

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction														
Modified Standard Form 424 (Rev.02/07 to conform to the Corporation's eGrants System)																
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS): 01/25/11	3. DATE RECEIVED BY STATE:	STATE APPLICATION IDENTIFIER:														
2b. APPLICATION ID: 11TN125623	4. DATE RECEIVED BY FEDERAL AGENCY: 01/25/11	FEDERAL IDENTIFIER: 09TNHAZ001														
5. APPLICATION INFORMATION																
LEGAL NAME: Rough Rock Community School Board, Inc. DUNS NUMBER: 077525640	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) 728-3610 FAX NUMBER: (928) 728-3502 INTERNET E-MAIL ADDRESS: tyrone.begay@roughrock.k12.az.us															
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																
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 type="checkbox"/> NEW/PREVIOUS GRANTEE <input checked="" 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: Corporation for National and Community Service															
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 located within the boundary of Apache County. The program may also, at times, pr	11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
13. PROPOSED PROJECT: START DATE: 07/01/11 END DATE: 08/01/12	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="3"/>	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															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">a. FEDERAL</td> <td style="text-align: right;">\$ 282,277.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 76,946.00</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;">\$ 359,223.00</td> </tr> </table>	a. FEDERAL	\$ 282,277.00	b. APPLICANT	\$ 76,946.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 359,223.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
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b. APPLICANT	\$ 76,946.00															
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f. PROGRAM INCOME	\$ 0.00															
g. TOTAL	\$ 359,223.00															
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.																
a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Tyrone J. Begay	b. TITLE: Program Coordinator	c. TELEPHONE NUMBER: (928) 728-3610														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 05/02/11														

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 tutoring and mentoring initiatives for K-12 students, community service for local elders via their Elder-Watch program, and general community service for local residents and to incorporate the ethic of service and civic duty in their members with various events, trainings, and joint ventures.

Rationale and Approach

The Rough Rock Community is still in need of continuing its initiative to host an AmeriCorps Program as the challenges of finding any outside resource is low and almost non-existent as 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 area continually hovers above 50% for the community and this is also reflected in the general area that the community resides in, as the community is a 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. Many of the students that come into the school district come from homes that are stricken with social problems ranging from one parent homes, substance abuse issues and alcoholism, and socioeconomic hardships.

Taking into account all of these factors and having the program be situated within the community and in the school district makes a logical choice as corps members will assist with combating reading issues and other core subject issues dealing with education and at the same instance the members will act as mentors and bring a sense of pride relating to civic engagement and service learning to the students that they cater to and come in contact with.

Members that are chosen will be placed within the school district and provide direct tutoring and mentoring to the students within the school district from Monday-Friday between the hours of 7:50 am

Narratives

to 4:30 pm. By being placed in the school district the members will combat low core subject scores and provide mentoring by their mere presence in the classroom for those that are needing mentoring. The bulk of the members will be placed at the elementary level and then additional members will be placed at the middle and high school, if needed. Each site will also have members providing supplemental assistance with Reading to increase reading awareness and comprehension either through time set up for intervention or using a reading lab and pull out method to work one on one with students.

The requested members (20 MSY) will be distributed with 14 Full-time members being the core members who will provide service on a full time basis and the remaining 12 Part time members will be added on over the course of the service year, as needed. Members will provide service at the building level and fill in secondary areas that still need assistance and give a concerted effort in all areas.

Since the inception of the program we have taken great lengths to make the program a reputable program as we have been able to bring aboard members that have given their time and effort and made the previous ten years matter to the community and those that they have come in contact with. We will also make sure prohibited activities are clearly spelled out in the beginning of their term with adequate training in the beginning and follow-up training over the course of their service year. Also members will learn the value of service and giving to others as they go through their term.

We will screen all potential applicants thoroughly and make certain each has within its possession a high school diploma as well as the needed items associated with the grantee. We will make certain each member is in possession of a valid fingerprint clearance card which allows them to be tutors for students as required by the No Child Left Behind Act. Adequate training will also be given to members prior to there term of duty and also over the course of the service year to make certain members are well aware of the schools curriculum and its programs and materials being offered. Lastly members will be placed in classrooms with highly qualified teachers who are certified through the state of Arizona. Overall, members will acquire memories that will give them a lasting impression of their time with the program.

Organizational Capability

Narratives

The organizational capacity of Rough Rock Community School can be seen through how it handles a budget of \$10.7 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 three recent 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. He has also successfully demonstrated his familiarity with the previous three 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 first-hand knowledge of AmeriCorps Programs, as he was once a Director of an AmeriCorps Program for some years. Lastly, the current program coordinator is familiar with the operation of an AmeriCorps program as he has been in this capacity for nine years that the program has been in operation and during that time he has been able to submit applications for continuation and re-compete successfully to this point.

The roles of those involved with the program will principally be the 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. Lastly, the program will have the Rough Rock Community School Superintendent brought in for clarification and overall approval to program changes, if and when needed.

To track the record of accomplishments for the program we will utilize the eGrants database program.

Narratives

Also tracking of accomplishments by corps members 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.

Plans for self-assessment will include the program fulfilling its performance measurements as specified within its application. In the areas of evaluation, the program has included into its application the process which the program will use for evaluation through the grantee. Any additional input from other stake holders will be used, if needed or warranted.

Cost Effectiveness and Budget Adequacy

The grantee 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.

The application being submitted is in total compliance of meeting MSY requirements of \$13,000 for the appropriate NOFA and we have made adequate match by the grantee in the areas needing it and our overall match is at 38% which is at the recommended single match of 38% that is mandated by the Corporation.

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.

The adequacy of our budget reflects on the amount of interest that the grantee has in the program by matching in-kind with member travel, supplies, consultant services, trainings, evaluation, and other operating costs that we will occur over the service year. The grantee has a vested interest in members

Narratives

that will assist students in the school district by making sure they are provided the necessary tools to tutor and mentor. We will have a program that will meet our performance measures and one that will meet the needs of the grantee and the local community as well as creating positive opportunities for members that become involved with the program.

Evaluation Summary or Plan

As mentioned when first applying for the grant, the program will have an internal evaluation done by the grantee once the current service year has been completed. The grantee will conduct this evaluation in consultation with the program and the Federal Programs Department of the Rough Rock Community School Board, Inc. Please be advised that the program is currently in service and half way through its program year and we have not begun the process of getting the evaluation started or initiated. We will begin that process as the program nears the end of its term and it will be reported upon at the next opportune time.

The program plans to have this evaluation conducted once this current cycle has been completed and sufficient data has been collected and compiled. The program will work with the Federal Programs Department since they handle Federal funds and are knowledgeable in the area of federal funding.

Upon completion of the evaluation it will be available for the Corporation to review, upon request. We expect to have this initiative completed and carried out prior to submitting an application for the final year of continuation after the second year of the new three year cycle.

Therefore the plan is to have the grantee provide us with an internal evaluation that will be done in consultation with the Federal Programs Department. The program will have a process that will be as follows:

Narratives

By the end of the current service year, the program will contact the Federal Programs Department to initiate the internal evaluation. This will occur in the months of June or July 2010.

The next stage of the process will take place for the program over the Summer of 2010 where the program will provide all necessary documentation to the Federal Programs Department as they compile their results.

By the months of October or November 2010 the program will have the evaluation completed, reviewed and available for the Corporation for National and Community Service.

Amendment Justification

Within the Budget section of the application the program has indicated that \$3,000 will be generated as in-kind for the purposes of staff and member travel. It is noted as such that up to 20 times during the service year, staff and members will use the grantees school owned vehicles, so that is 20 times for both staff and member. The usage shall be for transporting of staff to various events, activities, and school sponsored events pending they have the proper credentials to do so. The program will use the school owned vehicles to events that are being held in the local area, such as: Just Move it series, Walking together for healthier nations, Four Directional event, Red Ribbon Week, RRCS Traditional Days, RRCS Trail rides, service in the immediate Rough Rock area for the school district, community, and elders.

As for the notion of not having Criminal history checks as an expense budgeted for staff and members, the program has a long lasting practice for having the potential applicants obtaining their Navajo Nation and Arizona Fingerprint Clearance Cards prior to applying to the program, as required by the Rough Rock Community School Human Resource Department. The program does do a background check that is free of charge as well through the school and via the program as well for potential applicants. For those applicants that come in they are screened through the Department of Justice Webiste (NSOPR) by

Narratives

using their names and the applicants also have their state issued licences scanned through a program the grantee uses for checking the background of any potential individuals needing to come into contact with students, this particular program uses the National Database that checks for known sex offenders and individuals with felony records. Therefore a process is in place for checking potential applicants.

Clarification Summary

The need for tutoring and mentoring is needed for this rural and minority populated community where the education rate to succeed is below 60% and students are needing that additional and supplemental assistance to achieve educational levels at or near levels of state standard. The area lacks the sufficient infrastructure to provide readily available assistance in tutoring and mentoring as the closest source of outside assistance is over 100 miles away.

The role of the members in providing mentoring initiatives will occur daily as they make direct contact with students on a daily basis by being in the school buildings and providing that big brother/big sister role, also while at the same time they will instruct the students on issues of what's appropriate in today's society, with the showcasing of life skills, providing guidance as it pertains to being a productive member in society and relishing in their role as being an individual with tradition and culture as they all come from a Native American background and they are able to showcase their language, culture and traditions. A great majority of students that members will come in contact with will come from homes that are often dealing with alcoholism, abuse, neglect, and other social/behaviorial issues. Mentoring will come about informal and formal depending on the need at the time and how a member is perceived will dictate what a student is seeing and learning and how a member will approach a student also depends on what is needed at the time or warranted.

The program will cater to seniors, more specifically the elders that live within our community of Rough Rock. One main component of the program is called the Elder-Watch portion where members are sent

Narratives

out into the community and they check on the elders that may be isolated or left for long periods of time alone from immediate family members. Here members will take the time to socialize with them and bring them up to speed on current events, whether locally, tribal, state or national. Also members will perform chores for those that are not able to do so, such as chopping wood, hauling and bringing in water for human consumption or for livestock and for cooking and cleaning with. They will also clean up in/outside of their homes, perform outside chores that they may need and most of all, provide them with admiration and caring as they are the ones that we learn from, come from, and learn our traditions, language and culture from as we are located in a very rural setting and the most basic of human necessities such as running water and electricity are still not available in our community to most. We will also provide service at the local senior citizen center and upon request assist other seniors in need if an opportunity arises.

Member satisfaction will be measured upon the completion of their term of service through the use of end of year survey inquiring about their term and what they felt they benefited from and accomplished. Also including a portion for comments where members can suggest possible issues of importance and so forth.

How members will be trained to become effective mentors will essentially begin with introduction of the topic by program coordinator as to what is a mentor, how one goes about being a mentor, and along their term what an effective mentor will be able to provide to students that they engage with. Also the concept of being a mentor will be given in terms of a cultural aspect where the notion of mentoring will be defined in traditional terms as to how mentoring comes about from a Native American viewpoint and that concept will be introduced through the use of the grantees Navajo Studies Department. Additional mentoring techniques will be arranged over the course of the service year and those will be gathered from surrounding sources, including the Internet, Dine College, and local schools and other programs

Narratives

that cater to Mentoring initiatives. The mobilizing of volunteers will only occur during service events and events that require additional assistance and the most prominent means is by word of mouth, use of former AmeriCorps members, community members, family members of members, and signs requesting for additional assistance. Support of volunteers will be having those volunteering adhere to volunteer guidelines and only provide what is deemed safe and necessary for them to carry out for the initiative that they were brought in for. Also volunteers will be given pre-instructions and training, if needed, depending on the scenario that they are assisting with and lastly, volunteers will be debriefed through a survey which will ask questions pertaining to their experience with an event or what they felt like they contributed or experienced. Prior to any volunteer assisting they will be subjected to background screening using the NSOPR Website through the Department of Justice to be sure they are not sex offenders or child predators. A waiver giving the program permission to check on their behalf will be put in place and kept on file with the program.

As mentioned above, the role of the volunteer will only come from service events or events needing additional assistance and they will be used in that capacity. In looking back at past volunteers the majority of them come from the members own immediate family members, former members, or local grantee staff. As we are rural and isolated the notion of getting volunteers quite readily is not the case but rather as mentioned above the volunteers are less relied upon but the majority of the work is done through members as we have on average 15-20 members at one time.

The supervision of members will occur daily and throughout the day by having the program coordinator visit sites throughout the day. Sites include the elementary, middle school, and high school and the school health department. Each of these sites are relatively close to one another and separated from an upper and lower campus with a distance of one mile away from one another and as well as having the main office one mile away from each site. Members sign in at each building accordingly and the

Narratives

program coordinator checks each site regularly and is accessible by phone, two way radio, and email as well. Members are placed within the school district and in classrooms and provide supplemental assistance in all subject areas but with a focus in Reading. On days when they are not in the classroom the members are under the direct supervision of the program coordinator and instructions are given at the program's office. At the end of each day, members go back to the program office and work on daily time logs, journals, and bi-weekly reports and then sign out from the program office daily, unless tutoring is occurring then they will sign out from the appropriate sites. The program coordinator is in constant communication with teachers, principals, and members and supervision occurs daily.

The notion of ethic of service and civic responsibility is achieved through member trainings and attendance of events that occur during a members term in the service year which that are a part of. The first week of service the notion of service over self is presented to members and then as their term progresses members are instructed further on the concept of service and civic engagement through trainings offered and participated in. Additional materials will be made available, if the need arises, and if the concept of service and civic engagement is not being met. Those materials will be obtained from sites that include, National Service Resource Library, AmeriCorps website, Learn and Serve website, and other programs/organizations that deal with these specific issues.

Organization self assessment occurs through the Grantee who gauges its own self assessment through the use of its Governing Board, Superintendent and various departments. This occurs throughout the course of the school year.

As mentioned above in the supervision of the program the program coordinator provides supervision for its sites on a daily basis and each site is no more than one mile in distance from one another. All sites are monitored daily and any issues that may arise are handled appropriately with the building principal

Narratives

and the program coordinator. The program coordinator is readily available for all of its sites by way of telephone, two way radio, email, and if need be, security can contact the program coordinator for any major issues if a breakdown in communication occurs. The program is set up to have constant oversight of its members as well as being in constant contact with them.

For the proposed evaluation plan, the grantee staff that will assess the program will work in consultation with the program coordinator by providing any information that is needed to compiling data, assessing specific components, and checking to see if the needs of the grantee are being met by the program. This individual will be assigned by the school district superintendent and work with the program coordinator on achieving an accurate evaluation plan that indicates the overall effectiveness of the program.

Also the following points should be mentioned:

Within the budget the notion of having PT members receiving health care benefits is needed as they are members serving in a full-time capacity for 6 months and their coverage is like FT members and comes through the Indian Health Services as 100% of the members in the program are Native American.

Costs for background checks not appearing in the budget are due to the grantees current policy, as approved by the Governing Board, of having potential applicants incurring that cost. As such the program adheres to using the Department of Justice Website (<http://www.nsopr.gov>) for prescreening of potential applicants and we also follow the guidelines set forth by the grantee.

SEE AMENDMENT JUSTIFICATION FOR MORE INFORMATION ON THIS AREA

The rationale for requesting more MSY over the previous year is that the expense to run an effective program takes additional funding and as well the cost of living for members has risen due the economy. The program has followed the guideline given for MSY for the appropriate application year, which was

Narratives

set at \$13000. The increase is in accordance to the guideline set and we are requesting for funding at the maximum level. Also the program resides in an area where readily available resources are not present as we are set up in a remote and isolated area and need the additional expense to make the program operable.

PER PROGRAMMATIC CLARIFICATION FROM PROGRAM OFFICER

The rationale for decreasing the FT member requests to 2 PT slots was to get additional slots so that instead of one individual getting an education award we would be able to award 2 education awards so that more potential applicants can receive funding. The number of applications being submitted has tremendously increased and it would only be fitting to try to get more individuals on board and provide service. As well we are giving more potential applicants out of high school a better opportunity to gain an education award and increase their chance of success rather than going straight to college and failing their first year. We will help potential applicants gain work experience, acquire skills that will benefit them in post secondary institutions and a chance to earn funding to help pay for school expenses.

The reasons for the Rough Rock Community School Board for not providing cash match for member living stipends is due to:

-The school has been in the process of new school construction for the past 2 years and that has affected the amount of readily available funding in the school's general account which was used in previous years for cash match funding.

-With new school construction has come a decrease in total school enrollment over the past 2 years and with that decrease it also has caused a decrease in funding that the school has gotten for the operating expenses and funds that would be readily available to help pay for additional expenses, thus affecting AmeriCorps.

-The consolidation of two schools in one and thus having a K-8 and 9-12 school also affected any

Narratives

potential funding that may have been available and with the recent downturn in the economy and rising cost of operational expenses have led to a cut in funding that was normally available for cash match expenses.

-The issue of the school and program being situated in a rural and isolated area and not having readily available resources at our disposal has been an issue but even more so in recent times.

Issue pertaining to criminal history background check are addressed as follows:

-The program does comply with the basis of completing an adequate background check by doing the following. The program has in place a consent form giving the grantee and program to check into their background using the NSOPR website and vSCAN program that uses state issued ID's or Drivers Licenses and looks into their records for any potential sexual predators, sexual violators and those that have any extreme criminal convictions. This occurs once the applicant has brought forth their application for consideration or on the day that they have picked up application material. During the intake of application material we take in original copies of the Navajo Nation Background Check that checks into any activity that may be involved on the Navajo Reservation, whether they are Native Americans or not. As well we have the applicants provide a copy of their Arizona Fingerprint Clearance Card as stated with the grantee's policy and procedure manual. The process one goes through to obtain an Arizona Fingerprint Clearance Card is one that requires those applying to have their fingerprints taken by Department of Public Safety Offices or through a trained staff that is employed with Rough Rock Community School. Once that has occurred they must submit a money order and attach that to the application and fingerprint card and mail it off to the Arizona Department of Public Safety for processing. There the fingerprint cards will be used to obtain both a state and federal criminal records check. (i.e., FBI check) This information is available online at the following web address:

<http://www.azdps.gov/Services/Fingerprint/>

-We have shown that we are in compliance with the process of conducting background checks for

Narratives

potential applicants by using the NSOPR website as indicated and we have in place a process that thoroughly checks into applicants past history.

As for an update on the status of the Alternative Search Protocol, the program has been in the process of gathering information that will be submitted to the Corporation for formal approval of our current process. The program will have this request submitted before the month of April, 2011 is over.

Continuation Changes

Changes were made in the following areas:

Program Website URL: updated to <http://www.roughrock.k12.az.us>

Program Start and End Dates: updated accordingly to reflect new anticipated service year. Start Date - 7/1/2011 End Date - 8/1/2012

Of Members - The program is looking to have 12 Full-time members and 16 Part-time members this coming service year. 20 MSY's

Year 2 Budget- As submitted by the program for SY 10/11, the budget was set at \$260,000 for 20 MSY thus meeting the \$13,000. This was feasible at the time as the Rough Rock Community School Board, Inc. was able to meet cash match obligations as well as meeting the overall match of 38%.

Year 3 Budget- The program has come up with a budget that has exceeded the Corporation's recommended cost/MSY of \$13,300. We are submitting a budget that has the cost/MSY set at \$14,116. Also the overall in-kind match for the program is set at 21%.

Justifications for the Year 3 Budget:

This is due to the grantee's inability to have funds readily available for the cash match of the member's

Narratives

living stipend as in previous years. Over the course of eleven years the program has made a point to meet the required cost/MSY but for this particular year we are foreseeing this as not being realistic but along the same token we don't want to stop the program as it have benefited hundreds of members, students, and community members. The school also has other funding sources but within the guidelines of those programs the school is not able to use those funding sources for the direct benefit of the program but instead can use them indirectly for the benefit of the students who the members in the program provide service to. The school is also in the process of having a new K-8 school building, 2 dormitories and significant upgrade to the existing high school being done and that has limited to cash on hand as well. The grantee still will provide to the program supplies, office space, utilities and trainings at no cost to the program for the anticipated service year. Also the grantee is foregoing getting any administrative cost and re-directing all of that funding into the program by not requesting for it. Therefore the program is looking for the Corporation to offset the grantees expense this upcoming service year due to funding constraints and projected low student count affecting budgeting, new school construction also impacting the program. The program is located in an area that is rural and isolated and we do not have the ability to draw funding at will or even from other funding sources within the surrounding area. The unemployment rate within the immediate area is at 50% and higher in some areas. Within the budget we also are not going to be able to meet our anticipated overall in-kind match due to The ability to NOT count Indian Health Services medical coverage for members which we counted as in-kind in years past (11 years). This was just imposed on the program as we were going to submit our continuation application. If you were to look at the program from its beginnings, you will see a model program that has increased in size, achieved getting things done in Rough Rock Community School and Community, been in existence for eleven years, represented the Tribal set-aside programs with honor and made an effort to assist with the next generation, the youth, and provide assistance to the elders who provide us with guidance and leadership. We are a program in an area that is rural and remote, has high unemployment rate, has scarce philanthropic and corporate resources but still we are a

Narratives

program that continues to show great results and makes a difference day in and day out.

Enrollment: The program saw a decrease in applications for Service Year 2009-2010 but with the recent Service Year, 2010-2011 we have seen a significant increase in applications and thus no issues regarding enrollment or getting all member positions filled exist or will exist. We contribute the slight downturn to the economic downturn and the upswing is attributed to the notion of people wanting to do service and in all honesty, individuals seeking employment and the increase in the education award and the public becoming of it has helped as well. We will continue to get the word out on service as well as recruit within the local and surrounding areas. We have 6-8 local communities in the surrounding area that comprise our member positions. At times we have individuals travelling over 30 miles one way to get to Rough Rock, AZ and perform community service.

Retention: The program is currently on pace to have 100% of the members complete the program and that will increase our overall retention rate to 90%. We are experiencing a great year in getting member onboard and getting their terms fully completed and awarding them their education awards.

Sustainability: The program has been in existence for 11 years to date and during that entire time we have made a conscious effort to strive toward sustaining itself. Currently we are in no position to have that happen as we are still situated in a remote, rural area where the unemployment rate is at 50% and in some cases higher. The notion of just going out into the area and getting major sponsorship and assistance is not there but not to say non-existent, as we have made a lasting relationship with Rough Rock Community School Board, Inc. We are a good 2 hours away from any highly populated area that has economic resources available. The major source of employment for our areas is the Navajo Tribal Government and any school district.

Narratives

Other Information: The program is also looking into submitting to the Corporation for the Alternative Match Schedule and getting a waiver of match for the anticipated service year. We are proposing to come in at 42% total match next year and would like to be considered for the Alternative Match which would put us at 31%. Then for the budget that is being submitted we are indicating a match of 21% and thus need a waiver of match for 10% if approved on the Alternative Match Schedule or 21% if going by the 42% match.

We also need a waiver of match since the program had been told that we no longer could count Indian Health Services as an in-kind match. We are also experiencing a down turn in funding match by the grantee this year and that will affect the total amount of match we can generate for the upcoming service year. As well based on our request for the Alternative Match Schedule we feel that considering the area that we reside and the factors dealing with high rate of poverty, unemployment, and scarcity of outside resources for matching we need to have a waiver of match approved for the upcoming service year.

Performance Measures

SAA Characteristics

- AmeriCorps Member Population - None
 Geographic Focus - Rural
 Geographic Focus - Urban
 Encore Program

Priority Areas

- | | |
|---|---|
| <input checked="" type="checkbox"/> Education | <input type="checkbox"/> Healthy Futures |
| <i>Selected for National Measure</i> <input type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |
| <input type="checkbox"/> Environmental Stewardship | <input type="checkbox"/> Veterans and Military Families |
| <i>Selected for National Measure</i> <input type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |
| <input type="checkbox"/> Economic Opportunity | <input type="checkbox"/> Other |
| <i>Selected for National Measure</i> <input type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |

Grand Total of all MSYs entered for all Priority Areas 20

Service Categories

- | | | |
|---|---|---|
| Afterschool Programs | Primary <input type="checkbox"/> | Secondary <input type="checkbox"/> |
| Elementary Education | Primary <input type="checkbox"/> | Secondary <input checked="" type="checkbox"/> |
| Secondary Education | Primary <input type="checkbox"/> | Secondary <input type="checkbox"/> |
| Service-Learning | Primary <input type="checkbox"/> | Secondary <input type="checkbox"/> |
| Special Education | Primary <input type="checkbox"/> | Secondary <input type="checkbox"/> |
| Tutoring and Child (Elementary) Literacy | Primary <input checked="" type="checkbox"/> | Secondary <input type="checkbox"/> |
| Tutoring and Child (Middle Sch.) Literacy | Primary <input type="checkbox"/> | Secondary <input type="checkbox"/> |
| Community Revitalization/Improvement | Primary <input type="checkbox"/> | Secondary <input type="checkbox"/> |
| Community-Based Volunteer Programs | Primary <input type="checkbox"/> | Secondary <input type="checkbox"/> |
| Substance Abuse | Primary <input type="checkbox"/> | Secondary <input type="checkbox"/> |
| Mentoring | Primary <input type="checkbox"/> | Secondary <input type="checkbox"/> |
| Other Human Needs | Primary <input type="checkbox"/> | Secondary <input type="checkbox"/> |

Reading targeted at Rough Rock Community School

Service Category: Tutoring and Child (Elementary) Literacy

Measure Category: Needs and Service Activities

Strategy to Achieve Results

Briefly describe how you will achieve this result (Max 4,000 chars.)

Up to 10 corps members will provide individual and group tutoring to selected students within the

Briefly describe how you will achieve this result (Max 4,000 chars.)

school district, grades K-6, from Monday-Friday between the hours of 7:50 am to 4:30 pm. Members will assist with reading intervention initiatives as well as working within the classrooms to assist with reading initiatives there as well. Members will be placed with students as determined by the principal and reading specialists for the building. They will be trained accordingly to carry out tasks related to getting students on track with reading initiatives and so forth.

Results

Result: Output

As a result of having 80% of eligible students identified for Reading assistance and tutored by AmeriCorps members at the elementary school, 160 students will be able to increase their capability to read at level or one level above their reading level prior to the end of the school year.

Indicator: The percentage of identified students eligible to receive reading tutoring by the

Target: The focus will be to have 80% of eligible students, 160 students, identified for Reading assistance tutored by AmeriCorps members at the elementary school for the appropriate school year.

Target Value: 160

Instruments: Corps members service logs and tutoring logs.

PM Statement: 160 students will receive Reading assistance.

Prev. Yrs. Data

Result: Output

AmeriCorps members.

Result: End Outcome

An increase in the number of students reading at or above grade level or increasing at least one grade level will occur after members have provided them with assistance in their Reading initiatives.

Indicator: improved reading scores

Target: The focus will be to have 75% of the students who received assistance in reading to increase their ability to read at grade or above level prior to the end of the school year thus increasing their reading scores for the school year.

Target Value: 75%

Instruments: Corps member service logs and tutoring logs.

PM Statement: 75% of the students who received reading assistance from the AmeriCorps members will increase their reading scores and be able to read at grade level or one grade level above where they initially began at prior to ending the school year.

Prev. Yrs. Data

Result: Intermediate Outcome

As a result of AmeriCorps members assisting elementary students, there will be an increase in the percentage of students increasing their reading comprehension and vocabulary based on the state standards which shows a deficiency existing. This will occur from the amount of assistance they are getting for the school year from the AmeriCorps Members that are working with them.

Indicator: The percentage of students receiving tutoring who increased their reading

Target: The focus will be to have 75% of the students who received tutoring assistance increase their reading comprehension and vocabulary for the appropriate school year.

Target Value: 75%

Instruments: Corps member service logs and tutoring logs.

PM Statement: 75% of the students who received reading assistance from the AmeriCorps members will increase their reading comprehension and vocabulary from the tutoring assistance that they received from the appropriate school year.

Prev. Yrs. Data

Result: Intermediate Outcome

comprehension and vocabulary.

Tutoring of students, K-12, at Rough Rock Community School

Service Category: Tutoring and Child (Elementary) Literacy

Measure Category: Needs and Service Activities

Strategy to Achieve Results

Briefly describe how you will achieve this result (Max 4,000 chars.)

By placement of corps members into the Rough Rock Community School District, K-12, from Monday-Friday between the hours of 7:50 am to 4:30 pm.

Results

Result: Intermediate Outcome

From tutoring the school population, k-12, members will show an increase in getting the student's assignments completed.

Indicator: The percentage of students at the elementary school receiving tutoring.

Target: 45% of the students assisted with tutoring in core subject areas will have completed their assigned work in school setting.

Target Value: 45%

Instruments: Daily time-logs and tutoring logs obtained from members over the course of their service year will be compiled and documented to program coordinator.

PM Statement: Student assignments will be completed by 45% of the student population for those that have a direct link or contact with members of the program.

Prev. Yrs. Data

Result: Output

An increase in the number of K-12 Rough Rock students receiving tutoring in core subject areas.

Indicator: The percentage of students at the elementary school receiving tutoring.

Target: 45% of the entire school population will be the target.

Target Value: 45%

Instruments: Daily time-logs and tutoring logs documented by corps members and submitted to program coordinator.

PM Statement: There will be an increase in the number of students tutored by AmeriCorps members, which would result in 45% of the school population participating in the tutoring program.

Prev. Yrs. Data

Required Documents

Document Name

Status

Evaluation

Not Applicable

Federally Approved Indirect Cost Agreement

Not Applicable

Labor Union Concurrence

Not Applicable