period, this can be achieved by collaboration with the school staff, other health professionals and community agencies to foster academic success through health education and other student activities directed toward student health and wellness.

This program is critical to high academic success, preventing juvenile delinquency and drop out, building self-esteem in our community, attempting to rectify the high behavioral health disparity, teen pregnancy and teen parent rate, while overall making sure our students are healthy in every aspect. I look forward to working with the Tohono O'odham High School in making this happen.

If I can answer any questions or provide additional information, please do not hesitate to contact me.

Sincerely,

Billita Williams, MS, FNP-BC  
Lieutenant, USPHS  
Indian Health Service-Sells Service Unit  
School Health Program  
520-419-5948  
Billita.williams@ihs.gov