

**APPLICATION FOR FEDERAL ASSISTANCE**

0121



Version 7/03

<b>1. TYPE OF SUBMISSION:</b> Application <input type="checkbox"/> Construction <input checked="" type="checkbox"/> Non-Construction	Pre-application <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction	<b>2. DATE SUBMITTED</b> 1/11/2013	Applicant Identifier
		<b>3. DATE RECEIVED BY STATE</b>	State Application Identifier
		<b>4. DATE RECEIVED BY FEDERAL AGENCY</b>	Federal Identifier

**5. APPLICANT INFORMATION**

<b>Legal Name:</b> Alamo Navajo School Board, Inc.	<b>Organizational Unit:</b> Department: Alamo Navajo Community School
<b>Organizational DUNS:</b> 021233630	Division: Education
<b>Address:</b> Street: P.O. Box 5907	<b>Name and telephone number of person to be contacted on matters involving this application (give area code)</b> Prefix: Dr.
City: Alamo	First Name: Tamarah
County: Socorro	Middle Name
State: NM	Last Name Pfeiffer
Zip Code 87825	Suffix:
Country: U.S.	Email: tpfeiffer@ansbi.org

**6. EMPLOYER IDENTIFICATION NUMBER (EIN):**

8 5 - 0 2 7 6 7 6 4

Phone Number (give area code)	Fax Number (give area code)
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**8. TYPE OF APPLICATION:**

New   
  Continuation   
  Revision

If Revision, enter appropriate letter(s) in box(es)  
 (See back of form for description of letters.)

Other (specify)

**7. TYPE OF APPLICANT:** (See back of form for Application Types)

Indian Organization  
 Other (specify)

**10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:**

8 4 - 2 8 7

**TITLE (Name of Program):**  
 Part B - 21st Century Community Learning Centers

**12. AREAS AFFECTED BY PROJECT (Cities, Counties, States, etc.):**  
 Alamo Navajo Reservation, Socorro County, NM

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

**11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:**  
 21st Century Community Learning Center - Alamo Community Partnership for Innovation in Learning

**13. PROPOSED PROJECT**

Start Date: 2/1/2013	Ending Date: 1/31/2013
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**14. CONGRESSIONAL DISTRICTS OF:**

a. Applicant 3rd	b. Project 3rd
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**15. ESTIMATED FUNDING:**

a. Federal	\$	84,750 <sup>00</sup>
b. Applicant	\$	<sup>00</sup>
c. State	\$	<sup>00</sup>
d. Local	\$	<sup>00</sup>
e. Other	\$	<sup>00</sup>
f. Program Income	\$	<sup>00</sup>
g. TOTAL	\$	84,750 <sup>00</sup>

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

a. Yes.  THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON

DATE:

b. No.  PROGRAM IS NOT COVERED BY E. O. 12372

OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW

**17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?**

Yes if "Yes" attach an explanation.       No

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

**a. Authorized Representative**

Prefix Mr.	First Name Steve	Middle Name
Last Name Guerro		Suffix
b. Title President		c. Telephone Number (give area code) 575-854-2543
d. Signature of Authorized Representative		e. Date Signed 1/10/13

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

<u>Alamo Navajo Community School</u>	
Organization	
<u>Dr. Tamarah Pfeiffer</u>	<u>(575)854-2543</u>
Name of Contact Person	Telephone
<u>tpfeiffer@ansbi.org</u>	<u>(575)854-2545</u>
E-mail Address	Fax Number
	<u>11/21/12</u>
Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures	Date
<i>■ Note: The general certifications and assurances that are signed and submitted by the district each spring (or provided by the applicant to EED) will apply to this federally funded program.</i>	
	<u>11/21/2012</u>
Signature of Organizational Representative	Date
<u>Steve Guerro, President Alamo Navajo School Board</u>	
Title	

<u>\$ 84,750</u>
Total Funding Requested Per Year
<u>\$ 423,750</u>
Total Funding Requested for Five Years

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

**APPENDIX IX: Documentation Requirements**



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Alamo Navajo School Board, Inc.  
21<sup>st</sup> Century Community Learning Center Program

**ABSTRACT**

The Alamo Navajo School Board, Inc. (ANSB) is a non-profit 501(c) 3 organization and the applicant for this 21<sup>st</sup> Century Community Learning Center Program. ANSB is designated as an LEA, operating the Alamo Navajo Community School (K-12) under a PL 100-297 grant funded by the Bureau of Indian Affairs, with coordinated early childhood, adult education, employment and training programs. ANSB also operates the Alamo Navajo Health Center under a PL 93-638 mature contract with coordinated substance abuse prevention and treatment programs.

The Alamo Navajo Community School has operated a 21<sup>st</sup> Century Community Learning Program for a number of years with funding from both USDOE and the BIE. The program has shown success in its previous years of services. In a survey of those students regularly receiving services through the 21<sup>st</sup> Century Community Learning Center, as reported in the annual performance report to DOE and BIE, there has been an improvement in both reading and math scores. The Alamo Navajo Community School is currently in Restructuring, which underlines the importance of these services. In order to continue to offer these much needed services it is critical that the 21<sup>st</sup> Century Community Learning Center provide and expand their current programming. During the 2011-12 SY, approximately one-third of the student population was served through the program. It is the intent of this grant to increase that number by 10% per year, so that by the end of five years, the majority of the student population will be active participants.

This application for a continuum of after school services was developed by the Program Director, Superintendent, Administrative Designee, with input from the Program Partners, students, parents and community members. Services offered through the program and its collaborative partners will include academic enrichment, recreation, cultural development, social and emotional skills, drug abuse and bullying prevention, life skills, job readiness, technology enhancement, and family literacy activities. Activities will be provided through a variety of formats designed specifically to meet the needs of Alamo Navajo students, of whom 87% are limited English proficient, and the majority of whom are currently performing at the basic level in reading (89%), math (87%), and science (95%) achievement, as indicated by the 2012 spring New Mexico Standard Based assessment results.

To that end, the project identifies five objectives which are as follows:

1. Increase parent involvement through targeted parent activities where at least 20% of parents/guardians of students enrolled in the 21<sup>st</sup> Century Learning Center Program will participate in a Parent University

2. 30% or more of the K-12 enrollment will be enrolled in and attend regularly (30 or more sessions per year), the 21<sup>st</sup> Century program as measured by daily attendance sheets.

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3. Math: 40% Students attending After School programs full time will increase their Math RIT scores by 10% from Fall to Spring testing, as measured three times a school year. Fall – Winter – Spring
4. Reading: 40% Students attending After School programs full time will increase their Math RIT scores by 10% from Fall to Spring testing, as measured three times a school year. Fall – Winter – Spring
5. Students will increase their cultural awareness by 10% as measured by pre and post (annual) assessment of Navajo oral language.



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21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTER  
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### Introduction & Background

The Alamo Navajo School Board, Inc. (ANSB) is a non-profit 501(c) 3 organization and the applicant for this 21<sup>st</sup> Century Community Learning Center Program. ANSB operates under resolutions from the Alamo Navajo Community and from the Navajo Tribe. ANSB was organized within the Alamo Navajo Chapter Community to establish and operate Federal and State programs that serve the people of Alamo under Contracts, Grants, or Cooperative or Joint Powers Agreements. The Board will be fully responsible for all administrative and program activities and assured actions under this proposed project.

### Competitive Points

- 1) Partnership: The ANSB Education, Health, Community Services Divisions and the Alamo Natural Resources Department have formed a collaborating partnership to provide supervision, instruction, and program planning for this project. The Education Division's Title I program will provide the instructional faculty for basic skills tutoring, the librarian for the reading groups and clubs, and instructional faculty for specific activities such as vocational, agricultural, technology, and humanities activities. The Title I Program also provides the after-school transportation. The USDA Student Nutrition Program provides snacks to the after-school program. The Health Division provides prevention counselors for drug free and bullying prevention, and recreation activities, a fitness instructor for aerobics and exercise, a health educator for instruction in health related topics, a nutritionist for food and nutrition activities, and mental health counselor for social service topics. This partnership of providers will help to develop and implement the whole learning center concept, providing daily workshops in a variety of areas for children and youth. The Natural Resources Department provides staff and training for youth in monitoring for natural resources projects.
- 2) Health, Wellness, Prevention, and Social Services: As noted above, the partnership with Alamo Navajo Health Division provides services for both students and parents in the areas of health, wellness, prevention and social services. With weekly activities scheduled to meet the needs of students and parents in these areas.
- 3) Service-Learning projects: Students enrolled in the 21<sup>st</sup> Century program will, on an ongoing basis, be involved in the school-wide recycling program. Students will collect recyclables from collection containers around the school on a monthly basis as part of the BIA Green Initiative. Additionally, students enrolled in the 21<sup>st</sup> Century Program will conduct three other activities throughout the year – Coats for Kids (fall/winter); Food for Thought (spring); and participate in tree planting efforts in April.
- 4) School Climate: The Alamo Navajo Community School implements Positive Behavior Intervention Systems via Cougar Pride. After school staff have, and will continue to, receive training and support in the implementation of Cougar Pride to assure consistent implementation of PBIS throughout all programs. The implementation of Expeditionary

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Learning in the school has dramatically improved the school climate. Those practices will also be connected to the 21<sup>st</sup> Century Learning Program.

**I. Need for Project**

Name of Each After School Site	Designation-School Status	School Enrollment	% Free or Reduced Lunch	Estimated # of Students to be Served	# of Family Members to be Served, if Appropriate	Grade Levels to be Served
Alamo Navajo Community School	Restructuring SIG School	327	97%	98	50	K-12

The 2010 census data records the population of Alamo at 1,932. There is an estimated fifty-two percent of the population under the age of 25. Alamo has a large young population, and a majority of the 21-25 year olds are parents with young children.

The economy in the Alamo Community is seriously depressed. Community members have relied on jewelry making, weaving, sheep, ranch work, and welfare to survive. Employment opportunities for Alamo Community members are, for the most part, limited to jobs within the Alamo Navajo School Board (ANSB) programs. ANSB is the main employer on the reservation and employs approximately 250 people, 60% of whom are Alamo Community members. They include cooks, bus drivers, maintenance workers, custodians, teachers, teacher assistants, health care workers, and secretaries.

Description of Population:

	Alamo	Navajo Nation	Socorro County	New Mexico
Population	1,932*	169,052	17,873	2,082,224
Per Capita Income	\$6,528	\$7,269	\$17,801	\$22,966
% Unemployed	38.8%	11.2%	5.2%	5.7%
% Native American	96%	94%	12.1%	10.1%
% Living in Poverty	55.7%	42.9%	26.8%	18.4%
%>HS Education	39.0%	19.7%	20.3%	17.3%
% Limited English	54.0%	30.6%	8.5%	11.9%
% Receive Public Assistance	20.7%	15.3%	9.0%	4.7%

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\* Data from 2010 census update

Information regarding the more significant needs of the Alamo Navajo Community

School is summarized below (2011-12 SY).

Alamo Navajo Community School:

School Population (K-12)	340
%ESL	98%
Title I	Schoolwide
Dropout rate	14%
Free/reduced lunch (SY 11-12)	97%

### Reading Growth in Proficiency Level by Grade 2011-12

Grade Level	(#)% Prof.+Adv Fall	(#)% Prof.+Adv Spring	Amount of gain or decrease
K	(8) 31%	(12) 33%	(4) 2%
1 <sup>st</sup>	(0) 0%	(4) 21%	(4) 21%
2 <sup>nd</sup>	(2) 10%	(2) 9%	No change
3 <sup>rd</sup>	(6) 30%	(11) 50%	(5) 20%
4 <sup>th</sup>	(3) 10%	(4) 13%	(1) 3%
5 <sup>th</sup>	(4) 19%	(5) 24%	(1) 5%
6 <sup>th</sup>	(1) 4%	(2) 8%	(1) 4%
7 <sup>th</sup>	(1) 5%	(3) 18%	(2) 13%
8 <sup>th</sup>	(1) 5%	(1) 7%	No change

## Reading Growth in Proficiency Level by Grade 2011-12

Grade Level	(#)% Prof.+Adv Fall	(#)% Prof.+Adv Spring	Amount of gain or decrease
9 <sup>th</sup>	(3) 10%	(4) 15%	(1) 5%
10 <sup>th</sup>	(1) 5%	(2) 12%	(1) 8%
11 <sup>th</sup>	(1) 10%	(2) 17%	(1) 7%
12 <sup>th</sup>	(2) 10%	(3) 15%	(1) 5%
	(33) 11.5%	(55) 18.6%	(22) 7.1%

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## MATH Growth in Proficiency Level by Grade 2011-12

Grade Level	(#)% Prof.+Adv Fall	(#)% Prof.+Adv Spring	Amount of gain or decrease
K	(11) 42%	(14) 40%	(3) -2%
1 <sup>st</sup>	(4) 21%	(9) 47%	(5) 26%
2 <sup>nd</sup>	(2) 10%	(3) 13%	(1) 3%
3 <sup>rd</sup>	(14) 67%	(16) 76%	(2) 9%
4 <sup>th</sup>	(5) 17%	(9) 30%	(4) 13%
5 <sup>th</sup>	(1) 5%	(6) 29%	(5) 24%
6 <sup>th</sup>	(0) 0%	(6) 24%	(6) 24%
7 <sup>th</sup>	(0) 0%	(0) 0%	No change
8 <sup>th</sup>	(0) 0%	(4) 27%	(4) 27%

3

## MATH Growth in Proficiency Level by Grade 2011-12

Grade Level	(#)% Prof.+Adv Fall	(#)% Prof.+Adv Spring	Amount of gain or decrease
9 <sup>th</sup>	(2) 7%	(2) 7%	No change
10 <sup>th</sup>	(2) 9%	(2) 12%	(NC) 3%
11 <sup>th</sup>	(0) 0%	(0) 0%	No change
12 <sup>th</sup>	(2) 11%	(5) 24%	(3) 13%
	(43) 14.5%	(76) 25.1%	(33) 10.6%

## MATH Growth in Proficiency Level by Grade 2012-13

Grade Level	(#)% Prof.+Adv Fall	(#)% Prof.+Adv Spring	Amount of gain or decrease
K	(9) 33%		
1 <sup>st</sup>	(5) 23%		
2 <sup>nd</sup>	(3) 16%		
3 <sup>rd</sup>	(1) 4%		
4 <sup>th</sup>	(4) 18%		
5 <sup>th</sup>	(0)		
6 <sup>th</sup>	(3) 12%		
7 <sup>th</sup>	(1) 3%		
8 <sup>th</sup>	(2) 13%		

## MATH Growth in Proficiency Level by Grade 2012-13

Grade Level	(#)% Prof.+Adv Fall	(#)% Prof.+Adv Spring	Amount of gain or decrease
9 <sup>th</sup>	(0)		
10 <sup>th</sup>	(2) 28%		
11 <sup>th</sup>	(4) 25%		
12 <sup>th</sup>	(1) 6%		
	(35) 11.9%		

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## Reading Growth in Proficiency Level by Grade 2012-13

Grade Level	(#)% Prof.+Adv Fall	(#)% Prof.+Adv Spring	Amount of gain or decrease
K	(10) 32%		
1 <sup>st</sup>	(4) 16%		
2 <sup>nd</sup>	(2) 11%		
3 <sup>rd</sup>	(1) 4%		
4 <sup>th</sup>	(5) 23%		
5 <sup>th</sup>	(0)		
6 <sup>th</sup>	(1) 4%		
7 <sup>th</sup>	(1) 3%		
8 <sup>th</sup>	(0)		

1

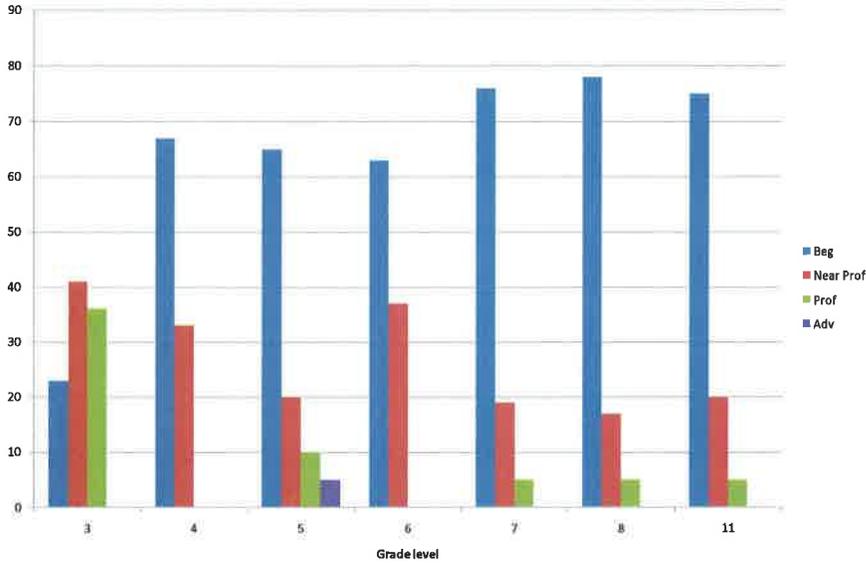
## Reading Growth in Proficiency Level by Grade 2012-13

Grade Level	(#)% Prof.+Adv Fall	(#)% Prof.+Adv Spring	Amount of gain or decrease
9 <sup>th</sup>	(0)		
10 <sup>th</sup>	(1) 4%		
11 <sup>th</sup>	(1) 5%		
12 <sup>th</sup>	(0)		
	(26) 8.4%		

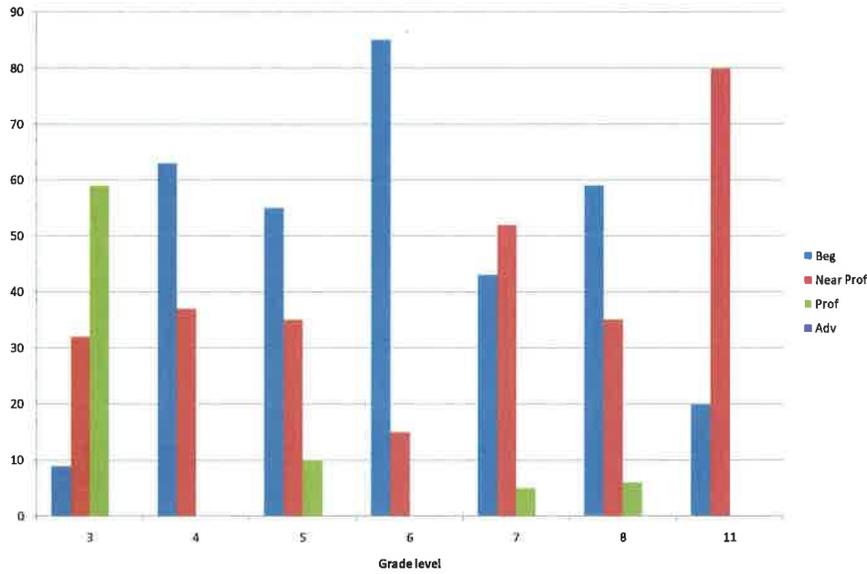
2

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**NMSBA 2012 Reading  
 % Students by Quartile**



**NMSBA 2012 Math  
 % Students by Quartile**



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**Recruitment Plan:**

The need for continued enhanced academic services is clearly outlined in the above information. In a student survey conducted by the 21<sup>st</sup> Century Learning Center staff, students identify reading as one of their primary needs for tutorial assistance. As a part of Response to Intervention (RtI) there is an intensive format for reading instruction. All students K-8 receive 75-90 minutes of uninterrupted reading instruction. All staff assists with reading instruction. Students will receive instruction based on reading level (ability groups). Those students who are identified as needing supplemental services (approx. 15-20% currently) and those needing intensive intervention (approximately 40% currently) will be referred to tutoring through the 21<sup>st</sup> Century Learning Center. The Center will provide intensive reading instruction with small groups of students utilizing the PLATO Learning Lab and specific intervention strategies as prescribed by the classroom teacher and the Reading Coach. Thus, the target population for this project will be those students needing supplemental and intervention services as identified by reading placement assessments – Tier 3 students. Students will be assessed utilizing the MAPS assessment (3/yr) for grades K-12 and DIBELS benchmark assessments (3/yr) for placements. Ongoing progress monitoring will occur more frequently utilizing classroom assessments for students 4-12 and DIBELS for grades K-3. Results of the two assessments will be used for initial placement of students by ability groups and ongoing progress monitoring will determine tutoring needs and will direct additional reading interventions once a gap in student learning has been identified.

Tutoring in 21<sup>st</sup> Century will be individually directed to meet the needs of individual students. Any student may attend tutoring for assistance in any academic area. One staff member will be devoted to students needing general assistance rather than specific assistance in reading instruction. The 21<sup>st</sup> Century Coordinator will work with the reading coach to identify students needing additional assistance; and follow up with specific classroom teachers regarding individual student needs.

For core math instruction, classroom teachers provide 60 total minutes of Mathematics instruction – lessons are introduced, taught, practiced and assessed. Lesson delivery is via whole group direct instruction, guided practice, and independent practice. Small groups may be used to target skills and differentiate instruction. Assessments include both formal and informal evaluation, quizzes, core material assessments, verbal Q & A, AimsWeb and NWEA/MAP assessments.

Students are identified and grouped by the results of their AimsWeb and MAP assessment results, coupled with teacher and coaches' recommendations. Students who are identified as strategic or intensive are referred to 21<sup>st</sup> Century Learning Center for additional reteaching, using manipulatives, and strategies identified by the classroom teacher and the Math Coach.

Core and supplemental materials utilized are all based on Scientifically based research. For reading, grades K-5 utilize Scott Foresman; 6-8 use Prentice Hall – Literature and grades 9-12 Language! (Sopris West); supplemental and intervention programs include Reading for all Learners, Early Reading Intervention, My Sidewalks and PLATO Learning Solutions.

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Math materials for grades K-5 are Houghton Mifflin; 6-8 Holt: Rhinehart and Winston (Courses 1-3); and 9-12 utilize the Holt series; supplemental and intervention materials include Math Expressions and the PLATO Learning Solutions.

**Activities to address risk factors:**

Risk factors include, among others, a high population of ESL students (98%), 97% of students qualify for free or reduced lunches, and almost 56% of the community population living in poverty.

Because the level of reading has an impact on student performance in all areas, it is imperative that reading levels are improved. Improving reading and literacy skills has been identified as a goal in Alamo Navajo Community School's SIG/Restructuring Plan. The Measure of Academic Progress (MAP) assessment will be a critical tool utilized to assist staff in identifying student strengths and areas needing improvement.

**Support for academic achievement:**

The academic achievement of students enrolled in the 21<sup>st</sup> Century Program for the 20-12 SY is noted in the attached Annual Progress Report. The stated objectives of the program were all met. Although it is clear that much work is needed to improve the academic performance of the school overall, it is also clear that students enrolled in the 21<sup>st</sup> Century Program have a higher success rate in meeting the improvement objectives. The plan for providing support for students based on their individual needs is clearly outlined in the Project Design section of this application. The NWEA/MAP data along with the results of the NMSBA for the 2011-12SY are noted on the preceding pages. Data indicating behavioral changes for students enrolled in the 21<sup>st</sup> Century Program for SY2011-12 are located in the appendix of this application.

**Other factors to be addressed:**

Common type 2 diabetes risk factors are prevalent at Alamo Navajo. Approximately 36 percent of the population is classified as obese, and a large percentage has a family history of diabetes. The Alamo Navajo Community School conducts fitness testing – fall pre-test and spring post-test. In grades K-5, fall testing showed that 36.22% were overweight versus 39.26% this spring. The Mid-School (grades 6-8), showed last fall that 45.83% were overweight versus 43.48% this spring - a slight improvement perhaps due to growth. However, there are two mid-school students who are already diabetic. Through the 21<sup>st</sup> Century collaboration of partners, the Alamo Health Division will provide an hour of health related programming each week during the school year and Intercession activities in collaboration with program staff. The 21<sup>st</sup> Century Program staff and the Wellness Center staff, including the Behavioral Health staff have been working together as they design after school and intercession programs that will address the health and wellness risk factors as well as educational and mental health needs.

## II. Quality of Project Design

Alamo Navajo Community School is unique in that it has a strategic plan that encompasses the ingenuity and expertise of a variety of different stakeholders in order to be on the cutting edge of something different. The school, in the process of restructuring, began work with the UpsideDown Organization a number of years ago to implement the TranZed model of improvement and change. The 21<sup>st</sup> Century Program is aligned with this philosophy and thereby aligned with the schools restructuring (1003g) plan.

“TranZed is an organizational philosophy that harnesses the power of culture to transmit the values, beliefs and life skills required for success in life. The TranZed model teaches child-serving organizations how to redesign themselves to create cultures that build on existing strengths and individualize learning to the needs and abilities of each child. The TranZed culture is characterized by a community of learning rather than a collection of experts. It teaches that one’s progression from being primarily self-centered to becoming primarily concerned about others is the goal of a fulfilling life.”

The 21<sup>st</sup> Century program is currently housed on the campus of the Alamo Navajo Community School. In building the program, there has been collaboration daily with teachers, staff and administrators regarding the vision of the program and what it has to offer in conjunction with the regular school day. As a year around school, Alamo has taken on the challenge to find dynamic and innovative ways to engage students through expeditionary learning and project based instruction to provide extended learning time for these approaches, the school year calendar was extended to provide three 10-day intercessions, during which students participate in project based activities or instructional activities that promote direct intervention.

One of the most important pieces of a student’s day is when a student is able to sit down and reflect on what they learned and how what they did during the day contributed to others. Working with the Upside Down Organization we have found that it is important to create another place to learn, or a student support center. In this center atmosphere, students are given the opportunity to talk with professionals in behavioral health about anger management, bullying, learning difficulties due to family issues, etc. The center has times identified so that parents can also be part of the discussion. The 21<sup>st</sup> century program sees parents as partners in their approach to guiding students to making better academic, social, emotional, and physical choices in their lives.

The complete list of objectives and activities is attached as Appendix V. Goals of the program are aligned to the schools restructuring plan and support those students with the highest academic needs along with providing activities that support students socially and emotionally. Activities that will help students attain the academic goals in this

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application include daily tutorial aligned to DesCarte (NWEA/MAP) skills, emphasizing common core standard mathematical analysis and reading for understanding using informational text.

In addition, Expeditionary Learning expeditions will occur three times a year beginning in the Spring of 2013, Summer of 2013 and Fall of 2013. As a year around school, one week per quad (9 week period) will be set aside for students to experience Traditional Arts, Foods, and Crafts. The emphasis will be on having students learn the importance of healthier ways of making foods.

21<sup>st</sup> Century will offer another place to learn: a student support center will serve students and parents as a place where conversations begin around topics like nutrition, behavioral health, wellness, and academic success. Ideas are presented and knowledge is shared on how and what to do to make a student's life better.

Expeditionary Learning (Campbell et al., 1996) is a program design built around "learning expeditions," which are "explorations within and beyond school walls." The program is affiliated with Outward Bound and incorporates its principles of active learning, challenge, and teamwork. It makes extensive use of project-based learning, cooperative learning, and performance assessments.

Nutrition, particularly in the short-term, is believed to have an impact upon individual behavior. In its more extreme form, this may manifest itself through the presence of developmental disorders, including attention-deficit-hyperactivity disorder (ADHD), dyslexia, dyspraxia and autistic spectrum disorders. The relationship between diet and ADHD has gained a lot of attention in the last decade. Children diagnosed with ADHD suffer from difficulty concentrating, sitting still and being quiet and tend to have short attention spans. These behaviors have the potential to affect school performance and interaction with peers, and compromise self-esteem. The Nutritionist is a partner with the 21<sup>st</sup> Century Program and will provide support via classes for parents, snack ideas for students and fun recipes for kids to prepare along with nutritional information.

Adding to what school education support staff do, there has been renewed emphasis over the past 20 years in the health and social services arenas on increasing linkages between schools and community service agencies to enhance the well-being of young people and their families. This "school-linked services" agenda has added impetus to advocacy for mental health in schools.

More recently, the efforts of some advocates for school-linked services has merged with forces working to enhance initiatives for community schools, youth development, and the preparation of healthy and productive citizens and workers. The merger has expanded interest in social-emotional learning and protective factors as avenues to increase students' assets and resiliency and reduce risk factors. All emphasizing the importance of access to behavioral health professionals and services to engage students in activities that build self esteem and increase students' resiliency to harmful social and emotional factors. The partnership with the Alamo Navajo Health Services supports these activities with access to professionals. Individuals engaged from the Alamo Navajo Health Services will also be utilized at parent and community nights and during Super Saturdays.

Using classroom teachers alongside 21<sup>st</sup> Century staff, the students will determine their individual short cycle growth goals by developing their own charts. These growth charts will

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determine what students and parents feel are tangible RIT score gains that can be made three times a year (Fall, Winter and Spring). The 21st Century staff will collaborate with classroom teachers to assure the charts align with the regular classroom goals for student growth.

Alamo Navajo Community School uses a variety of programs to help in collecting and assimilating data. Demographic data is collected using Infinite Campus: NASIS program, for daily disciplinary infractions, the SWIS program is utilized alongside the NASIS behavioral program to drill down the data collection in this area. Student short cycle related data on Math, Reading, Language and Science is collected using NWEA/MAP. DIBELS, Aimsweb and classroom assessments are used to progress monitor student growth. 21<sup>st</sup> Century staff meets with teachers and the coordinator attends the data meetings to assure alignment with classroom expectations. Data for the ARP is collected via the Out-of-School Time Leadership Management System with the assistance of Creating Change.

Students have a successful history of being part of organized daily tutorial and activities within the 21<sup>st</sup> Century program at Alamo Navajo Community School. It is a safe place for them to be after school up to 5:00 pm when the alternative is they may be returning to an empty house. Students enjoy the intense reading and math problem solving activities, along with the daily planned lessons that require students to talk about and think about what it means to do things as a team. The instructors and director work in unison with the daily teaching staff to build cohesive instruction aligned to the common core standards. The students feel successful when they have had time to do homework and work ahead on other lessons in reading and math. There is constant communication between the teachers and the 21<sup>st</sup> century staff with a focus on what is helpful and what makes a successful student in the classroom.

A complete Schedule of Operations is located in the Appendix (VI).

Partnerships include MOU's with the Community Services, Health Clinic (which includes Wellness Center, Nutritionist, and Behavioral Health), and the School. These MOU's have helped 21<sup>st</sup> Century, in the past, to conduct weekend parent/student activities, after school tutorial, promote health and wellness, challenge students to be involved in a full range of community activities including the yearly Alamo Day Events, Career and College fairs, Red Ribbon events, etc. New partners added to support the 21<sup>st</sup> Century Program in this application include the Socorro County Literacy Program, Alamo Navajo Senior Citizens Program, KABR Radio Station, and the ANSB Natural Resources Department, all of which will expand opportunities for students and families to experience other types of enrichment activities.

Monday thru Friday the 21<sup>st</sup> Century Program offers math and reading tutorial for grades K-12. Tutors are faculty of the school who are already familiar with the common core standards and the students that we serve. The expectations are not to reinvent new math or reading strategies but to scaffold their learning opportunities after school to include different methods that challenge and assist in retention of skills that students are building on in class. An example of this may be to use an art project like origami to teach 'how to follow instructions' and the students then would make their own origami project; writing down the steps and processes of construction, so another student could complete the same task. This is different

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from a scripted instructional program where students are learning how to read instructions but not necessarily apply them.

The 21<sup>st</sup> Century instructors and director sit on a Student Assistance Team (SAT) that offers to parents and their student, the option of tutorial services as an intervention. All SAT referred students at one time or another are part of 21<sup>st</sup> century until their math or reading skills improve. Because of this relationship the 21<sup>st</sup> Century director is also aware of students needs beyond the academic setting and can best address issues when they are behavioral in nature.

Enrichment activities are incorporated daily; student interest along with individual needs of the students in the 21<sup>st</sup> century program determine the level and intensity of enrichment activities each student experiences in addition to assistance in math and/or reading. A typical enrichment activity may be to build a model or write out the steps they took in order to put together the model.

The key to attracting student participation is engagement and effectiveness of programs. If students are engaged during after school and extended year activities, then they encourage their peers. The 21<sup>st</sup> Century Program parent/community events of parent nights and Super Saturdays have become well attended events. The program works with the ANSB local radio station to promote program objectives and activities. Good public relations makes for an effective recruiting tool. Enrichment activities are developed, in part by the survey of student interests and are a focal point in recruiting students and families for the 21<sup>st</sup> Century Program.

Having parents and students become actively involved in the 21<sup>st</sup> century includes but is not limited to promoting the program on the local radio station KABR, going out to classrooms and having teachers identify specific students that may need tutorial assistance and meeting with their parents to establish a schedule of when a student may attend. New in this application is the incorporation of a "Parent University" to assist parents in developing skills to assist their children with homework and other school related activities.

The 21<sup>st</sup> Century program will have the opportunity to have participants be individuals who may be student-athletes, or are involved in other activities and need to dedicate time to catch up on their academics before being eligible to play. This may entail being creative with their schedules, they may start off first with tutoring assistance right after school and then go to practice or vice-versa. The school also has some very successful clubs like the art club where students may participate part-time in 21<sup>st</sup> century tutoring and part time in the club activities on certain days.

The Alamo Senior Citizens are given the opportunity to assist in the after-school program by contributing to story-telling, oral language development, math, and science activities related to their own personal interest and what maybe seasonally appropriate. For example a grandparent in the winter may come in and tell Ma'ii stories and also work with students to have them illustrate and write their own; at another time of year, an elder may take the students out into the field and share their own knowledge of livestock and how to care for them.

Alamo is a data driven community. Key pieces of data come from OSTLMS (Out of School-Time Leadership Management System), NASIS - INFINITE campus, NWEA/MAP, SWIS

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(School Wide Information System). All of these tools assist by compiling specific data related to attendance, academics, enrollment and behavior. All data is used in data meetings and by teachers and 21<sup>st</sup> Century staff to determine student needs and progress.

The sustainability of a program comes with the planning. As a community it is an important goal to have students ready to be productive when they continue with school or jobs and are on their own away from school. This takes partnerships with individuals from behavioral health, wellness, nutritionists, school personnel to recognize the vision - all kids want to learn and be productive in life.

In planning the 21<sup>st</sup> Century Community Learning Center program, sustainability has been a major factor in developing program objectives and activities. Therefore, ANSB has consistently sought other program contributors and partners to assist in the provision of activities and services as well as other funding sources to assist with program operations. These partners have consistently provided resources, both human and material, which have assisted the 21<sup>st</sup> Century Program in meeting its goals and objectives. The costs associated with providing services through the 21<sup>st</sup> Century Program have always been and will continue to be shared with Title I (tutoring and bussing services), Title II (professional development), and other supporting funding sources.

The school's restructuring plan comes from the transformational model. We had new leadership enter 2.5 (two and half years) ago and we also looked at key teaching personnel that may add to and build on the already aggressive approach of becoming a school that needed to change. The school has worked from the TranzEd model of building a strong school culture, is an expeditionary learning school, and has had a laser like focus around brain-based education and engaged learning. The school is very aware of the common core standards put into place last summer with increased professional development so all staff are familiar and using common core standards to drive curriculum and instruction.

### **III. Adequacy of Resources**

The project will fund a Coordinator to work half-time in the 21<sup>st</sup> Century Program and 50% in the Gifted and Talented Program. This allocation of time and salaries has been done in the past and has been a successful split of time and duties and meets the RFP guidelines of .50FTE for a program population of 51-100. The objectives and activities required in both programs are complimentary to one another. A position description for the Project Coordinator is included in the appendix. Project staff budgeted with 21<sup>st</sup> Century funding will be recruited and short-term contracted for specific activities or events such as workshops in the after-school program, Super Saturdays, or Intercessions. Project staff provided by other ANSB divisions as an in-kind contribution are listed in the section below entitled "Existing Resources."

The project staff's employment is guided by the ANSB Personnel Policies; salaries are determined by the position description's placement on the ANSB salary scale. The salaries

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budgeted are reasonable and comparable to those in similar positions within the ANSB organization and through the state. Transportation for the after school program will be a shared cost with the athletic program. Transportation for students will be provided via the schools transportation department. Policies and procedures are in place that assures safe transport of students as an extension of the regular school program.

<b>Existing Resources:</b>	<b>ANSB Education Division</b>	<b>ANSB Health Division</b>	<b>ANSB Wellness Center</b>	<b>ANSB</b>
Personnel:	50% of the Project Coordinator's salary, Tutors Librarian Bus Driver Community Liaisons	Health Educator Nutritionist Prevention Counselors Treatment Counselors	Fitness Instructors	Director of Administration Program Evaluation & Development Coordinator
Facilities:	Classrooms Library Gym Playgrounds		Weight Room Aerobics Room Gymnasium Art Room Game Room	
Equipment:	Recreation Equip. Computers			Internet Access Network
Supplies:	USDA Snacks		Health related educational materials and pamphlets SPARKS Curriculum	USDA Summer Food Program
Transportation	After-school Transportation Intercession bus lease costs			

**IV. Quality of the Management Plan**

In the five-year project, all project activities will be closely coordinated with other ANSB and non-ANSB programs and will be completed in full compliance with GPRA and General Administrative Regulations. The compliance and coordination will be demonstrated through completion of project evaluation, through BIE/DPA site visit reports, and through the project audit. Coordination and compliance will be described in project reports to the Board and to BIE/DPA.

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**Management Plan**

Activity Number	Activity Description	Completion Quarter			
		1	2	3	4
1.	Program Development & Evaluation Coordinator and Project Director receive and review grant award; orients the project partners on planned project objectives, evaluation and audit plans, and coordination/compliance plans	X			
2.	Project Director reviews and updates financial, performance, evaluation, and compliance record keeping for each project period.	X			
3.	Project Director reviews and updates weekly, monthly, and annual plans and schedules part-time and partnership staff to implement schedule.	X			
4.	Project Director disseminates program announcements, schedules of activities, and recruitment information.	X	X	X	X
5.	Project Director schedules and conducts monthly coordination meetings between project staff and key personnel from coordinating programs.	X	X	X	X
6.	Project Director and ANSB Administrator complete semi-annual compliance/coordination reviews.		X		X
7.	Project Director makes quarterly progress reports to the Board and to BIE.	X	X	X	X
8.	Project Director makes semi-annual progress reports to Chapter and Community groups and solicits input and advice regarding program.		X		X
9.	The Project Director, Program Development & Evaluation Coordinator, and partnership Directors meet and discuss project progress, plans for succeeding year changes.				X
10.	Project monitoring and formative evaluation findings are reviewed and any needed changes are designed and implemented.				X
11.	Project year evaluation and audit activities are completed and reports are prepared and submitted via PPICS through partnership with Creating Change.				X
12.	Project annual reports are summarized and disseminated via web site, submission to BIE/DPA, or upon request.				X

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The project staff's employment is guided by the ANSB Personnel Policies. Financial and property management is completed following the ANSB Financial and Property Management systems. The School Board's policies and system have been approved by the U.S. Department of Interior, Office of Inspector General (ANSB's lead cognizant agency), are certified by an independent CPA prior to negotiation of each year's indirect cost rate, and are certified for effectiveness, coverage and use during the Board's annual audit. Supervision, staff assignments in the program activity plans, policy and system procedures, and the activities listed in the management plan will combine for effective project and grant administration.

During the course of the five-year project, the Project Director, the collaborating program Directors, and ANSB administration will work to capacity build the project for sustainability after the project ends. To that end, the Health, Community Services, and Education Divisions will be key players in building this program by integrating the after-school intercession activities into their operational budgets and discretionary program requests.

#### **V. School Improvement Status**

Alamo Navajo Community School is currently in the third year of implementation of the Transformation model under the SIG (1003g) funding. The position description for the 21<sup>st</sup> Century Coordinator position (see appendix) requires that the Coordinator hold a teaching certification from the state of NM. The current Coordinator, Mr. Craig Drake, has been in place for two years; meets the minimum requirements for the position. Mr. Drake participates in professional development with school staff and works closely with classroom teachers to assure student needs are met in the 21<sup>st</sup> Century program. The Superintendent assures the opportunities for 21<sup>st</sup> Century staff and school staff have the time necessary to plan and follow up with regard to student progress.

#### **VI. Budget & Budget Narrative**

Attached as Appendix III





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**Research**

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Corwin Press

Ross, Andrew L., Gary Grenier, and Frank Kros. (2005). *Creating the Upside Down Organization: Transforming Staff to Safe Troubled Children*, Baltimore, MD. The Children's Guild, Inc.

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K-Grade Student Name	Absences	State Assessments A 650-720 P 610-649 PP 579-609 N 470-578	NWEA Reading BOY Median RIT 151	NWEA Reading MOY Median RIT 156	NWEA Reading EOY Median RIT 162	DIBELS BOY I 0-3 S 4-7 B 8 and above ISF/LNF TEST	DIBELS MOY I 0 - 9 S10 - 24 B 25 and above ISF/LNF TEST	DIBELS EOY I 0-9 S 10-39 B 40 and above LNF TEST	NWEA Math BOY RIT 148	NWEA Math MOY RIT 152	NWEA Math EOY RIT 153
1. Apachito, Jacob	17.6		153	148	153	2-0	20-50	53	132	163	160
2. Apachito, Claire	16.1		150	155	162	13-11	48-56	74	134	157	169
3. Apachito, Kaydence	5.9		139	145	152	0-18	21-46	63	125	130	150
4. Apachito, Keyshia	14.6		152	133	154	0-9	28-36	11	123	140	144
5. Apachito, Zachariah	6.5		141	147	163	0-28	20-50	66	131	161	165
6. Jaramillo, Autumn	8.7		141	142	AB	0-21	18-80	97	125	140	154
7. Manning, Natey	14.2		AB	141	143	7-13	8-18	46	AB	141	155
8. Mexicano, Ruth	18		145	119	154	4-0	0-16	12	129	150	175
Padilla, Zandric	27.5		131	141	148	0-0	0-0	6	125	134	160
10. Secatero, Kenny	54		159	155	142	0-0	8-5	8	AB	138	137
11. Singer, Thompson	18.7		136	144	156	7-27	18-44	75	122	138	156
12. Smith, Breanna	16		146	124	148	3-0	20-0	16	143	139	149
13. Tosie, Jurreale	18.4		133	133	141	0-0	9-0	29	AB	128	149

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1-Grade Student Name	Absences	State Assessments A 650-720 P 610-649 PP 579-609 N 470-578	NWEA Reading BOY Median RIT 166	NWEA Reading MOY Median RIT 173	NWEA Reading EOY Median RIT 179	DIBELS BOY I 0-9 S 10-34 B 35 and above ORF TEST	DIBELS MOY I 0 - 7 S 8 - 19 B 20 and above ORF TEST	DIBELS EOY I 0-19 S 20-39 B 40 and above ORF TEST	NWEA Math BOY RIT 164	NWEA Math MOY RIT 171	NWEA Math EOY RIT 178
1. Abeyta, Madalyn	33.4		150	156	154		13	17	152	165	163
Apache, Elaina	5.2		AB	156	142	0	0	4	AB	AB	148
3. Apachito, Mathias	19.4		154	149	154		13	13	154	181	187
4. Baca, Sage	30.6		147	162	165	18	32	62	157	167	181
5. Cleveland, Kelsey	9		156	164	164	55	38	55	154	165	178
6. Guerrero, Jada	10.7		156	164	177	47	84	104	162	170	190
7. Guerrero, Jade	2.9		AB	164	174		20	53	151	166	184
8. Jaramillo, Riley	5.3		151	155	165	41	39	62	145	159	180
9. Montez, Layvin	29.2		147	151	149	3	10	17	140	143	165
10. Secatero, Isaiiah	17.6		158	169	176	76	48	70	164	183	178
11. Secatero, Shaquia	37.8		148	153	157	50	10	20	154	171	177
12. Young, Kerwin	20.1			161	160	57	14	13	169	164	174

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3-Grade Student Name	Absences	State Assessments A 650-720 P 610-649 PP 579-609 N 470-578	NWEA Reading BOY Median RIT 205	NWEA Reading MOY Median RIT 210	NWEA Reading EOY Median RIT 191	DIBELS BOY I 0-52 S 53-76 B 77 and above	DIBELS MOY I 0 - 66 S 67 - 91 B 92 and above	DIBELS EOY I 0-79 S 80-109 B 110 and above	NWEA Math BOY RIT 188	NWEA Math MOY RIT 194	NWEA Math EOY RIT 196
1. Apachito, Carolyn	19.9		174	173	186	34	45	82	186	197	205
2. Apachito, Hunter	4.2		175	198	190	62	91	93	185	198	200
3. Apachito, Kenyon	3.6		192	194	200		143	180	202	215	223
4. Apachito, Lacey	6.1		159	187	187	44	54	95	192	196	207
5. Apachito, Tarah	9		158	192	199	50	72	90	193	195	198
6. Charley, Armein	7		178	178	183	49	60	78	189	182	194
7. Cunanan, Miguel	5		194	199	207	101	103	122	200	207	214
8. Eriacho, Kennette	0		165	191	189	69	100	113	185	187	191
9. Guerrero, Relena	10.3		193	205	200	132	116	147	200	206	209
10. Monte H. Rovatti	12.8		190	188	192	73	96	127	198	198	206
11. Paulita Jayvra	18.8		163	174	183	58	77	100	176	178	194
12. Thompson, Shinoah	36.4		179	161	180	69	90	112	175	176	191

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4-Grade Student Name	Absences	State Assessments A 650-720 P 610-649 PP 579-609 N 470-578	NWEA Reading BOY Median RIT 215	NWEA Reading MOY Median RIT 219	NWEA Reading EOY Median RIT 201	DIBELS BOY I 0-70 S 71-92 B 93 and above	DIBELS MOY I 0 - 82 S83 - 104 B 105 and above	DIBELS EOY I 0-95 S 96-117 B 118 and above	NWEA Math BOY RIT 188	NWEA Math MOY RIT 194	NWEA Math EOY RIT 196
1. Abayta, Ohan	2.9		206	191	207	96	117	113	204	196	216
2. Apachito, Kuristia	6		166	182	173	47	67	62	177	190	201
3. Apachito, Aundreyantis	7.2		177	172	180	57	80	73	183	193	214
4. Apachito, Chenille	9.7		188	192	187	55	72	71	188	184	199
5. Apachito, Carnon	17.2		189	192	195	87	117	113	193	191	198
6. Apachito, Lachelle	10.6		175	174	185	83	92	100	177	189	191
7. Apachito, Lane	16.8		182	189	199	94	97	97	199	200	212
8. Apachito, Luke	38.4		170	170	173	41	48	46	170	179	189
9. Apachito, Mckayla	11.7		181	194	192	81	103	108	186	194	201
10. Apachito, Nadia	12.4		202	196	187	113	138	149	192	192	199
11. Apachito, Sami	16		157	161	171	30	43	31	178	183	199
12. Apachito, Trenique	28.2		168	182	192	95	121	133	183	AB	197
13. Eriacho, Kearna	0		163	157	171	108	90	89	190	188	193
14. Ganadonegro Bravin	3.9		177	198	190	59	67	80	193	195	211

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4-Grade Student Name	Absences	State Assessments A 650-720 P 610-649 PP 579-609 N 470-578	NWEA Reading BOY Median RIT 215	NWEA Reading MOY Median RIT 219	NWEA Reading EOY Median RIT 201	DIBELS BOY I 0-70 S 71-92 B 93 and above	DIBELS MOY I 0 - 82 S 83 - 104 B 105 and above	DIBELS EOY I 0-95 S 96-117 B 118 and above	NWEA Math BOY RIT 188	NWEA Math MOY RIT 194	NWEA Math EOY RIT 196
15. Ganadonegro Freddie	8.9		188	197	203	88	105	97	198	199	203
16. Ganadonegro Loullivia	10.7		169	165	171	44	46	68	176	201	203
17. Ganadonegro Orvanna	18.2		182	183	194	58	84	81	195	192	203
18. Guerrero, Brandon	28.9		177	168	187	66	89	91	190	199	219
19. Herrera, Courtsha	10.9		186	175	185	91	111	122	190	199	219
20. Mexicano, Vanessia	19		177	172	179	72	96	119	180	182	185
21. Monte, George	21.2		195	194	205	96	117	128	194	200	203
22. Padilla, Mylana	14.6		198	202	200	67	87	97	201	200	208
23. Secatero, Ricardo	35.1		169	177	162	38	44	44	172	185	187

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Student Name	Absences	State Assessments A 650-720 P 610-649 PP 579-609 N 470-578	NWEA Reading BOY Median RIT 219	NWEA Reading MOY Median RIT 222	NWEA Reading EOY Median RIT 205	DIBELS BOY I 0-80 S 81-103 B 104 and above	DIBELS MOY I 0 - 93 S94 - 114 B 115 and above	DIBELS EOY I 0-102 S 103-123 B 124 and above	NWEA Math BOY RIT 213	NWEA Math MOY RIT 217	NWEA Math EOY RIT 217
1. Apachito, Abinay	36.5		167	174	180	47	54	70	181	179	199
Apachito, Antonio	26.6		171	168	189	26	50	51	186	195	193
3. Apachito, Heather	19.2		187	202	198	70	72	95	193	192	198
4. Apachito, latrell	17.6		182	185	206	96	137	144	203	205	214
5. Apachito, Queenisa	1.9		209	207	201	126	137	151	208	215	226
6. Apachito, Shanika	19.2		210	209	207	96	102	139	210	219	231
7. Apachito, Thomas	3.5		166	174	184	46	57	76	193	190	201
8. Cunanhan, Pfo	9.3		226	216	222	131	150	157	223	226	235
9. Ganadonegro Iseiah	5.6	NEW			204						210
10. Ganadonegro Reier	26.2		172	173	198	52	61	75	198	193	210
11. Herrera, Billson	9.1		175	190	193	132	127	151	188	201	213
12. Johnson, Alysa	7.1		168	189	185	39	42	62	181	210	205
13. Lupe, Idalace	17		195	203	210	131	120	136	196	203	198
14. Morie, Blanca	15.8		169	175	183	60	62	77	182	186	195

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School Improvement Grant.  
Progress Monitoring Data Sheet**

Student Name	Absences	State Assessments A 650-720 P 610-649 PP 579-609 N 470-578	NWEA Reading BOY Median RIT 219	NWEA Reading MOY Median RIT 222	NWEA Reading EOY Median RIT 205	DIBELS BOY I 0-80 S 81-103 B 104 and above	DIBELS MOY I 0 - 93 S 94 - 114 B 115 and above	DIBELS EOY I 0-102 S 103-123 B 124 and above	NWEA Math BOY RIT 213	NWEA Math MOY RIT 217	NWEA Math EOY RIT 217
15. Piny, Wade	61.1		217	217	199	124			212	210	219
16. Secatero, Emmanuel	3.2		159	185	176	25	22	36	184	204	214
17. Secatero, Nick	9.6		160	194	194	91	79	102	208	205	217
18. Vicente, Shawn	18.6		162	165	170	35	43	56	161	179	211
19. Yazala, Cle-Nah-Pell	13.7		185	178	200	78	84	94	195	183	199
20. Yazala, Drew	12.8		201	189	206	82	91	121	207	203	228

**Bureau of Indian Education  
School Improvement Grant  
Progress Monitoring Data Sheet**

12-Grade Student Name	Absences	State	NWEA	NWEA	NWEA	NO	NO	NO	NWEA	NWEA	NWEA
		Assessments A 650-720 P 610-649 PP 579-609 N 470-578	Reading BOY RIT	Reading MOY RIT	Reading EOY RIT	DIBELS	DIBELS	DIBELS	Math BOY RIT	Math MOY RIT	Math EOY RIT
1. Abeyra, Dustine	12.8		207	200	207				197	202	220
Apache, Eberta	30.1		198	206	203				216	222	217
3. Apache, Jermaine	20.1		195	189	190				213	206	216
4. Apache, Mary	39.3		204	190	199				211	207	207
5. Apachito, Elijahwan	17.6		203	192	204				212	207	219
6. Apachito, Mina	59.6		193	191	183				228	217	211
7. Baca, Jamal	28.5		201	173	208				NA	212	215
8. Baca, Jennell	18.6		214	218	228				212	220	224
9. Begay, Ambrose	21		199	195	200				214	207	216
10. Betong, Miles	50.9		227	214	221				250	245	252
11. Garradonegro Michael	37.1		226	224	225				222	234	224
12. Jake, Norma	9.2		221	214	217				216	214	224
13. Monte, Chanlyne	13.6		201	193	202				221	219	207
14. Otero, Aurstin	52.1		NA	167	180				207	203	239

**Bureau of Indian Education  
School Improvement Grant  
Progress Monitoring Data Sheet**

12-Grade Student Name	Absences	State Assessments A 650-720 P 610-649 PP 579-609 N 470-578	NWEA Reading BOY RIT	NWEA Reading MOY RIT	NWEA Reading EOY RIT	NO DIBELS	NO DIBELS	NO DIBELS	NWEA Math BOY RIT	NWEA Math MOY RIT	NWEA Math EOY RIT
15. Smiley, Angus	61.3		197	211	206				197	205	223
16. Teenager, Hanna	22.5		217	232	226				242	241	246
17. Vicente, Oreal	22.2		157	179	190				229	208	233



## **Appendix III – 21<sup>st</sup> Century Budget Narrative**

### **Direct Instruction:**

#### Personnel Services:

In SY 2012-13, the Alamo Navajo Community School began a year-around school year schedule with three 10-day intercessions, one in the fall, one in the spring, and one in the summer in which teachers will be short-term contracted to provide intense intervention, project based activities, and/or assessments. ANCS faculty will commit to 20 hours of extended school year contracts during these intercessions. There are currently 30 faculty members and it is expected that 10 teachers will commit to short-term contracts for at least one intercession during the extended school year. In SY2012-13, a projection of 10 teachers for 20 hours per intercession for two intercessions is budgeted in the 21<sup>st</sup> Century budget. Budget for the third intercession will be provided under Title funds. In SY 2013-14, SY 2014-15, SY2015-16, and 2016-17, less hours are budgeted each year to transition the salary cost for intercessions from 21<sup>st</sup> Century to the ISEP and Title programs, thereby planning for the sustainability of the intercession and year around school calendar.

#### Fringe:

FICA, SUTA, Workmen's compensation, health/life insurance and retirement are calculated at 25% of the salary cost.

#### Materials and Supplies:

Computer supplies of ink cartridges for printing real-e books, disks, USB devices and potential replacement cost of a UPC are budgeted in each of the five years of the 21<sup>st</sup> Century Project. Educational materials are budgeted at \$3,400 for SY 2012-2013 and \$2,400 for each subsequent year of the project. Materials will be used to expand subject areas, activities and program offerings such as music, driver's education, and other interest areas.

### **Instructional Support**

#### Personnel Services:

The project will fund a Coordinator to work half-time in the 21<sup>st</sup> Century Program and half-time in the Gifted and Talented Program. Two part-time assistants will be utilized to provide supervision and coordination of activities all age groups of participants. The assistants' hours will be scheduled to meet the varied schedule of the 21<sup>st</sup> Century Program over the course of the year during after-school programs, Super Saturdays, and during intercessions. Salary rates are based on the 2012-13 salary schedule and are inflated by 3.5% cost of living allowance for each subsequent budget year. Salary costs for tutors in the afterschool program are funded by Title I.

#### Fringe:

FICA, SUTA, Workmen's compensation, health/life insurance and retirement are calculated at 25% of the salary cost.

### Professional Development:

Travel and per diem costs are budgeted for the Project Coordinator to attend the national and regional 21<sup>st</sup> Century conferences.

### Purchased Services:

Consultant services from "Creating Change" are budgeted at \$3,500 per program year for this contractor to provide software and support for data entry and reporting on PPICS. Dissemination services are purchased through an MOA with KABR-FM, the local educational radio station, to provide outreach, awareness, and disseminate program goals and objectives and to provide public relations and promote information on program activities. These costs are budgeted for each year of the five year program.

### Other Expenses:

Each year of the five years, the program will schedule parent/community nights and Super Saturday events. Funds are budgeted in each program year to support these events in which historically there have been over 100 participants. Funds are budgeted to provide refreshments, supplies for workshops, and stipends for workshop presenters with nine special events with a budget of \$400 per event.

In years two through five, funds are budgeted to support the intercession budget with transportation costs for driver wages. The ISEP transportation formula only applies to the 180 day regular school year transportation and does not provide funding for extended year programs. Therefore, supplemental funding is needed to provide to/from school transportation for students participating in intercession activities in the 21<sup>st</sup> Century Program.

### **In-kind:**

#### Direct Instruction:

Tutors who assist students in the 21<sup>st</sup> Century afterschool program are paid for with Title I funding. Short term contracts for intercessions are shared with the School Improvement Grant in SY2012-13 and thereafter with ISEP and Title I. The Health Division under a MOA with the 21<sup>st</sup> Century program provides one hour per week of health related activities with services provided by a nutritionist, fitness instructors, and behavioral health providers for approximately \$1,200 in in-kind services.

#### Instructional Support

Office and classroom space is provided in a two-classroom portable building and the costs of operations and maintenance have been committed by the Education Division. The 21<sup>st</sup> Century program has access to two state of the art computer labs and media/library center at the school. A bus and fuel for after-school transportation has also been committed by the Education Division and is a shared cost with the athletic program. Driver costs are paid for with Title I funding. Costs of snacks in the afterschool program and breakfast/lunch in the intercessions will be reimbursed by the USDA Student Nutrition Program and the USDA Summer Food Program. Costs of staff training and professional development will be provided through Title II funding.

In planning the 21<sup>st</sup> Century Community Learning Center program, sustainability has been a major factor in developing program objectives and activities. Therefore, ANSB has consistently sought other program contributors and partners to assist in the provision of activities and services as well as other funding sources to assist with program operations. These partners have consistently provided

resources, both human and material, which have assisted the 21<sup>st</sup> Century Program in meeting its goals and objectives.

**Appendix III – 21<sup>st</sup> CCLC Budget Worksheet – SY2012-13**  
 (complete one for each center site)

ADD	Dr. Charles Roessel
ELO	Ms. Charlotte Garcia
Name of School	Alamo Navajo Community School
Grant Name	Alamo Navajo School Board, Inc.
Award Number	GTN34X020717
Project Start Date	July 1, 2012
Project End Date	June 30, 2017

<b>PREVIOUS SCHOOL YEAR ALLOCATION</b>	<b>\$113,000</b>
<b>EXPENDED PREVIOUS SY ALLOCATION</b>	<b>\$108,352</b>
<b>TOTAL CARRYOVER AVAILABLE</b>	<b>\$ 4,648</b>
<b>CURRENT SCHOOL YEAR ALLOCATION</b>	<b>-0-</b>
<b>TOTAL AVAILABLE</b>	<b>\$ 4,648</b>

**LINE ITEMS**

LINE ITEMS	DESCRIPTION	AMOUNT
<b>Direct Instruction</b>		
<b>Personnel Services</b>		
Teachers	10 teachers on short-term contract for 20 hours per intersession for two Intercessions at an average hourly rate of \$32.57/hour	13,028
<b>Employee Benefits</b>		
	25%	\$3,257
<b>Professional Development</b>		

<b>Purchased Services</b>		
<b>Equipment</b>		
<b>Materials and Supplies</b>		
Computer supplies	Ink cartridges for printing Real-e books, disks, usb devices	\$629
Educational Materials	Software for music program, manipulatives for math, high interest reading materials, supplies for tutors based on student needs	\$3,400
<b>Other Expenses:</b>		
<b>Instructional Support</b>		
<b>Personnel Services</b>		
21 <sup>st</sup> Century Coordinator	50% FTE	\$22,589
Teacher Assistants (2 part time) for student supervision	1,040 hours per assistant scheduled before and after school, during intercessions, and Super Saturdays.	\$20,800
<b>Employee Benefits</b>		
	25%	\$10,822
<b>Professional Development</b>		
Travel and per diem	Attend national and regional 21 <sup>st</sup> Century conferences	\$1,800
<b>Purchased Services</b>		
Consultant Services	Creating Change contract to provide software for data and technical assistance for PPICS reporting	\$3,500
Dissemination	MOA with KABR-FM educational radio to provide outreach, awareness, and disseminate program goals & objectives and	\$1,200

	disseminate information on program activities	
<b>Equipment</b>		
		\$ -
<b>Materials and Supplies</b>		
<b>Other Expenses:</b>		
<b>Parent &amp; Community Activities</b>	<b>Refreshments, speaker stipends, workshop leaders, supplies for Super Saturday events and Parent University</b>	\$3,600
<b>Non-Instructional Services</b>		
<b>Material and Supplies</b>		
<b>TOTAL BUDGET</b>		\$84,750
<b>Difference (Allocation less Budget)</b>		<\$84,750>



**APPENDIX VI: Schedule of Operations**

**Schedule of Operations**

SCHOOL(S) SERVED: Alamo Navajo Community School

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

SCHOOL YEAR (7/23/12 – 6/12/13):

Number of Weeks during the school year: 47 weeks including intercessions

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Reading Real-e books	3:30-4:00 p.m.	21 <sup>st</sup> CLC 21 <sup>st</sup> Staff	X	X		X	X		
Snack	4-4:15 p.m.	21 <sup>st</sup> Staff	X	X	X	X	X		
Tutoring/Homework Help or Math	4:15-4:45 p.m.	21 <sup>st</sup> Staff Title I Tutors (10 ANCS instructors)	X	X	X	X	X		
Math	4:15 – 4:45 pm	21 <sup>st</sup> Staff	X	X	X	X	X		
Enrichment/Team Building Arts & Crafts Paint Day Sports/Games Culture Activities	4:45-5 p.m.	21 <sup>st</sup> Staff  Alamo Elder	X			X	X		
Way Cool Wednesdays	3:30-4 p.m.	ANCS Library/Media Center Computer Lab Instructor			X				
Health/Wellness (Nutrition, health education, fitness, mental health)	4:15-5 p.m.	Health Division Staff		X					

**INTERCESSIONS (Dates-10/1-12/12, 3/18-29/13, 6/12-28/13):**

**Number of Weeks during the extended school year: 6 weeks**

<b>Activity</b>	<b>Time of Day</b>	<b>Where? By Whom?</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>TH</b>	<b>F</b>	<b>S</b>	<b>SU</b>
<b>Intensive Reading or Math</b>	8 -12	<b>ANCS Staff on Short Term Contracts</b>	X	X	X	X	X		
<b>Expeditionary Learning Project Week</b>	8-12	<b>ANCS Staff on Short Term Contracts</b>	X	X	X	X	X		
<b>Food &amp; Culture</b>	8-12	<b>ANCS Staff on Short Term Contracts</b>	X	X	X	X	X		
<b>Student Assessment</b>	8-12	<b>ANCS Staff on Short Term Contracts</b>	X	X	X	X	X		

**Parent/Community Outreach:**

**5 Parent Nights: August 8, September 12, November 14, Jan – June to be scheduled.**

**4 Super Saturdays: October 20, May 15 (Spring Fest), 2 other dates to be scheduled**



ALAMO NAVAJO COMMUNITY SCHOOL 21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTER  
 APPLICATION FOR FUNDING 2012/13 – 2016-17  
 Appendix V: Performance Measures Template

<b>Measurable Improvement Objective</b>	<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Benchmark (Dates)</b>	<b>Evidence of Completion/Evaluation</b>
<p>Increase parent involvement through targeted parent activities where at least 20% of parents/guardians of students enrolled in the 21<sup>st</sup> Century Learning Center Program will participate in a Parent University</p>	<p>Parent University courses will be related to math and reading strategies for all grades K-12.</p>	<p>Parents 21<sup>st</sup> Century Coordinator ATT staff Teachers</p>	<p>Monthly starting January 2013 and on-going</p>	<p>Certificate completion by parents</p>
<p>30% or more of the K-12 enrollment will be enrolled in and attend regularly (30 or more sessions per year), the 21<sup>st</sup> Century program as measured by daily attendance sheets.</p>	<p>Increase the variety and number of enrichment activities available to students:</p> <ol style="list-style-type: none"> <li>1. Students will learn how to identify, measure, mark, and track salt cedar trees for removal by forestry department</li> <li>2. Driver's Education Class offered to students who need course study Working with Community Services offer on-line course study</li> <li>3. The 21<sup>st</sup> century coordinator along with other interested teachers will develop clubs with a math and science emphasis for K-12 students. Students will learn</li> </ol>	<ol style="list-style-type: none"> <li>1. ANSB Forestry Department 21<sup>st</sup> Century Coordinator Teacher (Science)</li> <li>2. 21<sup>st</sup> Century Coordinator Community Service Director Teacher(s)</li> <li>3. 21<sup>st</sup> Century coordinator Math/Science</li> </ol>	<ol style="list-style-type: none"> <li>1. Spring 2013</li> <li>2. Spring 2013, Fall 2013 - Fall/Spring each year</li> <li>3. Spring 2013 and monthly there after</li> <li>4. Ongoing weekly activity starting in the Spring of 2013</li> <li>5. Ongoing weekly activity starting January 2013</li> </ol>	<ol style="list-style-type: none"> <li>1. Completion of project and recording of project for EL project</li> <li>2. Number of students completing course and obtaining drivers license</li> <li>3. Students will develop practical skills and hands on strategies in completing math and science projects – number of students enrolled in clubs and completing activities.</li> <li>4. Students will put on a performance once a quad for parents and community.</li> </ol>

ALAMO NAVAJO COMMUNITY SCHOOL 21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTER  
 APPLICATION FOR FUNDING 2012/13 – 2016-17  
 Appendix V: Performance Measures Template

<p>Math:          40% Students attending After School programs full time will increase their Math RIT scores by 10% from Fall to Spring testing, as measured three times a school year.          Fall – Winter – Spring</p>	<p>how to manipulate math through magic club, archery, and other innovative offerings after school          4. Students (K-5) will be exposed to the Music and Me program students will be exposed to different types of music and learn lyrics to a variety of songs          Students will be introduced to rhythm, beat, and melody of songs both in English and Navajo          5. Students will experience health and wellness activities including bullying prevention, drug and alcohol prevention, nutrition and fitness presentations throughout the year.</p>	<p>teachers          4. 21<sup>st</sup> Century Coordinator          Students Teacher Assistants          Music and me program          5. Wellness, behavioral health staff and Nutritionist</p>	<p>5. There will be an increase in student resiliency as related to risk factors and measures by climate surveys annually.</p>
	<p>Homework Helpline          Homework stations after 3:30          Tutoring in Math          Tutoring in Reading</p>	<p>2st Century Coordinator          Teachers          Math coaches          Reading coaches</p>	<p>January 2013 and ongoing for strategies.          Fall to Spring NWEA scores</p>
			<p>January 2013          Spring MAP June 13, 2013</p>

ALAMO NAVAJO COMMUNITY SCHOOL 21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTER  
 APPLICATION FOR FUNDING 2012/13 – 2016-17  
 Appendix V: Performance Measures Template

<p>Reading:          40% of Students attending the After School programs full time will increase their Reading RIT scores by 10% from Fall to Spring testing, as measured three times a school year.          Fall – Winter – Spring</p>	<p>Homework Helpline          Homework stations after 3:30          Tutoring in Math          Tutoring in Reading</p>	<p>2<sup>st</sup> Century          Coordinator          Teachers          Math coaches          Reading coaches</p>	<p>January 2013 and ongoing for strategies.          Fall to Spring NWEA scores</p>	<p>January 2013          Spring MAP June 13, 2013</p>
<p>Students will increase their cultural awareness by 10% as measured by pre and post (annual) assessment of Navajo oral language.</p>	<p>1. Students will learn seasonal stories regarding the life of Alamo through the knowledge of Foster grandparents and Senior Citizen volunteers.          2. Traditional Foods seminar in the Spring, Fall and Winter          Using local experts in nutrition offer an expeditionary learning project in Spring, Summer and Fall Foods.</p>	<p>1. Foster Grandparents Senior Citizens 21<sup>st</sup> Century Coordinator Students          2. 21<sup>st</sup> Century Coordinator Local consultants IHS Amy Ellis Nutrition Specialist</p>	<p>1. On going starting Spring of 2013          2. January 7-11, 2013          April 1-5, 2013          June 24-28, 2013</p>	<p>1. Students will create Real-E books that incorporate both Navajo and English versions of the oral stories taught to them by the Foster Grandparents and Senior Citizens volunteers.          2. Survey results on EL, lesson plans, showcasing of best of best learning expeditions</p>



**APPENDIX VII: Assurance Form**

**Assurances for BIE 21<sup>st</sup> CCLC**

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

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

Steve Guerro, Alamo Navajo School Board President

Typed Name and Title of Authorized Representative



Signature of Authorized Representative

11/21/2012  
Date





**ALAMO NAVAJO SCHOOL BOARD, INC.  
POSITION DESCRIPTION**

**TITLE:** Program Coordinator for Gifted & Talented/  
21st Century Community Learning Center **EMPLOYMENT TERM:** 12-month

**DIVISION:** Education **DEPARTMENT:** Education

**EXEMPT/NON-EXEMPT:** Exempt **FUNDING SOURCE:** ISEP/21st Century Grant

**QUALIFICATIONS:**

- BA/BS degree
- State of New Mexico Licensure or ability to obtain such under a provisional license.
- Working knowledge and computer literate in: word processing, database applications, spreadsheet applications.
- Technical Skills and Abilities:
  1. Ability to do clear concise business and administrative technical writing, using standard English spelling, grammar, punctuation and capitalization.
  2. Ability to analyze problems and issues, and research background information, in order to
  3. facilitate informed decision making at own or higher levels.
  4. Ability to find answers to factual, policy and program questions from manuals, guidelines, regulations, policies, the institutional memory and judgment of colleagues, and/or other references and sources.
  5. Ability to deal with the Navajo public, and with personnel or outside agencies with tact,
  6. courtesy, judgment and patience.
  7. Ability to follow complex written instructions, manuals and guidelines.
  8. Ability to work independently following established guidelines and standing orders, routinely producing finished-quality work.
  9. Ability consistently to meet deadlines with completed assignments working under heavy time pressure.
  10. Ability to coordinate the work of other workers in pursuit of common tasks and objectives.
- Two or more years experience in a position with similar duties and responsibilities, and positive performance evaluations.
- Experience must give evidence that applicant is systematic and will organized in work habits.

**INDIAN PREFERENCE:** Preferential consideration for employment will be given to persons of documented Navajo, American Indian or Alaskan Native Tribal membership who meet the qualifications above, in accordance with the requirements of P.L. 93-638 and the Navajo Nation Tribal Code.

**Additional Preference:**

Endorsement in special education or willingness to obtain such endorsement.

**SUPEVISED BY:** K-12 Principal

**SUPERVISES:** None

**PAY RANGE:** Grade M with a BA/BS degree, Grade N with a MA/MS on the General Salary Scale

**WORKING HOURS:** Determined by program schedule with Supervisor approval

**LUNCH HOUR:** 30 minutes (flexible)

**ALAMO NAVAJO SCHOOL BOARD, INC.  
POSITION DESCRIPTION**

**POSITION GOAL:** To provide program coordination for the Gifted and Talented Program and 21st Century Community Learning Center Program.

**DUTIES & RESPONSIBILITIES:**

1. Supports and efficiently carries out responsibilities in accordance with ANSB, Inc., Policies and Procedures.
2. Represents ANSB, Inc., in a manner reflecting professionalism and which enhances community understanding of the program.
3. Protects the confidentiality of student & personnel information.
4. Maintains a high personal standard of professional and ethical conduct. Accepts professional responsibility for keeping informed on current educational topics and advancements.
5. Designs, updates, and maintains a yearly-planning calendar.
6. Develops project management plans, budgets, program and personnel position descriptions, project integration and coordination plans and similar documentation for proposals.
7. Consults with regular and supplementary program staff to develop proposals, plans, methodologies, goals and objectives.
8. Develops and maintains an on going monitoring, evaluation, self-assessment process to assure programs and fiscal accountability.
9. Establishes procedures for developing and implementing timely corrective actions when the program is not meeting program standards or other rules and regulations.
10. Follows ANSB, Inc. accounting policies and procedures.
11. In conjunction with the project staff and policy groups, prepares for federal on-site reviews of the program and internal program and fiscal audits arranged by ANSB, Inc.
12. Implements existing project and program monitoring and evaluation plans, identifying program strengths and weaknesses or deficiencies, and incorporating them in project amendments and proposals for changes in succeeding years.
13. Prepares required progress reports and submits them in a timely fashion to ANSB officials for review and approval prior to submission to funding agencies.
14. Coordinates with the Federal Programs Coordinator to assure consistency with ANSB, Inc., general policy and procedures for the administration of programs and projects.
15. Provides for own professional growth through ongoing program of reading, and as scheduled by the supervisor, accepts and actively participates in training related to the job. Makes use of knowledge and skills learned on the job.
16. Performs other duties as may be assigned by the supervisor

**SPECIAL CONDITIONS:**

This position is subject by law to finger printing and a criminal/character investigation; also, new employees in this position must provide documentation of immunity or immunization against tetanus, diphtheria, and measles/rubella, and of tuberculosis status by skin test or X-ray within thirty (30) days of hiring, and at such additional intervals as may be determined by the immediate supervisor or the ANSB, Inc. Executive Director.

**EVALUATION:** Will be evaluated in accordance with the Alamo Navajo School Board, Inc., policies and procedures.

**BOARD APPROVED:** 5/10/01

**CERTIFICATION**

"I have carefully reviewed the above description of the qualifications, duties and responsibilities of this position and certify acceptance of this description as complete and accurate.

**ALAMO NAVAJO SCHOOL BOARD, INC.  
POSITION DESCRIPTION**

\_\_\_\_\_  
Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Immediate Supervisor

\_\_\_\_\_  
Date

**ALAMO NAVAJO SCHOOL BOARD, INC.  
POSITION DESCRIPTION**

<b>TITLE:</b>	After School Instructor	<b>EMPLOYMENT TERM:</b>	Part-Time
<b>DIVISION:</b>	Education	<b>DEPARTMENT:</b>	Education
<b>EXEMPT/NON-EXEMPT:</b>	Non-Exempt	<b>FUNDING SOURCE:</b>	21 <sup>st</sup> Century

**QUALIFICATIONS:**

**MINIMUM REQUIREMENTS FOR HIRING IN THIS POSITION**

- Have at least a High School Diploma or G.E.D.
- Be interviewed by the Coordinator of the After-school Program and at least two other key personnel to the program.
- Show evidence/samples of ability/expertise in the subject/craft intended to be taught to students.
- Be aware that the position is temporary.
- Employees hired after November 30, 2011 must be able to demonstrate the ability to communicate and read at an 8.0 average grade level as documented by an overall Language Arts score on the TABE test or equivalent testing instrument unless possessing a Masters degree or above. For employees hired prior to November 30, 2011, who are not at this level as documented through the results of the TABE or equivalent testing instrument, shall enroll and maintain enrollment in the workplace literacy program through the Division of Community Services to bring these educational and skill levels up to an average of 8.0. The employee shall demonstrate a gain of at least 9 months of progress each year towards attainment of the above competency level (8.0) within three (3) years of beginning the process. Employee hired before November 30, 2011 are responsible for attaining a baseline test score and if below the 8.0 benchmark shall then enter the workplace literacy program no later than July 1, 2012. Present employees identified as needing to enroll in the workplace literacy program shall have this included in their annual personnel performance evaluations.

**INDIAN PREFERENCE:** Preferential consideration for employment will be given to persons of documented Navajo, American Indian or Alaskan Native Tribal membership who meet the qualifications above, in accordance with the requirements of P.L. 93-638 and the Navajo Nation Tribal Code.

**ADDITIONAL PREFERENCE:**

None

**SUPEVISED BY:** 21<sup>st</sup> Century Learning Center Coordinator

**SUPERVISES:** N/A

**PAY RANGE:** Hourly, based on experience

**WORKING HOURS:** Varies, approx 10 hours per week

**LUNCH HOUR:** N/A

**POSITION GOAL:** The goal of this position is to provide a quality afterschool program that will engage the student's mind in educational and/or artistic activities in a safe environment.

**DUTIES & RESPONSIBILITIES:**

**ALAMO NAVAJO SCHOOL BOARD, INC.  
POSITION DESCRIPTION**

1. Comply with Policies and procedures outlined in both the ANSB and Alamo School handbooks.
2. Attend training workshop(s) on working with Afterschool programs.
3. Be prepared to enforce the rules of the program with all students in the Afterschool program.
4. Must not allow any student(s) in his /her care to leave the classroom without permission.
5. Control all students in his/her care at all times.
6. Make sure all students in his/her care sign in and out daily.
7. Be a positive role model for all students.

**SPECIAL CONDITIONS:**

1. This position is subject by law to finger printing and a criminal/character background investigation.
2. Must provide documentation of immunity or immunization against tetanus, diphtheria, and measles/rubella, and of tuberculosis status by skin test or X-ray, within thirty (30) days of hiring, and at such additional intervals as may be determined by the immediate supervisor or the ANSB Executive Director.
3. If the class taught is determined to be non-beneficial, the class will be dropped and the Instructor position will be terminated.

**EVALUATION:** Will be evaluated in accordance with the Alamo Navajo School Board, Inc., policies and procedures.

**BOARD APPROVED: 12-22-11**

**CERTIFICATION**

I have carefully reviewed the above position description of the qualifications, duties, and responsibilities of this position and certify acceptance of this description as complete and accurate.

\_\_\_\_\_  
Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Immediate Supervisor

\_\_\_\_\_  
Date



MEMORANDUM OF AGREEMENT  
BETWEEN  
Alamo Navajo Community School  
AND  
21<sup>st</sup> Century Community Learning Center Program

This Memorandum of Agreement hereinafter referred to as "Agreement" is between The Alamo Navajo Community School (ANCS) and the 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> Century).

**I. PURPOSE**

The purpose of this Agreement is to establish cooperative working procedures and relationships between ANCS and 21<sup>st</sup> Century.

The intent of this Agreement is to:

define services to be provided by the 21<sup>st</sup> Century Program during after-school hours, on weekends, and vacations to Alamo Navajo Community School students; and define the personnel, funding, resources, and facilities to be provided by the Alamo Navajo Community School as an in-kind contribution to the 21<sup>st</sup> Century program.

Now THEREFORE, in consideration of the following AGREEMENT, the parties do hereby covenant and mutually agree to do the following:

**II. EACH PARTY AGREES TO:**

- A. Commit, coordinate, and integrate efforts from both parties to achieve the goal of providing educational, enrichment, and culturally relevant activities in a program schedule outside the regular school day schedule.

**III. RESPONSIBILITIES:**

ANCS will provide:

1. Facilities of classroom and office space for program operations, a computer lab for computer assisted instruction, playgrounds for outside play activities, the library/media center one night a week, classrooms for tutoring, Intercessions and Super Saturdays..
2. The salary and fringe costs for Certified Teachers contracted for after-school tutoring services, the Librarian, and the Superintendent for program supervision and oversight.
3. Transportation costs for after-school transportation and buses for the transportation component of the Intercessions.
4. Travel costs for the 21<sup>st</sup> Century Coordinator to visit exemplary 21<sup>st</sup> Century Programs.

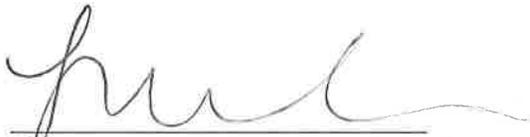
The 21<sup>st</sup> Century Program will be responsible for:

1. Providing compensation for personnel and fringe costs for operation of Intercessions, four super Saturdays, and project oversight and coordination by the Project Coordinator.
  2. Providing travel funds for required attendance for the Coordinator at the 21<sup>st</sup> Century training and any other required trainings.
  3. Providing transportation costs for drivers for the Intercessions.
- Providing supplies, materials, and equipment specific to the programs and activities directly sponsored by the 21<sup>st</sup> Century Program.

**IV. TERMS OF AGREEMENT:**

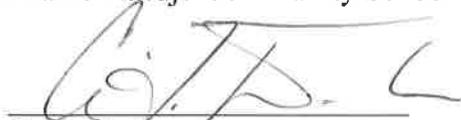
This AGREEMENT shall be in effect as of the date the AGREEMENT is signed by all parties and shall continue until terminated. Any party signatory to this AGREEMENT may terminate their participation upon thirty days written notice to all parties signatory to the AGREEMENT.

Wherefore, with their signatures below, the parties acknowledge that they have read, understand, and will abide by the forgoing statements, contained in this MEMORANDUM of AGREEMENT, this \_\_\_\_\_ day of \_\_\_\_\_ 2012.



Dr. Tamarah Pfeiffer, Superintendent,  
Alamo Navajo Community School

11/8/12  
Date



Craig Drake,  
21<sup>st</sup> Century Coordinator

11/20/12  
Date

MEMORANDUM OF AGREEMENT  
BETWEEN  
Alamo Navajo Health Division  
AND  
21<sup>st</sup> Century Community Learning Center Program

This Memorandum of Agreement hereinafter referred to as "Agreement" is between The Alamo Navajo Health Division (ANHD) and the 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> Century).

**I. PURPOSE**

The purpose of this Agreement is to establish cooperative working procedures and relationships between ANHD and 21<sup>st</sup> Century.

The intent of this Agreement is to:

define services to be provided by the 21<sup>st</sup> Century Program during after-school hours, on weekends, and vacations to Alamo Navajo Community School students; and define the personnel, funding, resources, and facilities to be provided by the Alamo Navajo Health Division as an in-kind contribution to the 21<sup>st</sup> Century program.

Now THEREFORE, in consideration of the following AGREEMENT, the parties do hereby covenant and mutually agree to do the following:

**II. EACH PARTY AGREES TO:**

- A. Commit, coordinate, and integrate efforts from both parties to achieve the goal of providing educational, enrichment, and culturally relevant activities in a program schedule outside the regular school day schedule.

**III. RESPONSIBILITIES:**

ANHD will provide:

- 1. Facilities of classrooms, aerobics & weight rooms, gymnasium with stage and performance equipment
- 2. The salary and fringe costs for Fitness Instructors and Health Providers (Nutritionist, Community Health Nurse, Prevention Counselors, and Behavioral Health Specialists) to provide weekly education, fitness, and health outreach services in after school, Intercession and weekend programming.

The 21<sup>st</sup> Century Program will be responsible for:

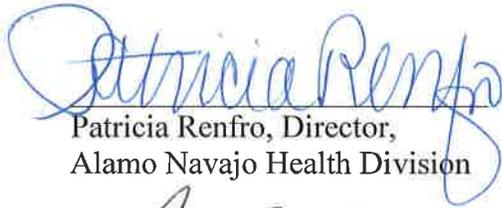
- 1. Providing opportunities for education and outreach on a weekly basis to its program participants through coordination and scheduling by the Project Coordinator.

**IV. TERMS OF AGREEMENT:**

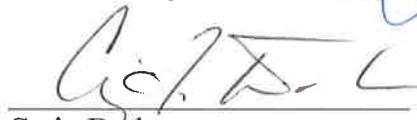
U:\21st Century\2012-2017 Application\MOA with ANHD.doc

This AGREEMENT shall be in effect as of the date the AGREEMENT is signed by all parties and shall continue until terminated. Any party signatory to this AGREEMENT may terminate their participation upon thirty days written notice to all parties signatory to the AGREEMENT.

Wherefore, with their signatures below, the parties acknowledge that they have read, understand, and will abide by the forgoing statements, contained in this MEMORANDUM of AGREEMENT, this \_\_\_\_\_ day of \_\_\_\_\_ 2012.

  
Patricia Renfro, Director,  
Alamo Navajo Health Division

11/14/12  
Date

  
Craig Drake,  
21<sup>st</sup> Century Coordinator

11/20/12  
Date

MEMORANDUM OF AGREEMENT  
BETWEEN  
Alamo Navajo Community Services Division  
AND  
21<sup>st</sup> Century Community Learning Center Program

This Memorandum of Agreement hereinafter referred to as "Agreement" is between The Alamo Navajo Community Services Division (ANCSD) and the 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> Century).

**I. PURPOSE**

The purpose of this Agreement is to establish cooperative working procedures and relationships between ANCSD and 21<sup>st</sup> Century.

The intent of this Agreement is to:

**define** services to be provided by the 21<sup>st</sup> Century Program during after-school hours, on weekends, and vacations to Alamo Navajo Community School students; and  
**define** the personnel, funding, resources, and facilities to be provided by the Alamo Navajo Community Services Division as an in-kind contribution to the 21<sup>st</sup> Century program.

Now THEREFORE, in consideration of the following AGREEMENT, the parties do hereby covenant and mutually agree to do the following:

**II. EACH PARTY AGREES TO:**

- A. Commit, coordinate, and integrate efforts from both parties to achieve the goal of providing educational, enrichment, and culturally relevant activities in a program schedule outside the regular school day schedule.

**III. RESPONSIBILITIES:**

ANCSD will provide:

1. Facilities of classroom space, and a computer lab for computer assisted instruction and Interactive TV and or/web based delivery of content.
2. The salary and fringe costs for Certified Teachers contracted for Dual Credit and Post-secondary extended learning opportunities.

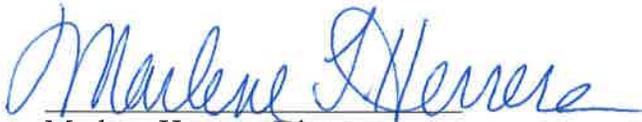
The 21<sup>st</sup> Century Program will be responsible for:

1. Providing opportunities for education and outreach to its program participants through coordination and scheduling by the Project Coordinator.

**IV. TERMS OF AGREEMENT:**

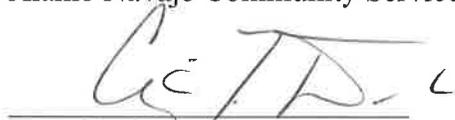
This AGREEMENT shall be in effect as of the date the AGREEMENT is signed by all parties and shall continue until terminated. Any party signatory to this AGREEMENT may terminate their participation upon thirty days written notice to all parties signatory to the AGREEMENT.

Wherefore, with their signatures below, the parties acknowledge that they have read, understand, and will abide by the forgoing statements, contained in this MEMORANDUM of AGREEMENT, this 16<sup>th</sup> day of November 2012.



Marlene Herrera, Director  
Alamo Navajo Community Services Division

11-16-12  
Date



Craig Drake,  
21<sup>st</sup> Century Coordinator

11/20/12  
Date

MEMORANDUM OF AGREEMENT  
BETWEEN  
Alamo Navajo Senior Citizens  
21<sup>st</sup> Century Community Learning Center Program

This Memorandum of Agreement hereinafter referred to as "Agreement" is between The Alamo Navajo Senior Citizens and the 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> Century).

**I. PURPOSE**

The purpose of this Agreement is to establish cooperative working procedures and relationships between Alamo Navajo Senior Citizens and 21<sup>st</sup> Century.

The intent of this Agreement is to:

**define** services to be provided by the 21<sup>st</sup> Century Program during after-school hours, on weekends, and vacations to Alamo Navajo Community School students; and **define** the personnel, funding, resources, and facilities to be provided by the Alamo Navajo Senior Citizens as an in-kind contribution to the 21<sup>st</sup> Century program.

Now THEREFORE, in consideration of the following AGREEMENT, the parties do hereby covenant and mutually agree to do the following:

**II. EACH PARTY AGREES TO:**

- A. Commit, coordinate, and integrate efforts from both parties to achieve the goal of providing educational, enrichment, and culturally relevant activities in a program schedule outside the regular school day schedule.

**III. RESPONSIBILITIES:**

Alamo Navajo Senior Citizens will provide:

- 1. Interested senior citizens to support students in the 21<sup>st</sup> Century Program via storytelling, traditional arts and crafts and mentoring as appropriate.

The 21<sup>st</sup> Century Program will be responsible for:

- 1. Providing opportunities for education and outreach to its program participants through coordination and scheduling by the Project Coordinator.

**IV. TERMS OF AGREEMENT:**

This AGREEMENT shall be in effect as of the date the AGREEMENT is signed by all parties and shall continue until terminated. Any party signatory to this AGREEMENT may terminate their participation upon thirty days written notice to all parties signatory to the AGREEMENT.

Wherefore, with their signatures below, the parties acknowledge that they have read, understand, and will abide by the forgoing statements, contained in this MEMORANDUM of AGREEMENT, this 20<sup>th</sup> day of November 2012.

  
\_\_\_\_\_  
Gene Monte, Director,  
Alamo Navajo Senior Citizens

11-20-12  
Date

  
\_\_\_\_\_  
Craig Drake,  
21<sup>st</sup> Century Coordinator

11-20-12  
Date

MEMORANDUM OF AGREEMENT  
BETWEEN  
KABR  
21<sup>st</sup> Century Community Learning Center Program

This Memorandum of Agreement hereinafter referred to as "Agreement" is between KABR radio station and the 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> Century).

**I. PURPOSE**

The purpose of this Agreement is to establish cooperative working procedures and relationships between KABR and 21<sup>st</sup> Century.

The intent of this Agreement is to:

**define** services to be provided by the 21<sup>st</sup> Century Program during after-school hours, on weekends, and vacations to Alamo Navajo Community School students; and **define** the personnel, funding, resources, and facilities to be provided by the KABR as an in-kind contribution to the 21<sup>st</sup> Century program.

Now THEREFORE, in consideration of the following AGREEMENT, the parties do hereby covenant and mutually agree to do the following:

**II. EACH PARTY AGREES TO:**

- A. Commit, coordinate, and integrate efforts from both parties to achieve the goal of providing educational, enrichment, and culturally relevant activities in a program schedule outside the regular school day schedule.

**III. RESPONSIBILITIES:**

KABR will provide:

1. Outreach via the local radio station, including announcements of activities and events.
2. Opportunities for students to write and produce public service announcements and feature stories on the air. KABR will provide guidance and instruction to students in producing and announcing.

The 21<sup>st</sup> Century Program will be responsible for:

1. Providing opportunities for education and outreach to its program participants through coordination and scheduling by the Project Coordinator.

**IV. TERMS OF AGREEMENT:**

This AGREEMENT shall be in effect as of the date the AGREEMENT is signed by all parties and shall continue until terminated. Any party signatory to this AGREEMENT

may terminate their participation upon thirty days written notice to all parties signatory to the AGREEMENT.

Wherefore, with their signatures below, the parties acknowledge that they have read, understand, and will abide by the forgoing statements, contained in this MEMORANDUM of AGREEMENT, this 20th day of November 2012.

Sarah Apache  
Sarah Apache, Station Director,  
KABR Radio Station

11/20/12  
Date

Craig Drake  
Craig Drake,  
21<sup>st</sup> Century Coordinator

11/20/12  
Date

MEMORANDUM OF AGREEMENT  
BETWEEN  
Alamo Navajo Natural Resources Department  
AND  
21<sup>st</sup> Century Community Learning Center Program

This Memorandum of Agreement hereinafter referred to as "Agreement" is between The Alamo Navajo Natural Resources Department (ANNRD) and the 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> Century).

**I. PURPOSE**

The purpose of this Agreement is to establish cooperative working procedures and relationships between ANHD and 21<sup>st</sup> Century.

The intent of this Agreement is to:

define services to be provided by the 21<sup>st</sup> Century Program during after-school hours, on weekends, and vacations to Alamo Navajo Community School students; and  
define the personnel, funding, resources, and facilities to be provided by the Alamo Navajo Natural Resources Department as an in-kind contribution to the 21<sup>st</sup> Century program.

Now THEREFORE, in consideration of the following AGREEMENT, the parties do hereby covenant and mutually agree to do the following:

**II. EACH PARTY AGREES TO:**

- A. Commit, coordinate, and integrate efforts from both parties to achieve the goal of providing educational, enrichment, and culturally relevant activities in a program schedule outside the regular school day schedule.

**III. RESPONSIBILITIES:**

ANNRD will provide:

- 1. The salary and fringe costs for Forestry staff to provide training and implementation support for the monitoring of Salt Cedar projects on the Rio Salado.
- 2. Any supplies and materials associated with the monitoring project on the Rio Salado.

The 21<sup>st</sup> Century Program will be responsible for:

- 1. Providing opportunities for education and outreach to its program participants through coordination and scheduling by the Project Coordinator.

**IV. TERMS OF AGREEMENT:**

This AGREEMENT shall be in effect as of the date the AGREEMENT is signed by all parties and shall continue until terminated. Any party signatory to this AGREEMENT may terminate their participation upon thirty days written notice to all parties signatory to the AGREEMENT.

Wherefore, with their signatures below, the parties acknowledge that they have read, understand, and will abide by the forgoing statements, contained in this MEMORANDUM of AGREEMENT, this \_\_\_\_\_ day of \_\_\_\_\_ 2012.

  
\_\_\_\_\_  
Bill Ferranti, Director,  
Alamo Navajo Natural Resources Specialist

11-2-12  
Date

  
\_\_\_\_\_  
Craig Drake,  
21<sup>st</sup> Century Coordinator

11/20/12  
Date

**MEMORANDUM OF AGREEMENT  
BETWEEN  
Navajo Nation Eastern Agency Foster Grandparent Program  
21<sup>st</sup> Century Community Learning Center Program**

This Memorandum of Agreement hereinafter referred to as "Agreement" is between the Navajo Nation Eastern Agency Foster Grandparent Program and the 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> Century).

**I. PURPOSE**

The purpose of this Agreement is to establish cooperative working procedures and relationships between Navajo Nation Eastern Agency Foster Grandparent Program and 21<sup>st</sup> Century.

The intent of this Agreement is to:

**define** services to be provided by the 21<sup>st</sup> Century Program during after-school hours, on weekends, and vacations to Alamo Navajo Community School students; and **define the** personnel, funding, resources, and facilities to be provided by the Navajo Nation Eastern Agency Foster Grandparent Program as an in-kind contribution to the 21<sup>st</sup> Century program.

Now THEREFORE, in consideration of the following AGREEMENT, the parties do hereby covenant and mutually agree to do the following:

**II. EACH PARTY AGREES TO:**

- A. Commit, coordinate, and integrate efforts from both parties to achieve the goal of providing educational, enrichment, and culturally relevant activities in a program schedule outside the regular school day schedule.

**III. RESPONSIBILITIES:**

Navajo Nation Eastern Agency Foster Grandparent Program  
Will provide:

1. Interested senior citizens to support students in the 21<sup>st</sup> Century Program via storytelling, traditional arts and crafts and mentoring as appropriate.

The 21<sup>st</sup> Century Program will be responsible for:

1. Providing opportunities for education and outreach to its program participants through coordination and scheduling by the Project Coordinator.

**IV. TERMS OF AGREEMENT:**

This AGREEMENT shall be in effect as of the date the AGREEMENT is signed by all parties and shall continue until terminated. Any party signatory to this AGREEMENT may terminate their participation upon thirty days written notice to all parties signatory to the AGREEMENT.

Wherefore, with their signatures below, the parties acknowledge that they have read, understand, and will abide by the forgoing statements, contained in this MEMORANDUM of AGREEMENT, this 21 day of November, 2012

Sadie Peshlakai  
Sadie Peshlakai, Coordinator,  
Navajo Nation Eastern Agency Foster Grandparent Program

Nov. 21 2012  
Date

Craig Drake  
Craig Drake,  
21<sup>st</sup> Century Coordinator

11-21-12  
Date

MEMORANDUM OF AGREEMENT  
BETWEEN  
SOCORRO COUNTY LITERACY PROGRAM  
21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTER PROGRAM

This Memorandum of Agreement hereinafter referred to as "Agreement" is between Socorro County Literacy Program and the 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> Century).

**I. PURPOSE**

The purpose of this Agreement is to establish cooperative working procedures and relationships between Socorro County Literacy Program and 21st Century.

The intent of this Agreement is to:

1. **define** services to be provided by the 21<sup>st</sup> Century Program during after-school hours, on weekends, and vacations to Alamo Navajo Community School students; and
2. **define** the personnel, funding, resources, and facilities to be provided by the Socorro County Literacy Program an in-kind contribution to the 21<sup>st</sup> Century program.

**NOW THEREFORE**, in consideration of the following AGREEMENT, the parties do hereby covenant and mutually agree to do the following:

**II. EACH PARTY AGREES TO:**

Commit, coordinate, and integrate efforts from both parties to achieve the goal of providing educational, enrichment, and culturally relevant activities in a program schedule outside the regular school day schedule.

**III. RESPONSIBILITIES:**

- A. Socorro County Literacy Program will provide:

Provide literacy support students and parents/adults in the 21st Century Program via storytelling, and literacy strategies to support students and parents.

- B. The 21<sup>st</sup> Century Program will be responsible for:

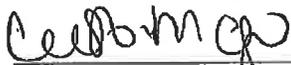
Providing opportunities for education and outreach to its program participants through coordination and scheduling by the Project Coordinator.

**IV. TERMS OF AGREEMENT:**

C:\Documents and Settings\cgriego\Local Settings\Temporary Internet Files\Content.Outlook\G1R23JH8\MOA with Socorro County Literacy Program an rev 11-21-12.docx

- A. This AGREEMENT shall be in effect as of the date the AGREEMENT is signed by all parties and shall continue until terminated. Any party signatory to this AGREEMENT may terminate their participation upon thirty (30) days written notice to all parties signatory to the AGREEMENT.
  
- B. Agreement is not intended to and does not establish any waiver of immunity from liability for alleged tortuous conduct or any other matter of any officer, agent, or employee of the County apart from that set forth in the New Mexico Tort Claims Act, NMSA 1978, Section 41-4-1, et seq. (1976) (hereinafter, as heretofore and hereafter (i) amended and (ii) construed and applied by the appellate courts of the State of New Mexico, the "Act"). All privileges and immunities from liability, and exemptions from laws, ordinances, and rules, which apply to "governmental entities" and to "public employees," each as defined in the Act, shall apply to the same extent while engaged in the performance of any of their respective functions and duties hereunder.
  
- C. By entering into this Agreement, each party agrees that it shall be responsible for liability arising from death or personal injury or damage to property occasioned by its own agents or employees in the performance of this AGREEMENT, subject in all cases to the immunities and limitation of the Act. . The Counties and its respective "public employees," as defined in the Act, do not waive (i) sovereign immunity or (ii) any defense or limitation of liability pursuant to law. No provision in this AGREEMENT modifies and/or waives any provision of the Act.
  
- D. This MOA does not create any rights as a third party beneficiary in any person or entity nor authorize any person or entity not a party to this MOA to maintain a suit for wrongful death, bodily and/or personal injury to persons, damage to property, and/or any other claim(s) whatsoever.

Wherefore, with their signatures below, the parties acknowledge that they have read, understand, and will abide by the forgoing statements, contained in this MEMORANDUM of AGREEMENT, this 21 day of November 2012.

  
 Celeste Griego, Coordinator,  
 Socorro County Literacy Program

11/21/12  
 Date

  
 Craig Drake,  
 21<sup>st</sup> Century Coordinator

11/26/12  
 Date



**Reports  
APR Summary**

**Alamo Navajo School - Cohort 2  
APR Year 2012**

OBJECTIVES		
	Objective Classification	Status of Objective
Seventy-five percent of the students enrolled and actively attending the 21st Century Program (avg 3/week) will increase their reading skills as indicated in the Performance Measure Chart using grade level appropriate assessments as noted.	<ul style="list-style-type: none"> <li>• Improve Student Achievement</li> <li>• Reach Targeted Participation Levels In Core Educational Services</li> <li>• Offer a Particular Type of Activity or Service</li> </ul>	Met the stated objective
Seventy-five percent of students in grades 2-12, enrolled and actively attending the 21st Century Program (avg 3x/week) will increase their Mathematics scores from Fall 2007 to Spring 2008 by an average of 5 RIT points on the Measure of Academic Progress	<ul style="list-style-type: none"> <li>• Improve Student Achievement</li> <li>• Reach Targeted Participation Levels In Core Educational Services</li> <li>• Offer a Particular Type of Activity or Service</li> </ul>	Met the stated objective
Seventy students (25% of 280 - total school enrollment) will be enrolled full time (30 days) during the 11-12 program year, including summer program, as measured by weekly attendance records.	<ul style="list-style-type: none"> <li>• Improve Student Achievement</li> <li>• Improve Student Behavior</li> <li>• Reach Targeted Participation Levels In Core Educational Services</li> <li>• Reach Targeted Participation Levels In Enrichment and Support Activities</li> <li>• Retain Participating Students</li> <li>• Meet Planned Hours of Operation</li> <li>• Offer a Particular Type of Activity or Service</li> <li>• Foster Community Collaboration</li> <li>• Facilitate the Social Development of Participating Students</li> <li>• Provide a Safe and Secure Environment</li> </ul>	Met the stated objective

PARTNERS	
<p><b>Alamo Navajo Community School</b></p> <ul style="list-style-type: none"> <li>• Subcontractor during reporting period: <b>No</b></li> <li>• Estimated monetary contributions made by partner: <b>\$30,000</b></li> <li>• Estimated monetary value of subcontract held by partner: <b>NA</b></li> </ul> <p><i>Contributions</i></p> <ul style="list-style-type: none"> <li>• Paid Staffing</li> <li>• Set Goals and Objectives</li> </ul>	<p><b>Alamo Navajo Early Childhood Division</b></p> <ul style="list-style-type: none"> <li>• Subcontractor during reporting period: <b>No</b></li> <li>• Estimated monetary contributions made by partner: <b>\$700</b></li> <li>• Estimated monetary value of subcontract held by partner: <b>NA</b></li> </ul> <p><i>Contributions</i></p> <ul style="list-style-type: none"> <li>• Goods/Materials</li> </ul>
<p><b>Alamo Navajo Health Division</b></p>	<p><b>Alamo Navajo Wellness Center</b></p>

- Subcontractor during reporting period: **No**
- Estimated monetary contributions made by partner: **\$5,000**
- Estimated monetary value of subcontract held by partner: **NA**

*Contributions*

- Programming/Activity-Related Services
- Goods/Materials

- Subcontractor during reporting period: **No**
- Estimated monetary contributions made by partner: **\$7,500**
- Estimated monetary value of subcontract held by partner: **NA**

*Contributions*

- Programming/Activity-Related Services
- Goods/Materials
- Volunteer Staffing
- Paid Staffing
- Set Goals and Objectives

### Alamo Navajo Community School

**OPERATIONS**

- Weeks open during school year: **37**
- Weeks open during summer: **11**
- Days per week open during school year: **5**
- Days per week open during summer: **5**

**Hours of Operation (School Year)**

	Typical Hours Per Week—School Year 2011–12
<b>Weekday Before School</b>	3
<b>Weekday During School Hours</b>	5
<b>Weekday After School</b>	8
<b>Weekend</b>	0
<b>Total</b>	16

**Hours of Operation (Summer)**

	Typical Hours Per Week—Summer 2011
<b>Weekday</b>	45
<b>Weekday Evenings</b>	0
<b>Weekend</b>	0
<b>Total</b>	45

**STAFFING**

- Paid staff not funded directly by 21st CCLC Program: **7**
- Paid staff who left program and were replaced with new staffperson: **0**

Type of Staff Member	School Year 2011–12		Summer 2011	
	Paid	Volunteer	Paid	Volunteer
School-day teachers (Include former and substitute teachers)	7	0	7	0
Center administrators and coordinators	1	0	1	0
Youth development workers (and other nonschool-day staff with a college degree or higher)	0	0	0	0
Other nonteaching school staff (e.g., librarians, guidance counselors, aides, etc.)	2	0	2	0
Parents	0	0	0	0
College students	0	0	0	0

High school students	0	0	0	0
Other community members (e.g., business mentors, senior citizens, clergy, etc.)	0	0	0	0
Other nonschool-day staff	0	0	0	0
Other: Other	2	0	2	0
<b>Totals:</b>	<b>12</b>	<b>0</b>	<b>12</b>	<b>0</b>

**ATTENDANCE**

**Total Participants**

Please Indicate the Number of:	All Students Served	All Adults Served
Individuals served during the school year only	75	79
Individuals served during the summer only	24	0
Individuals served during both the summer and the school year	25	0
Total Individual participants served	124	79

**Regular Attendees**

Please Indicate the Total Number Who:	Number of Student Attendees
a) Attended fewer than 30 days during the reporting period	91
b) Attended 30 days or more during the reporting period	33
<b>Total:</b>	<b>124</b>

**Special Services or Programs**

Please Indicate the Total Number of:	Total Student Attendees	Regular Student Attendees
Limited English Proficiency	60	19
Limited English Proficiency Unknown	0	0
Eligible for Free or Reduced Price Lunch	80	25
Eligible for Free or Reduced Price Lunch Unknown	0	0
Special Needs or Disabilities	18	6
Special Needs or Disabilities Unknown	0	0

**Gender**

Please Indicate the Total Number of:	Total Student Attendees	Regular Student Attendees
Male	66	19
Female	58	14
Unknown	0	0

**Racial/Ethnic Group**

Please Indicate the Total Number of:	Total Student Attendees	Regular Student Attendees
American Indian or Alaska Native	121	32
Asian/Pacific Islander	5	0
Black or African American	0	0
Hispanic or Latino	0	0
White	0	0

**Grade Level**

Please Indicate the Total Number of:	Total Student Attendees	Regular Student Attendees
Prekindergarten		
Kindergarten	13	5
First-grade	10	0
Second-grade	13	6
Third-grade	7	5
Fourth-grade	20	7
Fifth-grade	18	9
Sixth-grade	11	0
Seventh-grade	6	0
Eighth-grade	5	0
Ninth-grade	0	0
Tenth-grade	6	0
Eleventh-grade	0	0
Twelfth-grade	9	0

**FEEDER SCHOOLS**

School Name	Percentage of Center Participants in the School Year 2011-12	Percentage of Center Participants in the Summer 2011
Alamo Navajo Community School	76% +	76% +
<b>Comments</b>		

**ACTIVITIES**

Activity or Service	School Year / Summer	# of Participants		
Art Club	School Year	8		
	<b>Activity Categories</b>			
	<b>Activity Targeted Youth</b>	<b>Student Populations Targeted by the Activity</b>		<b>Activity Subject Area (s)</b>
	Recreational Activity	Arts and music, Cultural activities / social studies		
	<b>Amount of Time</b>			
	<b>Total # of Weeks Provided</b>	<b>Typical # of Days Provided per Week</b>	<b>Typical # of Hours Provided per Day</b>	<b>Was offered less frequently?</b>
	10	1	2	every week
	<b>Activity Description</b>			
	<b>Comments</b>			
County Spelling Bee	School Year	5		
	<b>Activity Categories</b>			
	<b>Activity Targeted Youth</b>	<b>Student Populations Targeted by the Activity</b>		<b>Activity Subject Area (s)</b>
	Academic Enrichment Learning Program	Reading/literacy		
	<b>Amount of Time</b>			
	<b>Total # of Weeks Provided</b>	<b>Typical # of Days Provided per Week</b>	<b>Typical # of Hours Provided per Day</b>	<b>Was offered less frequently?</b>
	1	1	3	less than once a month
	<b>Activity Description</b>			
	<b>Comments</b>			
Creative	School Year	1		
	<b>Activity Categories</b>			
	<b>Activity Targeted Youth</b>	<b>Student Populations Targeted by the Activity</b>		<b>Activity Subject Area (s)</b>
	Mentoring	Reading/literacy , Technology / telecommunications		
	<b>Amount of Time</b>			

Writing	<b>Total # of Weeks Provided</b>	<b>Typical # of Days Provided per Week</b>	<b>Typical # of Hours Provided per Day</b>	<b>Was offered less frequently?</b>
	8	1	1	every week
	<b>Activity Description</b>			
	<b>Comments</b>			
<b>Activity or Service</b>	<b>School Year / Summer</b>		<b># of Participants</b>	
	School Year		11	
Funtastic Friday	<b>Activity Categories</b>			
	<b>Activity Targeted Youth</b>	<b>Student Populations Targeted by the Activity</b>		<b>Activity Subject Area (s)</b>
	Recreational Activity	Arts and music, Health /nutrition		
	<b>Amount of Time</b>			
	<b>Total # of Weeks Provided</b>	<b>Typical # of Days Provided per Week</b>	<b>Typical # of Hours Provided per Day</b>	<b>Was offered less frequently?</b>
	2	1	3	less than once a month
	<b>Activity Description</b>			
<b>Comments</b>				
<b>Activity or Service</b>	<b>School Year / Summer</b>		<b># of Participants</b>	
	School Year		1	
Make-up	<b>Activity Categories</b>			
	<b>Activity Targeted Youth</b>	<b>Student Populations Targeted by the Activity</b>		<b>Activity Subject Area (s)</b>
	Tutoring	Mathematics, Science, Cultural activities / social studies		
	<b>Amount of Time</b>			
	<b>Total # of Weeks Provided</b>	<b>Typical # of Days Provided per Week</b>	<b>Typical # of Hours Provided per Day</b>	<b>Was offered less frequently?</b>
	2	5	1	every week
	<b>Activity Description</b>			
<b>Comments</b>				
<b>Activity or Service</b>	<b>School Year / Summer</b>		<b># of Participants</b>	
	School Year		12	
Math	<b>Activity Categories</b>			
	<b>Activity Targeted Youth</b>	<b>Student Populations Targeted by the Activity</b>		<b>Activity Subject Area (s)</b>
	Academic Enrichment Learning Program	Mathematics, Technology / telecommunications		
	<b>Amount of Time</b>			
	<b>Total # of Weeks Provided</b>	<b>Typical # of Days Provided per Week</b>	<b>Typical # of Hours Provided per Day</b>	<b>Was offered less frequently?</b>
	17	5	1	every week
	<b>Activity Description</b>			
<b>Comments</b>				

Math Benchmark Intervention	<b>Activity or Service</b>	<b>School Year / Summer</b>	<b># of Participants</b>		
		School Year	7		
		<b>Activity Categories</b>			
		<b>Activity Targeted Youth</b>	<b>Student Populations Targeted by the Activity</b>	<b>Activity Subject Area (s)</b>	
		Academic Enrichment Learning Program	Mathematics		
		<b>Amount of Time</b>			
		<b>Total # of Weeks Provided</b>	<b>Typical # of Days Provided per Week</b>	<b>Typical # of Hours Provided per Day</b>	<b>Was offered less frequently?</b>
		7	5	1	every week
		<b>Activity Description</b>			
		<b>Comments</b>			
Math Benchmark Pullout	<b>Activity or Service</b>	<b>School Year / Summer</b>	<b># of Participants</b>		
		School Year	5		
		<b>Activity Categories</b>			
		<b>Activity Targeted Youth</b>	<b>Student Populations Targeted by the Activity</b>	<b>Activity Subject Area (s)</b>	
		Academic Enrichment Learning Program	Mathematics		
		<b>Amount of Time</b>			
		<b>Total # of Weeks Provided</b>	<b>Typical # of Days Provided per Week</b>	<b>Typical # of Hours Provided per Day</b>	<b>Was offered less frequently?</b>
		15	5	1	every week
		<b>Activity Description</b>			
		<b>Comments</b>			
Museum of Natural History & Science	<b>Activity or Service</b>	<b>School Year / Summer</b>	<b># of Participants</b>		
		School Year	10		
		<b>Activity Categories</b>			
		<b>Activity Targeted Adult Family Members</b>			
		Promotion of Parental Involvement			
		<b>Amount of Time</b>			
		<b>Total # of Weeks Provided</b>	<b>Typical # of Days Provided per Week</b>	<b>Typical # of Hours Provided per Day</b>	<b>Was offered less frequently?</b>
		1	1	9	less than once a month
		<b>Activity Description</b>			
		<b>Comments</b>			
	<b>Activity or Service</b>	<b>School Year / Summer</b>	<b># of Participants</b>		
		School Year	22		
		<b>Activity Categories</b>			
		<b>Activity Targeted Adult Family Members</b>			
		Promotion of Parental Involvement			
		<b>Amount of Time</b>			

Open House	<b>Total # of Weeks Provided</b>	<b>Typical # of Days Provided per Week</b>	<b>Typical # of Hours Provided per Day</b>	<b>Was offered less frequently?</b>
	1	1	2	less than once a month
	<b>Activity Description</b>			
	<b>Comments</b>			
<b>Activity or Service</b>	<b>School Year / Summer</b>		<b># of Participants</b>	
	School Year		21	
Parent/Student Nite	<b>Activity Categories</b>			
	<b>Activity Targeted Adult Family Members</b>			
	Promotion of Parental Involvement			
	<b>Amount of Time</b>			
	<b>Total # of Weeks Provided</b>	<b>Typical # of Days Provided per Week</b>	<b>Typical # of Hours Provided per Day</b>	<b>Was offered less frequently?</b>
	1	1	2	less than once a month
	<b>Activity Description</b>			
	<b>Comments</b>			
<b>Activity or Service</b>	<b>School Year / Summer</b>		<b># of Participants</b>	
	School Year		2	
Plato	<b>Activity Categories</b>			
	<b>Activity Targeted Youth</b>	<b>Student Populations Targeted by the Activity</b>		<b>Activity Subject Area (s)</b>
	Academic Enrichment Learning Program	Reading/literacy , Mathematics, Science, Technology / telecommunications		
	<b>Amount of Time</b>			
	<b>Total # of Weeks Provided</b>	<b>Typical # of Days Provided per Week</b>	<b>Typical # of Hours Provided per Day</b>	<b>Was offered less frequently?</b>
	17	4	1	every week
	<b>Activity Description</b>			
	<b>Comments</b>			
<b>Activity or Service</b>	<b>School Year / Summer</b>		<b># of Participants</b>	
	School Year		8	
Reading Benchmark Intervention	<b>Activity Categories</b>			
	<b>Activity Targeted Youth</b>	<b>Student Populations Targeted by the Activity</b>		<b>Activity Subject Area (s)</b>
	Academic Enrichment Learning Program	Reading/literacy		
	<b>Amount of Time</b>			
	<b>Total # of Weeks Provided</b>	<b>Typical # of Days Provided per Week</b>	<b>Typical # of Hours Provided per Day</b>	<b>Was offered less frequently?</b>
	6	5	1	every week
	<b>Activity Description</b>			
	<b>Comments</b>			

Activity or Service	School Year / Summer	# of Participants		
Reading Benchmark Pullout	School Year	4		
	Activity Categories			
	Activity Targeted Youth	Student Populations Targeted by the Activity	Activity Subject Area (s)	
	Academic Enrichment Learning Program	Reading/literacy		
	Amount of Time			
	Total # of Weeks Provided	Typical # of Days Provided per Week	Typical # of Hours Provided per Day	Was offered less frequently?
	15	5	1	every week
	Activity Description			
	Comments			
Activity or Service	School Year / Summer	# of Participants		
Recreation and Team Building	School Year	13		
	Activity Categories			
	Activity Targeted Youth	Student Populations Targeted by the Activity	Activity Subject Area (s)	
	Recreational Activity	Arts and music, Health /nutrition		
	Amount of Time			
	Total # of Weeks Provided	Typical # of Days Provided per Week	Typical # of Hours Provided per Day	Was offered less frequently?
	17	5	1	every week
	Activity Description			
	Comments			
Activity or Service	School Year / Summer	# of Participants		
Shared Reading	School Year	12		
	Activity Categories			
	Activity Targeted Youth	Student Populations Targeted by the Activity	Activity Subject Area (s)	
	Academic Enrichment Learning Program	Reading/literacy		
	Amount of Time			
	Total # of Weeks Provided	Typical # of Days Provided per Week	Typical # of Hours Provided per Day	Was offered less frequently?
	17	5	1	every week
	Activity Description			
	Comments			
Activity or Service	School Year / Summer	# of Participants		
	School Year	12		
	Activity Categories			
	Activity Targeted Youth	Student Populations Targeted by the Activity	Activity Subject Area (s)	

	Recreational Activity	Health /nutrition		
Snack Time	<b>Amount of Time</b>			
	<b>Total # of Weeks Provided</b>	<b>Typical # of Days Provided per Week</b>	<b>Typical # of Hours Provided per Day</b>	<b>Was offered less frequently?</b>
	17	5	1	every week
	<b>Activity Description</b>			
	<b>Comments</b>			
<b>Activity or Service</b>	<b>School Year / Summer</b>		<b># of Participants</b>	
	School Year		5	
Spelling Bee	<b>Activity Categories</b>			
	<b>Activity Targeted Youth</b>	<b>Student Populations Targeted by the Activity</b>		<b>Activity Subject Area (s)</b>
	Academic Enrichment Learning Program	Reading/literacy		
	<b>Amount of Time</b>			
	<b>Total # of Weeks Provided</b>	<b>Typical # of Days Provided per Week</b>	<b>Typical # of Hours Provided per Day</b>	<b>Was offered less frequently?</b>
1	1	1	less than once a month	
<b>Activity Description</b>				
<b>Comments</b>				
<b>Activity or Service</b>	<b>School Year / Summer</b>		<b># of Participants</b>	
	School Year		25	
Springfest	<b>Activity Categories</b>			
	<b>Activity Targeted Adult Family Members</b>			
	Promotion of Parental Involvement			
	<b>Amount of Time</b>			
	<b>Total # of Weeks Provided</b>	<b>Typical # of Days Provided per Week</b>	<b>Typical # of Hours Provided per Day</b>	<b>Was offered less frequently?</b>
1	1	2	less than once a month	
<b>Activity Description</b>				
<b>Comments</b>				
<b>Activity or Service</b>	<b>School Year / Summer</b>		<b># of Participants</b>	
	School Year		15	
Student and Parent Nite	<b>Activity Categories</b>			
	<b>Activity Targeted Adult Family Members</b>			
	Promotion of Parental Involvement			
	<b>Amount of Time</b>			
	<b>Total # of Weeks Provided</b>	<b>Typical # of Days Provided per Week</b>	<b>Typical # of Hours Provided per Day</b>	<b>Was offered less frequently?</b>
1	1	2	less than once a month	
<b>Activity Description</b>				
<b>Comments</b>				

Activity or Service	School Year / Summer	# of Participants		
Summer Academy	Summer	41		
	<b>Activity Categories</b>			
	<b>Activity Targeted Youth</b>	<b>Student Populations Targeted by the Activity</b>		<b>Activity Subject Area (s)</b>
	Academic Enrichment Learning Program	Reading/literacy , Mathematics, Science, Technology / telecommunications, Cultural activities / social studies		
	<b>Amount of Time</b>			
	<b>Total # of Weeks Provided</b>	<b>Typical # of Days Provided per Week</b>	<b>Typical # of Hours Provided per Day</b>	<b>Was offered less frequently?</b>
	2	5	4	every week
	<b>Activity Description</b>			
	<b>Comments</b>			
Activity or Service	School Year / Summer	# of Participants		
Super Saturday	School Year	79		
	<b>Activity Categories</b>			
	<b>Activity Targeted Adult Family Members</b>			
	Promotion of Parental Involvement			
	<b>Amount of Time</b>			
	<b>Total # of Weeks Provided</b>	<b>Typical # of Days Provided per Week</b>	<b>Typical # of Hours Provided per Day</b>	<b>Was offered less frequently?</b>
	1	1	8	less than once a month
	<b>Activity Description</b>			
	<b>Comments</b>			
Activity or Service	School Year / Summer	# of Participants		
Tutoring	School Year	12		
	<b>Activity Categories</b>			
	<b>Activity Targeted Youth</b>	<b>Student Populations Targeted by the Activity</b>		<b>Activity Subject Area (s)</b>
	Homework Help	Reading/literacy , Mathematics, Science, Technology / telecommunications, Cultural activities / social studies		
	<b>Amount of Time</b>			
	<b>Total # of Weeks Provided</b>	<b>Typical # of Days Provided per Week</b>	<b>Typical # of Hours Provided per Day</b>	<b>Was offered less frequently?</b>
	17	5	1	every week
	<b>Activity Description</b>			
	<b>Comments</b>			
Activity or Service	School Year / Summer	# of Participants		
	School Year	7		
	<b>Activity Categories</b>			
	<b>Activity Targeted Youth</b>	<b>Student Populations Targeted by the Activity</b>		<b>Activity Subject Area (s)</b>

Way Kool Wednesday	Academic Enrichment Learning Program	Reading/literacy , Mathematics, Technology / telecommunications		
	<b>Amount of Time</b>			
	<b>Total # of Weeks Provided</b>	<b>Typical # of Days Provided per Week</b>	<b>Typical # of Hours Provided per Day</b>	<b>Was offered less frequently?</b>
	18	1	1	every week
	<b>Activity Description</b>			
	<b>Comments</b>			

GRADES		
<b>All categories for the fall of 2011 and the spring of 2012.</b>	<b># or Regular Attendees</b>	
You have both math AND reading/language arts grades	0	
You have ONLY math grades	0	
You have ONLY reading/language arts grades	0	
You have NEITHER math NOR reading/language arts grades	33	
<b>Totals</b>	<b>33</b>	
<b>Please indicate the # of regular attendees who:</b>	<b>Math</b>	<b>Reading</b>
Increased their grade by half a grade or more	0	0
Decreased their grade by half a grade or more	0	0
Neither increased nor decreased their grade	0	0
<b>Totals</b>	<b>0</b>	<b>0</b>

STATE ASSESSMENT - CURRENT YEAR		
<b>Number of regular attendees who scored in the following levels on the state proficiency test administered during the reporting period.</b>	<b>Math</b>	<b>Reading/ Language Arts</b>
Advanced	2	1
Proficient	6	3
Basic	25	28
<b>Totals</b>	<b>33</b>	<b>32</b>

STATE ASSESSMENT - CROSS YEAR		
<b>Changes in Performance Level Overview</b>		
<b>For proficiency tests administered during the 2010-11 and 2011-12 school years.</b>	<b># of regular attendees</b>	
You have BOTH math AND reading/language arts assessment results	0	
You have ONLY math assessment results	0	
You have ONLY reading/language arts assessment results	0	
You have NEITHER math NOR reading/language arts assessment results	33	
<b>Total</b>	<b>33</b>	
<b>Math Proficiency Results - Changes in Performance</b>		
<b>Please indicate the # of regular attendees who, during the 2011-12 school year:</b>	<b>Math</b>	<b>Reading</b>
<i>Advanced</i>		
Witnessed <i>no change</i> In performance level on the proficiency test	0	0
Witnessed <i>a decrease</i> in performance level on the proficiency test	0	0
<b>Total for Advanced</b>	<b>0</b>	<b>0</b>
<i>Proficient</i>		
Witnessed <i>an increase</i> In performance level on the proficiency test	0	0
Witnessed <i>no change</i> In performance level on the proficiency test	0	0
Witnessed <i>a decrease</i> in performance level on the proficiency test	0	0
<b>Total for Proficient</b>	<b>0</b>	<b>0</b>
<i>Basic</i>		
Witnessed <i>an increase</i> in performance level on the proficiency test	0	0
Witnessed <i>no change</i> In performance level on the proficiency test	0	0
<b>Total for Basic</b>	<b>0</b>	<b>0</b>

<b>Totals</b>	<b>0</b>	<b>0</b>
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TEACHER SURVEY								
Total number of surveys given out: <b>0</b>								
Total number of surveys completed: <b>0</b>								
Behaviors on Which Teachers Reported:	Did Not Need to Improve	Acceptable Level of Functioning Not Demonstrated in Early School Year 2011-12 – Improvement Warranted						
		Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in homework on time								
Completing homework to your satisfaction								
Participating in class								
Volunteering (e.g. for extra credit or more responsibility)								
Attending class regularly								
Attentive in class								
Behaving in class								
Academic Performance								
Coming to school motivated to learn								
Getting along well with other students								

**Bureau of Indian Education  
School Improvement Grant  
Progress Monitoring Data Sheet**

K-Grade Student Name	Absences	State Assessments A 650-720 P 610-649 PP 579-609 N 470-578	NWEA Reading		DIBELS BOY		DIBELS MOY		DIBELS EOY		NWEA Math	
			BOY Median RIT 151	MOY Median RIT 156	EOY Median RIT 162	I 0-3 S 4-7 B 8 and above ISF/LNF TEST	I 0 - 9 S10 - 24 B 25 and above ISF/LNF TEST	I 0-9 S 10-39 B 40 and above LNF TEST	Math BOY RIT 148	Math MOY RIT 152	Math EOY RIT 153	
	17.6		153	148	153	2-0	20-50	53	132	163	160	
	16.1		150	155	162	13-11	48-56	74	134	157	169	
	5.9		139	145	152	0-18	21-46	63	125	130	150	
	14.6		152	133	154	0-9	28-36	11	123	140	144	
	6.5		141	147	163	0-28	20-50	66	131	161	165	
	8.7		141	142	AB	0-21	18-80	97	125	140	154	
	14.2		AB	141	143	7-13	8-18	46	AB	141	155	
	18		145	119	154	4-0	0-16	12	129	150	175	
	27.5		131	141	148	0-0	0-0	6	125	134	160	
	54		159	155	142	0-0	8-5	8	AB	138	137	
	18.7		136	144	156	7-27	18-44	75	122	138	156	
	16		146	124	148	3-0	20-0	16	143	139	149	
	18.4		133	133	141	0-0	9-0	29	AB	128	149	

**Bureau of Indian Education  
School Improvement Grant  
Progress Monitoring Data Sheet**

1-Grade Student Name	State Assessments A 650-720 P 610-649 PP 579-609 N 470-578	NWEA Reading BOY Median RIT 166	NWEA Reading MOY Median RIT 173	NWEA Reading EOY Median RIT 179	DIBELS BOY I 0-9 S 10-34 B 35 and above ORF TEST	DIBELS MOY I 0 - 7 S 8 - 19 B 20 and above ORF TEST	DIBELS EOY I 0-19 S 20-39 B 40 and above ORF TEST	NWEA Math BOY RIT 164	NWEA Math MOY RIT 171	NWEA Math EOY RIT 178
[REDACTED]	33.4	150	156	154		13	17	152	165	163
[REDACTED]	5.2	AB	156	142	0	0	4	AB	AB	148
[REDACTED]	19.4	154	149	154	18	13	13	154	181	187
[REDACTED]	30.6	147	162	165	18	32	62	157	167	181
[REDACTED]	9	156	164	164	55	38	55	154	165	178
[REDACTED]	10.7	156	164	177	47	84	104	162	170	190
[REDACTED]	2.9	AB	164	174	20	20	53	151	166	184
[REDACTED]	5.3	151	155	165	41	39	62	145	159	180
[REDACTED]	29.2	147	151	149	3	10	17	140	143	165
[REDACTED]	17.6	158	169	176	76	48	70	164	183	178
[REDACTED]	37.8	148	153	157	50	10	20	154	171	177
[REDACTED]	20.1		161	160	57	14	13	169	164	174

**Bureau of Indian Education  
School Improvement Grant  
Progress Monitoring Data Sheet**

3-Grade Student Name	Absences	State Assessments A 650-720 P 610-649 PP 579-609 N 470-578	NWEA	NWEA	NWEA	DIBELS	DIBELS	DIBELS	NWEA	NWEA	NWEA
			Reading BOY Median RIT 205	Reading MOY Median RIT 210	Reading EOY Median RIT 191	BOY I 0-52 S 53-76 B 77 and above	MOY I 0 - 66 S 67 - 91 B 92 and above	EOY I 0-79 S 80-109 B 110 and above	Math BOY RIT 188	Math MOY RIT 194	Math EOY RIT 196
	19.9		174	173	186	34	45	82	186	197	205
	4.2		175	198	190	62	91	93	185	198	200
	3.6		192	194	200		143	180	202	215	223
	6.1		159	187	187	44	54	95	192	196	207
	9		158	192	199	50	72	90	193	195	198
	7		178	178	183	49	60	78	189	182	194
	5		194	199	207	101	103	122	200	207	214
	0		165	191	189	69	100	113	185	187	191
	10.3		193	205	200	132	116	147	200	206	209
	12.8		190	188	192	73	96	127	198	198	206
	18.8		163	174	183	58	77	100	176	178	194
	36.4		179	161	180	69	90	112	175	176	191

**Bureau of Indian Education  
School Improvement Grant  
Progress Monitoring Data Sheet**

4-Grade Student Name	Absences	State Assessments A 650-720 P 610-649 PP 579-609 N 470-578	NWEA Reading		DIBELS BOY		DIBELS MOY		DIBELS EOY		NWEA Math	
			Reading BOY Median RIT 215	Reading MOY Median RIT 219	Reading EOY Median RIT 201	I 0-70 S 71-92 B 93 and above	I 0 - 82 S83 - 104 B 105 and above	I 0-95 S 96-117 B 118 and above	NWEA Math BOY RIT 188	NWEA Math MOY RIT 194	NWEA Math EOY RIT 196	
[REDACTED]	2.9		206	191	207	96	117	113	204	196	216	
[REDACTED]	6		166	182	173	47	67	62	177	190	201	
[REDACTED]	7.2		177	172	180	57	80	73	183	193	214	
[REDACTED]	9.7		188	192	187	55	72	71	188	184	199	
[REDACTED]	17.2		189	192	195	87	117	113	193	191	198	
[REDACTED]	10.6		175	174	185	83	92	100	177	189	191	
[REDACTED]	16.8		182	189	199	94	97	97	199	200	212	
[REDACTED]	38.4		170	170	173	41	48	46	170	179	189	
[REDACTED]	11.7		181	194	192	81	103	108	186	194	201	
[REDACTED]	12.4		202	196	187	113	138	149	192	192	199	
[REDACTED]	16		157	161	171	30	43	31	178	183	199	
[REDACTED]	28.2		168	182	192	95	121	133	183	AB	197	
[REDACTED]	0		163	157	171	108	90	89	190	188	193	
[REDACTED]	3.9		177	198	190	59	67	80	193	195	211	

**Bureau of Indian Education  
School Improvement Grant  
Progress Monitoring Data Sheet**

4-Grade Student Name	Absences	State Assessments A 650-720 P 610-649 PP 579-609 N 470-578	NWEA	NWEA	NWEA	DIBELS	DIBELS	DIBELS	NWEA	NWEA	NWEA
			Reading BOY Median RIT 215	Reading MOY Median RIT 219	Reading EOY Median RIT 201	BOY I 0-70 S 71-92 B 93 and above	MOY I 0 - 82 S83 - 104 B 105 and above	EOY I 0-95 S 96-117 B 118 and above	Math BOY RIT 188	Math MOY RIT 194	Math EOY RIT 196
	8.9		188	197	203	88	105	97	198	199	203
	10.7		169	165	171	44	46	68	176	201	203
	18.2		182	183	194	58	84	81	195	192	203
	28.9		177	168	187	66	89	91	190	199	219
	10.9		186	175	185	91	111	122	190	199	219
	19		177	172	179	72	96	119	180	182	185
	21.2		195	194	205	96	117	128	194	200	203
	14.6		198	202	200	67	87	97	201	200	208
	35.1		169	177	162	38	44	44	172	185	187

**Bureau of Indian Education  
School Improvement Grant  
Progress Monitoring Data Sheet**

5-Grade Student Name	Absences	State Assessments A 650-720 P 610-649 PP 579-609 N 470-578	NWEA Reading BOY Median RIT 219	NWEA Reading MOY Median RIT 222	NWEA Reading EOY Median RIT 205	DIBELS BOY I 0-80 S 81-103 B 104 and above	DIBELS MOY I 0 - 93 S94 - 114 B 115 and above	DIBELS EOY I 0-102 S 103-123 B 124 and above	NWEA Math BOY RIT 213	NWEA Math MOY RIT 217	NWEA Math EOY RIT 217
[REDACTED]	36.5		167	174	180	47	54	70	181	179	199
[REDACTED]	26.6		171	168	189	26	50	51	186	195	193
[REDACTED]	19.2		187	202	198	70	72	95	193	192	198
[REDACTED]	17.6		182	185	206	96	137	144	203	205	214
[REDACTED]	1.9		209	207	201	126	137	151	208	215	226
[REDACTED]	19.2		210	209	207	96	102	139	210	219	231
[REDACTED]	3.5		166	174	184	46	57	76	193	190	201
[REDACTED]	9.3		226	216	222	131	150	157	223	226	235
[REDACTED]	5.6	NEW			204						210
[REDACTED]	26.2		172	173	198	52	61	75	198	193	210
[REDACTED]	9.1		175	190	193	132	127	151	188	201	213
[REDACTED]	7.1		168	189	185	39	42	62	181	210	205
[REDACTED]	17		195	203	210	131	120	136	196	203	198
[REDACTED]	15.8		169	175	183	60	62	77	182	186	195

**Bureau of Indian Education  
School Improvement Grant  
Progress Monitoring Data Sheet**

5-Grade Student Name	Absences	State Assessments A 650-720 P 610-649 PP 579-609 N 470-578	NWEA Reading BOY Median RIT 219	NWEA Reading MOY Median RIT 222	NWEA Reading EOY Median RIT 205	DIBELS BOY I 0-80 S 81-103 B 104 and above	DIBELS MOY I 0 - 93 S 94 - 114 B 115 and above	DIBELS EOY I 0-102 S 103-123 B 124 and above	NWEA Math BOY RIT 213	NWEA Math MOY RIT 217	NWEA Math EOY RIT 217
[REDACTED]	61.1		217	217	199	124			212	210	219
[REDACTED]	3.2		159	185	176	25	22	36	184	204	214
[REDACTED]	9.6		160	194	194	91	79	102	208	205	217
[REDACTED]	18.6		162	165	170	35	43	56	161	179	211
[REDACTED]	13.7		185	178	200	78	84	94	195	183	199
[REDACTED]	12.8		201	189	206	82	91	121	207	203	228

**Bureau of Indian Education  
School Improvement Grant  
Progress Monitoring Data Sheet**

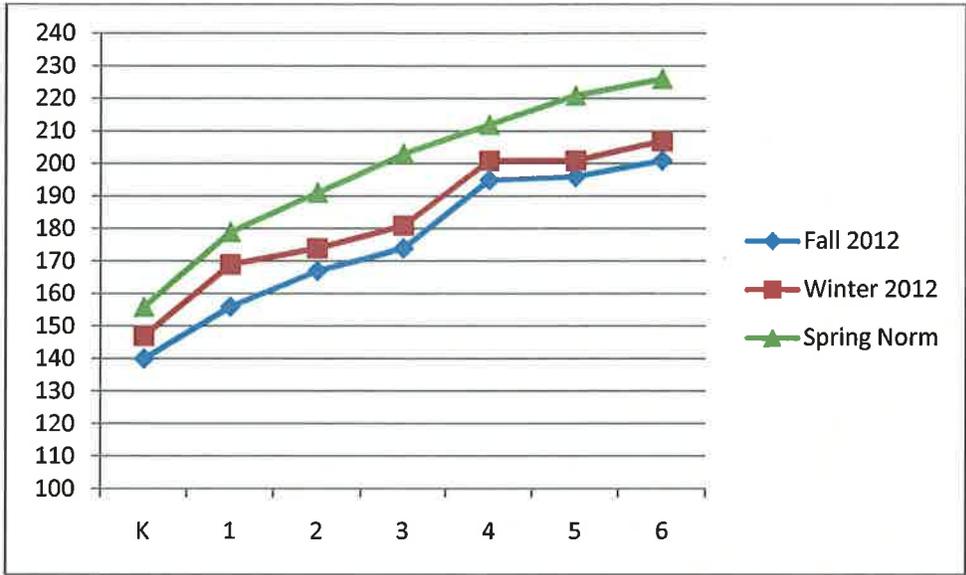
12-Grade Student Name	Absences	State Assessments A 650-720 P 610-649 PP 579-609 N 470-578	NWEA Reading BOY RIT	NWEA Reading MOY RIT	NWEA Reading EOY RIT 224	NO DIBELS	NO DIBELS	NO DIBELS	NWEA Math BOY RIT	NWEA Math MOY RIT	NWEA Math EOY RIT
[REDACTED]	12.8		207	200	207				197	202	220
[REDACTED]	30.1		198	206	203				216	222	217
[REDACTED]	20.1		195	189	190				213	206	216
[REDACTED]	39.3		204	190	199				211	207	207
[REDACTED]	17.6		203	192	204				212	207	219
[REDACTED]	59.6		193	191	183				228	217	211
[REDACTED]	28.5		201	173	208				NA	212	215
[REDACTED]	18.6		214	218	228				212	220	224
[REDACTED]	21		199	195	200				214	207	216
[REDACTED]	50.9		227	214	221				250	245	252
[REDACTED]	37.1		226	224	225				222	234	224
[REDACTED]	9.2		221	214	217				216	214	224
[REDACTED]	13.6		201	193	202				221	219	207
[REDACTED]	52.1		NA	167	180				207	203	239

**Bureau of Indian Education  
School Improvement Grant**

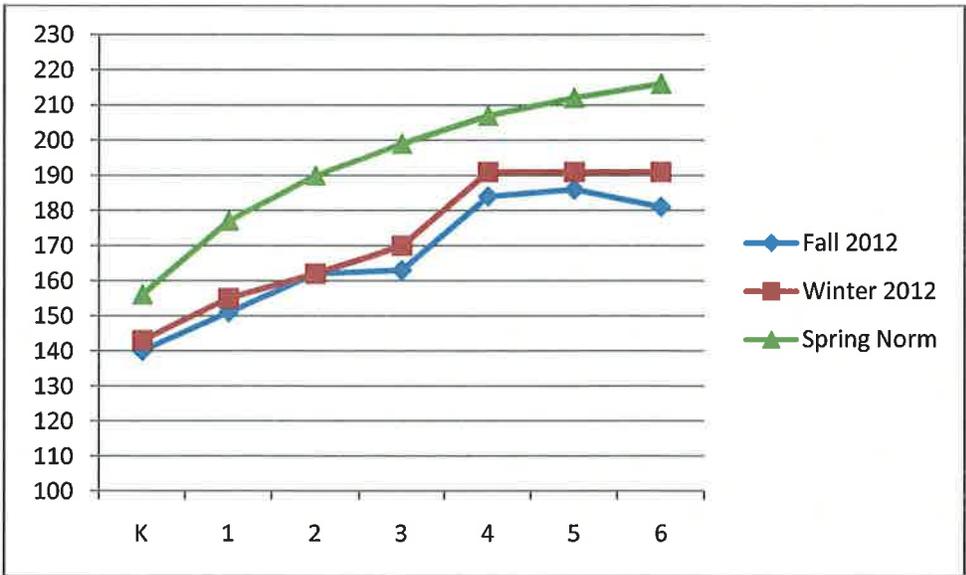
**Progress Monitoring Data Sheet**

12-Grade Student Name	Absences	State Assessments A 650-720 P 610-649 PP 579-609 N 470-578	NWEA Reading BOY RIT	NWEA Reading MOY RIT	NWEA Reading EOY RIT 224	NO DIBELS	NO DIBELS	NO DIBELS	NWEA Math BOY RIT	NWEA Math MOY RIT	NWEA Math EOY RIT
[REDACTED]	61.3		197	211	206				197	205	223
[REDACTED]	22.5		217	232	226				242	241	246
[REDACTED]	22.2		157	179	190				229	208	233

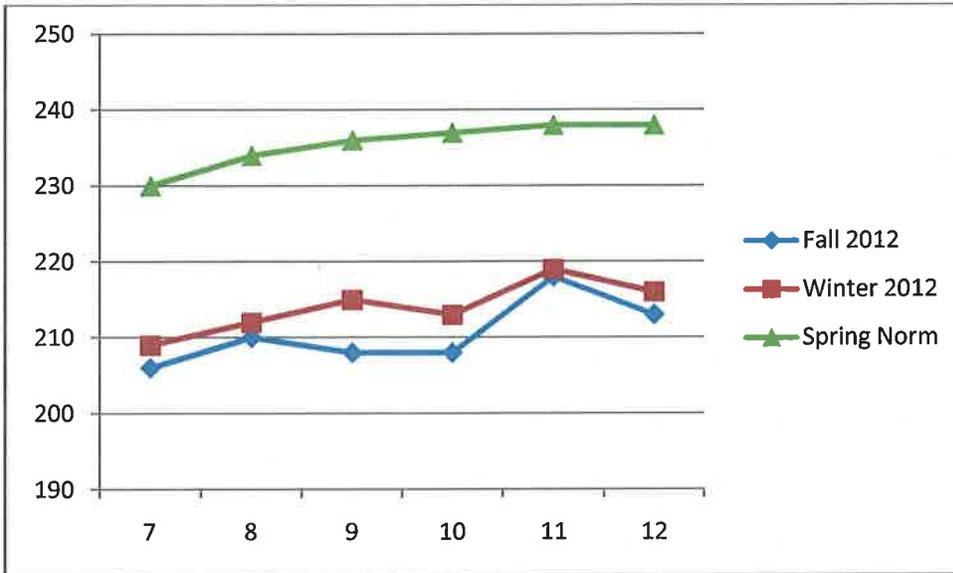
K-6 Math Fall – Winter 2012 RIT Scores



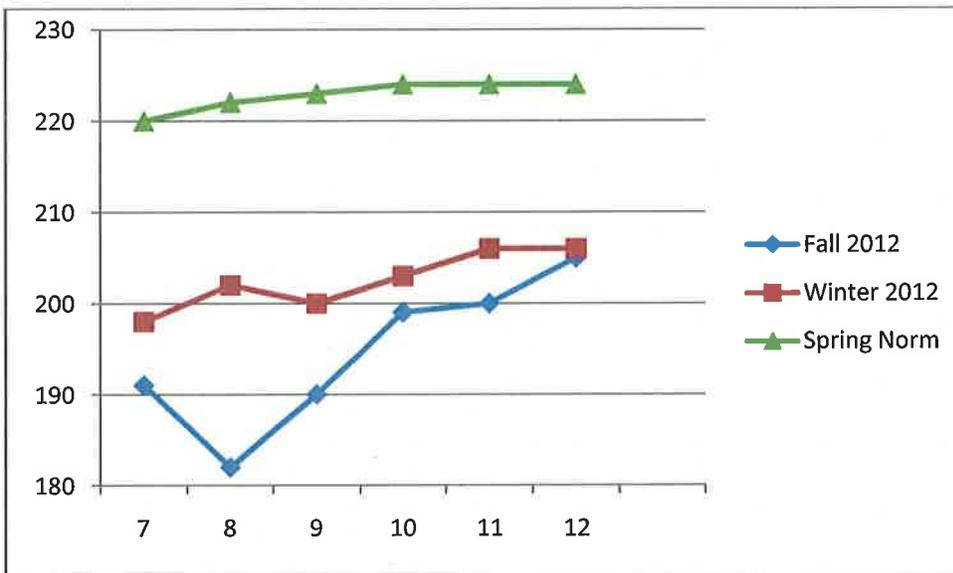
K-6 Reading Fall – Winter 2012 RIT Scores



### Math Fall – Winter RIT scores grades 7-12



### Reading Fall – Winter RIT scores grades 7-12



## *21<sup>st</sup> Century Annual Performance Report (APR) --- Teacher Survey*

(2011-2012)

<b>Acceptable Level of Functioning Not Demonstrated Early in School Year---Improvement Warranted</b>
--

<b>To what extent has your student changed their behavior in terms of:</b>	<b>Did Not Need to Improve</b>	<b>Significant Improvement</b>	<b>Moderate Improvement</b>	<b>Slight Improvement</b>	<b>No Change</b>	<b>Slight Decline</b>	<b>Moderate Decline</b>	<b>Significant Decline</b>
Turning in homework on time	2	5	7	8	4			
Completing homework to your satisfaction	3	4	6	9	4			
Participating in class	0	10	9	3	4			
Volunteering (e.g., for extra credit or more responsibilities)	4	5	3	5	9			
Attending class regularly	4	7	4	3	8			
Being attentive in class	0	6	7	6	7			
Behaving well in class	3	4	4	6	9			
Academic performance	0	11	7	2	6			
Coming to school motivated to learn	2	9	3	5	7			
Getting along well with other students	2	10	1	6	7			

Survey involved 26 students in grades K, 1, 3-5.





## **Alamo Navajo School Board, Inc.**

P. O. BOX 5907  
ALAMO, NEW MEXICO 87825  
(575) 854-2543 Voice (575) 854-2545 Fax

**President:**  
Steve Guerro

**Vice-President:**  
Stanley Herrera

**Members:**

Earl Apachito  
Bucky Apache

11/19/2012

To Whom It May Concern,

The Alamo Navajo Community School is in full support of the BIE 21<sup>st</sup> CCLC RFP application requirements. As a school we guarantee compliance, support, and financial integrity of the grant award to Alamo.

As a year-around school we recognize the importance and necessity to be partners in the 21<sup>st</sup> CCLC program and share the educational expertise that we have to help support the students of Alamo in conjunction and beyond the regular school day.

Our teaching staff is committed to making sure that they are partners with the program and help support it by working along with the 21<sup>st</sup> Century staff to provide lesson plans, help with resources needed for tutorial, offer tutorial services, and challenge every student to do their best academically in partnership with parental support.

We know the value of educating our young people goes beyond just the regular classroom instruction and support the goals and mission of the 21<sup>st</sup> CCLC to guide and challenge "one student at a time."

Dr. Tamarah Pfeiffer  
Superintendent