

**BIE NAVAJO SCHOOL DISTRICT**

**21<sup>ST</sup> CENTRUY COMMUNITY  
LEARNING CENTER  
APPLICATION  
Cooperative Agreement Unit/RFP**

**A THREE YEAR APPLICATION  
CAU/RFP**

**APPLICATION COPY TWO**



**January 17, 2013**



## J. APPLICATION CHECKLIST AND REQUIRED FORMS

One original and two copies of the application are due by January 17, 2013.

A complete application must include, in the order given below, the following sections:

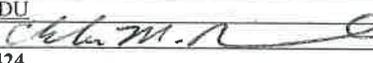
- Application for Federal Assistance (Standard Form 424), completed according to the instructions and signed by an authorized official (page 1)
- Cover Page (1 page)
- Table of Contents (1 page)
- Program Summary and Abstract (2 pages)
- Program Narrative (no more than 35 pages single-spaced)
- Participants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

### NOTE:

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



Application for Federal Assistance SF-424		Version 02	
*1. Type of Submission <input type="checkbox"/> Pre-application <input type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		*2. Type of Application * If Revision, select appropriate letter(s): <input type="checkbox"/> New <input type="checkbox"/> Continuation * Other (Specify): <input type="checkbox"/> Revision	
*3. Date Received: November 26, 2012		4. Application Identifier: School Name: <b>BIE Navajo School District</b>	
5a. Federal Entity Identifier:		5b. Federal Award Identifier	
<b>State Use Only:</b>			
6. Date Received by State:		7. State Application Identifier	
<b>8. APPLICANT INFORMATION:</b>			
*a. Legal Name: <b>BIE Navajo School District</b>			
*b. Employer/Taxpayer Identification Number (EIN/TIN):  School Name: <b>BIE Navajo School District</b>		*c. Organizational DUNS#:	
<b>d. Address:</b>			
*Street 1: <b>BIA Building 3, Room 102 (Club Road)</b>			
Street 2: <b>P.O. Box 707</b>			
*City: <b>Window Rock</b>			
County: <b>Navajo</b>			
*State: <b>Arizona</b>			
Province:			
Country: <b>US</b>		*Zip/Postal Code: <b>86516</b>	
<b>e. Organizational Unit:</b>			
Department Name: <b>Bureau of Indian Education-Navajo</b>		Division Name:	
<b>f. Name and contract information of person to be contacted on matters involving this application:</b>			
Prefix: <b>Dr.</b>		First Name: <b>Charles</b>	
		Middle Name:	
		Last Name: <b>Roessel</b>	
Title: <b>Superintendent of Schools</b>			
Organizational Affiliation: (school name) <b>BIE Navajo School District</b>			
*Telephone Number: <b>(928) 871-5961</b>		Fax Number: <b>(928) 871-5946</b>	
*Email Address: <b>Charles.Roessel@BIE.EDU</b>			
9. Type of Applicant 1: Select Applicant Type: Indian/Native American Tribal Government (Federally Recognized)			
Type of Applicant 2: Select Applicant Type: Indian/Native American Tribal Government (Federally Recognized)			
Type of Applicant 3: Select Applicant Type: Indian/Native American Tribal Government (Federally Recognized)			
*Other (specify):			
*10. Name of Federal Agency:  <b>Bureau of Indian Education – Navajo</b>			
Application for Federal Assistance SF-424		Version 02	
11. Catalog of Federal Domestic Assistance Number:  CFDA Title:			

*12. Funding Opportunity Number:	
*Title:	
13. Competition Identification Number:	
Title:	
14. Areas Affected by Project (Cities, Counties, State, etc.):	
School Name: <b>BIE Navajo School District</b>	
*15. Descriptive Title of Applicant's Project:	
<b>Needs Statement and Program Plans Attached</b>	
<b>Attach supporting documents as specified in agency instructions.</b>	
16. Congressional District Of:	
*a. Applicant: School Name: <b>BIE Navajo School District</b>	
<b>Attach an additional list of Programs/Project Congressional Districts IF NEEDED.</b>	
17. Proposed Project: <b>21<sup>st</sup> Century Community Learning Center –</b>	
18. Estimated Funding:	
*a. Federal	<b>\$ 2,671,265.72</b>
*b. Applicant	\$
*c. State	\$
*d. Local	\$
*e. Other	\$
*f. Program Income	\$
*g. TOTAL	<b>\$ 8,013,797.16</b>
*19. Is Application Subject to Review by State Under Executive Order 12372 Process?	
<input type="checkbox"/> a. This application was made available to the State under the Executive Order 12372 Process for review on: <input type="checkbox"/> b. Program is subject E.O. 12372 but has not been selected by the State for review. <input type="checkbox"/> c. Program is not covered by E.O. 12372	
*20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)	
<input type="checkbox"/> Yes <input type="checkbox"/>	
*21. By signing this application, I certify (s) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)	
<input type="checkbox"/> I AGREE	
**The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.	
<b>Authorized Representative:</b>	
Prefix: <b>Dr.</b>	First Name: <b>Charles</b>
	Middle Name:
	Last Name: <b>Roessel</b>
*Title: <b>Superintendent of Schools</b>	
*Telephone Number: <b>(928) 871-5961</b>	Fax Number: <b>(928) 871-5945</b>
*Email Address: <b>Charles.Roessel@BIE.EDU</b>	
*Signature of Authorized Representative: 	Date: <b>1/10/13</b>
<b>Application for Federal Assistance SF-424</b>	
Version 02	
*Applicant Federal Debt Delinquency Explanation: (The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt, Maximum number of characters that can be entered is 4,000. Try to avoid extra spaces and carriage returns to maximize the availability of space).	



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

**BIE Navajo School District**

Organization: School Name

**Dr. Charles Roessel, Superintendent,  
BIE Navajo School District.**

**(928) 871-5961**

Name of Contact Person

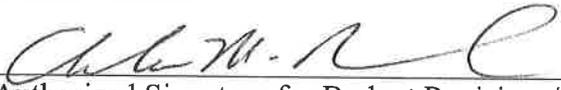
Telephone Number

Charles.Roessel@BIE.EDU

**(928) 871-5945**

E-Mail Address

Fax Number



1/10/13  
Date

Authorized Signature for Budget Revisions/  
Record and Report of Local Expenditures

- *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.*



1/10/13  
Date

Signature of Organizational Representative

**Superintendent of Schools, BIE Navajo School District**

Title

\$ 2,671,265.72

Total Funding Requested Per Year

\$ 8,013,797.16

Total Funding Requested for Three Years

**BIE Use Only**

**Project Number:** \_\_\_\_\_ **Date Received:** \_\_\_\_\_

**Project Approval:** \_\_\_\_\_ **Amount Awarded: \$** \_\_\_\_\_



**BIE Navajo School District  
21<sup>st</sup> Century Community Learning Center Application (RFP)  
Grant Application**

**Table of Contents**

**Application for Federal Assistance FS 424**

**Cover Page**

**Program Summary and Abstract ..... 1**

**Program Narrative (Parts 1-6) .....2-32**

**Participants Served Chart**

**Performance Measures Template**

**Schedule of Operations Chart**

**District Budget Summary Form**

**21<sup>st</sup> CCLC Assurance Form**

**Appendices:**

**Job descriptions for key staff members (21<sup>st</sup> CCLC Educational Specialist)**

**Memorandums of Agreement/Support for key partners**

**Assessment of objective data regarding the need for before, after, summer  
school programming**



## Summary and Abstract

The Navajo BIE District is in the process of creating school a district that will serve both Bureau of Indian Education (BIE) and P.L. 100-297 Grant Schools. The Navajo BIE School District was granted permission to create its own school district by the United States Department of Interior-Bureau of Indian Education Department. This restructuring consists of realigning the various line offices and staff to provide services to thirty-one (31) BIE operated schools, 35 bureau funded Grant/Contract schools and residential programs. The new Navajo BIE School District has designated associate superintendents for the following areas, Business Services, School Improvement, Special Education, Residential Programs, Special Projects, Facilities, and Maintenance. This endeavor has created the opportunity for a more efficient delivery of services to our children, teachers, parents/guardians, and communities. The Navajo Nation is the largest Indian reservation in the United States, comprising about 16 million acres, or about 25,000 square miles, approximately the size of the state of West Virginia. Generally speaking, Navajos do not live in villages. Their traditions did not dictate this necessity, as is common with other Native American societies. They have always banded together in small groups, often near a source of water. Their wide dispersion across the reservation is due in part to the limited amount of grazing land, and the limited availability of water.

In collaboration and partnering with sixteen (16) BIE Schools, these identified schools have submitted Letters of Intent with the objective to apply and implement 21<sup>st</sup> Century Community Learning Center projects. The Navajo BIE School District will be applying under a CAU and take all interested school sites under this CAU. The school district will designate one strong school to act as the fiscal agent for this project. Each school site will hire/designate a site facilitator to oversee the implementation and monitoring of the site project. The school site administrator will be responsible to the site project budget, expenditure authorizations and immediate supervisor for the site project staff. The BIE Navajo School District will implement a Cooperative Agreement Unit (CAU) with the participating school to collaborate in the pooling of their individual propose project budget indirect cost for fringe, overhead, General and Administrative expense rates. The Navajo BIE School District will also hire a District Project Coordinator who will have oversight authority for the entire school district 21<sup>st</sup> Century Community Learning project. This coordinator will work closely with the Associate Superintendent for School Improvement, DPA, and the U.S. Department of Education for implementation, project evaluation, project modifications, and regulatory reporting. The BIE Navajo School District will utilize indirect cost funds to fund the Project Educational Specialist who will act as the District Project Coordinator. This District Project Coordinator will be housed at the district office and will collaborate/coordinator/communicate closely with individual participating school site project coordinators. The identified BIE operated schools have the physical facilities dedicated to for the proposed goals. These schools have multipurpose rooms, classrooms, meeting rooms, outdoor facilities, and large activity rooms that can be utilized not only for the academic portion but also for the wellness (substance/physical abuse, nutrition, exercise, cultural/history/art activities), Native Culture/Language restoration and maintenance activities. On-going collaboration among the Indian Health Services, local law enforcement and other entities is taking place at this juncture.



In addition, with the upcoming 21<sup>st</sup> Century Community Learning Center funds, the 16 BIE operated schools will strategically plan for reading/writing, math, and wellness utilizing the Common Core State Standards. All activities will include structured lesson plans with teacher/student input. Schools will implement Standard Based Assessments, NWEA Assessment, and other assessments. School will be able to analyze student data to adjust program instruction and direction. The BIE Navajo District will include the following schools under this Cooperative Agreement Unit (CAU); Baca/Dlo'ayazhi Community School, Beclabito Day School, ChiChilTah Community School, Cottonwood Day School, Cove Day School, Crystal Boarding School, Kayenta Community School, Many Farms High School, Nenahnezad Community School, Ojo Encino Community School, Pueblo Pintado Community School, Seba Dalkai Boarding School, Tohaali Community School, Tonalea Day School, Tse'ii'ahí' Community School, Tuba City Boarding School. These 16 schools have developed their own school program narrative, school assurance forms, program budget form, SF-424 Form, and program cover page. The BIE Navajo District has also included a budget form as required by feedback from BIE staff. Four other schools have submitted individual 21<sup>st</sup> CCLC applications and are included in this package. (Borrogo Pass Community School, Ludachukai Community School, Crownpoint Community School, and Flagstaff Boardertown Dormitory)

Along with the mentioned programming schools that have residential programs have the option to conduct a variety of other activities into the evening hours to holistically develop the child. The community, including parents/guardians, will also be key stakeholders within this 21<sup>st</sup> Century Community Learning Center project. This will enable parents, guardians, and community to participate with technical assistance for planning, teaching, tutoring, coaching, etc.

Therefore, the proposed Navajo BIE School District will make full utilization of funds to positively extend the regular school day to eligible students. Our proposed project goals will ensure that eligible students improve their academic growth in Reading, Writing, Math, and develop healthier nutritional life-long choices, healthier life-long life styles and acquire a fundamental appreciation for their Dine Culture/History.

### 1) Need for Project

1A. The BIE Navajo School District will explain the annual growth of our participating students and how we will address the catch up growth as well. Our proposed project is proposing to utilize the NWEA Annual Growth Chart based on RIT cut scores for each grade level. NWEA and the district have set an annual growth of 20 points for all students.

The BIE Navajo School District is proposing the following strategies to address the catch-up growth of our student population:

- Implementing peer tutoring, cooperative grouping, service learning, answering questions with questions, and a strong focus on student interests are among the hallmarks we are proposing to utilize.
- Creating small classrooms that create a community atmosphere of courtesy and respect.
- Highly trained teachers who maintain clearly defined behavioral and academic expectations will staff classrooms and a constructivist focus on student needs, interests

and abilities, adapting their curriculum to their clientele. This constellation of features seems ideally suited to the unique challenges presented by our targeted children who are "at-risk" because of academic failure and disengagement from the school culture.

Name of Each After School and Summer School Site	Designation School Status	% Free or Reduced Lunch	Estimated # of Students to be Served	Percentage of Day School Population Served	# of Family Members to be Served, if Appropriate	Grade Levels To be Served
1. Baca/Dlo' AyAzhi Community School	SI-1	100%	350	100%	80	K-6
2. Belabito Day School	Restructuring	100%	62	100%	45	K-4
3. Chi Chi'tah Community School	SI-1	100%	126	97%	7	K-8
4. Cottonwood Day School	Restructuring	100%	235	97%	40	K-8
5. Cove Day School	AYP	100%	29	100%	13	K-4
6. Crystal Boarding School	Restructuring	100%	117	98%	72	K-6
7. Kayenta Community School	Restructuring	100%	360	100%	82	K-8
8. Many Farms High School	AYP	100%	433	100%	86	9-12
9. Nenahnezad Community School	AYP	100%	163	100%	57	K-6
10. Ojo Encio Day School	Restructuring	100%	161	100%	45	K-8
11. Pueblo Pintado Community School	Restructuring	100%	245	100%	66	K-8
12. Seba Dalkai Boarding School	SI-1	100%	115	100%	60	K-8
13. Tohaali' Community School	Restructuring	100%	169	95%	34	K-8
14. Tonalea Day School	Restructuring	100%	211	100%	40	K-8
15. Tse'ii'ahi' Community School	AYP	100%	96	100%	26	K-8
16. Tuba City Boarding School	AYP	100%	1296	100%	87	K-8

**1B.** The BIE Navajo School District will identify, target, and recruit the sub-population of student and/or families that are most in need of our proposed project by utilizing the following; Individual student Northwest Evaluation Association (NWEA) mean RIT scores on reading, math, and science will be used as the indicator for program placement. Students whose NWEA Item Response Theory (RIT) scores places them in the Beginning Step/Nearing Proficient categories will be selected to participate in the before school, afterschool and summer program. An RIT scale is an achievement scale, an accurate scale, is an equal interval scale, helps to measure growth over time, and has the same meaning regardless of grade or age of the student. Students will attain a 60% growth on the NWEA Reading and Math assessment. Individual student NWEA Goal Indicators will be utilized to determine the weak content indicators in reading, math, and science for each identified student. Each participating student will maintain an individual Student Data Folder to track assessment data. Students will be administered quarterly content-based measures based on curriculum materials (ELA/Math Common Core State Standard) and NWEA Survey Assessments in Reading, and Math. The Navajo BIE School District will monitor students' academic progress to meet annual growth requirements and growth needed to be on grade level by utilizing DIBELS Progress Monitoring at various strategic intervals for intensive, strategic, and benchmark students and be administered quarterly content-based measures based on curriculum materials (ELA/Math Common Core State Standard) and NWEA Survey Assessments in Reading, and Math to measure student proficiency progress. Schools will utilize the **Determination Tree Tool** that sets the progress monitoring for student in the various categories and what scores need to be attained before being moved into the next proficiency category. The NWEA is also administered three times per year, BOY, MOY, and EOY to determine student progress in Reading and Math.

**1C.** The BIE Navajo School District proposed project will address the risk factors linked to academic participant failure by utilizing evidence based researched programs. These reading, and math programs have been recommended by the Reading First Grant Guidelines. BIE operated schools are required to select one of the programs on the list that best meets the needs of their individual student population and school needs based on NWEA Reading and Math data. Common Core State Standards teaching strategies and best practices are currently being utilized in all BIE operated schools. These strategies and best practices are being utilized based on NWEA Reading and Math RIT Cut Scores, Goal Indicators, and Des Cartes materials. Students have been group into Intensive Tier III, Strategic Tier II, and Benchmark Tier I for intensive/enrichment groupings. Tiered instruction will occur during the Core Reading and Core Math Blocks and Intervention allocated time. Students will move from one tier to the next based on progress monitoring, content-based measures, and periodic NWEA testing in Reading and Math. Every student in the BIE operated schools has a SMART Goal Setting Form on file based on student's NWEA RIT grade level expectations and RIT Goals for each of the testing periods (BOY, MOY, EOY). NWEA has determined individual growth gains to assist teachers and students determine class and individual SMART Goals. Appendix: A (NWEA, WIDA, AZELLA)

Teachers using common core state standards and aligned best practices for reading, writing and math will instruct students in the various specific content skills they are lacking. The proposed program will align with the regular day program by continuing the appropriate reading/writing and math interventions and enrichment activities. Teachers will use the intervention kits and individual workbooks assigned to students by grade levels that are part of the reading, writing and math programs and the Des Cartes strategies. Teachers will use instructional strategies that are contained in the intervention kits along with rich literature contained in the Leveled Readers, Writing, Grammar activities that are included in the intervention kits. BIE operated schools that do not use StoryTown Reading or will use their adopted materials. Technology will be infused into best practices through program software.

Students have been identified as having another home language other than English via required enrollment forms and WIDA language assessment will be scheduled for the Student Assistance Team process to determine before school, after school and summer school services. Students who score at the limited English category are identified as LEP and will receive instruction utilizing their native language and cultural experiences in the content areas of reading, writing, and math. Students will also participate in cultural activities that will include, Navajo History, Culture, Arts, Music and etc. Students will be required to produce a performance project as part of their grading criteria. Technology will be infused into best practices through program software.

**1D.** The BIE Navajo School District will ensure that for 20-11-2012 school year grantee, documentation of progress and achievements made by 21<sup>st</sup> CCLC student on state summative assessments, Native Star, and NWEA will be found in the Appendix A.

**1E.** The BIE Navajo School District will provide information on how our goals of supporting academic achievement for identified participants are directly related to the most recent data

provided through the state summative assessments and NWEA this information will be found in Appendix: B

### Achievement Data to Support Academic Achievement

**SUMMARY: 2010-2011 - State Summative Assessment Average for Participating Schools**

Subject	Number of Students Tested	Basic	Proficient	Advanced
READING:	2240	59.98%	37.59%	2.43%
MATH:	2240	66.72%	30.25%	4.06%
SCIENCE:	810	87.56%	10.67%	1.77%

### Achievement Data to Support Academic Achievement

**SUMMARY: 2009-2010 - State Summative Assessment Average for Participating Schools**

Subject/SY	Number of Students Tested	Basic	Proficient	Advanced
READING:	2545	60.02%	37.62%	2.39%
MATH:	2550	67.63%	28.56%	3.23%
SCIENCE:	1482	75.37%	21.03%	7.30%

**1F.** The BIE Navajo School District is providing the additional factors that place students at-risk of educational failure or how our project aligns to other areas of consideration such as:

- Low socioeconomic status
- Living in a single-parent home
- Changing schools at non-traditional times
- Below-average grades in middle school
- Being held back in school through grade retention
- Having older siblings who left high school before completion
- negative peer pressure[

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

**2A. Goal 1:** During the regular school year, our goal is to help the BIE Navajo School District make adequate yearly progress (AYP) by identifying, targeting and recruiting struggling students into our before school, afterschool and summer school programs to address the academic areas in Reading, Math, and Writing. The BIE Navajo School District is proposing to design the grant program following these researched components:

**1. Academic**

- Activities offered will be an extension of the regular school day
- Need qualified instructors, who are held accountable for student outcomes

- May hire regular teachers to ensure alignment and continuity (but need to maintain separation between regular day, before school/afterschool/summer programs)
  - To align to school curriculum without regular teachers, can provide “homework assistance and activities that promote basic skills learning”.
2. Recreational
- Activities offered will be after the academic sessions
  - May include team sports, arts and science clubs, etc.
  - Outdoor activities (seasonal)
3. Cultural
- Activities offered will include opportunities to develop important skills that are not taught in classroom, such as hobbies (sewing, jewelry making, pottery, sculpture, beading, weaving, etc.), life skills (conflict resolution, respect), and other aspects of human development.

The BIE Navajo School District understands that before school, afterschool and summer school activities also reflect different types of learning and that the most effective programs balance these three aspects:

1. Extended learning from activities that are aligned to the regular school day, such as homework help and tutoring;
2. Enriched learning that is project-based, more hands-on and experiential than regular classroom, such as service-learning, and can be aligned with or disconnected from school curricula; and
3. Intentional learning, which includes all nonacademic activities that foster social and other nonacademic types of skills.

There is evidence as well that offering a variety of activities and combining academic and social activities in before school, afterschool and summer school programs can have positive effects on student achievement. “Within the before school, after-school and summer school field, there is reasonable agreement on the key ingredients required for success: interesting activities, supportive relationships, and the capacity to deliver such things”.

*citation?*

The BIE Navajo School District understands that from the youth development perspective: “what matters in any setting for achieving developmental outcomes” includes opportunities for youth to:

- Establish relationships that provide emotional and practical support from adults
- Participation in challenging, interesting and relevant activities to life experiences of youth; and
- Participation in decision-making.

It is becoming clearer through recent research that positive outcomes from before school, afterschool and summer school programs are linked to levels of participation of youth. Both duration and frequency of participation have been found to impact outcomes from these types of programs. Since before school, afterschool and summer school programs are voluntary, consistency of attendance has always been problematic. If changing outcomes for youth depends on impacting their daily lives, then daily attendance in before school, afterschool and summer school programs is essential. This requires programs to provide engaging and age-appropriate

activities to ensure that youth will opt to enroll and continue in before school, afterschool and summer school programs. Without increasing attendance, programs cannot expect to achieve objectives.

**Performance Measures:** Individual student Northwest Evaluation Association (NWEA) mean RIT scores on reading and math will be used as the indicator for program placement. Students whose NWEA Item Response Theory (RIT) scores places them in the Beginning Step/Nearing Proficient categories will be selected to participate in the before school, afterschool and summer programs. A RIT scale is an achievement scale, an accurate scale, is an equal interval scale, helps to measure growth over time, and has the same meaning regardless of grade or age of the student. Students will attain a 60% growth on the NWEA Reading and Math Assessment.

Appendix: C

**Activities:** Program instruction will be based on individual student RIT cut score utilizing the DesCartes strategies for appropriate cut score. Identified students will be scheduled for Student Assistance Team meetings with teachers, parents/guardians, and counselors. Letters will also be followed up to parents of identified students explaining the full support that will be provided to their child(ren). Parents/Guardians will also be informed of the obligation they will have in order to support their student(s) at home. The schools will provide parent/guardian trainings on homework best practices.

Teachers will use common core state standards and aligned best practices (differentiated instruction) for reading and math will instruct students in the various specific content skills they are lacking. Teachers will use the intervention kits that are part of the reading and math programs. Teachers will use a variety of instructional strategies that are contained in the intervention kits along with rich literature contained in the Leveled readers that are included in the intervention kits. Technology will be infused into best practices through program software.

**Goal 2:** During the regular school year, the BIE Navajo School District will provide supplemental (before school, afterschool, summer school) educational support to identified students in the areas of English Language Arts (reading, writing) and Math. We are proposing to have programs that address the needs in grades PreK-2<sup>nd</sup>, 3-5, 6-8, and 9-12 programs. Programs will consist of remediation, enrichment, credit recovery, health and wellness, and cultural experiences.

**Performance Measures:** Individual student NWEA Goal Indicators will be utilized to determine the weak content indicators in reading and math for each identified student. Each participating student will maintain an individual Student Data Folder to track assessment data. Students will be administered quarterly content-based measures based on curriculum materials (ELA/Math Common Core State Standard) and NWEA assessments in Reading and Math.

**Activities:** Teachers using common core state standards and aligned best practices for reading, writing and math will instruct students in the various specific content skills they are lacking. The proposed program will align with the regular day program by continuing the appropriate reading/writing and math interventions and enrichment activities. Teachers will use the intervention kits and individual workbooks assigned to students by grade levels that are part of

the reading, writing and math programs and the Des Cartes strategies. Teachers will use instructional strategies that are contained in the intervention kits along with rich literature contained in the Leveled Readers, Writing, Grammar activities that are included in the intervention kits. BIE operated schools will use their adopted reading and math intervention materials. Technology will be integrated into best practices through program software.

**Goal 3:** During the before school, after school, summer school year programs the BIE Navajo School District will provide instruction on the Dine' Culture/Language to all students. Students will receive instruction utilizing prior knowledge through their cultural experiences as it aligns to the common core state standards in reading, writing, and math. Hands-on technology will be utilized as appropriate.

**Performance Measures:** The majority of students attending schools within the BIE Navajo School District have been identified as Limited English Proficient students. Schools participating in this grant have administered the World-Class Instructional Design and Assessment (WIDA) and Arizona English Language Learner Assessment (AZELLA) language proficiency assessments to identified students. Utilizing performance assessments at the end of each unit or activity will assess students. Teachers will use criteria in sets of rubric.

**Activities:** Students who have been identified as having another home language other than English via required enrollment forms and WIDA/AZELLA language assessment will be scheduled for the Student Assistance Team process to determine before school, after school and summer school services. Students who score at the limited English category are identified as LEP and will receive instruction utilizing their native language and cultural experiences in the content areas of reading, writing, and math. Students will also participate in cultural activities that will include, Navajo History, Culture, Arts, Music and etc. Students will be required to produce a performance project as part of their grading criteria. Technology will be integrated into best practices through program software.

**Goal 4:** During the before school, afterschool and summer school the BIE Navajo School District will provide a wellness component to participating students and family members. This component will provide snacks, various physical activities (individual/team activities, outdoors/indoors) social engagement, health and wellness education, career awareness, education on school bullying, substance abuse, and physical attacks (student-to-student, household members, school staff).

**Performance Measures:** The Navajo BIE School District will partner with participating BIE schools current partnerships with outside agencies. The Navajo BIE School District will acknowledge the letters of support and MOUs currently in place for each participating school. Customer Satisfaction Surveys for students, parents/guardians, and partners will be utilized to gauge program effectiveness.

**Activities:** Students, parents/guardians will participate in training sessions provided by health providers, community colleges, substance/physical abuse prevention/intervention trainings, trainings on positive behavior initiatives. Evaluation forms will be provided to all participants at

Not really goals  
More activities  
Strategies

the end of each training session. These activities will be published in parent/guardian program newsletters to be distributed all partners, students, parents and guardians.

**2B.** The BIE Navajo School District currently utilizes evidence-based researched programs. These reading and math programs have been recommended by the Reading First Grant Guidelines. BIE operated schools are required to select one of the programs on the list that best meet the needs of their individual student population and school needs based on NWEA Reading and Math data. Common Core State Standards teaching strategies and best practices are currently being utilized in all BIE operated schools. These strategies and best practices are being utilized based on NWEA Reading and Math RIT Cut Scores, Goal Indicators, and Des Cartes materials. Every student in the BIE operated schools has a SMART Goal Setting Form on file based on student's NWEA RIT grade level expectations and RIT Goals for each of the testing periods (BOY, MOY, EOY). NWEA has determined individual growth gains to assist teachers and students determine class and individual SMART Goals.

**2C.** The BIE Navajo School District will monitor students' academic progress to meet annual growth requirements and growth needed to be on grade level by utilizing DIBELS and AIMSweb Progress Monitoring at various strategic intervals for intensive, strategic, and benchmark students. Additional assessments include content-based measures based on curriculum materials (ELA/Math Common Core State Standard) and NWEA assessments in reading and math to measure student proficiency progress.

**2D.** The BIE Navajo School District will utilize NASIS to collect student data information. All BIE operated school administrators have access to student information regarding attendance, behavior, discipline, discipline resolutions, tardies, and grades. Administrators can use student information when conferencing with parents/guardians, outside support agencies, and the district. Each BIE operated school has two to three staff members who are well versed in the use and manipulation of the NASIS program and have login rights. This would include the registrar, counselors, health technicians, technology coordinators, residential managers/supervisors, special education case manager, assistant principals, and principals.

**2E.** During the regular school year the BIE Navajo School District will continue to collect student data utilizing Native Star, NASIS, Annual Report, NWEA Roll Up conversations, 21<sup>st</sup> CCLC Annual Reports (PPICS) to analyze and report behavior rates/incidents. The BIE Navajo School District will also partner with state and health agencies to conduct student at-risk surveys on substance abuse (liquor, tobacco, controlled substances (drugs)), sexual activity, physical abuse (rape, self-mutilation), bullying (school, home, extra-curricular activities, social).

**2F.** During the regular school year the BIE Navajo School District will use the 21<sup>st</sup> Century Community Learning Center Grant (before school, after school and summer school programs) to expand opportunities and/or increase student motivation in a before school, after school, summer school programs that may not be addressed through the regular day program by providing a variety of educational offerings in the areas of improving academic achievement (reading, writing, math), wellness, recreational activities, career readiness and hands-on technology activities integrated into the above areas. These offerings will be implemented in a small teacher/pupil ratio. Research indicates that at-risk students achieve at a greater rate in small

group settings with teacher directed instruction and small group collaborative work with peers and volunteers. In small groups each student has the opportunity to interact with the teacher and peers in a supportive environment. Program teachers will also become a mentor to each of their assigned students.

Parents will also have the opportunity to work closely with outside agencies to receive instruction in wellness, parenting, and homework strategies for parents/guardians. Technology instruction will also be offered to parents/guardians.

**2G.** The BIE Navajo School District will develop a “Schedule of Operations” for the efficient implementation of the 21<sup>st</sup> Century Community Learning Centers. All BIE operated schools implementing this grant will utilize this schedule. Each site will hold a minimum of 8 hours per week at four days per week during the school year. Appendix: IV Schedule of Operations

**2H.** The BIE Navajo School District will maintain the key community partners that each BIE operated school already has in place. These key community partners already have current operating MOUs or Letters of support in place. By taking this approach the BIE Navajo School District will maintain a positive collaborative working relationship with school communities and their partners.

**2I.** The BIE Navajo School District will link the project to the regular school curriculum by utilizing the supplemental instructional materials provided by the reading, writing and math programs for remediation, enrichment, and credit recovery. Teachers shall be committed to differentiated teaching strategies (re-teaching), best practices for teaching the ELA and Math Common Core State Standards, commitment to carry out the project as granted, committed to the students needs. Student daily attendance in after school and summer school programs is essential. This requires programs to provide engaging and age-appropriate activities to ensure that youth will opt to enroll and continue in before school, afterschool and summer school programs. Without increasing and maintaining attendance, programs cannot expect to achieve goals. All schools have on file the schools’ Parents/School/Student Compacts that delineates participation requirements to assist their child(ren) in becoming proficient in reading, writing, and math assessment scores.

**2J.** The Navajo BIE School District is proposing to use the following methods to attract students and/or families to participate in the proposed project by putting together a brochure containing the following information:

- 1) Your organization’s name, contact information (including email and contact person), website address (if you have one) and mission statement
- 2) A sentence or two on the needs in your community, e.g. number of children alone after school, graduation rate involvement in gang activity has increased, etc.
- 3) Facts about your program:
  - a. Area or community served
  - b. Data on the children served- number of attendees; ethnic/gender make-up of youth; per-centage of attendees at the program or in the community who receive financial aid in order to attend or are eligible for free or reduced price lunch during school

- c. How long this project will be funded for
- d. Types of activities offered
- e. Hours of operation

4) Evaluation data

- a. Parent/student/teacher satisfaction survey with the program
- b. Improved social/emotional/academic behavior of participants, increased school attendance

7) A few photos -- visuals can go a long way in helping tell your story.

**2K.** The Navajo BIE School District project proposes to describe why students will want to attend our project/services thus maintaining student enrollment over time by making available to participating students extracurricular activities, athletics programs for both girls and boys holding these students to all eligibility requirements, offering a variety of activities that will keep them engaged with fun, hands-on academic, wellness, cultural, and technology activities. As students learn new skills, they also enhance their creative thinking, problem solving and self-expression through a curriculum that is aligned with common core state standards education. By providing support for the whole child, we are proposing a student-centered programming that promotes creative thinking, project-based learning and experimentation while simultaneously strengthening school and community partnerships. Our proposed project will provide for student-centered learning before school, after school and summer school programs that support student success by providing new experiences for youth who are excited to explore their own interests in a safe, supportive learning environment. Before school, after school and summer school programs play an important role as a safe space for youth to stretch their imaginations and pursue individual interests and projects. Through before school, after school and summer programming, youth have access to a variety of opportunities where they can apply what they learn in the classroom in out-of-school settings. When youth are engaged in individualized, project-based, student-driven activities, they have the opportunity to explore a wide range of topics such as the arts, digital media, career readiness, college prep and more. The flexibility of student-centered learning before school, afterschool, summer school programs accommodates different approaches to meeting student needs while providing learning experiences where students master proficiency in the common core state standards in reading/writing, and math.

Moreover, before school, afterschool, summer school projects will offer a less formal time and space for youth to learn about and take action on the issues and subjects that they care most about. This type of programming supports student success by:

- Promoting a collaborative environment where youth are learning with and from each other in safe and trusting space.
- Allowing students to progress at their own pace to set and achieve their individual goals.
- Strengthening partnerships between youth and their surrounding communities including the school district, local businesses and community-based organizations.
- Giving youth a voice to communicate with the world around them and make a difference.
- Offering project-based learning to engage students' critical thinking skills.
- Student-centered approaches to learning acknowledge and respect the wide range of interests, aptitudes and needs of the students while supporting learning.
- In our proposal before school, afterschool and summer school settings, student-centered

programs will empower and enable our youth to pursue their own unique interests while also receiving remediation in reading, writing, math and earning course credit and/or strengthening ties to the community.

- Through the student-centered learning opportunities offered in before school, afterschool and summer school, youth can achieve a greater mastery of a broad array of skills needed for success in the 21<sup>st</sup> century world and discover interests that will spur creativity and motivate them to succeed.
- Students who wish to participate in sports will need to meet the eligibility requirements set in school Athletic Handbook Policies.
- Through participation in before school, afterschool and summer school programs that shift the focus to learning and put them more in control, students can be better prepared to compete and thrive in a global, connected world.

**2L.** The BIE Navajo School District is proposing to coordinate with school sites and outside providers by honoring the existing MOUs and Letters of Support. We are also proposing to follow the best recommendations for collaborating with school partnerships. Our proposed project will determine how we envision our long-term involvement in the project.

- **Develop Proactive Strategies for Sustainability.** Make the highest priority, well before new funding is needed, to explore the status and direction of the partnership. Develop contingency plans. Revisit the partnership's vision. Confirm that the most appropriate partners are at the table. Analyze funding and work to identify new or reallocated revenue early in the life of the partnership.
- **Deepen and Broaden Focus.** Many community partnerships start with a specific focus without realizing that their work is really about a broader topic such as youth or community development. Many partnerships intentionally expand their work to move beyond their initial area of focus to develop a proactive, prevention-oriented agenda.
- **Expand the Geographic Reach.** Some partnerships find there are requests to expand their work to more schools or more neighborhoods.
- **Develop New or Non-Traditional Partners.** By expanding the partnership to encompass new members and ideas, the partnership's focus automatically expands. For example, bringing an art organization to a partnership with human service providers may dramatically increase appeal to children and youth.
- **Focus on the building the capacity of the community and less on the survival of the partnership or the organizations.** Private and public funding is at times very unpredictable – often funders will change their requirements, or a new methodology will emerge. This changing climate requires flexibility of community-based organizations. It also calls for honest approaches to envisioning the partnership purpose.

**2M.** The BIE Navajo School District is proposing to utilize elders (senior citizens) by soliciting elder participation through school sites, churches, senior citizens centers, and chapter houses throughout the BIE operated schools. Our project plans to incorporate elders and students communicating important personal experiences through verbal, artistic communication skills, gaining leadership skills, teamwork, and an appreciation for their culture, language, and history.

With our high percentage of parents/guardians, children and youth of a diverse age mix creates not only cultural richness but leadership possibilities. Our programs address them by providing elder lead activities for youth and settings for intergenerational cross-cultural communication. Elders and children will develop programs with community input to meet the needs of the neighborhood. To bridge the generation gap, the project will utilize elder storytelling that relates historical/cultural events through their native language. The project will utilize university art student mentoring and intergenerational cross-cultural culinary programs. Cultural and traditional activities with Elders-Elders are invited to share their experiences and educate the program's participants on the community's traditional and cultural practices. Examples of activities offered by elders include beadwork, painting, weaving, jewelry making and cooking. As the communities have identified inter-generational learning opportunities as a priority, the Elder component is integral to our project. Children learn their ancestral history from their elders. Our project will strive to promote understanding, historical healing and community changes and diversity.

Our project will set these objectives for our participants:

- Enhance leadership skills through training, mentoring, support and on-going experience
- Increase self-confidence
- Extend existing work experience to support future goals and endeavors

2N. The BIE Navajo School District will use the following criteria for establishing our project evaluation structure:

- in budget?*
- 1. Setting the Parameters for Evaluation** - We will develop a program theory or logic model that describes the initiative's goals, its strategies for achieving its goals, its expected outcomes, and the anticipated timetable for program implementation and results. We will need to bring stakeholders into the evaluation process by taking account of their shared goals and concerns and by helping them meet their own information needs. Make sure that stakeholders see how evaluation will help them do their jobs better.
  - 2. Deciding What to Evaluate** - Using the program theory, pinpoint the events, activities, relationships, and outcomes that are central to the initiative's success. Focus data collection in these key areas. Don't try to collect data on everything that is "interesting." Use the program theory to determine when to expect both immediate and long-term effects.
  - 3. Consider the program context** - Consider the program's intended effects on socialization, resilience, wellness, and academic improvement. If a central goal of the before school, after-school and summer program is to strengthen students' capacities in areas such as developing relationships with peers, planning a successful future, and avoiding risk behaviors, builds in measures of student growth in these areas.
  - 4. Crafting the Evaluation Design** - Attend to research-design principles that ensure accuracy, generalizability, and lack of bias.

Important research-design principles include basics such as:

- Consulting prior research and adopting methods and instruments that have proven successful in similar situations

- Pilot-testing data collection instruments to make sure that those who must provide information understand them and that all of the intended respondents are likely to understand them in the same way
- Establishing sample sizes that will achieve the levels of precision and statistical confidence needed to answer the study's research questions
- Minimizing the evaluation's burden on respondents by querying only those respondents who are well positioned to answer honestly and accurately and by using administrative data and other existing information whenever possible, so long as the data are reliable and comprehensive
- Designing data collection to achieve high rates of response from intended respondents; designs that generate high response rates permit smaller sample sizes if the samples are representative of the populations being measured

**5. Planning for Data Collection** - Identify and follow all school district and youth service agency requirements for the protection of human subjects in the handling and reporting of data.

- Secure parental permission before obtaining personally identifiable data about students. Maintain the confidentiality and anonymity of these data.
- Obtain information from the most reliable sources available, consistent with reasonable evaluation budgets.
- Understanding the characteristics of the students served in an after-school program can inform an evaluation in useful ways. For example, information on students' family income (as measured most frequently by eligibility for free or reduced price lunch) and on their prior academic achievement can indicate the overall levels of disadvantage status of the served population. The prior achievement measure can also serve as an essential baseline if the evaluation measures achievement change. In addition, information on student demographic characteristics is important program feedback on its own. It tells the program whether it is serving the types of students it originally set out to serve.
- Gather data on student exposure to the before school, after-school program and summer school use the data in analyzing program implementation and effects. Set up a system for managing information. Organize the system to assemble data at the level that is most relevant to the initiative (e.g., child, school/provider, community).

**6. Planning for Analysis and Reporting** - Provide feedback from the evaluation to program operators and stakeholders early and often.

- Arrange reporting schedules to the timing of stakeholders' needs for information. Focus analysis and reporting on elements that program operators can change, not on conditions that are beyond the capacity of the program to affect. Evaluation is an important ongoing process that supports the organization striving for excellence in the achievement of its mission. It is a process of asking good questions, gathering information to answer them, and making decisions based on those answers.
- An important element in making evaluation findings useful is generating and reporting them on schedules that correspond to important decision points, such as annual contract-renewal and hiring periods.

- Our evaluation will include information on the importance of staff satisfaction and sense of professionalism to inform decisions about staff training, hiring and retention, and working conditions.
- Our project hopes that our evaluation suggested that high levels of staff satisfaction were associated with high levels of student engagement and enjoyment of the after-school experience.
- Our project will take steps to raise staff satisfaction by improving the quality of staff training and encouraging positive efforts by the program's grantee organizations on behalf of project staff.
- Use the evaluation as an opportunity to analyze and report on promising local practices. Identify reporting topics based on areas in which program operators are searching for help.
- Make sure that program reports convey information in language that is readily understandable to key stakeholders.

**20.** The Navajo BIE School District will develop a sustainability plan that will incorporate the following initiatives:

1. Create a Quality Program Coupled with Constant Outreach
  - Demonstrate to your school board and administration the importance of the program.
  - Make program users, families, and lead staff aware of the program quality and funding fragility.
  - Have expected outcomes, measure them, and report them loudly and often to everyone touched by the program.
  - Balance academics with fun and enrichment.
  - Show them the better grades, lower discipline referrals and better attendance.
  - Make sure that the superintendent and board believe in the program.
  - Garner the support of the participants, parents to advocate for and recruit support from others.
  - The main teachers/mentors in the program must be real advocates for the program.
  - Get name out into the community-splash newspapers with events and successes, and by "word of mouth."
  - Publicize your successes through newsletters, VIP visits and testimonials.
  - Craft an evaluation system that allows you to showcase your results
- Build relationships with the regular school provide engaging activities. Staff, be organized and continue looking for best practices with them.
- Build relationships with the regular school provide engaging activities. Staff, be organized and continue looking for best practices with them.
2. Identify and Build a Portfolio of Funding
  - Form a partnership with local government
  - Develop strong community collaboration
  - Work directly with city and county officials to gain support for the programs.
  - Form partnerships with local governments together with businesses, civic organizations and parent groups.

- Focus on providing services for partners (you have the students and the space), don't initially look at costs or expenses—look at providing them with what they need to accomplish their missions and goals—and then ask them to help with your objectives.
- Speak with local community agencies (community-based and faith-based organizations) to help support and fund program, from the beginning.
- Be visible in your community, the more people who know about the program, the more likely it is to be funded.
- Aggressively recruit volunteers and bring in guest speakers.
- Make sure that the staff/volunteers are of high quality and train them.
- Form a 20% club at each site- this means bring in 20% of volunteers per enrollment per campus (site).
- Work with local high schools and colleges to recruit students to earn service learning credit and internship hours and help with the program.
- Have a developed group of volunteers to help staff

**2P.** The Navajo BIE School District will ensure that the project coordinates with other programs that address the needs of our target population by:

**Shared Space** - locating the program in schools enabled families to enroll their children in the program without needing to worry about how they would get them there. School staff can assist programs in identifying students who would benefit from participation and can help recruit youth into the program. Locating an after school program in a school can also result in more cost-efficient programming as schools and afterschool programs pool resources to enhance their facilities. Another benefit of school-based before school, after school, and summer school programs is that school personnel change their perceptions of students' abilities. After school programs encourage students to participate in performances and exhibitions that tap into skills and talents that may be hidden from a classroom teacher given the nature of the school-day curriculum. School-based after school programs can host performances during the school day, enabling the entire study body and school personnel to observe students in a different light and to recognize a broader range of skills and talents than may be observable during the school day alone. Finally, sharing space can have a profound and positive impact on schools, particularly in regard to school culture. Through school-based after school programs, students and teachers can build multidimensional relationships and students can demonstrate greater involvement in extracurricular learning.

**Supportive Leadership** - Supportive school leaders are considered a critical component to successful before school, after school and summer school linkage. They can assist in recruitment; facilitate communication between before school, after school, and summer programs, and families; help leverage resources; offer programmatic suggestions to align before school, after school and summer school programming in support of in-school learning; and, enable school personnel to work in these school programs.

**Shared Staff** - Overlap between extended school staff has the potential to strengthen in-school and out-of-school learning alike. Also when school-day teachers are employed in the after school program it is more likely that there was a school wide strategy in place between the school and the after school program regarding the curriculum in reading, writing, math, and homework

assignments. Similarly, by using school-day teachers as literacy coaches aided in the school's communication with the after school program leaders and site facilitators.

In addition to fostering better communications between the school and the after school program, employing school personnel can also provide content expertise to enhance the skill set of the after school program staff, especially in the areas of literacy and mathematics. This ensures that when employing school-day teachers as tutors, coordination between the tutors and the students' regular school-day teachers is critical to ensure that the "right" skills are being reinforced. Staff who were also school personnel reporting that their dual roles benefited the after school program and the school alike. When school day teachers are exposed to the inquiry-based learning approaches prevalent in after school programs, these approaches can influence their classroom practices and improve in-school teaching and learning.

**2Q.** The Navajo BIE School Region has re-structured its operational plan to better serve our students, parents/guardians, schools, and communities. Our school district will be headed by one Associate Deputy Director (ADD), who will oversee the daily, future plans, implementation of these plans, all budgetary/financial operations of the district. The ADD will have three Associate Superintendents who oversee clusters of BIE operated schools. The Associate Superintendents have Educational Specialist working to support school sites on Special Education Services, Curriculum, Instruction, Assessment, and Human Resources.

### **3. Adequacy of Resources**

**3A.** The staffing capacity for all the schools in this project is adequate. The Navajo ADD office will ensure that the academic portion of each program will have a student / certified teacher ratio of no more than 1:10. In addition Enrichment/recreational program ratios should have no more than 1 support staff:15 staff. This staffing capacity can be accomplished by rotating academic programs/classes with the enrichment and recreational programs. The extended project schedule will have sections of time allocated for each project component. Appendix: D

This partnership of 16 Bureau operated schools under the ADD Navajo office will be staffed by an Education Specialist (21<sup>st</sup> CCLC Coordinator) at the district level who will monitor program implementation at the school sites and ensure schools are in compliance with the grant guidelines and requirements, and will conduct periodic on-site monitoring visits. The Education Specialist will also be responsible for setting up a system to collect all required data and reports to meet the requirements of the Division of Performance and Accountability office. The Education Specialist will also provide technical assistance and training to school sites to make sure program compliance issues are addressed, should issues arise. Appendix: E On a quarterly basis, reports will be submitted to the ADD Navajo Education Specialist (21<sup>st</sup> CCLC Coordinator) and schools' Native Star activities will also be monitored to ensure transparency of program implementation. The Education Specialist will also coordinate with the Associate Superintendent-Administration and participate in the BIE-Admin Financial Reviews. This position will be directly under the supervision of the Navajo ADD office (see Organizational Chart).

Each program at the school site has designated a Site Facilitator who is already employed with the school and who will be paid as a stipend under the 21<sup>st</sup> CCLC grant funds at the school.

Under the supervision of the school Principal, the Site Facilitator will coordinate the school staff and implement the proposed activities with the Site Facilitator having oversight of the program operations. The Site Facilitator will also collect and maintain all the required documents and data at the school site and coordinate with the district Education Specialist through the site Principal and Line Office.

**3B.** All school staff will follow the hiring procedures as outlined in 62BIAM and other federal hiring procedures such as the Personnel Policies and Procedures hiring process that ensure that each person who will be working with children has passed background checks. All schools are checked regularly to make sure that the facilities are safe. Each school also has student handbooks that delineate how discipline will be handled. As schools follow the 62BIAM and other federal hiring procedures, schools will carefully screen and determine applicants for qualification in accordance to the related job descriptions (see Job Descriptions in Appendix IV). Upon screening, qualified applicants will be interviewed. The most highly qualified personnel will be selected and will receive professional development to ensure the highest quality of after school instruction.

**3C.** Navajo ADD and each partnering school provide assurance that students will travel safely to and from the school site program and their homes, including field trips that the students may take. Each school will use school bus drivers who have passed annual health and bus safety training and are fully certified with CDL licenses. All school travel must comply with state and national regulations regarding bus safety.

**3D.** All participating schools in this project will leverage existing school resources. The 21<sup>st</sup> CCLC projects will have access and use of all the schools' classrooms, library, computer equipment and labs. The partners in the consortium are providing resources such as administrative, custodial and clerical costs without cost to the projects. Costs associated with snacks will be covered through the USDA reimbursement programs and ISEP funds. The use of facilities-classrooms, library, utilities, custodial services, technology equipment, copiers, telephone and some consumable materials will be contributed by the school sites at no cost to the project.

**3E.** The Navajo ADD office involved the staff of the central ADD office and school staff from each school in the development of this proposal from the partnering schools. In coordinated efforts, the principals gathered data and the necessary information to develop Project Narratives and School Site Budgets to operate 21<sup>st</sup> Century Community Learning Centers at their respective school sites. If funded, the Principal, in a coordinated effort with the Site Facilitator, will continue to be a key team member in the implementation and oversight of this project. The Quality of Management Plan section will detail the Principals roles and responsibilities. Schools have provided information regarding the schools' plans to partner with the Navajo BIE Region to submit a 21<sup>st</sup> CCLC grant application and schools assure their continuous communication with local tribal organizations, community and parents through their proposed activities.

**3F.** If funded, the Principal, in a coordinated effort with the Site Facilitator, will continue to be a key team member in the implementation and oversight of this project. The Quality of

Management Plan section will detail the Principals roles and responsibilities. Schools have provided information regarding the schools' plans to partner with the Navajo BIE Region to submit a 21<sup>st</sup> CCLC grant application and schools assure their continuous communication with local tribal organizations, community and parents through their proposed activities

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

**4A.** Only 35% of our students in the BIE Navajo School District are categorized as making “prediction of proficiency” in Math and Reading. The sixteen (16) schools participating in our proposed project will ensure the effective management of the 21<sup>st</sup>. CCLC operation, supervision of the staff, fiscal responsibility and safe and effective learning environment as measured by the 21<sup>st</sup>. CCLC yearly evaluation to be conducted on or before June 2013. (NWEA B.O.Y. Math and Reading data). Appendix: A

Participating schools in our proposed 21<sup>st</sup> CCLC project have provided SMART goals tables, responsibilities, and milestones for accomplishing project tasks aligned with Native Star SMART goals are included in Appendix \_. Through our Cooperative Agreement Unit (CAU) made among our 16 participating schools, the goal is to align resources that focus on providing quality services in educational, recreational, health and social service programs for the students and their families. School improvement decisions and oversight are centralized so resources are used in a more concentrated manner.

The 21<sup>st</sup> CCLC “program is designed to provide funds for high-need BIE operated schools and residential programs that have low achieving, poor performing students who lack the resources needed to establish before school, after school, and summer learning programs for students with high rates of juvenile crime, school violence, and/or student drug abuse.” To meet the purpose of the 21<sup>st</sup> CCLC goals, the BIE Navajo School District aligned the Native Star indicators with the 21<sup>st</sup> CCLC project. The School Sited Based Facilitators and District Education Program Specialist – 21<sup>st</sup> CCLC Coordinator will collaborate and review the progress of the Native Star Indicators and plans.

The schools will focus on the overarching goal of differentiated instruction to meet the high need, low achieving, and poor performing students. The school’s leadership team will focus on the means to individualize instruction during the “after-school program,”

Components derived from Native Star Wise Ways.

Teachers will share their most successful instructional strategies for meeting each objective in the unit of instruction. Unit plan level each objective into 3 tiers: target, enhanced, and prerequisite. The unit plans also differentiate learning activities among various modes of instruction – whole class instruction, independent work, small group and center based activities and homework. The activity instruction provides the detail that enables any teacher to use the learning activity and also become a means of explain the activity to students.

All schools will be held accountable for the following but not limited to Native Star Indicators:

All schools will be held accountable for the following but not limited to Native Star Indicators:

ID01	Key	<u>A team structure for schools is officially incorporated into district policy. (36)</u>
IIB04		<u>Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)</u>
IE06	Key	<u>The principal keeps a focus on instructional improvement and student learning outcomes. (57)</u>
ID04	Key	<u>All teams prepare agendas for their meetings. (39)</u>
IF08		<u>Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)</u>
IIC03		<u>Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers. (98)</u>
IIIA06	Key	<u>All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (115)</u>
IID10		<u>Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (108)</u>
IID11		<u>Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)</u>
IIIB06		<u>All teachers systematically report to parents the student's mastery of specific standards-based objectives. (155)</u>

The District Native Star Indicators will guide the district as well as the schools and aligned to the learning programs for identified 21<sup>st</sup>. CCLC project.

<b>IA03</b>	The Education Line Office works closely with schools to ensure that quality services are provided by providers (external and internal) and are appropriate to the targeted needs of the school. (827).
<b>IA04</b>	The Education Line Office supports schools with their use of technology for instruction and for integrated data collection, reporting, and analysis systems, especially as it pertains to NWEA, NASIS, AIMSweb, and DIBELS, and similar systems. (828)
<b>IA06</b>	The Education Line Office is a partner with the school in accounting for student achievement and learning outcomes. (830)
<b>IA07</b>	The Education Line Office supports schools in their reallocation of <span style="float: right;"><u>ww</u></span>

	resources to support school, staff, and instructional improvement. (831)
<b>IA08</b>	The Education Line Office ensures that schools use NASIS, NWEA, AIMSweb, DIBELS, and similar data to drive instruction and make management decisions (personnel, budget, staff and student schedules, professional development). (832)
<b>IIIA01</b>	The Education Line Office designates a POC to maintain close communication with the school and provide assistance with its progress. (848)
<b>IIIA02</b>	The Education Line Office meets on-site or via conference call/webex at least monthly with the school's leadership team (improvement team) to discuss the school's progress, review school performance and operational data, and make decisions about school improvement and professional development. (849)
<b>IIIA05</b>	The Education Line Office assists schools to ensure effective use, candor, and <u>WW</u> fidelity with Native Star to maximize student outcomes. (852)
<b>IIIA06</b>	The Education Line Office works to establish a "culture of candor" necessary to a successful school improvement process. (853)

**4B.** The BIE Navajo School District will provide a detailed timeline for program implementation and continuous planning for the first three years by the District Administrative level will be coordinated under the direction of the Education Program Specialist 21<sup>st</sup> CCLC. The Coordinator will work closely with the participating schools site based 21<sup>st</sup> CCLC Coordinators, principals, District Education Program Specialists, Consultants, Associate Deputy Director Navajo, and other District level personnel to determine the needs to provide technical assistance to participating schools.

The respective schools (16) will be included in the school's plan and located in Appendix: D. The 21<sup>st</sup> CCLC's Monitoring and Supervision Plan details the level of monitoring, person responsible, supervisor of responsible person, responsibilities and reporting mechanisms. BIE Navajo School District will use a three-prong approach to managing this project. This approach will be used to ensure that quality and accountability of the project. Monitoring will be conducted at three levels:

- 1) Principals, Department Heads will monitor the day-to-day operation and supervision,
- 2) Principals, Department Heads will conduct the monthly monitoring, and
- 3) Education Specialist, 21<sup>st</sup> CCLC Coordinator will conduct the monthly and quarterly monitoring. This comprehensive approach ensures several check points to ensure project fidelity and accountability. This process also promotes ongoing communication and coordination.

**Project Monitoring and Supervision Plan (January 2013 to Dec. 2016)**

Level	Person Responsible	Supervised by	Responsibilities	Reporting Mechanisms
I	Education Specialist – 21 <sup>st</sup> . CCLC Coordinator	ADD-Navajo	<ul style="list-style-type: none"> <li>• Responsible for overall operation of the project; day to day implementation,</li> <li>• Oversee data collection, analysis and reporting</li> <li>• Provide technical assistance</li> <li>• Oversee parent involvement and Professional Development components</li> <li>• Meet weekly with ADD-Navajo, develop and submit weekly/monthly status reports; report to the 21ST CCLC MONITORING TEAM (PMT) Team</li> <li>• Responsible for all project reporting and other required documents.</li> <li>• Track and update the progress of the Native Star indicators.</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly program progress</li> <li>• Coaching/modeling debriefing forms</li> <li>• Weekly staff meeting agendas, minutes and sign in forms as documented in Native Star web-based system</li> <li>• Portfolio of all information that is disseminated to parent/community and other stakeholders</li> <li>• PPICS</li> <li>• Financial reviews NASIS</li> <li>• Performance Measure tracking forms</li> <li>• NWEA</li> <li>• Internal Performance Improvement</li> <li>• Evidence of student data</li> </ul>
II	School Site-Based Coordinator	Principal	<ul style="list-style-type: none"> <li>• Responsible for meeting all compliance, assist with formal evaluation and accountability requirements, In collaboration with the School Site Based Coordinator analyze student and program data; develop reports; use data to make program adjustments,</li> <li>• Meet with district Based Coordinator on monthly basis regarding program progress</li> <li>• In collaboration with the School Site Based Coordinator and 21st CCLC Monitoring Team (PMT) to conduct quarterly</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly summary reports,</li> <li>• Monthly Status Report</li> <li>• Coaching/modeling debriefing forms</li> <li>• Weekly walk-throughs</li> <li>• observation forms</li> <li>• Weekly staff meeting agendas, minutes and sign in forms</li> <li>• Portfolios of all information that is disseminated to parent/community</li> </ul>

			<p>meetings on organization and operation of the project</p> <ul style="list-style-type: none"> <li>• Conduct weekly walk-throughs in all project classrooms,</li> <li>• Provide monthly report to Parent Involvement Committee, Parents, Families, School Boards and other stakeholders.</li> <li>• Oversee the development and submission of all required reporting and evaluation documents.</li> <li>• Track and update the progress of the Native Star indicators.</li> </ul>	
III	<p>Project Management Team (21ST CCLC MONITORING TEAM (PMT) – team make up: Education Program Specialists (District Level)</p>	<p>Education Specialist, 21<sup>st</sup> CCLC Coordinator and ADD-Navajo</p>	<ul style="list-style-type: none"> <li>• Responsible for ensuring the quality and accountability of the project</li> <li>• Meet on a quarterly basis to monitor project activities and student performance</li> <li>• Monitor the program’s implementation and to ensure a quality service</li> <li>• Review and analyze project data and make appropriate service adjustments</li> <li>• Develop, conduct two yearly surveys; analyze data and develop summary report; recommend program adjustments as prescribed by survey results</li> <li>• Submit progress quarterly report to Education Specialist, 21<sup>st</sup> CCLC Coordinator and school leadership team (SIT)</li> <li>• Monitor student performance</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly Meeting agendas, minutes and sign in forms</li> <li>• Data analysis reports/charts Work session products</li> <li>• Final Project Evaluation Report – yearly</li> </ul>

**4C.** The BIE Navajo School District 21<sup>st</sup> CCLC's district administrative structure level covers the Education Specialist. The 21<sup>st</sup> CCLC Coordinator's management will stem from the New Mexico and Arizona Common Core State Standards. The actual management materials are located in within the individual school project narratives. Each respective school will describe and include the management materials that will be used, such as forms, student and staff handbooks, policy information, lesson plans aligned to Common Core State Standards.

Appendix: F

**4D.** On July, 2012 changes were made by the BIE Navajo School District to the organizational structure of the education line office to create the BIE Navajo School District. The purpose of the realignment was to enhance the effectiveness and efficiency of the current process and to improve academic success. Through our cooperative agreement among our 16 schools, our goal is to align resources that focus on providing quality services in educational, recreational, health and social service programs for our students and their families. School improvement decisions and oversight are centralized so resources are used in a more concentrated manner. BIE Navajo School District supports Native Star as the driver for School Improvement through our organizational realignment of combining 6 line offices to one BIE Navajo School District. All Associate Superintendents and staff together will assess, plan and implement Native Star Indicators at the district level. Native Star at the school site will be monitored through regular reviews of entries online, agendas, minutes, coaching comments, reports, tasks and indicator implementation status. The district Native Star Specialist will provide feedback to Associate Superintendents about discrepancies between plans and implementation. Associate Superintendents will monitor for implementation of indicators between reporting periods.

The overall management plan that will be employed by BIE Navajo School District BIE operated schools is divided into two sections, Administrative Management and Staffing Plan and the BIE Navajo School District Action Plan. Each of these plans details the management procedures that will be employed by BIE Navajo School District to operate and manage the project. Each plan specifically defines the goals, objectives, activities, person responsible, target populations, milestones, and timelines. The project will use the approved Bureau of Indian Education (BIE) Continuous Improvement and Monitoring Process (CIMP) to ensure that specific data is generated, collected, analyzed, and used to monitor project implementation and impact. The School Site Based Coordinator will continually monitor the success of the project, including levels of participation, quality of classes/services, "customer satisfaction", and impact on the participants in terms of achievement, attendance, and behavior.

BIE Navajo School District 21<sup>st</sup> CCLC Project has established a solid management plan that ensures strict monitoring of project efforts towards the stated goals, objectives and the desired outcomes. The project coordination will have the sole responsibility of managing the day-to-day operation of the project and ensure components are planned, implemented, coordinated, and evaluated; oversee the data collection process; work with area service providers (when available) and work closely with the Principal, Department Head, or Head Teacher to ensure ongoing communication and coordination. The Principal, Department Head, or Head Teacher will have the responsibility of supervision of the staff, teachers, and support staff; monitor the project to ensure all instructional practices are on target and implemented accordingly. The Education Program Specialist 21<sup>st</sup> Century Coordinator will be responsible for ensuring the implementation

and accountability of the overall project; ensure that the Principal is informed and involved in the implementation of this project. A team, 21<sup>st</sup> CCLC Monitoring Team (PMT) will be established and will provide a third level of monitoring to ensure accountability. The 21<sup>st</sup> CCLC MONITORING TEAM (PMT) will be comprised of the 21<sup>st</sup> CCLC Coordinator and Education Program Specialists (District Level).

The BIE Navajo School Districts' organizational structure will be described in the school's respective plans and the BIE Navajo School District restructuring organizational chart emphasizes how the Proposed Staffing Plan outlines those positions that will be funded by 21<sup>st</sup> CCLC funds. This restructuring strategy will provide for more effective use of resources, resource allocation, and other positions will be funded by the school using Title I, Title VII, SPED, and ISEP funding. Current academic staff of the following specialty areas: teachers, technology personnel, and support personnel will be part of the project. A complete detail of the Budget and Budget Narrative provides a complete description of the staffing and funding contribution by each of the mentioned programs. It is anticipated that as the 21<sup>st</sup> CCLC funds cease to exist these alternative funding sources will be able to sustain the program.

### Proposed Staffing Plan

Title	Responsibilities	Qualifications
Education Specialist, 21 <sup>st</sup> . CCLC Coordinator 1.0 FTE	Directs and administers all program activities, coach all site based coordinators of all staff, planning, program operation, budget and report writing. Works closely with ADD-Navajo, 21ST. CCLC MONITORING TEAM (PMT) Team, SIT Team, and area service providers. Track and update the progress of the Native Star indicators.	BA degree, MA preferred, ESL certified, reading background, knowledgeable of effective professional development strategies, administrative experience in leadership position, successful experience with project management, strong interpersonal skills, knowledge of the community, knowledge/skill in data management systems, analysis and report writing, strategic planning; evaluation, parent involvement, and are resources and service providers.
Current school staff will serve within their respective school sites	Responsible for lesson development, data use to plan instruction for students, Plan, develop, and delivery student specific intervention lessons/strategies. Maintain student portfolio and other data sources track student performance. Meet weekly with Core teachers to coordinate instruction and plan to improve academic student performance. Track and update the progress of the Native Star indicators.	NM & AZ teaching credentials, meet all NCLB requirements, 5 years experience in an elementary classroom, experience with effective intervention strategies, specifically reading and math, experience with struggling reading, ELL students and students experiencing difficulties in math, experience with working with families/community.

4E. The core of BIE Navajo School District BIE operated school's school improvement strategy is ongoing professional development. The district and schools will collaborate with one the professional community of learners and share data to seek professional development assistance

in the following areas: Orientation, fostering positive behavior, regularly scheduled staff meetings for program development, linking to the school day, how to scheduled staff meetings for program development, linking to the school day, how to help with homework, training enrichment/recreation leaders, aligning to CCSS, data driven decision making at the student level, and grade-level expectations, etc.

The school provides a school wide professional day, from 4 hours to two full days per month. These days have been scheduled and planned; training targets identified school improvement strategies- Common Core State Standards Instruction (CCSS standards), Sheltered English Instruction, Differentiated Instruction, Use of Data to Guide Instruction, and development of individual student learning plans-individualized instruction. With the use of the student data folder, the 21<sup>st</sup> CCLC project staff, including the Coordinator will have access to these resources and be included in all the training at no cost to the project. In addition, the Principal, Department Head, or Head Teacher, On-Site Based Coordinator, and Reading and/or Math Coaches will provide mentoring and coaching for instructional staff. In conclusion, 21<sup>st</sup> CCLC staff will participate in the following PD activities:

- Orientation training at the beginning of the year,
- Monthly, two times a month, professional development for training,
- Ongoing coaching and modeling from Principal, Department Head, or Head Teacher and Reading and/or Math Coaches; teacher learning plans will be developed for each staff member,
- Bi-Weekly “walk throughs” by the Principal, Department Head, or Head Teacher and School Site Based Coordinator; including a debriefing session with teachers.

To ensure the quality of the project, the Coordinator will have the sole responsibility of ensuring the day-to-day operation of the project and the supervision of the staff. He/she will be in charge with conducting a weekly (at a minimum) “walk through” of all classrooms. It will be the Site Based Coordinator’s responsibility to provide coaching and modeling if the need arises. All instructional staff will collaborate, research, and engage with Site Based Coordinator, Principal, Reading and Math Coaches, to develop and implement an Individual Learning Plan (Teacher ILP) that will guide the Site Based Coordinator in providing the necessary assistance to ensure quality instruction and services.

**4F.** The collaboration of all tribal and community stakeholders includes the eighteen (18) BIE-operated schools that have current Memorandum of Understanding and Cooperative Agreements. A list of agencies or outside organizations the school has partnership with, and preferable with organizations you have MOUs in place with, and provide copies of the MOUs.

- Office of Youth Development - Weekly physical education and health promotion activities, Intramural Sports
- Crownpoint HIS-Gallup
- Navajo Nation Health Promotion
  - Annual Walk Across the Navajo Nation
  - Youth Risk Behavior Survey
  - Tiger Tots, Tsehotsooi Medical Center, a healthy eating and physical activity program for Kindergarten and First Grade students.

- Community Health services in coordination with Indian Health Services for Wellness Walks and other Wellness Programs, Health Fairs
- Chapter -Diabetes prevention and health promotion (CHR?)
- Senior Citizen -Potential Foster Grandparent Programs and Navajo culture and language
- Farmington Library
- Skate Way USA
- Farmington Public Swimming Pool (Aquatic)
- Allen Theatres
- APS Power Plant
- BHP
- Farmington Museum
- US Department of Wildlife and Park
- Navajo Dam
- Navajo Nation Capital
- Kirtland High School Drama Club
- Kirtland Fire Station
- Sheriff Department
- Golden Corral
- Farmington Recreational Parks
- Navajo Nation Girls and Boys Scouting Program
- Lowell Observatory

**4G.** The BIE Navajo School District understands the value of communication and collaboration with community stakeholders as being a key component of this project. The Coordinator and the Associate Deputy Director-Navajo will have the responsibility of ensuring that communication with the stakeholders is ongoing. In addition the Program Monitoring Team (21<sup>st</sup> CCLC MONITORING TEAM (PMT) is integrally involved in the implementation of the project. Among their responsibilities is ensuring that stakeholders are informed and are included in the decision making process. The following actions will be taken:

- Develop and disseminate a 21<sup>st</sup> CCLC Brochure
- Develop and disseminate quarterly reports; inform School Board, parents, and tribal organization,
- Disseminate monthly newsletter, conduct monthly parent meeting, develop flyers, announcements,
- The 21<sup>st</sup> CCLC MONITORING TEAM (PMT) and Coordinator will work (ongoing) with the School Improvement Team (SIT) to ensure program efforts are congruent with school improvement and restructuring efforts;
- Ensure stakeholder input and offer opportunities for participation in decision making conduct surveys twice a year for participant input; summarize data and develop report; make recommendations for project changes or adjustments,
- The 21<sup>st</sup> CCLC MONITORING TEAM (PMT) and Coordinator will participate in the annual school wide strategic planning meeting, ensuring project is integrated into the operation and the school improvement process,
- Conduct a year Focus Group meeting to discuss program effectiveness, identify needed changes, and determine strategies to best serve the students, families and community.

**4H.** The BIE Navajo School District will describe what data will be collected to monitor student progress and behavior as well as what data from PPICS. The following data will be collected via PPICS:

View Individual Grantee Profile Summary that includes the following information:

- 1) Grantee Location
- 2) Contact Information
- 3) Awards A on & Length
- 4) Center Information
- 5) Number of Anticipated Participants
- 6) Community Partners
- 7) Sub-Contractors
- 8) Grade Level Served across all centers
- 9) Community Partners & Subcontractors.

The proposed Evaluation Plan is specifically aligned with the project goals, objectives and outcomes. The Coordinator, 21<sup>st</sup> CCLC MONITORING TEAM (PMT) and the Associate Deputy Director BIE Navajo will use a continuous improvement strategy that employs ongoing collection, analysis and summarizing of data at specific interval. This ongoing monitor of program implementation will enable the 21<sup>st</sup> CCLC MONITORING TEAM (PMT), Coordinator, and key staff will make adjustments in a timelier manner. Every month, the Coordinator will meet with key staff to review the previous month's activities, student performance and gains towards projected targets. At the end of each meeting data will be organized and summarized to facilitate the development of the year and evaluation.

#### **Government Performance and Results Act (GPRA) 427 Requirements**

Children with special needs will be participating and instruction will be provided as per their IEP in all of the educational programs, including the 21<sup>st</sup> CCLC program. Early intervention services are provided as needed and are available through the school programs including a contracted speech pathologist, with other special needs services provided through the local intermediate school district. Special Education and Title I services are provided for all students identified with those needs. A majority of those currently receiving services are for speech and language or learning disabilities. In addition, a signer is available for any student needing these services and all areas of the 21<sup>st</sup> CCLC program meet or exceed Federal accessibility guidelines. Additional accommodations are provided as necessary.

#### **5) School Improvement Status**

**5A.** The ADD-Navajo region has identified sixteen BIE operated schools to participate in the Navajo BIE Region 21<sup>st</sup> CCLC grant application. The sixteen (16) Bureau operated schools included in this grant application vary in School Improvement status:

- 8 schools are in restructuring status,
- 2 schools are in School Improvement Year status, and
- 6 schools are making Adequate Yearly Progress (AYP).

The sixteen participating in the proposed 21<sup>st</sup> CCLC have differing AYP designations and have submitted to the BIE Navajo School District their specific school improvement plans via the Native Star district required reporting tool. Within each plan each school site has developed their academic, staffing, resources, and evaluation plans. These plans have been reviewed by the Associated Superintendents who have supervisory authority over their assigned schools. Within the Native Star reporting tool each school had to ensure that their plans have resources/instructional/human resources, qualified teachers, support staff, and an instructional program that encompasses Common Core State Standards, RtI groupings, and research based instructional delivery strategies that meet all student needs. The individual improvement plans have been approved, and a continuous monitoring system is in place with reporting due dates.

**5B.** The BIE Navajo School District will clearly identify the capacity of the staff to implement the 21<sup>st</sup> CCLC while implementing school improvement plans. Each school site is currently implementing their district approved school improvement plans. These improvement plans have been integrated into each school site plan. The 21<sup>st</sup> CCLC will add another strong educational, wellness, and native language component to enhance the learning opportunities for all of our children attending our BIE operated schools.

**5C.** The BIE Navajo School District will ensure that school making AYP clearly identify additional supports to engage student participation, recruitment, and retention by utilizing the follow best practices. The key components of the Navajo BIE Region 21<sup>st</sup> CCLC program design are aligned to the schools' school improvement plans and restructuring strategies. An integral part of this plan will be the extension of academic school day. The students will be given an opportunity to increase their performance by participating in specific enrichment programs that target their specific academic needs, like reading, writing and math. The plan will also allow schools to design their programs by using strategies that identify and prioritize students with academic needs. For example, an improvement strategy like Response to Intervention (RtI) will be utilized for it involves a research-based instruction and various interventions approaches. It also monitors student progress and subsequently uses data over time to make informed educational decisions. The extended day will also include other programs that will improve student social and academic needs, like Navajo Language and Culture, Wellness and Safety and Technology.

Native Star activities will be monitored periodically to ensure transparency of program implementation. School site facilitators will also submit quarterly reports to the Education Specialist who will then cross-reference reports to schools' proposed plans and expenditure to ensure schools are following the guidelines of the grant and ensure schools are on track with their project status.

**5D.** The BIE Navajo School District is proposing that during the regular school year the BIE Navajo School District will use the 21<sup>st</sup> Century Community Learning Center Grant (before school, after school and summer school programs) to expand opportunities and/or increase student motivation in a before school, after school, summer school programs that may not be addressed through the regular day program by providing a variety of educational offerings in the areas of improving academic achievement (reading, writing, math), wellness, recreational activities, career readiness and hands-on technology activities integrated into the above areas.

These offerings will be implemented in a small teacher/pupil ratio. Research indicates that at-risk students achieve at a greater rate in small group settings with teacher directed instruction and small group collaborative work with peers and volunteers. In small groups each student has the opportunity to interact with the teacher and peers in a supportive environment. Program teachers will also become a mentor to each of their assigned students.

Parents will also have the opportunity to work closely with outside agencies to receive instruction in wellness, parenting, and homework strategies for parents/guardians. Technology instruction will also be offered to parents/guardians.

## 6) Budget/Budget Narrative

### Personnel Services:

- **Education Program Specialist, 21<sup>st</sup> CCLC Coordinator:** This position will be funded through a Cooperative Agreement Unit (CAU) with the 16 participating schools. The Educational Specialist will oversee all aspects of the grant management and ensure goals and objectives of the grant guidelines are met, and will be responsible for the overall operation of the projects within the district and setting up a system to collect all required data and reports to meet the grant requirements.
- **School site Coordinator:** In order to maximize resources, this individual will play a key role in monitoring the implementation of the program at the school site. He/She will be responsible for monitoring all student performance, ensuring that students are receiving the appropriate support, ensure staff is in compliance to provide services as aligned to the grant program design, and will gather all required data and reports and submit to the Educational Program Specialist at the ADD Navajo Office. The Position will be filled by a school employee and will be funded as a “stipend” as defined by the school.
- **Certified Teachers:** Each school site has selected to hire certified teachers to provide remedial instructional services to their targeted students in reading, math, writing, and native language/culture.
- **Educational Technicians:** Each school site has selected to hire educational technicians to assist teachers in providing remedial instructional services to their targeted students in reading, math, writing, and native language/culture.
- **Counselor:** School sites have selected to hire School Counselors to provide character education, social skills, study skills, and assist in the implementation of BEST programs, and to provide prevention education sessions to students and caregivers.
- **Librarian:** School sites have elected to hire Librarians to provide library services to students and caregivers who participate in the 21<sup>st</sup> CCLC after school and summer school programs.
- **Bus Drivers:** Each school has elected to hire bus drivers to provide transportation services to students who participate in the 21<sup>st</sup> CCLC after school and summer school programs.
- **Food Service Workers:** School sites have elected to hire Food Service Workers to provide nutritious snacks to the 21<sup>st</sup> CCLC after school and summer school programs.

### Professional Development:

- Schools have selected to implement the Positive Behavior Support (BEST) in their

21<sup>st</sup> CCLC after school and summer school programs to emphasize on building capacity within their schools. Implementing the BEST program is to compliment the schools efforts in character education, social skills, study skills, and prevention education as the BEST program is a proactive approach based on a Three Tier Model of prevention and intervention to create a safe school environment.

- Schools have also elected to implement the CHAMPS curriculum in their 21<sup>st</sup> CCLC after school and summer school programs to emphasize on building capacity within their schools. CHAMPS curriculum is aimed at assisting classroom teachers in developing classroom management plans to explicitly teach student expectations and behaviors and creating a safe and welcoming educational environment.
- Professional development for resources to effectively implement programs for the 21<sup>st</sup> CCLC programs.

#### **Purchase Services:**

- **Navajo Language and Culture Presenters** – Local artisans, elders, and community historical experts will be contracted to provide instruction and lead activities in the Navajo Language and Culture component that include, but not limited to bullying, respecting others, building friendships, and Navajo kinships.

#### **Materials and Supplies:**

- Materials, consumables, educational service items that will be used by students for instructional purposes, such as intervention curricular materials (reading, writing, math, native language and culture).
- Assessments
  - **NWEA/MAP** license to be purchased to assess growth after completion of summer and after school (NWEA BOY assessment will be used as baseline data at the beginning of summer school and after school programs)
  - **DIBELS and AIMSweb** licenses to be purchased to monitor progress of participating students.
- Supplies include the necessary office supplies needed to operate, such as pens, pencils, spiral notebooks, copier paper, printer cartridges, filing supplies, tape (various types).
- Family Involvement materials and supplies will be used for parent activities, such as supplies for creating and implementing activity lessons and on some occasions snacks will be purchased for family activities and presentations.

#### **Other Expenses:**

- **Staff Travel Required:** Travel includes the expenses necessary for a team representation of staff to travel to the mandatory conferences as required which include an annual 21<sup>st</sup> CCLC conference and one annual regional/national conference. All calculations are based on the Federal Travel Rates.
- **School Travel:** Schools have included local mileage at the standard Federal Mileage Rate, estimating travel logs of approximately 100-250 miles per month while picking up supplies and other necessary items for program operations. Our schools are located in rural areas and nearest cities are anywhere from 50 to 150 miles away, so mileage is critical to program operations and success.
- **Student Travel:** Schools have calculated student travel into their respective budgets.

Their program goals are to take summer school participants on student field trips for enrichment which connect to their lesson learning.

**In-Kind:**

In addition to the budget amounts requested in the above detail, schools are also providing many in-kind resources toward the successful implementation of the project, such as space for program operations, other facilities, utility usage, all leased property, facility maintenance, custodial services, and security. In providing healthy, nutritious snacks for 21<sup>st</sup> CCLC program participants, schools will seek reimbursement funds through the USDA Office.

**Coordinated Funding:**

Schools have in their Schoolwide School Improvement Plans and Consolidated Schoolwide Budget templates on their initiatives to combine and coordinate other federal resources to supplement their 21<sup>st</sup> CCLC budget.



**APPENDIX IV: Participants Served Chart  
Required Minimum**

Name of Each After School and Summer School Site	Designation School Status	% Free or Reduced Lunch	Estimated # of Students to be Served	Percentage of Day School Population Served	# of Family Members to be Served, if Appropriate	Grade Levels To be Served
1. Baca/Dlo' AyAzhi Community School	SI-1	100%	350	100%	80	K-6
2. Belabito Day School	Restructuring	100%	62	100%	45	K-4
3. Chi Chi'tah Community	SI-1	100%	126	97%	70	K-8
4. Cottonwood Day School	Restructuring	100%	235	97%	40	K-8
5. Cove Day School	AYP	100%	29	100%	13	K-4
6. Crystal Boarding School	Restructuring	100%	117	98%	72	K-6
7. Kayenta Community School	Restructuring	100%	360	100%	82	K-8
8. Many Farms High School	AYP	100%	433	100%	86	9-12
9. Nenahnezad Community School	AYP	100%	163	100%	57	K-6
10. Ojo Encio Day School	Restructuring	100%	161	100%	45	K-8
11. Pueblo Pintado Community School	Restructuring	100%	245	100%	66	K-8
12. Seba Dalkai Boarding School	SI-1	100%	115	100%	60	K-8
13. Tohaai' Community School	Restructuring	100%	169	95%	34	K-8
14. Tonalea Day School	Restructuring	100%	211	100%	40	K-8
15. Tse'ii'ahi' Community School	AYP	100%	96	100%	26	K-8
16. Tuba City Boarding School	AYP	100%	1296	100%	87	K-8



## APPENDIX V: PERFORMANCE MEASURES TEMPLATE

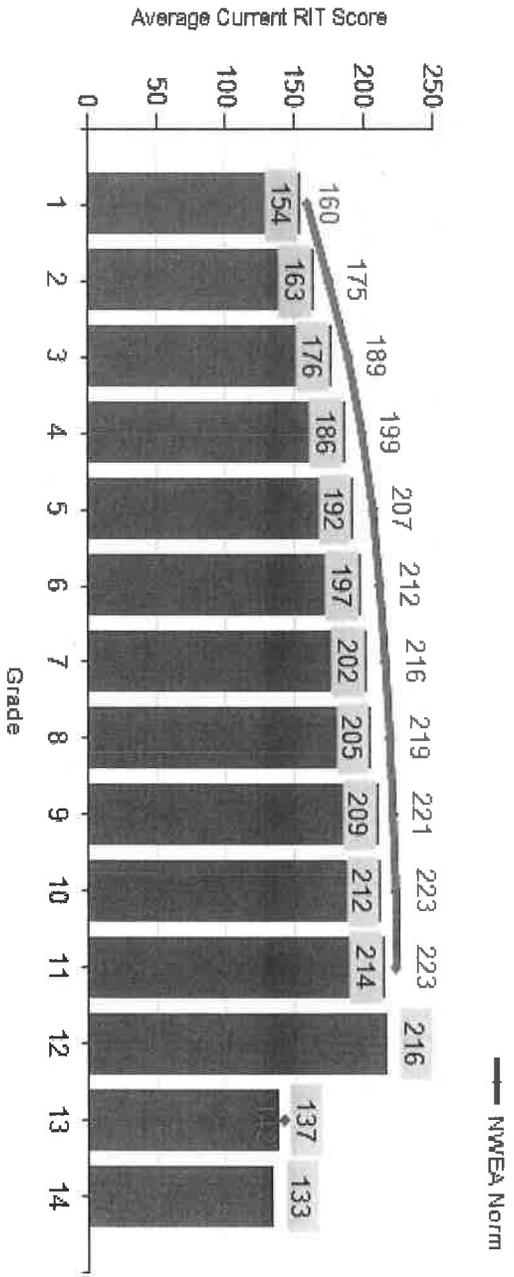
MEASURABLE IMPROVEMENT OBJECTIVE	STRATEGIES	PERSON(S) RESPONSIBLE	BENCHMARK (DATES)	EVIDENCE OF COMPLETION/ EVALUATION
<p>The Navajo BIE School District will utilize an afterschool and summer school (supplemental services) to provide extended academic activities in Reading, Writing, and Math to ensure that all participants make a 60% growth gain on the NWEA Assessment by the end of each year we implement our project.</p>	<p>-RIT cut score utilizing the DesCartes strategies for appropriate individual student cut score.                      -Extended learning from activities that are aligned to the regular school day, such as homework help and tutoring;                      -Enriched learning that is project-based, more hands-on and experiential than regular classroom, such as service-learning, and can be aligned with or disconnected from school curricula; and                      -Intentional learning, which includes all nonacademic activities that foster social and other nonacademic types of skills, like through sports.                      -For Reading/Writing/Math teachers will extend the Best Practices for teaching Reading/Writing/Math that have been identified by grade level and Common Core State Standards</p>	<p>Region Grant Facilitator                       School-Site facilitator                       Identified Teachers                       School-Site Administrator</p>	<p>Quarterly Assessment schedules.                       End of Semester Assessments</p>	<p>Quarterly at the End of Each Nine Week Period                      Using NWEA Survey Test, Short Cycle Assessments, Content Based Assessments</p>

<p>The Navajo BIE School District will utilize an afterschool and summer school to provide activities in the areas of wellness (nutrition, (SPARX) indoor, outdoor activities, individual/team sports, Dine Language/ Culture (history, clan system, Arts/Crafts, reading, speaking, writing of the language).</p>	<p>-Intentional learning, which includes all nonacademic activities that foster social and other nonacademic types of skills, like through sports.          -Promoting a collaborative environment where youth are learning with and from each other in safe and trusting spaces.          -Allowing students to progress at their own pace to set and achieve their individual goals.          -Strengthening partnerships between youth and their surrounding communities including the school district, local businesses and community-based organizations.          -Giving youth a voice to communicate with the world around them and make a difference.          -Offering project-based learning to engage students' critical thinking skills.</p>	<p>Region Grant Facilitator           School-Site facilitator           Identified Teachers           School-Site Administrator</p>	<p>Quarterly Assessment schedules.           End of Semester Assessments</p> <p style="text-align: center; color: yellow; font-size: 2em;">↑ NOW ASSESSED ↓</p>	<p>Quarterly at the End of Each Nine Week Period using NWEA Survey Test, Short Cycle Assessments, Content Based Assessments</p> <p>Develop a Positive Sense of Self</p> <p>Develop an appreciation for Their historical background</p> <p>Develop some proficiency In their language</p>
<p>The Navajo BIE School District will incorporate the Dine Language/ Culture (history, clan system, Arts/Crafts, reading, speaking, writing of the</p>	<p>Best Practices and Strategies to be utilized by teachers/elders/partners will be through hands-on activities, multi-media activities, theater activities, arts (music, art, jewelry, etc.)</p>	<p>Region Grant Facilitator           School-Site facilitator           Identified Teachers           School-Site Administrator</p>	<p>Quarterly Assessment schedules.           End of Semester Assessments</p>	<p>Quarterly at the End of Each Nine Week Period using Short Cycle Language Assessments, Content Based Assessments</p> <p>Develop Positive Character Behavior          Develop Positive Long Lasting Relationships With teachers, tutors,</p>

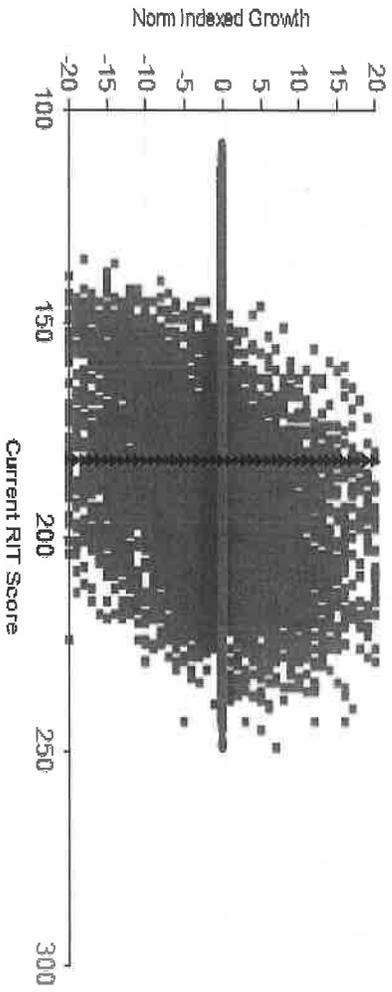
<p>language) students will be active participants in the reclamation of their Dine/Culture/History. Students will present a final performance assessment project and must score 80% percent or better on a presentation rubric with project criteria to include but not limited to integrating their language proficiency, historical aspects, cultural awarness and fine arts.</p>				Elders, Partners, Peers
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**BIE Navajo Region District - Fall 2012  
READING**

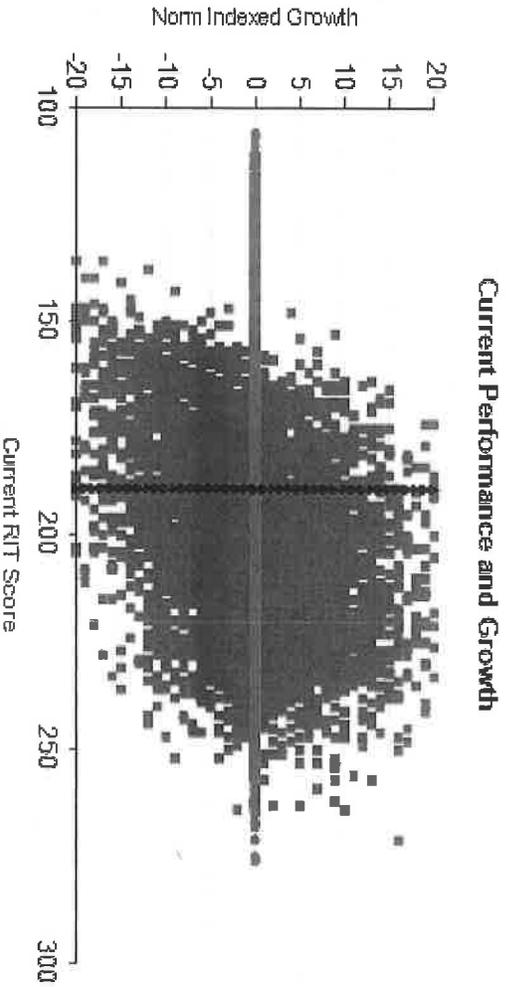
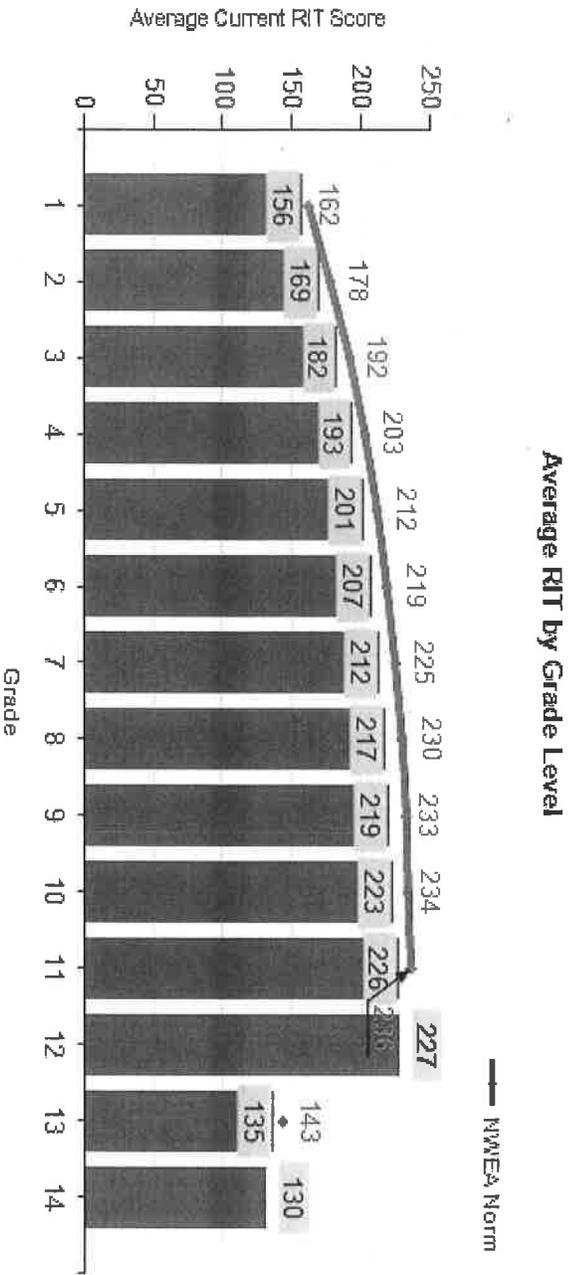
**Average RIT by Grade Level**



**Current Performance and Growth**



# BIE Navajo Region District - Fall 2012 Mathematics





**APPENDIX VI: SCHEDULE OF OPERATIONS**

**Schedule of Operations**

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 (Dates-e.g. 08-26-2012 to 05-30-2013:  
Number of Weeks during the school year: 36**

Activity	Time Of Day	Where? By Whom	M	T	W	TH	F	S	SU
Wellness Activities-Team/Individual Sports/ Peer Socialization	3:30-7:00 PM	Teacher/Elder/Partner	X	X	X	X	X	X	
Reading/Writing-Adopted Program Materials (Intervention Kits, Enrichment Materials)		Teacher	X	X	X	X	X	X	
Math-Adopted Program Materials (Intervention and Enrichment Materials)		Teacher	X	X	X	X	X	X	
Cultural/Language Activities-Language, History, Culture, Arts/Crafts		Teacher/Elder	X	X	X	X	X	X	

**SUMMER (Dates-e.g. 06-15-2013 to 08-15-2013  
Number of Weeks during the summer:**

Activity	Time Of Day	Where? By Whom	M	T	W	TH	F	S	SU
Wellness Activities Team/Individual Sports/ Peer Socialization	8:00-12:00 Noon	Teacher	X	X	X	X			
Reading/Writing-Adopted Program Materials (Intervention Kits, Enrichment Materials)		Teacher/Tutor							
Math-Adopted Program Materials (Intervention and Enrichment Materials)		Teacher/Tutor							
Cultural/Language Activities-Language, History, Culture, Arts/Crafts		Teacher/Elder/Parents/ Guardians							



**21<sup>st</sup> CCLC DISTRICT BUDGET SUMMARY**

District Name		BIE Navajo School District	
District Associate Deputy Director		Dr. Charles Roessel	
Line Office		Navajo	
<b>LINE ITEMS</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>	<b>TOTAL</b>
<b>Direct Instruction</b>			
<b>Personnel Services</b>			
District Educational Specialist	Position will oversee the district wide implementation, reporting, evaluation of the district 21 <sup>st</sup> CCLC grant	\$96, 292.00	\$96,292.00
<b>Employee Benefits</b>			
District Educational Specialist	Position employee benefits	\$15, 000.00	\$15,000.00
<b>Professional Development</b>			
District Educational Specialist(6)	21 <sup>st</sup> CCLC National Conference	\$6,000.00	\$36,000.00
Site-Coordinators	21 <sup>st</sup> CCLC National Conference	\$6,000.00	\$6,000.00
Principals	21 <sup>st</sup> CCLC National Conference	\$6,000.00	\$6,000.00
<b>Purchased Services</b>			
<b>Equipment</b>			
District Educational Specialist	Dell Laser Printer	\$3,000.00	\$3,000.00
<b>Materials and Supplies</b>			
Basic Supplies	Poster Paper, Markers, Highlighters, Pen/Pencils, Various tapes, Staplers, File Folders Assorted Colors, Sizes, Dry Erase Markers, Dry Erasers, Post It Notes Various Sizes, colors, Copying	\$20,000.00	\$20,000.00

	Paper by the rim, various sizes, laser printer ink cartridges, black and color		
<b>Other Expenses</b>			
Gasoline for travel	Educational Specialist on-site school visits	\$10,000.00	\$10,000.00
<b>Instructional Support</b>			
<b>Personnel Services</b>			
<b>Employee Benefits</b>			
<b>Professional Development</b>			
<b>Purchased Services</b>			
<b>Equipment</b>			
Educational Specialist	Ipads (1)	\$1,500.00	
Site-Coordinators	Ipads (20)	\$15,000.00	
<b>Materials and Supplies</b>			
<b>Other Expenses</b>			
<b>Non-Instructional Services</b>			
District Total		\$202,292.00	\$202,292.00





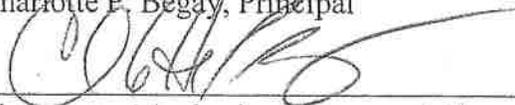
**BIE Navajo District  
Assurances for 21<sup>st</sup> CCLC**

By my signature below, I agree, upon the approval of the project application by the BIE, to accept 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).

Dr. Charles Roessel, Associate Deputy Director, BIE Navajo District

Charlotte P. Begay, Principal

  
Signature of Authorized Representative

11/20/12  
Date





UNITED STATES DEPARTMENT OF THE INTERIOR  
BUREAU OF INDIAN AFFAIRS  
Human Resource Office - BIE  
1011 Indian School Road, Room 150  
Albuquerque, New Mexico 87104



**VACANCY ANNOUNCEMENT**

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**POSITION TITLE & GRADE:** Education Program Specialist, 21<sup>st</sup> CCLC Specialist  
GS-1720-12/13

**POSITION INFORMATION:** Term: Not To Exceed 4 years

**SALARY RANGE:** GS-12, \$62,291 PA- \$80,975 PA  
GS-13, \$74,074 PA- \$96,292 PA

**LOCATION:** Department of the Interior, Assistant Secretary- Indian Affairs, Bureau of Indian Education, Deputy Director, School Operations, Associate Deputy Director, Navajo (Duty Station: Ft. Defiance, AZ)

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**ANNOUNCEMENT NUMBER:** **ISSUING DATE:** 12/31/2012

**CLOSING DATE:** 01/14/2013

**CONSIDERATION AREA:** Department-Wide or Greater

**Applications and all accompanying documents must be received by the close of business (5:00 p.m. MST) on the closing date of the announcement.**

**For VERIFICATION of our receipt of your application-resume, please contact:  
at**

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**INDIAN PREFERENCE POLICY:** Preference in filling vacancies is given to qualified Indian candidates in accordance with the Indian Preference Act of 1934 (Title 25, USC, Section 472). Verification Form BIA-4432 must be submitted with the application if claiming Indian Preference. Indian preference eligible that are not currently employed in the Federal Service will be appointed under the Excepted Service Appointment Authority (Schedule A). Consideration will be given to Non-Indian applicants (status or reinstatable) in the absence of qualified Indian Preference eligible.

**EQUAL OPPORTUNITY EMPLOYER:** Within the scope of Indian preference, all candidates will receive consideration without regard to race, color, sex, age, religion, sexual orientation, national origin or other non-merit factors.

**REASONABLE ACCOMMODATION LANGUAGE:** This agency provides reasonable accommodation to applicants with disabilities. If you need reasonable accommodation for any part of the application and hiring process, please notify this agency. The decision in granting reasonable accommodation will be on a case-by-case basis.

**VETERANS EMPLOYMENT OPPORTUNITIES ACT:** Veterans who are preference eligibles or who have been separated from the armed forces under honorable conditions after 3 years or more of continuous active service may apply.

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**STATEMENT OF DUTIES:**

Incumbent will provide professional expertise and assistance to the Associate Deputy Director (ADD) in the implementation and management of subordinate education programs and administration to comply with and meet the goals, objectives and milestones of the Bureau of Indian Education's 21<sup>st</sup> Century Community Learning Centers Program. Serves as expert analyst and advisor to the ADD in the implementation and management of subordinate education programs and administration to comply with and meet the goals, objectives and milestones of the 21<sup>st</sup> Century Community Learning Program. Design the techniques and approaches, plans the schedules for and conducts evaluation of the Line Office and subordinate programs to measure and evaluate programs accomplishments, effectiveness and compliance with the Native Star, PIAP and NASIS System and Legislation. Provide advice to management and stakeholders concerning all areas of the 21<sup>st</sup>CCLC. Prepares related standard operating procedures and policies. Conducts and arranges for training for the ADD Navajo and subordinate programs to ensure coordination and understanding of the 21<sup>st</sup>CCLC goals and objectives and GPRA requirements and education programs statutory conditions and requirements. Conducts studies and research to generate data for education program improvement and use the information for reporting, planning, staff

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**STATEMENT OF DUTIES:** (Continued)

development and training. Collects and analyze 21<sup>st</sup>CCLS data and prepares reports in the proper format and content for the ADD and selected BIE School Operated participates in and represents the Line Officer in a variety of professional meeting and conferences consistent with the goals of the Bureau of Indian Education.

**SUMMARY OF QUALIFICATIONS REQUIRED:** Refer to BIE Education Position Categories and Qualifications Handbook for additional qualification requirements and substitutions for education. Applicants *must meet* the qualification requirements contained in the BIE Education Position Category.

**BASIC EDUCATION AND EXPERIENCE REQUIREMENTS**

**PROFICIENCY REQUIREMENTS:**

**HOW TO APPLY:** It is to your advantage to read the 'HOW TO APPLY' section of the OF-612, Application for Federal Employment, which contains guidance on the information that **MUST BE** included in your narrative application or resume to ensure your optimum consideration. The following forms must be submitted in order to have a complete application (**preferably in the following order:**):

1. Applicants may file using an OF-612, Application for Federal Employment, a resume or any other written format of the applicant's choice. In addition to the OF-612, applications, resumes or other written formats **MUST CONTAIN:** Job Announcement Number; Education; Work Experience (Position Title, Employment Dates (Mth/Yr), Salary); and Supervisor's name and telephone number. Also include information on other job qualifications and references. Application or resume must have original signature and current date, available at <http://www.opm.gov/forms/html/of.asp>.
2. Official College Transcript is required for verification/documentation.
3. Form BIA 3100, Employee Performance Appraisal Plan
4. Form BIA 4432, Verification of Indian Preference for Employment, is required for claiming Indian Preference. The form must be completed by the appropriate official with the federally-recognized tribe where the applicant is enrolled as a member. No other form will be accepted.
5. Copy of most recent SF-50, Notification of Personnel Action, current or former Federal employees.
6. Applicant Screening Questionnaire, Indian Child Protection Requirement Form, must contain original signature and date. This position is covered by P.L. 101-647, Indian Children Protection Requirements, and persons convicted of crimes enumerated in the law are not eligible for the position.
7. DI-1935, Background Survey Questionnaire, listed in announcement, submission is voluntary and not a required form, available at <http://www.doi.gov/diversity/di1935.htm>
8. Form GSA 3607, Motor Vehicle Operator's License and Driving Record, available at <http://www.usa-federal-forms.com/gsa-gsa.html> (**USE NONFILLABLE PDF VERSION.**)
9. Self-Certification Form with application /resume, included in announcement.
10. Complete names and telephone numbers of three (3) former employers and three (3) personal references. List people who are not related to you and who know you will on a personal basis and know your qualifications and fitness for the kind of job for which you applying.

**NOTE: Persons submitting incomplete applications will be given credit only for the information they provide. It is the applicant's responsibility to submit all required documentation in support of their application in order to receive full credit for their Veteran Preference determination, Indian Preference, education, training and/or experience. ADDITIONAL INFORMATION WILL NOT BE SOLICITED BY THIS OFFICE.**

Applications become part of the official record and will not be duplicated or returned. This office WILL fax vacancy announcements AND accept telefaxed applications. Applicant's qualifications will be evaluated solely on the information submitted by them in their applications.

Applications mailed using Government postage and/or envelopes are in violation of OPM and Postal Regulations and will not be considered. E-mailed applications/resumes will NOT be accepted.

**MAILING ADDRESS:**

Bureau of Indian Affairs  
Human Resources Office - BIE  
1011 Indian School Road NW, Suite 150  
Albuquerque, NM 87104

**Fax Applications to (505) 563-5305**

**FOR ADDITIONAL INFORMATION:**

**CONTACT:**

**TELEPHONE:**

**OTHER REQUIREMENTS/SPECIAL REFERENCE:**

- Applicant is subject to a favorable background investigation. Upon selection, selectee will be required to complete a Declaration for Federal Employment, OF-306. This is a Non-Critical, Moderate Risk Position subject to a favorable adjudicated background investigation.
- The incumbent is required to drive a motor vehicle to conduct business at field locations. A valid State driver's license is required. All applicants MUST submit a current GSA Form 3607, Motor Vehicle Operator's License and Driving Record in order to receive consideration. Incumbent must possess a valid State Driver's License.
- All male applicants born after December 31, 1959, will be required to complete the certification document to confirm their selective service status.
- Subject to probationary period for three full consecutive contract appointments
- You must be a U.S. citizen to qualify for this position.
- Government Housing IS NOT available.
- Relocation Expenses WILL NOT be paid.

**BASIS OF RATING:** All applicants for this position will be rated and ranked based upon the extent and quality of their experience, training and/or education as reflected on the application. Applicants will be further evaluated according to the degree to which they possess or have the potential to acquire knowledge, skills, abilities, and personal characteristics as listed below. The judgment of qualifications will be based on the material submitted; therefore, it is to the applicant's advantage to give complete and thorough responses and to present information in a neat and orderly fashion. Qualifications and veteran's preference eligibility will be determined on the basis of information

submitted.

**SUPPLEMENTAL QUESTIONNAIRE:** This supplemental questionnaire will be the principal basis for determining whether or not you are highly qualified for this position. Failure to provide supporting documentation may result in a lower rating. **You should consider appropriate work experience, outside activities, awards, training, and education for each of the following items:**

- 1)
- 2)
- 3)
- 4)

On a separate sheet of paper address the above items in narrative form, identify the vacancy announcement number across the top, and sign and date your supplemental questionnaire.

**Applicant Screening Questionnaire  
Indian Children Protection Requirements**

Name: \_\_\_\_\_ Social Security No: \_\_\_\_\_  
(please print)

Job Title: \_\_\_\_\_ Announcement No: \_\_\_\_\_

**Notification Requirements**

Section 231 of the Crime Control Act of 1990, Public Law 101-647 (codified in 42 United States Code § 13041), requires that employment applications for Federal child care positions have applicants sign a receipt of notice that a criminal record check will be conducted as a condition of employment. Further, it is required to ask the following:

Have you ever been arrested for or charged with a crime involving a child?

- Yes [If "yes," provide the date, explanation of the violation, disposition of the arrest(s) or charge(s), place of occurrence, and the name and address of the police department or court involved.]
- No

Section 408 of the Miscellaneous Indian Legislation, Public Law 101-630 (codified in 25 United States Code § 3207), requires a criminal history records check as a condition of employment for positions in the Department of Interior that involve regular contact with or control over Indian children. Further, it is required to ask the following:

Have you ever been arrested, found guilty of, or entered a plea of nolo contendere (no contest) or guilty to, any felonious offense, or any of two or more misdemeanor offenses under Federal, State, or tribal law involving crimes of violence; sexual assault, molestation, exploitation, contact or prostitution; crimes against persons; or offenses committed against children?

- Yes [If "yes," provide the date, explanation of the violation, disposition of the arrest(s) or charge(s), place of occurrence, and the name and address of the police department or court involved.]
- No

I certify that my response to the above questions is made under Federal penalty of perjury, which is punishable by fine or imprisonment, and that I have received notice that a criminal history records check will be conducted and is a condition of employment. I understand my right to obtain a copy of any criminal history report made available to the Bureau of Indian Education and my rights to challenge the accuracy and completeness of any information contained in the report.

\_\_\_\_\_  
Applicant's Signature

\_\_\_\_\_  
Date

**Bureau of Indian Affairs  
Human Resources Office - BIE**

**SELF-CERTIFICATION STATEMENT**

Job Title: \_\_\_\_\_ Announcement No: \_\_\_\_\_

For all positions titled as Office Automation or any clerical position which has parenthetical title of Office Automation (OA), applicants must have typing proficiency of 40 words per minute and knowledge of general office automation software, such as, word processing, personal computers, electronic mail, data base, spreadsheets, etc.

To be eligible for (OA) positions, you must be able to:

1. Type 40 words per minute.
2. Possess knowledge of general office automation software, such as word processing, personal computers, electronic mail, database, spreadsheets, etc.

Please sign and date the Self-Certification Statement and submit with your application or resume.

I HEREBY CERTIFY THAT I MEET THE REQUIREMENTS SET FORTH IN THIS SELF-CERTIFICATION STATEMENT FOR:

- TYPING AND KNOWLEDGE OF GENERAL OFFICE AUTOMATION SOFTWARE, (i.e., word processing, personal computers, electronic mail, database, spreadsheets, etc.)

NOTE: A certification statement must be signed and dated for each specific job announcement. A falsification of this statement may be used as grounds for not employing you, or for dismissal.

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

SUPERVISORY APPRAISAL OF DEMONSTRATED  
PERFORMANCE OF POTENTIAL

Announcement No. \_\_\_\_\_

PLEASE HAVE THIS APPRAISAL COMPLETED BY YOUR SUPERVISOR AND SUBMIT WITH YOUR APPLICATION, (If the appraisal is submitted directly by the Supervisor, the Applicant will be permitted to review and/or obtain a copy of the appraisal upon request.)

Name of Applicant: \_\_\_\_\_ Position: \_\_\_\_\_

Basis of Appraisal				Ranking Factors (Knowledge, Skills Abilities and Personal Characteristics)	Level of Performance			
Check One					Please Check as appropriate:			
Outside Activities	On-the-Job Performance	Formal Training	Unable to Appraise		4-Exceptional	3-Above Average	2-Average/ Satisfactory	1-Rarely Satisfactory
					4	3	2	1
				<ol style="list-style-type: none"> <li>1) Skill in managing the day-to-day operations of a busy office with particular emphasis on scheduling meetings and travel, utilizing automated on-line systems,</li> <li>2) Knowledge of grammatical rules and skill in applying the rules of grammar, spelling, and punctuation and required formats for correspondence and reports in order to prepare executive correspondence and to review documents for compliance.</li> <li>3) Skill in automated word processing systems and other office automation programs in order to prepare, revise, store, located and assemble information and material.</li> <li>4) Ability to work independently, plan and execute work by setting priorities, organizing work and meeting deadlines.</li> </ol>				

SUPERVISORY APPRAISAL OF DEMONSTRATED  
PERFORMANCE OF POTENTIAL

Announcement No.: \_\_\_\_\_

NARRATIVE: Briefly evaluate the candidate's overall ability to perform the duties and responsibilities of the position. Narrative comments are required for all evaluations.

In what capacity are you making this appraisal? (please check as appropriate)

Present Immediate  
Supervisor

Present 2<sup>nd</sup> Level  
Supervisor

Other (Specify)

Former Immediate  
Supervisor

Former 2<sup>nd</sup> Level  
Supervisor

Period During Which You  
Supervised the Applicant:

From:

To:

Appraiser:

Signature

Date

Phone No.



# **BIE NAVAJO SCHOOL DISTRICT**

## **21<sup>st</sup> CCLC Application (RFP)**

**The Following School Sites are  
included in the  
BIE Navajo School District 21<sup>st</sup> CCLC  
Cooperative Agreement Unit (CAU)  
Application**



**Cover Page**  
**BIE Navajo District 21<sup>st</sup> CCLC**  
**EED FORM # 05-07-039**

BIE Navajo District	
Organization	
Dr. Charles Roessel	(928) 871-5961
Name of Contact Person	Telephone
Charles.roessel@bie.edu	(928) 871-5945
E-mail Address	Fax Number
<u>Timothy H Nelson</u>	<u>11/28/2012</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>Timothy H Nelson</u>	<u>11/28/2012</u>
Signature of Organizational Representative	Date
Associate Deputy Director, BIE Navajo District	
Title	

\$ <u>171,060.02</u>
Total Funding Requested Per Year
\$ <u>513,180.06</u>
Total Funding Requested for Three Years

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



**BIE Navajo District  
Assurances for 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.
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- 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.
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- 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.
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- 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).

Dr. Charles Roessel, Associate Deputy Director, BIE Navajo District

Timothy G. Nelson, Principal

Typed Name and Title of Authorized Representative

Timothy G. Nelson  
Signature of Authorized Representative

Principal

11/28/2012  
Date

<b>Application for Federal Assistance SF-424</b>		Version 02
*1. Type of Submission	*2. Type of Application	*If Revision, select appropriate letter(s):
<input type="checkbox"/> Preapplication	<input type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input checked="" type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	
*3. Date Received:	4. Application Identifier:	
5a. Federal Entity Identifier:	*5b. Federal Award Identifier:	
<b>State Use Only:</b>		
6. Date Received by State:	7. State Application Identifier:	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: Baca/Dlo'ay Azhi Community School		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 13-4319734	*c. Organizational DUNS: 159375898	
<b>d. Address:</b>		
*Street 1: P.O. Box 509		
Street 2:		
*City: Prewitt		
County: McKinley		
*State: NM		
Province:		
Country: United States		*Zip/ Postal Code: 87045
<b>e. Organizational Unit:</b>		
Department Name: Baca/Dlo'ay azhi Community School	Division Name: Bureau Of Indian Education	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: Mrs.	First Name: Samantha	
Middle Name: Ann		
*Last Name: Ulibarri		
Suffix:		
Title: Summer School Coordinator		
Organizational Affiliation:		
*Telephone Number: 505-972-2769	Fax Number: 505-972-2310	
*Email: samantha.ulibarri@bie.edu		

**Application for Federal Assistance SF-424**

Version 02

9. Type of Applicant 1: Select Applicant Type: 1. Indian/Native American Tribal Government (Federally Recognize

Type of Applicant 2: Select Applicant Type:

- Select One -

Type of Applicant 3: Select Applicant Type:

- Select One -

\*Other (specify):

\*10. Name of Federal Agency:

DOI-BIE Office of Indian Education Programs

11. Catalog of Federal Domestic Assistance Number:

CFDA Title:

\*12. Funding Opportunity Number:

\*Title:

13. Competition Identification Number:

Title:

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

Prewitt, NM and surrounding areas/McKinley and Cibola County

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

The purpose of the 21st Century Community Learning Center Project is to provide children in the community an opportunity to attend an interactive summer program during the month of June.

**Attach supporting documents as specified in agency instructions.**

**Application for Federal Assistance SF-424**

Version 02

16. Congressional Districts Of:

\*a. Applicant

\*b. Program/Project:

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

17. Proposed Project: Summer school Program

\*a. Start Date: June 2013

\*b. End Date: June 2016

**18. Estimated Funding (\$):**

\*a. Federal \$480,000.00

\*b. Applicant

\*c. State

\*d. Local

\*e. Other

\*f. Program Income

\*g. TOTAL \$480,000.00

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

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372

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

Yes  No

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

\*\*I AGREE

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

**Authorized Representative:**

Prefix: Mr.

\*First Name: Timothy

Middle Name:

\*Last Name: Nelson

Suffix:

\*Title: Principal

\*Telephone Number: 505-972-2769

Fax Number: 505-972-2310

\*Email: timothy.nelson@bie.edu

\*Signature of Authorized Representative: *Timothy A. Nelson*

Date Signed: 11/26/12



## 21<sup>st</sup> Century Community Learning Center School Project Narrative

Name of School	Baca/Dlo'ay azhi Community School
School Administrator	Timothy Nelson
Line Office	Charlotte Garcia

**A. NEEDS ASSESSMENT:** Applicants are advised that a needs inventory may be helpful in determining the needs of the target population and the gaps in the services that are available. The services to be provided should be closely tied to the identified needs. (For example, how the program would fit into a school wide Three Tier Model Implementation, what supplemental activities the after school program would address.)

### **Baca/Dlo'ay azhi Community School 21<sup>st</sup> Century Community Learning Centers Program Narrative**

Baca/Dlo'ay azhi Community School is a Bureau of Indian Education (BIE) operated school located on the Navajo Indian Reservation in Prewitt, New Mexico. Prewitt is situated twenty miles west of Grants and forty-five miles east of Gallup on Interstate 40. The school serves 315 Navajo children in Kindergarten through Sixth Grade. Ninety-five percent of the students qualify for free or reduced lunch and eighty-nine percent of the students are Limited English Proficient (LEP) as indicated by the Idea-IPT.

Baca/Dlo'ay azhi Community School is currently in AYP status as determined by No Child Left Behind (NCLB). The students at Baca/Dlo'ay azhi Community School need the 21<sup>st</sup> Century Community Learning Centers (CCLC) grant for two main reasons: to help the students to continue to raise their NMSBA test scores to maintain Adequate Yearly Progress (AYP) and to improve the students at Baca/Dlo'ay azhi Community School in their academic skills.

Baca/Dlo'ay azhi Community School has made a significant increase in its NMSBA scores in the past several years, which is due in part to the summer school program that is funded by the 21<sup>st</sup> CCLC grant money the school currently receives, and the school seeks to continue this trend in the future.

Baca/Dlo'ay azhi Community School uses several measurements in order to identify students who are most in need of intervention services. The students take the Northwest Educational Assessment (NWEA)

in Kindergarten through Sixth Grades, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment in Kindergarten through Sixth Grades, the STAR Math and STAR Reading assessments in Second through Sixth Grades, and the New Mexico Standards Based Assessment (NMSBA) in Third through Sixth Grade. By reviewing the results of these assessments, the Baca/Dlo'ay azhi Community School staff is able to determine which students need additional instruction in the areas of reading comprehension and fluency, mathematics, language arts, vocabulary development, and science. The classroom teachers administer the tests, review the results, disaggregate the data, and determine who needs intervention services.

Baca/Dlo'ay azhi Community School recruits students from the school and the community to participate in its summer school program. Teachers send notices and applications home with the students in their weekly folders, parents and community members are informed at the annual Health Fair and Child Find at the school, and signs are posted throughout the community at the Chapter Houses, the local churches, and the post office. The parents of students who are identified as needing intervention services are advised to send their children to summer school. Again, the Baca/Dlo'ay azhi Community School staff will know which children need intervention services by evaluating the assessment data. The children who are not at benchmark in reading and math according to the school wide assessments will be encouraged, if not required, to attend the summer school programs offered by the 21<sup>st</sup> CCLC grant. Teachers at Baca/Dlo'ay azhi Community School take advantage of the opportunity to monitor student progress on regular basis at the school. The STAR test is given quarterly, the NWEA is given three times per year, the DIBELS assessment is given three times per year to all children, but weekly to those needing intervention services and the NMSBA is given each year in March. These assessments give teachers the necessary information to track student progress, and by looking at all of the aforementioned test data, the Baca/Dlo'ay azhi Community School staff is able to identify students in need and monitor their progress all year long. The summer school program is an extension of what the staff does during the school year and during the school day. The same school staff works with the students during the summer using research based methods and curricula to improve student achievement. It all goes "hand in hand", so to speak.

The money received for the 21<sup>st</sup> CCLC project will help students who are working below grade level by providing them enriched, targeted instruction during the summer. The summer school program at Baca/Dlo'ay azhi Community School are researched based because teachers use reading, math, and science curricula, and they teach to the many different learning styles of the children. Teachers use the small group, activities based approach during the summer program in order to reach the students who

are Limited English Proficient (LEP). As stated before, eighty-nine percent of Baca/Dlo'ay azhi Community School students are LEP, and research shows that LEP children tend to learn more when they are involved in active learning and are allowed to express themselves through speaking to improve their language skills. Baca/Dlo'ay azhi Community School teachers use ESL strategies throughout the year and during summer school as well. They are accustomed to using visuals, cooperative learning, modeling strategies and hands-on manipulatives in order to teach the numerous LEP children at Baca/Dlo'ay azhi Community School. The students are at risk of educational failure at Baca/Dlo'ay azhi Community School for several reasons. First, they live in a high poverty area where ninety-five percent of them qualify for free and reduced lunch. Second, they are extremely isolated from the outside world living on the Navajo Indian Reservation where many of the students do not even have electricity or running water. The Prewitt Community is very small and consists only of a United States Post Office, two churches, a bar, and a school. Because of the poverty and isolation, the children in the community are not able to go to the library, play in the park, or go swimming like most other children do. For this reason, the children here are usually below level in their academic skills. The children have few opportunities growing up in this community to further their learning, keep their minds active, and stay out of trouble. The funds provided by the 21<sup>st</sup> CCLC not only allow the children in this area to receive valuable academic instruction, but also provide them with life and language experiences by engaging them in active learning and allowing them to go on fieldtrips.

**B. PROJECT ACTIVITIES:** The project activities should include discussion connecting the findings from the needs assessment and proposed project activities. Therefore, describe goals, performance measures and activities that address the needs of the identified and targeted population. The goals, objectives, and outcomes to be achieved by the proposed project should be SMART: specific, measurable, attainable, realistic, and timely. SMART goals need to be aligned with Native Star SMART goals. Funded programs from 2011-2012 must demonstrate a strong academic base for their programming.

### Goal Statements for Reading

**2nd** grade will increase the % of students who meet or exceed the NM RIT minimum cut score for **Advanced** in Reading from 0% in Fall to 5% in Spring.

**2nd** grade will increase the % of students who meet or exceed the NM RIT minimum cut score for **Proficiency** in Reading from 22% in Fall to 32% in Spring.

**2nd** grade will increase the % of students who meet the NM RIT minimum cut score for **Nearing Proficiency** in Reading from 48% in Fall to 63% in Spring.

**3rd** grade will increase the % of students who meet or exceed the NM RIT minimum cut score for **Advanced** in Reading from 0% in Fall to 5% in Spring.

**3rd** grade will increase the % of students who meet or exceed the NM RIT minimum cut score for **Proficiency** in Reading from 23% in Fall to 28% in Spring.

**3rd** grade will increase the % of students who meet the NM RIT minimum cut score for **Nearing Proficiency** in Reading from 45% in Fall to 60% in Spring.

**4th** grade will increase the % of students who meet or exceed the NM RIT minimum cut score for **Advanced** in Reading from 0% in Fall to 5% in Spring.

**4th** grade will increase the % of students who meet or exceed the NM RIT minimum cut score for **Proficiency** in Reading from 25% in Fall to 35% in Spring.

**4th** grade will increase the % of students who meet the NM RIT minimum cut score for **Nearing Proficiency** in Reading from 55% in Fall to 70% in Spring.

**5th** grade will increase the % of students who meet or exceed the NM RIT minimum cut score for **Advanced** in Reading from 0% in Fall to 5% in Spring.

**5th** grade will increase the % of students who meet or exceed the NM RIT minimum cut score for **Proficiency** in Reading from 40% in Fall to 50% in Spring.

**5th** grade will increase the % of students who meet the NM RIT minimum cut score for **Nearing Proficiency** in Reading from 51% in Fall to 66% in Spring.

**6th** grade will increase the % of students who meet or exceed the NM RIT minimum cut score for **Advanced** in Reading from 1% in Fall to 6% in Spring.

**6th** grade will increase the % of students who meet or exceed the NM RIT minimum cut score for **Proficiency** in Reading from 14% in Fall to 24% in Spring.

**6th** grade will increase the % of students who meet the NM RIT minimum cut score for **Nearing Proficiency** in Reading from 59% in Fall to 74% in Spring.

### Planning Forward for READING

WHAT w/you do with the information you learned?	HOW w/you approach implementation of new ideas?	WHO w/you work with to provide support?	WHEN w/you try it?
We will focus on reading strategies to increase the student's ability to interpret information while reading.	We will work as a team. We will plan and implement new strategies.	We will work with the reading coach and administration to determine needs and plan professional development in this area.	After collecting additional data we will implement new strategies.
We will focus on increasing student vocabulary.	We will implement Greek and Latin root instruction.	We will work as a grade level team to implement supplemental vocabulary instruction.	We will implement this program now and monitor its effectiveness and make adjustment as needed based on the students' scores.
We will focus on the strategies for critical thinking, drawing conclusions, inference, drawing conclusions, fact and opinion.	We will be using reading skills and concepts 211-220 of the Critical Thinking goal strand.	We will work as a team and at grade level to plan how to implement the skills needed to improve.	The skills will be implemented immediately.

### Goal Statements for Math

**2nd** grade will increase the % of students who meet or exceed their state's minimum cut score for **Advanced** in Math from 0% in Fall to 5% in Spring

**2nd** grade will increase the % of students who meet or exceed their state's minimum cut score for **Proficiency** in Math from 14% in Fall to 24% in Spring.

**2nd** grade will increase the % of students who meet the NM RIT minimum cut score for ~~Neering Proficiency~~ in Math from 74% in Fall to 84% in Spring.

**3rd** grade will increase the % of students who meet or exceed their state's minimum cut score for **Advanced** in Math from 0% in Fall to 5% in Spring.

**3rd** grade will increase the % of students who meet or exceed their state's minimum cut score for **Proficiency** in Math from 13% in Fall to 23% in Spring.

**3rd** grade will increase the % of students who meet the NM RIT minimum cut score for ~~Neering Proficiency~~ in Math from 74% in Fall to 84% in Spring.

**4th** grade will increase the % of students who meet or exceed their state's minimum cut score for **Advanced** in Math from 0% in Fall to 5% in Spring.

**4th** grade will increase the % of students who meet or exceed their state's minimum cut score for **Proficiency** in Math from 23% in Fall to 33% in Spring.

**4th** grade will increase the % of students who meet the NM RIT minimum cut score for ~~Neering Proficiency~~ in Math from 67% in Fall to 82% in Spring.

**5th** grade will increase the % of students who meet or exceed their state's minimum cut score for **Advanced** in Math from 0% in Fall to 5% in Spring.

**5th** grade will increase the % of students who meet or exceed their state's minimum cut score for **Proficiency** in Math from 26% in Fall to 36% in Spring.

**5<sup>th</sup>** grade will increase the % of students who meet the NM RIT minimum cut score for **Nearing Proficiency** in Math from 58% in Fall to 73% in Spring.

**6th** grade will increase the % of students who meet or exceed their state's minimum cut score for **Advanced** in Math from 3% in Fall to 10% in Spring.

**6th** grade will increase the % of students who meet or exceed their state's minimum cut score for **Proficiency** in Math from 18% in Fall to 25% in Spring.

**6<sup>th</sup>** grade will increase the % of students who meet the NM RIT minimum cut score for **Nearing Proficiency** in Math from 59% in Fall to 74% in Spring.

\*Move all students, based on current percentages from:

**Beginning** to **Nearing**, **Nearing** to **Proficient**, **Proficient** to **Advanced**

**Planning Forward for Math**

WHAT w/you do with the information you learned?	HOW w/you approach implementation of new ideas?	WHO w/you work with to provide support?	WHEN w/you try it?
We will implement more hands-on activities using manipulatives.	We will research and plan lessons using new ideas on how to implement the manipulatives.	We will work as a team with the math coach to develop new strategies and plans for implementing hands-on activities.	We will implement new ideas.
We will focus on using more visuals and hands-on manipulatives.	We will have visuals and hands-on manipulatives available for students.	We will work as a team to plan and implement necessary strategies.	We will monitor the effectiveness and make adjustments as needed based on the students' scores.
We will focus on skills and data analysis. Emphasis will be given to these areas. Accelerated Math will enhance the concepts	We will use differentiated teaching strategies to help each child to learn and develop the skill necessary to become more proficient.	We will work w/ grade level teachers and Ms. Reinhardt.	Working on improving the concepts and skills with continue.

## 21st CCLC SCHOOL SITE SUMMARY

Name of School	Baca/Dlo'ay azhi Community School		
School Administrator	Timothy Nelson		
Line Office	New Mexico Navajo South		
<b>LINE ITEMS</b>			
<b>LINE ITEMS</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>	<b>TOTAL</b>
<b>Direct Instruction</b>			
<b>Personnel Services</b>			
<b>SITE FACILITATOR</b>	In order to maximize resources, this individual will play a key role in monitoring the implementation of the program at the school site. He/she will be responsible for monitoring all student performance, ensuring that students are receiving the appropriate support, ensure staff are in compliance to providing services as aligned to the grant program design, and will gather all required data and reports and submit to the Education Program Specialist at the ADD Navajo Office. The Position will be filled by a school employee and will be funded as a "stipend" as defined by the school	\$ 336.24	
			\$ 5,379.84
15 Certified Teachers	Teaches students by selecting, developing, adapting and implementing appropriate instructional methods and techniques utilizing available resources to provide for academic achievement. Provides learning experiences in assigned subject areas which develop cognitive, affective and psychomotor skills that are appropriate to the needs and interests of all the students.	\$38.55	
			74,016.00
Bus Drivers	The incumbent is required to have knowledge of federal, state, and local driving rules and safety rules and regulations in regard to proper passenger safety, loading and unloading of passengers, time schedules and routes	\$ 24.11	
			18,516
Cooks	required to use work schedules and assignments to plan and coordinate proper preparation of food in a variety of ways to eliminate waste and prevent over or undercooking for the efficient use of institutional food service equipment waste and prevent over	\$23.55	
			5,275
Cafeteria helpers	To assist cooks		\$3,821
Educational Technicians	Assist teachers with activities and supervise children in the cafeteria and on the playground. They will also act as a substitute when the teacher is absent.	\$ 22.58	
			\$25,290.00
<b>Employee Benefits</b>			
	25%		
<b>Professional Development</b>			
21 st Century learning Centers conference	Airfare, per diem, hotel, mileage	2 attending	\$4,000.00

<b>Purchased Services</b>			
<b>Equipment</b>			
Buses	Vehicles to transport children and staff back and forth to summer program and trips.		\$7,200.00
<b>Materials and Supplies</b>			
<b>Other Expenses:</b>			
<b>Instructional Support</b>			
<b>Personnel Services</b>			
<b>Employee Benefits</b>			
	25%		
<b>Professional Development</b>			
<b>Purchased Services</b>			
<b>Equipment</b>			
<b>Materials and Supplies</b>			
Entrance Fee	Museums, plays, movies, plays,zoo		\$750.00
Classroom Materials	\$300 per teachers for supplies to provide hands-on activites	\$300x15	\$4,500.00
<b>Other Expenses:</b>			
<b>Non-Instructional Services</b>			
<b>Material and Supplies</b>			
			TOTAL BUDGET \$ 148,747.84
CAU	15%		\$ 171,060.02
Difference (Allocation less Budget)			

**BIE Navajo School District  
Job Description  
For  
21<sup>st</sup> CCLC School Site Coordinator**

**CERTIFICATION:**

Valid K-12 New Mexico Teaching Certificate or Arizona Teaching Certificate

**LICENSES:**

Valid Arizona or New Mexico Driver's License required

**EXPERIENCE:**

A minimum of five years of teaching experience required  
Supervision for effective outcomes.  
Training in professional settings.  
Using best practice research to design, deliver, implement, and assessment of programs.

**SKILLS/KNOWLEDGE/ABILITIES:**

1. District policies and procedures
2. State and federal regulations
3. Current research on effective 21<sup>st</sup> CCLC after school and summer school programs
4. Kindergarten through 12<sup>th</sup> grade curriculum engagement
5. Current research on family and community engagement
6. Data reporting techniques
7. Collecting and analyzing program data (NASIS, Native Star)
8. Teaching strategies and styles for children and adults
9. Child and adolescent growth and development
10. Using computers and related software
11. Solving problems
12. Preparing and making presentations to school learning communities/stakeholders
13. Communication and interpersonal skills

**WORKING CONDITIONS:**

The working environment is the normal office setting with travel to school sites and school site communities

**TERMS OF EMPLOYMENT:**

Eleven Month, Certified Salary Schedule, employee benefits in accordance with BIE HR guidelines.

**EVALUATION:**

Performance to be evaluated in accordance with BIE HR Evaluation Criteria





## 21<sup>st</sup> Century Community Learning Center School Project Narrative

Name of School	ChiChilTah-Jones Ranch Community School
School Administrator	Mrs. Marlene Tsosie, Principal
Line Office	New Mexico Navajo South NMNS

**A. NEEDS ASSESSMENT:** Applicants are advised that a needs inventory may be helpful in determining the needs of the target population and the gaps in the services that are available. The services to be provided should be closely tied to the identified needs. (For example, how the program would fit into a school wide Three Tier Model Implementation, what supplemental activities the after school program would address.)

ChiChilTah-Jones Ranch Community School (CJRS) is a Bureau of Indian Education school serving up to 140 students with 100% Navajo students. CJRS is currently classified as a TIER I school in restructuring under the NCLB. Currently, the student population is performing below grade level and the school is implementing effective instructional practices to improve overall academic achievement.

Some of the identified needs/risks for students and the school community are:

- McKinley County and surrounding areas have many Navajo families with high social risk.
- Families in rural areas have lower income, fewer job opportunities, and higher unemployment rates.
- ChiChilTah-Jones Ranch Chapter statistics show that Navajo children live in poverty based on lack of employment. The socio-economic status in the surrounding areas provides limited employment and service opportunities for families.

In order to reduce our student risk factors and promote student achievement and social success, we are seeking funds to implement our locally developed "The CJRS Students Enrichment Program".

If funded, this grant will allow us to offer our students and community members an extended school day/year or expanded learning opportunities in a safe and drug free environment. The grant will support and encourage efforts to improve academic achievement and enhance student's physical, mental, and social well being. "The CJRS Students Enrichment Program" will provide health, technical, and academic services during instructional hours and summer enrichments.

ChiChilTah-Jones Ranch Community School is a Bureau of Indian Education (BIE) school in the New Mexico Navajo South Agency. The school serves approximately 140 students. The student population is 100% Native American-Navajo. CJRS is located in a remote region southwest of Gallup, New Mexico.

Rural Justification: Chichiltah-Jones Ranch Community School is located 30 miles of Gallup, New Mexico which is the nearest larger population center. The next metropolitan city, Albuquerque, New Mexico is three (3) hours from the school. CJRS is a feeder school within the BIE school system for Wingate High School (BIE) and Public High School in Gallup, New Mexico. CJRS lacks the community base infrastructure, educational and recreational opportunities for our youth and families. The majority of our students live in substandard housing. In addition, some home do not have running water and electricity.

**B. PROJECT ACTIVITIES:** The project activities should include discussion connecting the findings from the needs assessment and proposed project activities. Therefore, describe goals, performance measures and activities that address the needs of the identified and targeted population. The goals, objectives, and outcomes to be achieved by the proposed project should be SMART: specific, measurable, attainable, realistic, and timely. SMART goals need to be aligned with Native Star SMART goals. Funded programs from 2011-2012 must demonstrate a strong academic base for their programming.

As a rural BIE school located on the Navajo Nation the problems common to many rural areas across the country include 1) community isolation, 2) substance abuse, 3) diabetes, 4) increasing numbers of at-risk families with increases in child abuse and neglect, 5) increasing number of student at-risk for academic failure, 6) Navajo Culture and Language becoming extinct.

The Problem Explained and Documented

This section further explains and documents the 5 identified CJRS problems and needs that will be

addressed by the proposed CJRS Students Enrichment Program.

**#1: Community Isolation.**

Chichiltah-Jones Ranch Community School serves students from the surrounding communities with a population of 3000. Education and Health services are limited to student and families. Recreational and job opportunities are not available for students. Students have limited exposure to the outside world and therefore have limited experiences. The current socio-economic environment prevents families from traveling and/or owning transportation in order to receive needed services.

**#2: Juvenile and Adult Substance abuse.**

Juvenile and adult substance abuse is prevalent in the community. There are more single parent families with children enrolled at CJRS. There are two local businesses selling alcoholic beverages seven days a week which enables community members to obtain alcohol easily. Due to these circumstances the community experience family tragedies, i.e. physical, mental and sexual abuse, abandonment and educational neglect.

**#3: Diabetes**

A health care risk for our community is diabetes. Native Americans are 2.3 times more likely to get diabetes than other ethnic groups. Type 2 diabetes accounts for about 90%-95% of being obese, due to physical inactivity, race and ethnicity, and family history of diabetes. Children and adolescents with type 2 diabetes are diagnosed more frequently in Native Americans. Diabetes is 100% preventable and communities need to be educated on preventable interventions. Parents need to be role models and set healthy examples for their children. Chichiltah-Jones Ranch Community School will address these problems by providing health education for parents, students and communities.

**#4: Increasing numbers of at-risk families with increases in child abuse and neglect.**

**Community Risk Factors:**

McKinley County and surrounding areas have many Navajo families with high social risks. Families in rural areas have lower income, fewer job opportunities, and higher unemployment rate than any other areas. CJRS statistics (census) show that Navajo children live in poverty (source: US Census Bureau 2000) based on lack of employment and having to travel to border towns. This affects parents' ability to supervise their children adequately and it is during these unsupervised hours that children engage in inappropriate.

**#5: Increasing number of student at-risk for academic failure.**

Studies show that in rural areas of Indian reservations the numbers of students at-risk are getting larger. Few students at Chichiltah-Jones Ranch Community School are meeting the stringent local and state standards; there is a significant and growing population that needs additional support services that 21<sup>st</sup> CCLC will provide.

## #6: Navajo Culture and Language

The Navajo Language and culture has gone through a paradigm shift of language and culture according to language assessments conducted in 1998 by the Navajo Nation Division of Education. Language Assessment indicates that about 90% of early childhood children do not speak and understand their language. Studies show that Navajo children are not aware of their cultural practices.

As research states young children absorb a new language faster than adults. The CJRS Students Enrichment Program will implement a language and cultural maintenance program for students. Students will have functional use and engage in meaningful interaction. Research also indicates language maintenance is most effective when used in a natural environment.

The CJRS Students Enrichments Program will establish and implement the following activities.

1. Clanship
2. Cultural Activities
3. Language Acquisition Activities-songs, stories, poems
4. Field Trip

### Parent Involvement and Parent Education:

Parent involvement with the schools has become a major educational issue since the 1980's. This is an increasing concern about the quality of education across the U.S. states are taking a greater role in monitoring and maintaining academic standards. Communities and schools are ever watchful of the expenses and concerned about continuing to provide high quality teaching and other services and dwindling resources. Parents want assurances that their children receive adequate preparation that will lead to successful adult lives.

The Parent Advisory Committee will be providing support for parents on an educational monthly basis. The focus will be on the following workshops, presentation from teachers and outside resources.

1. Ways for parents to help teachers
2. Technology
3. Health and Wellness
4. Modeling reading behavior
5. Parent Education and other courses or training for parents (e.g., GED family literacy)
6. Collaboration of teachers, parents/community to share about culture, children's talents and needs with schools
7. The quality of major communications such as the schedule of educators, administration, dorm, newsletters, and report cards.

## 21st CCLC SCHOOL SITE SUMMARY

Name of School	Chichiltah-Jones Ranch Community School
School Administrator	Marlene G. Tsosie, Principal
Line Office	New Mexico Navajo South

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
<b>Direct Instruction</b>			
<b>Personnel Services</b>			
<b>SITE FACILITATOR</b>	In order to maximize resources, this individual will play a key role in monitoring the implementation of the program at the school site. He/she will be responsible for monitoring all student performance, ensuring that students are receiving the appropriate support, ensure staff are in compliance to providing services as aligned to the grant program design, and will gather all required data and reports and submit to the Education Program Specialist at the ADD Navajo Office. The Position will be filled by a school employee and will be funded as a "stipend" as defined by the school	\$ 3,000.00	
			\$ 3,000.00
<b>Employee Benefits</b>			
	25%	\$ -	
<b>Professional Development</b>			
Conference and Training	21st Century Conference or Training	\$ 10,000.00	\$ 10,000.00
<b>Purchased Services</b>			
<b>Equipment</b>			
<b>Materials and Supplies</b>			
<b>Other Expenses:</b>			
Fieldtrip 2 per School year	Educational Fieldtrip	\$ 8,000.00	\$ 8,000.00
<b>Instructional Support</b>			
<b>Personnel Services</b>			
Teacher	Physical Education	\$ 2,000.00	\$ 2,000.00
Teacher	Native Language	\$ 2,000.00	\$ 2,000.00
<b>Employee Benefits</b>			
	25%	\$ -	
<b>Professional Development</b>			

Consultant	Navajo Culture and Language	\$ 5,000.00	\$ 5,000.00
Consultant	Six Traits Writing	\$ 10,000.00	\$ 10,000.00
<b>Purchased Services</b>			
		\$ -	
<b>Equipment</b>			
		\$ --	
<b>Materials and Supplies</b>			
Native American Book	Multi Culture Books, Software (Rosa Stone)	\$ 5,000.00	\$ 5,000.00
<b>Other Expenses:</b>			
<b>Summer Enrichment Program</b>		\$ 15,000.00	\$ 15,000.00
<b>Extend day 1 hr per week</b>		\$ 35,000.00	\$ 35,000.00
<b>Non-Instructional Services</b>			
<b>Material and Supplies</b>			
Printing Paper		\$ 3,000.00	\$ 3,000.00
Ink	Black and Color Ink	\$ 1,500.00	\$ 1,500.00
Physical Ed. Equipment	Soccerball, 2 goal, Game table, Jump rope, Hoops	\$ 10,000.00	\$ 10,000.00
		<b>TOTAL BUDGET</b>	<b>\$ 109,500.00</b>
CAU	15%		<b>\$ 125,925.00</b>
		<b>Difference (Allocation less Budget)</b>	

**BIE Navajo School District  
Job Description  
For  
21<sup>st</sup> CCLC School Site Coordinator**

**CERTIFICATION:**

Valid K-12 New Mexico Teaching Certificate or Arizona Teaching Certificate

**LICENSES:**

Valid Arizona or New Mexico Driver's License required

**EXPERIENCE:**

A minimum of five years of teaching experience required  
Supervision for effective outcomes.  
Training in professional settings.  
Using best practice research to design, deliver, implement, and assessment of programs.

**SKILLS/KNOWLEDGE/ABILITIES:**

1. District policies and procedures
2. State and federal regulations
3. Current research on effective 21<sup>st</sup> CCLC after school and summer school programs
4. Kindergarten through 12<sup>th</sup> grade curriculum engagement
5. Current research on family and community engagement
6. Data reporting techniques
7. Collecting and analyzing program data (NASIS, Native Star)
8. Teaching strategies and styles for children and adults
9. Child and adolescent growth and development
10. Using computers and related software
11. Solving problems
12. Preparing and making presentations to school learning communities/stakeholders
13. Communication and interpersonal skills

**WORKING CONDITIONS:**

The working environment is the normal office setting with travel to school sites and school site communities

**TERMS OF EMPLOYMENT:**

Eleven Month, Certified Salary Schedule, employee benefits in accordance with BIE HR guidelines.

**EVALUATION:**

Performance to be evaluated in accordance with BIE HR Evaluation Criteria



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

<b>Beclabito Day School, BIE Navajo District</b>	
Organization: School Name	
<b>Dr. Gladys Y. Tracy</b>	<b>(928) 656-3555</b>
Name of Contact Person	Telephone Number
<u>Gladys.Tracy@BIE.EDU</u>	<b>(928) 656-3557</b>
E-Mail Address	Fax Number
<u><i>Dr. Gladys Y. Tracy</i></u>	<u>January 08, 2013</u>
Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures	Date
<ul style="list-style-type: none"><li><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></li></ul>	
<u><i>Dr. Gladys Y. Tracy</i></u>	<u>January 08, 2013</u>
Signature of Organizational Representative	Date
<b>Principal</b>	
_____	
Title	

\$ <u>171,066.00</u>
Total Funding Requested Per Year
\$ <u>513,198.00</u>
Total Funding Requested for Three Years

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

**BIE Navajo District  
Assurances For 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 entered through the Native Star 21<sup>st</sup> CCLC File Cabinet on a monthly, quarterly, or annual 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 undated annually.
- The program will be developed and will be implemented in active collaboration with school staff, students, parents/caregivers and BIE Educational 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 the 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 audits, monitoring, or on-site visits.
- The program will abide by the provisions set out in the 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).

Dr. Gladys Y. Tracy Beclabito Day School, BIE Navajo School Distict, Principal  
Type Name and Title of Authorized Representative

Dr. Gladys Y. Tracy  
Signature of Authorized Representative (Principal's Signature)

January 8, 2013  
Date

**Application for Federal Assistance SF-424**

16. Congressional Districts Of: San Juan County, New Mexico

\*a. Applicant: Beclabito Day School      \*b. Program/Project: 21st Century

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

17. Proposed Project: 21st Century/Academic-Culture Enrichment

\*a. Start Date: 01/01/2013      \*b. End Date: 01/01/2017

**18. Estimated Funding (\$):**

\*a. Federal \$800,000.00  
\*b. Applicant  
\*c. State  
\*d. Local  
\*e. Other  
\*f. Program Income  
\*g. TOTAL \$800,000.00

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

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372

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

Yes       No

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

\*\*I AGREE

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

**Authorized Representative:**

Prefix: Dr.      \*First Name: Gladys

Middle Name: Y.

\*Last Name: Tracy

Suffix:

\*Title: Acting Principal

\*Telephone Number: (928) 656-3555

Fax Number: (928) 656-3557

\*Email: gladys.tracy@bie.edu

\*Signature of Authorized Representative: *G. Tracy*

Date Signed: 11/26/12

**Application for Federal Assistance SF-424**

Version 02

**\*Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

**Application for Federal Assistance SF-424**

*1. Type of Submission		*2. Type of Application		*If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication		<input checked="" type="checkbox"/> New			
<input checked="" type="checkbox"/> Application		<input type="checkbox"/> Continuation		* Other (Specify)	
<input type="checkbox"/> Changed/Corrected Application		<input type="checkbox"/> Revision			

*3. Date Received: 11/26/2012	4. Application Identifier: Beclabito Day School
----------------------------------	--

5a. Federal Entity Identifier:	*5b. Federal Award Identifier:
--------------------------------	--------------------------------

**State Use Only:**

6. Date Received by State:	7. State Application Identifier:
----------------------------	----------------------------------

**8. APPLICANT INFORMATION:**

\* a. Legal Name: BECLABITO DAY SCHOOL

* b. Employer/Taxpayer Identification Number (EIN/TIN): 1-850197413	*c. Organizational DUNS:
--	--------------------------

**d. Address:**

\*Street 1: Clifford Ward Drive, Hwy 64  
 Street 2:  
 \*City: Shiprock  
 County: USA  
 \*State: NMI  
 Province:  
 Country: USA

\*Zip/ Postal Code: 87420

**e. Organizational Unit:**

Department Name: Department of Interior	Division Name: Bureau of Indian Education
--	--

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

Prefix: Dr. Middle Name: Y.	First Name: Gladys
*Last Name: Tracy	
Suffix:	

Title: Acting Principal

Organizational Affiliation:  
 Beclabito Day School

*Telephone Number: (928) 656-3555	Fax Number: (928) 656-3557
*Email: gladys.tracy@bie.edu	

**Application for Federal Assistance SF-424**

Version 02

9. Type of Applicant 1: Select Applicant Type: I. Indian/Native American Tribal Government (Federally Recognize  
Type of Applicant 2: Select Applicant Type: I. Indian/Native American Tribal Government (Federally Recognize  
Type of Applicant 3: Select Applicant Type: I. Indian/Native American Tribal Government (Federally Recognize  
\*Other (specify):

\*10. Name of Federal Agency:  
Bureau of Indian Education/Navajo Region

11. Catalog of Federal Domestic Assistance Number:

CFDA Title:

\*12. Funding Opportunity Number:

\*Title:

13. Competition Identification Number:

Title:

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

Beclabito Day School - Beclabito Chapter, NM

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

See attached narrative summary.

**Attach supporting documents as specified in agency instructions.**



## 21<sup>st</sup> Century Community Learning Center School Project Narrative

Name of School	<b>Beclabito Day School</b>
School Administrator	<b>Dr. Gladys Y. Tracy</b>
Line Office	<b>Lemuel B. Adson</b>

**A. NEEDS ASSESSMENT:** Applicants are advised that a needs inventory may be helpful in determining the needs of the target population and the gaps in the services that are available. The services to be provided should be closely tied to the identified needs. (For example, how the program would fit into a school wide Three Tier Model Implementation, what supplemental activities the after school program would address.)

### **1. Program Needs:**

#### **Children's Education:**

- Math intervention
- Reading intervention
- Parent and Child Literacy activities
- Science Fair and project workshop
- Health and Nutrition education (beating over weight and diabetes)
- Navajo language and Culture activities
- Health and safety (Building self-esteem)
- Developing writing skills

#### **Parent Involvement:**

- Parenting skills-support your child's academics
- Guidance with homework
- Help your child do well in school
- Helping children handle stress
- Help your child with math and reading

#### **NWEA Needs assessment:**

**Reading:** Foundational skills and Vocabulary Use, Informational text,

**Math:** Number and Operation, Measurement and Data, Algebra, Fractions

**Language Arts:** Language and Writing

#### **Health Promotion Needs assessment:**

Beclabito Fall 2012 Summary of Children's BMI-for-Age shows 52% of the children are overweight.

**B. PROJECT ACTIVITIES:** The project activities should include discussion connecting the findings from the needs assessment and proposed project activities. Therefore, describe goals, performance measures and activities that address the needs of the identified and targeted population. The goals, objectives, and outcomes to be achieved by the proposed project should be SMART: specific, measurable, attainable, realistic, and timely. SMART goals need to be aligned with Native Star SMART goals. Funded programs from 2011-2012 must demonstrate a strong academic base for their programming.

**1. Programs to implement to address needs:**

- Math and Reading intervention blended with Navajo Language and Culture and writing
- Health and Nutrition education "A family affair"
- Science and how that relates to our culture and language

**2. Outside Resources or Partnerships and services provided**

- Beclabito Day School Senior Center Program (Navajo culture and language) Rena Yazzie
- Four Corners Regional Health Promotion ( Health and Nutrition promotion) Charlene Poyer

**3. Space available**

- The spaces we have for the 21st Center Community Learning Center Program are a resource room which can hold thirty students, the school library and the computer lab that is available to be used in the program.
- The school gym is also available to do the health and nutrition promotion.

Goals:

*Objectives:*

**Language and Writing Critical Areas to address:** utilizing the DesCartes-a Continuum of Learning to improve Language Arts and writing skills, Using the Depth of Knowledge in Language and writing, Recall and Reproduction (DOK 1) Skills and Concepts/ Basic Reasoning (DOK 2), Strategic Thinking/Complex Reasoning (DOK 3), Extended Thinking/Reasoning (DOK 4). Power of Teaching: 1.0 Cognitive connection for learning and teaching, 2.0 Pacing and productivity for learning, 3.0 Transitions, Processes and Endings, 4.0-Task Learning, 5.0 Differentiated Teaching to Accelerate Learning, 6.0 Aligning classroom with Macro-organization.

**Math and Reading Critical Areas to address:** utilizing the DesCartes-a Continuum of Learning to improve math skills, Depth of Knowledge in Math, Recall and Reproduction (DOK 1) Skills and Concepts/ Basic Reasoning (DOK 2), Strategic Thinking/Complex Reasoning (DOK 3), Extended Thinking/Reasoning (DOK 4). Power of Teaching: 1.0 Cognitive connections for learning and teaching, 2.0 Pacing and productivity for learning, 3.0 Transitions, Processes and Endings, 4.0-Task Learning, 5.0 Differentiated Teaching to Accelerate Learning, 6.0 Aligning classroom with Macro-organization.

Accelerated learning will be provided for these students. Accelerated learning provides a relevant and demanding curriculum, instructional approaches that will build on students' strengths, problem solving and authentic applications, and high expectations for all students. Teachers will provide a learning environments characterized by high expectations and status. A deadline for eliminating the achievement gap. A challenging, interdisciplinary curriculum focusing on student engagement, critical thinking, concepts applied to real world and personal experiences, and concrete problem-solving. Involvement

and empowerment of teachers and parents. With the three-tier Response to Intervention in mind. All students receive instruction from the Language Arts Core program (Reading Mastery) and the process of Writing in small differentiated group instruction for extra practice on specific skills. Including using the Common Core deconstructed standards.

<b>School-wide Growth Targets Reading</b>		
<b>Levels:</b>	School-wide (BOY %)	NWEA Growth Goal Projection @ 60% tile School-wide
Basic	75%	30%
Nearing Proficient	20%	42%
Proficient	5%	28%
Advanced		

<b>School-wide Growth Targets Math</b>		
<b>Levels:</b>	School-wide (BOY %)	NWEA Growth Goal Projection @ 60% tile School-wide
Basic	78.2 %	27%
Nearing Proficient	20%	29%
Proficient	1.8%	33%
Advanced	0	0

**21st CCLC SCHOOL SITE SUMMARY**

Name of School	Beclabito Day School		
School Administrator	Dr. Gladys Y. Tracy, Acting Principal		
Line Office	New Mexico Navajo North		
<b>LINE ITEMS</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>	<b>TOTAL</b>
<b>Direct Instruction</b>			
<b>Personnel Services</b>			
<b>SITE FACILITATOR (Principal)</b>	In order to maximize resources, this individual will play a key role in monitoring the implementation of the program at the school site. He/she will be responsible for monitoring all student performance, ensuring that students are receiving the appropriate support, ensure staff are in compliance to providing services as aligned to the grant program design, and will gather all required data and reports and submit to the Education Program Specialist at the ADD Navajo Office. The Position will be filled by a school employee and will be funded as a "stipend" as defined by the school	\$ 30,769.00	
			\$ 30,769.00
<b>Teacher (Elementary)</b>		\$ 30,135.00	\$ 30,135.00
<b>Teacher (Elementary)</b>		\$ 28,488.00	\$ 28,488.00
<b>School Bus Driver (PT)</b>		\$ 12,170.00	\$ 12,170.00
<b>Employee Benefits</b>			
	25%		
<b>Professional Development</b>			
<b>Equine Assisted Learning</b>	<b>Personal Growth-Life &amp; Leadership Skills, Adolescent Education-Character Development</b>	\$ 12,000.00	\$ 12,000.00
<b>Purchased Services</b>			
			\$ -
<b>Equipment</b>			
			\$ -
<b>Materials and Supplies</b>			
<b>Classroom Teaching Materials, K-4th</b>		\$ 20,000.00	\$ 20,000.00
<b>Other Expenses:</b>			
<b>Classroom Field Trip</b>	<b>Educational Field Trip, K-4th Grade</b>	\$ 3,000.00	\$ 3,000.00
<b>Instructional Support</b>			
<b>Personnel Services</b>			
			\$ -

<b>Employee Benefits</b>			\$ -
	25%	\$ -	
<b>Professional Development</b>			
<b>Nutrition Education (K-4th Grade)</b>	<b>Family Affair</b>	\$ 10,000.00	\$ 10,000.00
<b>Health Promotion (K-4th Grade)</b>	<b>Family Affair</b>	\$ 10,000.00	\$ 10,000.00
<b>Purchased Services</b>			\$ -
		\$ -	
<b>Equipment</b>			\$ -
		\$ -	
<b>Materials and Supplies</b>			\$ -
<b>Other Expenses:</b>			
<b>Parental Involvement Activites</b>	<b>Parenting Skills-Support Your Child's Academic, Guidance with Homework, Helping Children Handle Stress, Help Your Child with Math/Reading/Writing.</b>	\$ 14,504.00	\$ 14,504.00
<b>Non-Instructional Services</b>			
<b>Material and Supplies</b>			
		<b>TOTAL BUDGET</b>	<b>\$ 171,066.00</b>
CAU	15%		<b>\$ 196,725.90</b>
		<b>Difference (Allocation less Budget)</b>	

**BIE Navajo School District  
Job Description  
For  
21<sup>st</sup> CCLC School Site Coordinator**

**CERTIFICATION:**

Valid K-12 New Mexico Teaching Certificate or Arizona Teaching Certificate

**LICENSES:**

Valid Arizona or New Mexico Driver's License required

**EXPERIENCE:**

A minimum of five years of teaching experience required  
Supervision for effective outcomes.  
Training in professional settings.  
Using best practice research to design, deliver, implement, and assessment of programs.

**SKILLS/KNOWLEDGE/ABILITIES:**

1. District policies and procedures
2. State and federal regulations
3. Current research on effective 21<sup>st</sup> CCLC after school and summer school programs
4. Kindergarten through 12<sup>th</sup> grade curriculum engagement
5. Current research on family and community engagement
6. Data reporting techniques
7. Collecting and analyzing program data (NASIS, Native Star)
8. Teaching strategies and styles for children and adults
9. Child and adolescent growth and development
10. Using computers and related software
11. Solving problems
12. Preparing and making presentations to school learning communities/stakeholders
13. Communication and interpersonal skills

**WORKING CONDITIONS:**

The working environment is the normal office setting with travel to school sites and school site communities

**TERMS OF EMPLOYMENT:**

Eleven Month, Certified Salary Schedule, employee benefits in accordance with BIE HR guidelines.

**EVALUATION:**

Performance to be evaluated in accordance with BIE HR Evaluation Criteria