

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE

Modified Standard Form 424 (Rev.02/07 to conform to the Corporation's eGrants System)

1. TYPE OF SUBMISSION:

Application Non-Construction

2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS): 01/18/12	3. DATE RECEIVED BY STATE:	STATE APPLICATION IDENTIFIER:
2b. APPLICATION ID: 12TN135434	4. DATE RECEIVED BY FEDERAL AGENCY: 01/18/12	FEDERAL IDENTIFIER: 12TNHAZ001

5. APPLICATION INFORMATION

LEGAL NAME: Rough Rock Community School Board, Inc. DUNS NUMBER: 077525640 ADDRESS (give street address, city, state, zip code and county): Rough Rock Community School HC 61 Box 5050-PTT Chinle AZ 86503 - 5050 County: Apache	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Tyrone J. Begay TELEPHONE NUMBER: (928) 728-3795 FAX NUMBER: (928) 728-3502 INTERNET E-MAIL ADDRESS: tyrone.begay@roughrock.k12.az.us
--	--

6. EMPLOYER IDENTIFICATION NUMBER (EIN): 860204532	7. TYPE OF APPLICANT: 7a. Non-Profit 7b. Service/Civic Organization School (K-12) Local Education Agency Tribal Organization (non-government)
---	--

8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input checked="" type="checkbox"/> NEW/PREVIOUS GRANTEE <input type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION B. BUDGET REVISION C. NO COST EXTENSION D. OTHER (specify below):	9. NAME OF FEDERAL AGENCY: <p style="text-align: center;">Corporation for National and Community Service</p>
---	--

10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.006 10b. TITLE: AmeriCorps Indian Tribes	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Rough Rock AmeriCorps Program
--	--

12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): The Rough Rock AmeriCorps Program will provide service on the Navajo Nation in the State of Arizona and primarily cater to the residents of Rough Rock, Arizona	11.b. CNCS PROGRAM INITIATIVE (IF ANY):
--	---

13. PROPOSED PROJECT: START DATE: 07/01/12 END DATE: 06/30/13	14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="AZ 001"/> b.Program <input type="text" value="AZ 001"/>
--	--

15. ESTIMATED FUNDING: Year #: <input type="text" value="1"/> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td style="width: 20%;">a. FEDERAL</td><td style="text-align: right;">\$ 279,484.00</td></tr> <tr><td>b. APPLICANT</td><td style="text-align: right;">\$ 147,789.00</td></tr> <tr><td>c. STATE</td><td style="text-align: right;">\$ 0.00</td></tr> <tr><td>d. LOCAL</td><td style="text-align: right;">\$ 0.00</td></tr> <tr><td>e. OTHER</td><td style="text-align: right;">\$ 0.00</td></tr> <tr><td>f. PROGRAM INCOME</td><td style="text-align: right;">\$ 0.00</td></tr> <tr><td>g. TOTAL</td><td style="text-align: right;">\$ 427,273.00</td></tr> </table>	a. FEDERAL	\$ 279,484.00	b. APPLICANT	\$ 147,789.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 427,273.00	16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372
a. FEDERAL	\$ 279,484.00														
b. APPLICANT	\$ 147,789.00														
c. STATE	\$ 0.00														
d. LOCAL	\$ 0.00														
e. OTHER	\$ 0.00														
f. PROGRAM INCOME	\$ 0.00														
g. TOTAL	\$ 427,273.00														
17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO															

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

a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Tyrone J. Begay	b. TITLE:	c. TELEPHONE NUMBER: (928) 728-3795
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 05/07/12

Narratives

Executive Summary

The Rough Rock AmeriCorps Program situated on the Navajo Nation in the state of Arizona will provide service to the local Rough Rock Community School District and the Rough Rock, AZ residents through an Education Focus for K-12 students, providing community service for local elders via their Elder-Watch program and extended community service to other individuals on a need basis. The activities of the program will be carried out by 25 corps members and the program year will commence on July 1, 2012 and run through the year and end June 30, 2013. All members that are brought aboard the program will be placed within the Rough Rock Community School District (RRCS). The RRCS is a Grant School that is apart of the Bureau of Indian Education (BIE) schools. The program has been a constant fixture in the Rough Rock, AZ community since 1999. We are also currently the only AmeriCorps Program that is functioning on the Navajo Indian Reservation. Additional assistance will be provided to outside nearby communities on a need basis throughout the service year. At times that assistance will stretch areas of up to 60 miles away from Rough Rock, AZ.

Rationale and Approach

The Rough Rock, AZ Community is in need of continuing its initiative to host an AmeriCorps Program as the challenges of finding any outside resource is low and non-existent since the area is remotely isolated from any type of Urban resources and economic opportunities. The main source of employment for the area comes from the Rough Rock Community School District and the unemployment rate for the local area continually hovers above 50% for the community and this is also reflected in the general area as the community is part of the Navajo Nation which as a whole has an unemployment rate above 42%. The Rough Rock Community School is a Bureau of Indian Education Grant school that caters to the local community and also to students of other communities from across the Navajo Nation, spreading into 3 states. Many of the students that come into the school district come from homes that are stricken with social problems ranging from single parent homes, substance abuse issues and alcoholism, and socioeconomic hardships.

Taking into account all of these factors and having the AmeriCorps Program situated within the Rough Rock Community makes a logical choice for AmeriCorps members to assist with our proposed Educational Focus as well as assisting the students with their own issues through mentoring by AmeriCorps members since the program is made up entirely of Native Americans, Navajo, who can relate to where these students are coming from and the struggles they have since they have come

Narratives

across it themselves or possibly even living that type of lifestyle as they grew up. The impact of the Rough Rock AmeriCorps Program has been tremendous since its inception. The program has provided opportunities for many young people, elderly and to the general public as well. The AmeriCorps Program fills a need to get things done and assist others with getting things done. The benefits of having an AmeriCorps Program are numerous to list and the amount of thank yous twice as numerous to list as well.

Also through the participation of those selected individuals in the program they will attain the ethic of service and civic duty into their lives and by providing community service they will get a sense of pride knowing they made a difference in the lives of those they came in contact with during their term in the program.

Having the AmeriCorps Program in the community of Rough Rock, AZ has been a godsend for the many young students that have come to school here. The Rough Rock Community School has the ability to recruit students from all across the Navajo Nation and from those students that the school gets many have issues that range from single parent homes, issues with domestic violence, issues with alcoholism and drug usage and other social issues that affect some of the young individuals. Though by no means does that mean all the students the school gets are troubled but rather we get a good mixture of students and some have issues and some need guidance and additional assistance to flourish. That is where the AmeriCorps members and the AmeriCorps Program come in and provide additional assistance and guidance. The AmeriCorps Members act as big brothers, big sisters, uncles, aunts and at times parental figures that students relate to easier and more willingly. The AmeriCorps Member builds that notion of trust and provides that extra mile to help when and where needed in the best interest of the school, students and community. Members are there for school related events, such as chaperoning on field trips, giving life lessons in the classroom, teaching etiquette to those not exposed to getting that type of lesson at home. They act as assistant coaches and help enrich the students extracurricular capabilities and role model on the finer points of being a productive person in the community they come from. The AmeriCorps Members take their assistance to the community as well where members engage in providing needed assistance to elders by performing service for them. This service allows the AmeriCorps Members to use their native language, Navajo, where the only form of communication with the traditional elders is using their own language, tending to their needs as well. Such as chopping wood, hauling water for them and their livestock and socializing with the elders since at times they are left to tend to themselves as their own family members venture away for work. The AmeriCorps Program builds outside partnerships throughout the Service Year as well by

Narratives

assisting with events that combat Diabetes, promoting good Health and Diet and inspiring others to stay away from alcohol and drugs as well. These events include the 13 mile Walking Together for Healthier Nations event, the Four Direction Event, Just Movie It series and Navajo Judicial Day. The need of the program is evident and the many ways the AmeriCorps Program provides assistance is numerous and they also include program sponsored activities as well, such as our annual Earth Day Fair, Summer Reading Program and Family Fun Nights.

The AmeriCorps members that are selected will provide direct educational assistance in the classroom for grades K-12 where they will be provide supplemental assistance for the educational concepts being taught, they will reinforce those concepts as well and also take on additional roles that include assisting with Reading/Math interventions, school functions and making sure students are able to thrive in the school setting. AmeriCorps members that are chosen will be placed within the Rough Rock Community School district and there they will provide direct Educational assistance from Monday-Friday between the hours of 7:50 am to 4:30 pm and beyond that time if needed or warranted. The AmeriCorps Members will provide the link of getting students ready for promoting growth in Reading awareness, comprehension and fluency as has shown by the past 2 years where AmeriCorps Members are being used to work with students on getting them caught up by working with them on a pull out basis through Reading Intervention where the K-8 Principal and Reading Specialists have given AmeriCorps Members up to 3 students to work with on Reading and using the Phonics Reading intervention material and for the Mathematics concept AmeriCorps Members are also taking an active part in working with students by using the FOCUS Match intervention material.

In addition AmeriCorps Members are placed within the classrooms from Kindergarten to 6th Grade and also within the Navajo Immersion classrooms up to the 5th Grade, where the Navajo Language is used up to 100% of time. The AmeriCorps Members are providing that supplemental assistance to the students where they will keep them on task and answer any questions they may have trouble understanding. The concept has been used for quite some time now and seems to give the teachers that extra resource when needing that extra hand to explain something to one group of students who may not get it the first time. Also the concept of using AmeriCorps Members as part of the Reading Intervention program has been a tremendous success where those students lagging behind are catching up with their peers or getting closer to reading at grade level. The practice of using this approach has been in place for 3 years now and it is working as intended and allows students to progress quicker and more effective since the number of students to AmeriCorps Members is low and

Narratives

they get that one to one attention they desperately need. The AmeriCorps Member also gives that additional assistance for classroom presence that helps with classroom management. They assist with all school functions and are included in having a say in events associated with the school district.

The total amount of AmeriCorps members being requested is 25 total, where 15 will consist of Full-time members and 10 will consist of Part-time members and the rationale of having part-time members is to allow extended chances for others to take part in the AmeriCorps initiative where 5 part-time members will begin their terms alongside the full-time members and upon completion of their part-time terms a new wave of members will begin their term thus staggering the terms for part-time. The program will be set up in a way that promotes the ethic of service where AmeriCorps members will be placed in situations where they work alongside one another, as a team and function for the common goal of providing service through their service activities, events and joint collaborations with other service providers in the immediate and surrounding areas. The notion of providing service will be stressed upon members and the importance of giving in a way where they will take what they have experienced and learned back into their own lives and community. Reflection will be key in showing that from what they started out doing has the power of creating change by way of service, dedication and commitment to the stakeholders.

The selection of the program's participants stems from the surrounding communities, where the communities range in distance from 15 miles to 45 miles away one way. All participants are of Native American descent and they all reside on the Navajo Nation. Since the inception of the program we have taken great lengths to make the program reputable and recognizable through name. The program caters to those individuals that recently graduated from high school as well as those that have acquired college credit as they are the ideal members for working in the school district and assisting with our Educational Focus. The drawing factor for being in the program is the Education Award where the majority of those in the program use it to further their post secondary educational opportunities.

Once we have brought aboard our AmeriCorps Members we provide them with an extensive amount of training and we cover all aspects that include: Streams of Service offered through the Corporation for National and Community Service, prohibited activities, roles and responsibilities through their service descriptions, teambuilding exercises, Educational expectations that include classroom

Narratives

management, teacher expectation and as their service year progresses member development trainings are provided on a monthly basis throughout their terms, school year and service year. Trainings that AmeriCorps Members will be versed in include the following:

Attendance of all RRCS Staff Development training days. Where during these training sessions, the AmeriCorps Members will be gaining information that will assist them while in the classrooms such as Teacher Expectations, Classroom Management, Reading and Math programs used in the district, Reading Awareness/Comprehension, administering of Reading Intervention Program as well as Math Intervention Program. Rights and responsibilities of educators, Suspected child abuse and neglect (SCAN), Navajo Cultural concepts presented by Navajo Studies Department, Common Core Standards for teaching, Curriculum mapping, NASIS, NWEA testing and other topics that will enhance the AmeriCorps Members term while they are in the school buildings. All of these trainings are a major component for the AmeriCorps Member to be an effective support system for assisting with student tutoring and school initiatives in the classrooms and buildings.

In addition to those trainings, the AmeriCorps Members will also get additional training in the following area:

CPR/First - A must for all AmeriCorps Members that will be working with vulnerable populations, children and elderly.

Food Handlers - The AmeriCorps Members at times will sponsor activities dealing with food items, may assist in the school cafeteria and outside of the school site may need to help in areas where food is needing to be prepared and served and in doing so for all of the above the AmeriCorps Member must take part in a Food Handlers Training and successfully pass with a passing score of 80% or better in the areas of Food Handling, Preparation, Storing and Selling. The Navajo Nation requires to have the proper certification in place in dealing with food items and therefore the AmeriCorps Members must take this training.

Defensive Driving Course (DDC) - A requirement of the BIA and RRCS for anyone that will be operating a motor vehicle to have successfully taken and passed this course so that they know the rules of operating a school owned, BIA, GSA or even their privately owned motor vehicle.

TRUE COLORS - A training that deals with communication skills and the various personas/traits

Narratives

someone possesses while they are in a leadership, working, or task initiative assignment. A variation of Leadership presentation but using Colors to represent the various forms/styles of leadership. A way in which certain colors show your strengths and weaknesses and how you can enhance your weaknesses and use your strengths in the workplace. Also a good form of Teambuilding for creating team unity.

Security Awareness - A form of training mandated by the BIA/BIE for anyone that is associated with schools getting funding through the above for mentioned. This training covers the do's/dont's of logging onto computers, working on computers and what is allowed with using a BIA/BIE network. This training is also a requirement for all staff that will be getting network accounts and school e-mail accounts, which AmeriCorps Members do receive.

ADABI - This training deals with Domestic Violence and Sexual Assault. The need for this training gives AmeriCorps Members an understanding of the topics but also provides some insight into where some students may be coming from or dealing with as they come into the local RRCS District.

The supervision of AmeriCorps members is done by the Program Coordinator in conjunction with the building principals and certified teachers once they have been placed within the school buildings, K-8 building and high school. The members are under the direct supervision of the AmeriCorps Program Coordinator and report directly to him. During the day the AmeriCorps Program Coordinator will go into the school buildings and make the necessary rounds in making sure all AmeriCorps members are at their assigned locations and have signed in accordingly. Also he will work with the building principals in providing continued dialogues and communication of program needs/wants/trainings. Those individuals that have supervision of AmeriCorps members will be provided site supervisors training that will be conducted prior to the members being placed in their care or supervision. The roles and responsibilities and member service description will be provided and gone over thoroughly. At no time does the AmeriCorps Program Coordinator provide oversight of any fundraising initiatives on AmeriCorps time as well.

The members will sign in at their assigned locations daily and at the end of the day they will report back to the AmeriCorps office to document their service activities through their daily time logs and also record their daily journal entries. At the end of the day AmeriCorps members sign out from the

Narratives

AmeriCorps office. On a bi-weekly basis the AmeriCorps Members submit to the AmeriCorps Program Coordinator their daily time logs along with a bi-weekly cover sheet. The service hours they have performed during that two week period is gone over and made sure they are allowable activities and then sign off and entered into a spreadsheet program for the tracking of their service hours. A printout is then provided to the members tracking their hours and its broken down into the following categories: Education, Training, After School, Tutoring, Community Service, Elderwatch and Fundraising. Note that fundraising hours are earned by those AmeriCorps members that are assisting with student organizations as well as any club that may be providing food sales but not for the AmeriCorps Program.

The plan for engaging volunteers over the course of the Service Year happens mostly during service oriented events when such a need for additional manpower is warranted. On those occasions the AmeriCorps Program will solicit the additional help by way of flyers, word of mouth and from the AmeriCorps members bringing in their family members as well. We see the most need for volunteers during big events and that is where we seek out the volunteers and through them we provide them with tasks suited for their expertise such as setting up, cleaning up or supplying manpower for events like community clean ups and health events. Over the course of our existence we have rarely gone out heavily promoted the need for volunteers but instead through our former AmeriCorps Members and their connections gotten volunteers in supply. We will continue to use the concept of having volunteers on a need basis and based on what the event may be look for the volunteers with the local area and then expand out into the outlying surrounding areas.

Organizational Capability

Rough Rock Community School has the following mission statement: The mission of our School is to focus on the Diné Fundamental beliefs of Knowledge, Planning, Harmony, and Hope; we will walk in beauty. The school originated back in 1966 and it started off as the very first school within the Bureau of Indian Affairs to become locally self controlled and have its local school board determine how it would be run and what would be taught to its students. The school recently completed new school construction costing 55 million dollars and they still have an additional 4 million dollars in savings that will be put back into the school for additional construction and updating of school grounds.

Additionally the organizational capacity of Rough Rock Community School can be seen through how it handles a budget of \$10.5 million dollars annually, which includes other federally funded programs. The school has a sound business office that is up to date with its annual audits, with the last three

Narratives

annual audits coming up clean and now the grantee is considered a low risk auditee. Also the current business manager is well aware of financial reporting issues as they pertain to an AmeriCorps program since he handles issues pertaining to FFR's, member stipends, and in-kind reporting since the programs inception, going on his 12th year with the school. He also successfully demonstrated his familiarity with the previous four grant cycles awarded to the Rough Rock AmeriCorps Program and also to the Navajo Tribal Civilian Community Corps, another CNCS funded program that the grantee previously oversaw. The current Superintendent of the school has recently come on, December 2011, and in meeting with him he has given his full support of the program and is looking forward to working with the AmeriCorps Program. The Rough Rock Community School Board, Inc., recently gave its approval and support of continuing the AmeriCorps Program and is in full support of having members placed within the school district. Lastly, the current AmeriCorps Program Coordinator is familiar with the operation of an AmeriCorps program as he has been in this capacity for 11 years going back to January 2001. During that timespan he has personally overseen over 200 individuals come aboard the program from the various surrounding communities and has taken part in awarding close to 1 million dollars in education awards and over 300,000 service hours have been compiled. The AmeriCorps Program Coordinator will be the primary contact for the program and the secondary contact is the Superintendent, Dr. Marc Space.

The roles of those involved with the program will principally be the AmeriCorps Program Coordinator, who will oversee the day to day operation, recruitment of members, tracking of service hours, arrangement of trainings for corps members, and processing of stipend and requisitions for purchasing of supplies and materials. The program will also have the Rough Rock Community School Business Manager handle the fiscal portion of the program. His staff of payroll clerk, accountant, and accounts payable person will also have ties to the program from the processing of member living stipends, processing requisitions that the program have submitted and maintaining the reporting of all fiscal issues dealing with the AmeriCorps Program. Lastly, the program will have the Rough Rock Community School Superintendent who will be the supervisor of the AmeriCorps Program Coordinator and he will be filled in on AmeriCorps Program activity weekly, provide clarity and direction when and if needed and give overall approval to program and approve changes, if and when needed. The Rough Rock Community School Board also is instrumental in giving their full support of the Rough Rock AmeriCorps Program and they have indicated that they fully support the program in all aspects. They are fully appreciative to the AmeriCorps Program providing an

Narratives

opportunity to young adults and giving them an opportunity to gain work experience in a school setting and possibly encouraging them to become our next teachers/educators. Also they are fully in support of the program providing that additional guidance to those that come on and take part in gaining life skills, training advancement and learning about the ethic of Service and Community Spirit.

The program has been set up in its own double wide trailer which at one time belonged to the Tribal Civilian Community Corps program that was under Rough Rock Community School Board. The office is situated next the Rough Rock Community School Administration Building. There is sufficient room for all AmeriCorps staff and has Internet, phone and modern amenities as well. Within the AmeriCorps Office, all AmeriCorps records, documents, and old files are maintained under lock and key within the AmeriCorps Program Coordinator's Office. Signs are displayed indicating the Privacy Act is in effect and also who has the access to files and so forth. To maintain the records of all AmeriCorps Members and the completion of their Service Hours we will utilize the eGrants database program. Also the tracking of each AmeriCorps members Service Hours and accomplishments will be done through their time logs that will be kept throughout their duration with the program. The program will use its own computer program that will track the service hours of the members as well as maintaining their service hours via hard copy in their member files. This is a practice that the program has done since the current program coordinator has been in charge, dating back to January 2001.

The program had 100% enrollment of its slots awarded during the last full term of the AmeriCorps program, Service Year 2010/2011 and also for the current Service Year, 2011/2012 we have exhausted all of our slots awarded. We intend to continue that practice and have made sure that our recruiting and retention of members is being tended to and refined when necessary. The AmeriCorps Program also makes a point to retain individuals when possible so that they can complete 2nd and 3rd year terms, if applicable. The retention of our AmeriCorps members is due in part to the education award and the amount being offered as the notion of going out and attaining such an award does not readily exist in our area. This is due to the scarcity of money for school from residing on the Navajo Nation Reservation and its low economical conditions and lack of jobs. Also we have had numerous family members take part in the program and within the Rough Rock, AZ community have had multiple sets of siblings take part in the program. The mindset of some students is that they are also

Narratives

wanting to take part in the program just as their parents, uncles, aunts or cousins did. They hear all the wonderful stories of their service days and they also want to provide back through being a part of the program.

The AmeriCorps program met its objectives during its last full term and no major issues or compliance issues were present or existed. We continue to meet our objectives and filled all slots awarded to us. The Rough Rock AmeriCorps Program has been in existence since 1999 and during that time we have taken part in 4 cycles and we are currently in our 12 year of operation. The program originally started as an America Reads program with 10 members, then the number of members has risen steadily to its current high of 28 members or 20 MSY. Throughout that time we have been fortunate to have provided services to an area that is resource poor, rural and remote, high in poverty and an area that lacks the resources of corporate and philanthropic areas.

The AmeriCorps Program has become so immersed within the school district that just recently we are actively taking part in the Rough Rock Community School's Annual Traditional Days. We provide assistance in the form of going out and collecting trees to be used for cooking of a traditional meal and for the traditional underground corn cake that will be cooked outside. We assisted with the butchering of the sheep that was bought and we used the Navajo ways of old for processing the meat and cooking as well. The AmeriCorps Members are constantly providing this additional assistance and many members use what they have learned or acquired from their own grandparents and parents in story or oral language to pass onto the students. The program also takes part in other activities during the week, they include the pageant contest for Miss Rough Rock and Lil Miss Rough Rock, the Fashion Show, Navajo Song and Dance, Parade competition and when and where needed. The program provides additional services that enhance all members terms and also give that extra support to their way of life, culture and tradition.

The AmeriCorps Program is set-up in a way which those who come aboard will provide direct connection with students, staff and community individuals. The members will go into the school buildings and make an attempt to assist students with their educational endeavors and along the way make them more aware of their surroundings and reward them with praise on the things they do correctly and also to give positive feedback to them on the times they do something incorrectly. This has gone back to the programs inception with the school. Over the course of our existence in the

Narratives

school district we have played a role in addressing the educational needs of the students. Recently the role has been more so where the focus of the having AmeriCorps Members engaging in the Reading Intervention aspect has become a major positive form of engagement where students have gone from being grade levels behind to fast tracking forward several grade and at times getting back onto grade level in terms of reading. The usage of AmeriCorps Members has allowed a more one to one type atmosphere where students are getting that individualized attention now. The AmeriCorps Member has always had a major impact in some way and that was from the stories of many AmeriCorps Members talking of how they worked with a student and brought that student from being a D student to an A or B student. Or where you have the mentoring aspect of how an AmeriCorps Member took the time to listen to a student that was labeled as troubled and by listening and talking to that student and giving praise and encouragement made that student more attentive, flourish socially and academically as well. The amount of service hours given to the AmeriCorps Program were attained for a reason and that reason was to make a difference and over the years of having an AmeriCorps Program in Rough Rock, AZ we have made quite a difference and want to continue to make a difference as more students, community members and others need that AmeriCorps assistance.

The AmeriCorps Program has given numerous individuals character, voice, courage and strength to move forth and become someone in today's society. My greatest joy as someone that oversees this program is knowing that I have made a difference in the lives of those who have come on and also that without this program many young adults would not be able to showcase their talents and flourish their minds and outlook on life, society and career aspirations.

Cost Effectiveness and Budget Adequacy

The applicant has submitted a budget that is cost effective as we have produced a program that will address the needs of the local school district but also provide the necessary manpower for the local community as well. Within the budget we have allocated funding to the appropriate areas that will enable our program to run adequately as well as getting in-kind assistance from our grantee and other surrounding programs/organizations and entities.

Our budget also reflects our locale, as the program is coming from an area that is rural and remote from any resources that may be readily available. We have a program that will give back to the grantee and the local community through our initiatives and time in Rough Rock, AZ. As such we will also be looking into acquiring additional funding assistance through the local chapter government, where those monies, will be used to go toward cash assistance in the area of match for

Narratives

member living stipends for those members that encompass the community where we contact for assistance. The recent change in allowing certain federal funds to be used as match will also be done this upcoming service year where the Grantee will use Title I funds to go toward cash match for personnel, personnel fringe and member costs.

We also have requested for the approval of going above the maximum MSY for this service year as I feel that we have shown a need in having this done. The program is situated in an area that is isolated, rural and very remote from many other readily available funding sources as well as near any other economically based entities. Also we are a program that has been in existence with the Corporation for National and Community Service for quite some time and we have built a reputation of having a respected program and we achieve and maintain favorable results as well.

We have continually shown to be providing quality service to the Grantee and the local communities and with the downward swing in economic stability we have strived to continually put forth our best product. The Grantee recently underwent new school construction and has had to provide less readily available funding to the program and only in recent years have we requested to exceed the maximum MSY and we feel that our request for the amount of funding will suffice in the program we are wanting to run and operate.

Lastly, the budget does not include a cost for criminal background checks on members and staff. The cost for attaining background checks has been once associated with the applicant since the start of my tenure, January 2001. The current practice is that anyone applying to the Rough Rock AmeriCorps Program and Rough Rock Community School must have already attained an Arizona Fingerprint Clearance Card and also their Navajo Nation Background Check and have in hand before applying to the program. Since the AmeriCorps Program falls under the Grantee, Rough Rock Community School, the School Board included all hiring practices to apply to the AmeriCorps Program as well. Therefore this expense is one that the applicant must take on, also the Corporation for National and Community Service approved this practice since it has been one in place for quite some time now. As of the current service year, this practice was still recognized and approved. If the program were to take on the cost of attaining the fees for getting the required background checks that cost would be enormous since it costs \$65 and \$5 to attain both. We have averaged over 30 applicants on a yearly basis and no budget to cover that cost as well. The AmeriCorps Program has also used the NSOPR or Department of Justice website to scan for potential sexual predators. The use of that website is FREE and this is done for all potential applicants. Also note that the Arizona Fingerprint Clearance Card includes a checking of all 50 states including the FBI. The Navajo Nation background check covers

Narratives

the entire Navajo Nation.

Evaluation Summary or Plan

The Rough Rock AmeriCorps Program had an Internal Evaluation conducted in December 2011 and the results of that evaluation provided the strengths, weaknesses and recommendations based upon the areas they looked at, which were progress toward program objectives as identified by the AmeriCorps Program and they also looked at the AmeriCorps Member service description and their performance toward achieving it in the classroom. The evaluation was conducted by the K-8 Principal and veteran teachers that are familiar with the program. The evaluation conducted was received and scanned and forwarded to Corporation for National and Community Service on January 12, 2012 at 9:53 am (MST) via email to americorpsgrants@cns.gov.

A brief description of the evaluation that was conducted indicated that AmeriCorps Members were assisting and in compliance with the AmeriCorps Member Service Description provided for Service Year 2011-2012 and that all areas listed on that service description were being fulfilled and that K-8 Staff that took part in analyzing the documentation were satisfied with the amount of assistance they were getting from the Rough Rock AmeriCorps Program.

For the upcoming Service Year, 2012-2013, the Rough Rock AmeriCorps Program will look at the following item for its end of year evaluation: The effectiveness of the AmeriCorps Program and its members in assisting with the Educational component of Reading and how their assistance in the Reading Intervention Process contributed to the successes of students for grades, K-8.

The evaluation will be led by the K-8 Building Principal as well as the Federal Programs Coordinator and they will use test results that will be compiled from throughout the school year. The evaluation will also have input given from veteran teachers and the Reading Specialist. They will analyze the effectiveness of the AmeriCorps Members as it pertains to providing supplemental assistance in the area of Reading. This is a necessary component since the basis of AmeriCorps Member assistance within the Education component is to enhance student learning and within the recent years the AmeriCorps members have been instrumental in providing assistance with Reading Intervention. To see if the AmeriCorps member presence has been making a difference with Reading comprehension, awareness and fluency we will have an evaluation of the entire process used by the AmeriCorps Program as it pertains to Reading and working with grades, K-8. In return we will gain a greater understanding of how we have providing assistance for Reading and make the appropriate changes, if

Narratives

need be.

Amendment Justification

N/A

Clarification Summary

The impact felt on students and their academic achievement since the program's inception has been wide ranging throughout the years. In the beginning the program had to be introduced into the concept of providing supplemental assistance to students and then become familiar with the programs being used in the school buildings. Therefore at that time, the evidence to see how AmeriCorps Members were progressing with student achievement was not so evident but rather based on how well the student was achieving academically and socially. As the years progressed the evidence on how students were achieving came about through standardized testing, AIMS. (A program that the state of Arizona uses to base the academic achievement of students for grades 3-8 and 10-12.) The results varied over the years with some students attaining achievable progress and others falling far behind. In the most recent years, the Rough Rock Community School District has not made AYP (Adequate Yearly Progress) and they are currently in Restructuring Year 2 as defined by the BIE. Certain grade levels have made reasonable gain and several students have gone from Falls Far Behind to Approaches and to Meets but at this point students falling into the Exceeds category has not been achieved. The impact of having AmeriCorps Members in the school as it pertains to testing is that some students who were provided significant assistance from AmeriCorps Members showed reasonable growth but in most cases that is not represented during test taking time but instead it is shown through student work, student attendance and student effort. The basis of having AmeriCorps Members in the Rough Rock Community School District is to offer additional supplemental assistance to students but not be solely relied upon to make students achieve favorable test results but rather its a combination of teaching and reinforcement of teaching. The AmeriCorps Members have made a difference in the lives of many students since 1999 and to show how that has been achieved is seen through the changes in attitude, appearance and morale of those students. The Rough Rock Community School brings in various students from across the Navajo Reservation and at times many of those students have issues but by having AmeriCorps members in the school district and in within the community those students have become better students socially, morally and that leads to them attaining better grades academically but not in the way you would like to see as it pertains to standardized tests. We have taken F students and made them into C students and taken C students and taken them to

Narratives

become A and B students. We do not have the luxury of tracking them on a yearly basis as well since we have a great deal of migratory students that might be here one year and then the next year they are somewhere else and then we bring aboard new students and repeat what we have done with other students and then they leave the district. So there is no constant stability since students come and go. The notion of having a Bureau of Indian Education boarding school has some faults and having students coming in and out of the school district is one of them. We take on new students yearly but we also work with returning students.

What we plan on addressing for the upcoming service year is to provide supplemental assistance in education for students within the Rough Rock Community School District. We will do so through assisting in the classrooms and providing that direct contact on reinforcing teacher concepts and teachings and instilling upon students good character, citizenship and morale. We will also provide that ongoing supplemental assistance in the areas of Reading and Math where AmeriCorps Members will get trained in the administering of those programs by working with Reading and Math Coaches, certified teachers and school administrators. In return we expect to see students taking a more active role in attaining better grades, being attentive in school, providing respect to staff, students and community. We will see students achieving academic performance that will put them at grade level by way of giving them that extra help from AmeriCorps members. Also with the aspect of having AmeriCorps Members in the school buildings we plan on the members providing mentoring to students since some students lack the basic understanding of how to communicate with their peers and amongst themselves. We have seen a tremendous increase in student write ups and providing respect to others so having AmeriCorps members in the school buildings also gives that extra help in overseeing student behavior and providing that need for a big brother or big sister feel as well. As mentioned above as well, student achievement leading to yearly adequate progress has not been met in recent years but seems to be changing as the school district has had their educational programs in place for three years now and that is paying off in getting fidelity in core academic programs and by having AmeriCorps members assist certified teachers that allows the school district to make strides in gaining progress in student academic achievement. We will not know if a great deal of academic progress was met this year until the month of June or July when test scores become available.

Evidence that supports member intervention strategies come from the RTI Model. Response to Intervention Model where the Rough Rock Community School District has been using this model for

Narratives

the past three years for grades K-8. The basis of this model is a 3 tier process, where Tier 1 deals with attaining benchmark testing levels for all students in their appropriate subject content. Once that has been identified then the process moves into Tier 2 where the students are given differentiated instruction tailored to student need or supplemental programs are provided as is the case with Reading and Math intervention programs that the school district currently uses. Which AmeriCorps Members are trained to administer to students for grades K-8 for both Reading and Math. The next level Tier 3 deals with those students needing intensive intervention and that will be on a one to one basis where that has been the case with this current school year. We had some students that were tested in Reading and they were reading 2 to 3 grade levels behind and they were given one on one intervention and brought back up to grade level prior to the school year ending or in some cases by mid semester. Here we have evidence that shows students who were behind two to three grade levels and having been given intensive intervention were brought back up to grade level. Also AmeriCorps members worked with students throughout the school year and those groups varied by ability and from the time they worked with students they showed positive gains and were brought up to grade level. The programs used for Reading Intervention was Phonics and for Math it is Focus Math whereas the core Reading program was Imagine It and for Math was Singapore Math.

NWEA - Northwest Evaluation Association is a program that measures student growth and focuses on comprehensive data that focuses on a students growth in the area of Reading, Language Usage, Mathematics and Science. The program is currently in use with Rough Rock Community School and through its use, students are tested in the FALL, which gives a baseline on that students ability pertaining to that subject content mentioned above. Then as the school year progresses, the student are re-tested two more times (Winter and Spring). The test that they are administered is the MAP Test (see below for MAP information) and from there scores are given, a RIT score. (see below for RIT Definition) The intent of the program is to monitor student achievement and progress monitoring to make sure that student is achieving positive results and thus they are tested three times a year. This information is stored within a database and teachers and administrators are allowed access. Also upon request, testing scores can be printed out for parents.

The RIT Scale

The RIT Scale is a curriculum scale that uses individual item difficulty values to estimate student

Narratives

achievement. An advantage of the RIT scale is that it can relate the numbers on the scale directly to the difficulty of items on the tests. In addition, the RIT scale is an equal interval scale. Equal interval means that the difference between scores is the same regardless of whether a student is at the top, bottom, or middle of the RIT scale, and it has the same meaning regardless of grade level.

RIT scales, like scales underlying most educational tests, are built from data about the performance of individual examinees on individual items. The theory governing scale construction is called Item Response Theory (IRT). NWEA uses a specific IRT model conceived by Danish mathematician, Georg Rasch, (1901-1980). Rasch is best known for his contributions to psychometrics, and his model is used extensively in assessment in education, particularly for skill attainment and cognitive assessments.

Characteristics of the RIT Scale include:

It is an achievement scale.

It is an accurate scale.

It is an equal interval scale.

It helps to measure growth over time.

It has the same meaning regardless of grade or age of the student.

MAP Test

Fully adaptive tests that produce a true measure of student growth and achievement. Student growth that can be measured over time from kindergarten to high school. Aggregated Data that meets the needs of decision makers at all levels. MAP helps you pinpoint--to the goal--strand level--where your students are ready to advance, and where they need help. And thanks to our stable, empirically-derived RIT scale, longitudinal data from MAP can be used to analyze program impact.

The certified teachers within the school district are trained in the usage of the NWEA Program as well as paraprofessionals. The school district will be using this form of monitoring in the upcoming school year and this form of testing will also take the place of the AIMS test which the school administered up to this point. This is mandated by the Bureau of Indian Education (BIE), moreso for the Navajo Nation Buruea schools which Rough Rock Community School is apart of. AmeriCorps staff will be given trainings on the basis of NWEA but as far as administering the test that will occur by school staff and directed by the school building principals. The AmeriCorps program intends on working

Narratives

directly with certified teachers and building principals on getting these test results as the Federal Program Coordinator.

The NWEA Program is a recognized form of standardized test. It does meet the criteria imposed by the Corporation for National and Community Service.

As taken from the NWEA website: <http://www.nwea.org>

Our offerings leverage our Growth Research Database (GRD) as well as work done by the Kingsbury Center, our independent research institute, to ensure that the information you receive is both highly accurate and extremely stable.

Our data opens the doors of possibility, touching every aspect of the educational experience:

Differentiated Instruction

Resource Allocation

Program Effectiveness

Reporting Options

Communication with students and parents

Staff Development

National Reach

Our research team collaborates with leading universities and institutions around the country to conduct independent research. This helps inform our curriculum correlations, validate the results you receive and shape education policy on multiple levels.

The completion rate for the AmeriCorps Program overall has been around 85% throughout our beginning and the retention rate for the program this past cycle has been 87%. We attribute the loss of AmeriCorps Members to either violations of the program/grantee or having to leave the program due to personal compelling circumstances which was the case for 2 individuals and the remaining meet the above mentioned criteria. I feel that we do not have an issue with having to retain our AmeriCorps members but rather we have individuals that come aboard and forget the rules laid forth to them and thus they are released from the program. We will try to improve our screening on potential applicants to alleviate some issues with those coming aboard. We will also make sure that

Narratives

we advertise to our full capability though we currently do so. We will provide an extra incentive to those that may finish the program without incident and seek outside sponsorship to do so possibly with award recognitions such as a plaque or jacket or even tshirt showing that they made a difference and did so 100% of the time without incident.

The criteria that will be used by the AmeriCorps Program does not have AmeriCorps Members or the AmeriCorps Program Coordinator determining who or which student will be served instead that falls upon the Reading Specialist for the Rough Rock Community School and the Math Coach for the school district as well. They also work in consultation with the building principal. This also applies to the high school if that is warranted. The selection is based upon the students assessment in the area of literacy and math and that is done strictly with the school building staff and based upon the pre-assessment, re-assessment quarterly the students are divided up accordingly on their skill level and from there AmeriCorps Members are used in the area of Reading and Math intervention alongside school building staff. Therefore it is the school that determines who will get the additional assistance and then from there AmeriCorps members are trained in the delivery of the intervention programs to fidelity. The intervention programs that are used are scripted and that allows the AmeriCorps members the stability to deliver it timely, precisely and on demand. The placement will be based on those students needing major intervention (2 or more grade levels behind), slight intervention (on grade level behind) and then those that are on grade level who are given independent reading. At the end of the first quarter students will have demonstrated growth and then they are re-tested by the Reading specialist and then re-grouped for the next quarter. This process happens three times over the course of the school year. This will also continue to serve as the proposed process of having AmeriCorps members involved in the aspect of literacy and math intervention. The determination of what students are helped is based on their level of comprehension in the area of literacy and math and that is done by the school personnel.

The students that are in the grades K-8 are provided assistance on a daily basis and in most cases more so than others depending on their abilities and teacher input. The AmeriCorps members are placed in all grade levels as well as the Navajo Immersion classes, grades K-5. Therefore all students are potentially assisted with their academic endeavors while some may not need that assistance so instead the students are provided mentoring by the AmeriCorps member assigned to that specific class. For school year, 2009/2010, 395 students (grades K-12) were counted for that year and of those

Narratives

students 213 were counted for grades K-8. That specific school year, the AmeriCorps Program offered assistance in the form of tutoring and mentoring to those grade levels. At that time, 75% was the number of students (160) given assistance. This is not an actual figure since some students may have left the school or transferred in and some students did not need that additional assistance but in general we provided service to a significant number of students, i.e., 75%.

For school year, 2010/2011, 320 students (grades K-12) were counted for that year and of those students 181 were counted for grades K-8. That year AmeriCorps members offered their assistance again to 80% of the student population (145). The same can be said for this school year as some students left the school district, transferred in and some did not need assistance. This particular year saw a dramatic decrease in students due to new school construction that caused many students to leave the school district. As well with the decline in students the increase in student contact was seen since the ratios of those needing assistance increased, i.e., 80%.

For the current school year, 2011/2012, 380 students (grades K-12) were counted for the year and of those students 215 were counted for grades K-8. This year AmeriCorps members offered their assistance to 80% of the student population (172). This number is based on AmeriCorps timelogs that AmeriCorps members keep. Also from looking into the class rosters for the school year and AmeriCorps members identifying those students that were assisted and not assisted. Also for this current service year and school year, the AmeriCorps Program was re-introduced into the high school where grades 9-12 are housed. The number of AmeriCorps Members was quite small, four (4). The AmeriCorps members were placed in consultation with the high school principal in areas that we felt needed attention due to decline in test scores as well as the need to have the AmeriCorps members assist the Freshmen student to adjust to the high school atmosphere. The percentage of students provided assistance to was 75% or 124 students since a total of 165 total students are at the high school. With the re-introduction into the high school and the high turnover of principals prior to having our current principal in place, no intervention programs existed. So the AmeriCorps members were providing assistance to students based on those students requesting for it or from having teachers indicating which students needed that additional assistance. Currently, a plan is being developed and should be implemented by the next school year. At that time the AmeriCorps Program should get a better idea on our specific roles and how we fit in supporting academic achievement.

In looking at which students may be potentially assisted for grades K-12, it is possible to count each and every student as being assisted (100%) since potentially having one encounter with a student

Narratives

academically would be reasonable demonstration of helping that student but instead we are using the rationale that those students that are given constant assistance (contact given more than 20x's) are counted. For the current school year, we have AmeriCorps members in every grade level, K-8 and also this year have been re-introduced into the high school. The students at the high school is not as well documented since AmeriCorps members work with numerous freshman students as well as other students in grades 10-12. We will need to develop a better way of accounting for student encounters and then have more precise numbers to report on for the next cycle.

Data that shows an academic need in the area of literacy and math can be seen in the following AIMS test scores as these scores are from the previous school year, 2010/2011. The AIMS is the standardized test that the state of Arizona uses to measure student competency in the areas of literacy, reading, math and science. So for Reading we see that the 3rd grade has 68% of their students not meeting the basic requirement of the meets category, 4th grade 77% not meeting, 5th grade 68% not meeting, 6th grade 50% not meeting, 7th grade 57% not meeting and 79% of 8th graders not meeting as well. As for the Math portion, the following can be seen: 3rd grade shows that 82% did not attain the meets standard, 4th grade shows 82% not meeting, 5th grade shows 89% not meeting, 6th grade not meeting is 94%, 7th grade not meeting is 86% and 8th grade not meeting is 93%. As you can see there is a need to provide and have intervention and to get more specific as to who needs that additional support, the individual test scores are disaggregated by school staff and then AmeriCorps Members are counted upon to assist either in a one to one or small group type setting.

As a reminder the scores given above are for the school year 2010/2011 since the Spring test scores for school year 2011/2012 will be in until either late next month or the following month. Based upon those scores you will see a need to have reading and math intervention and therefore those students that have fallen into those percentages are the ones targeted for supplemental assistance. Also note that the test scores will vary as I previously mentioned that mobility of students exist and that causes test scores to range from year to year. By looking at the test scores for the test administered we can then deduce who our targeted population will be but that final decision is made by the school personnel, namely the reading and math specialist and coach and building principal. We have AmeriCorps members in every classroom providing some form of educational assistance but targeting those in need comes on what is laid forth in front of the AmeriCorps members. The process of teaching is run by the school personnel and we only act in a supplemental role and help when we can

Narratives

and when we are given the chance to do so but none the less we offer support to students, staff and community. Nothing more, nothing less. The ability to have student names linked to test scores is not available for the AmeriCorps Program since certain confidentiality lies within that therefore how we determine if we made a difference is based on the overall test scores by grade and link that to the appropriate grade level that had AmeriCorps members assigned to that class but that also leads to flaws as you can have an AmeriCorps member that is outstanding and makes waves to work with students but they can be working with an ineffective teacher or vice versa where the teacher may be excellent and the AmeriCorps member is coasting by and lastly we can have the best of both worlds and all parties work insync and positive results emerge. That is definetly one area that we need to improve in and create a process that will allow us to know how each student did or performed at the end of the year in relation to them getting or not getting AmeriCorps member assistance and also how effective a teacher is at working with an AmeriCorps member. Issues that will be addressed and worked on in consultation with school officials and the school superintendent.

Continuation Changes

N/A

Required Documents

Document Name

Status

Evaluation

Sent

Federally Approved Indirect Cost Agreement

Not Applicable

Labor Union Concurrence

Not Applicable