

Cover Page
BIE Navajo District 21st CCLC
EED FORM # 05-07-039

Crystal Boarding School

Organization

Alberto Castruita

(505) 777-2385

Name of Contact Person

Telephone

alberto.castruita@bie.edu

(505) 777-2648

E-mail Address

Fax Number

November 26, 2012

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

Date

■ *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.*



November 26, 2012

Signature of Organizational Representative

Date

Principal

Title

\$218,950

Total Funding Requested Per Year

\$ 1,094,750

Total Funding Requested for Five Years

BIE Use Only Project Number: _____

Date Received: _____

Project Approval: _____

Amount Awarded: \$ _____

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

Alberto Castruita, Principal

Typed Name and Title of Authorized Representative



Signature of Authorized Representative

November 26, 2012

Date

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

Applicant

San Juan County, New Mexico, USA

*b. Program/Project:

San Juan County, New Mexico, USA

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

McKinnley Co., New Mexico, USA; Apache Co., AZ, USA

17. Proposed Project:

*a. Start Date: January 2013

*b. End Date: January 2017

18. Estimated Funding (\$):

*a. Federal	\$0.00
*b. Applicant	\$0.00
*c. State	\$0.00
*d. Local	\$0.00
*e. Other	
*f. Program Income	\$218,950.00
*g. TOTAL	\$218,950.00

***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

*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: Alberto

Middle Name:

*Last Name: Castruita

Suffix:

*Title: Principal

*Telephone Number: (505) 777-2385

Fax Number: (505) 777-2648

*Email: alberto.castruita@bie.edu

*Signature of Authorized Representative:

Date Signed: November 26, 2012



Application for Federal Assistance SF-424

Version 02

*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:			4. Application Identifier:		
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: Crystal Boarding School					
* b. Employer/Taxpayer Identification Number (EIN/TIN): 140001849			*c. Organizational DUNS: 193614948		
d. Address:					
*Street 1: Hwy 134 Blding 301, PO Box 1288					
Street 2:					
*City: NAVAJO					
County: San Juan					
*State: NIM					
Province:					
Country: USA					
*Zip/ Postal Code: 87328					
.. Organizational Unit:					
Department Name: Department of the Interior			Division Name: Bureau of Indian Education		
f. Name and contact information of person to be contacted on matters involving this application:					
Prefix: Mr.		First Name: Alberto			
Middle Name:					
*Last Name: Castruita					
Suffix:					
Title: Principal					
Organizational Affiliation: Crystal Boarding School, Department of the Interior, Bureau of Indian Education, ADD Navajo					
*Telephone Number: 505-777-2385			Fax Number: 505-777-2648		
*Email: alberto.castruita@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:

- Select One -

Type of Applicant 3: Select Applicant Type:

- Select One -

*Other (specify):

*10. Name of Federal Agency:

United States Department of Education

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.):

Crystal, San Juan Co., New Mexico, USA
Navajo, McKinnley Co., New Mexico, USA
Sawmill, Apache Co., Arizona, USA

*15. Descriptive Title of Applicant's Project:

Targeted Tiered Tutoring for Students in Tier 2 and Tier 3 of Rtl School Academic Program / Enrichment and Supplemental Activities for Entire School Student Population / Parental Skills Enhancement
(See Attached Project Narrative)

Attach supporting documents as specified in agency instructions.



21st Century Community Learning Center School Project Narrative

Name of School	Crystal Boarding School
School Administrator	Alberto Castruita
Line Office	ADD Navajo /Dr. Charles Roessel

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.)

Crystal Boarding School Student Needs

- Crystal Boarding School is a school in restructuring. It has been designated as a Tier III school and has received School Improvement Grant funds for the past three years. The funding will end this year 2011-2012
- NWEA testing from fall 2012 indicates that over 75 % of the students are not proficient in reading and writing.
- 100% of our students are eligible for Title I services (educational, health, nutritional).
- 32 of our 112 students live in the dormitory at Crystal Boarding School
- Many of our day students have no one at home between the hours of 2pm and 6pm.
- Students in our attendance area are at greater risk of becoming victims, and in some cases been victims of molestation attempts, neighborhood gang activity, and "illegal drug" activity during after-school hours.
- Our students have no access to affordable after-school, Saturday morning, or summer, educational, health/nutrition/, social skill development programs, recreational, cultural awareness, fine arts, or technology exploration programs/services due to rural isolation factors.

Crystal Boarding School is a school in restructuring. It has been designated as a Tier III Transformation school and has received School Improvement Grant funds for the past three years. The funding will end this year 2011-2012. While improvements have been made in student achievement, data from the Fall 2012 NWEA testing (see table below) indicates that there are still significant gaps in student achievement.

Grade	Student Count	% State Proficient	% BIE Projected Proficient
K	16		6.3%%
1	19	42.1%	26.3%
2	16	12.5%	6.3%

3	18	5.6%	5.6%
4	15	33.3%	33.3%
5	16	18.8%	18.8%
6	17	0%	0%

Gaps are also evident in Math Achievement Scores and projections.

Grade	Student Count	% State Proficient	% BIE Projected Proficient
K	16		
1	19	47.4%	36.8%
2	16		
3	18	11.1%	0%
4	15		
5	16	31.3%	31.3%
6	17		

If the project is funded the school will be able to provide targeted tiered instruction for the intensive and strategic students who need tier 2 and tier 3 instruction which is over 75% of the student population.

In addition the school would be able to provide enrichment activities and other supplemental activities that the school is not able to offer because the curriculum in the daily program is severely curtailed to reading and math programs. The 32 students who are in the dormitory at Crystal Boarding school would be able to take advantage of these program offerings. The programs would be open to the other 80 students who are bused to the homes in the surrounding communities of Navajo, Sawmill and Fort Defiance. Many of these day students have no one at home between the hours of 2pm and 6 pm and are thus at greater risk of becoming victims, and in some cases been victims of molestation attempts, neighborhood gang activity, and "illegal drug" activity during after school hours. Our students have also have no access to affordable after-school, Saturday morning, or summer, educational, health/nutrition/, social skill development programs, recreational, cultural awareness, fine arts, or technology exploration programs/services due to rural isolation factors. If funded this project would provide programs in a safe place that would meet the student needs for academic advancement, social needs to engage in cultural activities, and other activities with other children; and receive needed guidance to lead healthy lives. To meet student needs the project, proposes to have three components, the Academic Achievement Component, the Enrichment and Support Component, and the Behavior/ Character Component.

School Community Needs

- 100 % of our parents lack affordable/"free" after-school "care" programs for their children.
- 90% of our parents are limited English Speakers.
- Average family income of our school is below the County wide average family income.
- There are limited accessible/affordable alcohol & drug avoidance programs, family mental health, or parenting programs in our school community area.

Rather than rely on sometimes unsafe and possibly unreliable childcare, Crystal Boarding School proposes to meet the needs of parents and the community by providing afterschool care in a safe environment from 3:30 to 5:30 pm daily Monday- Friday. In addition the School will remain open for events that will enhance the skills of parents in enhancing academic achievement, family nights, use of the school's technology and other parenting programs.

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.

Academic Achievement Component

Goal 1

- Crystal Boarding School will provide students with an afterschool program in a safe environment that will meet students' needs for extended academic learning, enrichment activities, and activities that will meet children's social and physical needs.

Objectives

- 1. By, May 2013, students who attend at least 80% of the time will increase on average 30%, based on RIT scale scores as measured by NWEA tests in (total) reading, and (total) math.
- 2 By, May 2013, an average of 112 students will have been served at least 3 times weekly; having attended offerings in the three components: 1) the Academic Achievement Component, 2)the Enrichment and Support Component and the 3)Behavior/ Character Component as measured by official attendance data and lesson plans.

Parent Involvement with Childcare component

Goal2.

- Goal 2
- Crystal Boarding School will provide parents, and community members with an evening program that will address identified community needs.
- Objectives
- 1, January 2012, the school will identify parent interests through a survey and put in place a schedule of evening program/services that will be offered.
- 2. By, May 2013, a minimum of 100 parents and/or community members will have participated in the scheduled programs as measured by agendas and sign-in sheets

Academic Achievement Program

Students will be provided with after school tutoring in reading and math for at least 45 minutes three days a week. This tutoring will consist of homework help and supplemental activities yet aligned to Common Core State Standards (CCSS). Some of the supplemental materials that the school will be using are the Voyager VMath program for Math, reading library activities aligned with CCSS for Reading/ language arts. Students will also be using computer based learning, including Compass Learning Odyssey that is individualized for each student based on NWEA testing results. Another program that can be used is the on-line VMath program that is student paced and enables students to compete with students from around the world.

● Enrichment and Support Activities

Students will be provided with a variety of offerings dependent on student interest. These offerings will be provided on a rotating basis so that students will have opportunities to experience different enrichment activities. It is the belief that the Dine cultural activities will be an important component of the afterschool program.

- Dine' Club Navajo Culture Programs
- Arts and Crafts
- Music
- Athletics Program
- Volleyball
- Cross Country
- Basketball
- Softball
- Archery program
- Mountain Biking
- Science Club
- Culinary Club

Behavior/Character Program

Students in our community area do not have Girls and Boys Scouting Programs. These types of programs teach students how to behave in different situations and expect students to become involved in service projects to help the community. We would like to have a program that will be based on scouting programs.

Parent Involvement with Childcare component

Different parent programs/services, will be offered to the local school community quarterly. A survey of what the parents would like to see will be given in the first month of funding of this project. These offerings might be in the areas of:

- Family Nights
- Parenting program
- Technology
- Helping their children to increase academic achievement.

Childcare for children so parents can be focused on above activities would be provided.

Program Student Transportation

The attendance boundaries for Crystal Boarding School are extensive and include remote areas that may require up to 2 hour rides for students being transported by school bus to their homes. At least 99% of our students are transported to and from school by school bus. Students are usually transported home at 4:30 pm on Mondays, Tuesdays, and Wednesdays; at 1:00 pm on Thursdays, and 3:30 pm on Fridays. It is essential to have at least two extra bus runs for students participating in the proposed afterschool programs. The proposal is asking for overtime pay for two bus drivers and fuel for the bus runs.

21st CCLC SCHOOL SITE SUMMARY

Name of School	Crystal Boarding School
School Administrator	Alberto Castruita
Line Office	ADD Navajo/Dr. Charles Roessel

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			
SITE FACILITATOR	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		
SITE FACILITATOR	\$30.00/hr.x10hrs/wk x 32 wks	\$9,600.00	\$9,600.00
5 Teachers	Teachers for afterschool academic achievement, enrichment, behavior/character education and parent involvement acitivites 30.00/hr x10 hrs./week x 30 weeks	\$ 9,000.00	
			\$ 45,000.00

Employee Benefits			
	Benefits at 25% for 1 site facilitator and 5 teachers		
Professional Development			
	3days		
	Orientation -1day		
	team building- 2 days		
Purchased Services			
Consultant for Professional Development	3 days x 2,000/day	\$ 6,000.00	\$ 6,000.00
Equipment			
Culture Crafts ,Physical Education/Outdoor, Music and Culinary Equipment	Archery, cycling, team and outdoor sports,equipment; culture crafts equipment (looms); and musical instruments (recorders, drums, rattles) \$600/program x 12 programs	\$7,200	\$ 7,200.00
Materials and Supplies			
Academic Materials/Supplies	Paper, pencils,crayons, markers, etc. \$500.00/program x 8 programs	\$ 4,000.00	\$ 4,000.00
Other Expenses:			

no 21st CCLC conference

**BIE Navajo School District
Job Description
For
21st 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 21st CCLC after school and summer school programs
4. Kindergarten through 12th 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

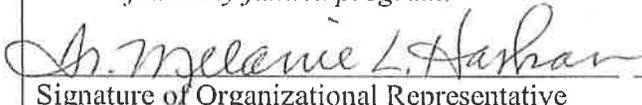
TERMS OF EMPLOYMENT:

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 21ST CCLC
EED FORM # 05-07-039**

Cove Day School	
Organization: School Name	
Melanie Haskan	(928) 653-4457
Name of Contact Person	Telephone Number
<u>Melanie.Hasken@BIE.EDU</u>	(928) 653-4415
E-Mail Address	Fax Number
Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures	
<ul style="list-style-type: none"> <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>1/8/13</u>
Signature of Organizational Representative	Date
Principal	
Title	

\$ <u>84,180.00</u>
Total Funding Requested Per Year
\$ <u>252,540.00</u>
Total Funding Requested for Three Years

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

APPENDIX VII: Assurance Form

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

Melanie Haskan Principal
Typed Name and Title of Authorized Representative

Melanie Haskan
Signature of Authorized Representative

11/26/12
Date

Application for Federal Assistance SF-424		Version 02
*1. Type of Submission <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	*2. Type of Application <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	*If Revision, select appropriate letter(s): * Other (Specify)
*3. Date Received: November 16, 2012	4. Application Identifier: Cove 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: Cove Day School		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 1-850197413	*c. Organizational DUNS:	
d. Address:		
*Street1: PO Box 2000 Street 2: *City: Red Vallev County: Apache *State: Arizona Province: Country: USA		
*Zip/ Postal Code: 86544		
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:	First Name: Melanie	
*Last Name: Haskan Suffix:		
Title: Principal		
Organizational Affiliation: Cove Day School, Bureau of Indian Education		
*Telephone Number: 928-653-4457	Fax Number: 928-653-4451	
*Email: melanie.haskan@bie.edu		

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type: - Select One -

Type of Applicant 2: Select Applicant Type:
- Select One -

Type of Applicant 3: Select Applicant Type:
- Select One -

*Other (specify):
Bureau of Indian Education School

*10. Name of Federal Agency:
Department of Interior

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.):

Cove Day School is located on the Navajo Nation in the Apache County. The students who are enrolled at Cove Day School come from the Red Valley, Oak Springs, and Cove, Arizona.

*15. Descriptive Title of Applicant's Project:

21st CCLC is requested to fund an after school tutoring and summer school for Kindergarten through fourth grades

Attach supporting documents as specified in agency instructions.

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.

No

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of: Arizona

*a. Applicant Cove Day School

*b. Program/Project: 21st Century Program

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

17. Proposed Project:

*a. Start Date: December 1, 2012

*b. End Date:

18. Estimated Funding (\$):

*a. Federal

*b. Applicant

*c. State

*d. Local

*e. Other

*f. Program Income

*g. TOTAL \$0.00

***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: Melanie

Middle Name: Lee

*Last Name: Haskan

Suffix:

*Title: Principal

*Telephone Number: 928-653-4457

Fax Number: 928-653-4451

*Email: melanie.haskan

*Signature of Authorized Representative

M. Melanie Haskan

Date Signed:

11/26/12



21st Century Community Learning Center School Project Narrative

Name of School	Cove Day School
School Administrator	Dr. Melanie Haskan
Line Office	Gloria Haleshowalter

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.)

Although many changes are evident at Cove Day School we desire to educate our children the best that we can, so they can be able to overcome challenges that they face in our ever changing world and its needs. In addition to our core reading and math blocks, extra instructional time should be provided daily for children functioning below grade level, so a structured after-school tutoring program is an ideal solution which the 21st Century grant can make it a possibility for Cove Day School children.

These activities will align with the content students are lacking in according to the NWEA score assessment. Common Core State standards will be targeted with rigorous activities that parallel with the Blooms Taxonomy.

Updated rigorous hands-on material needs to be purchased to meet:

1. Individual learning styles.
2. measuring,
3. movement,
4. examining,
5. analyzing,
6. and critical thinking

Cove Day School will utilize the following programs:

1. drama,
2. song,
3. dance,
4. sewing.
5. cooking.
6. SPARKS,
7. field trips,

8. identifying herbs,
9. weaving,
10. reading,
11. making books,
12. planting,
13. technology,
14. and a full summer school

According to NWEA (boy) assessment for SY 2012-2013 our children are tested at the following levels for **Reading:**

Kindergarten	100%	Basic
1 st grade	86%	Basic
2 nd grade	100%	Basic
3 rd grade	50%	Basic
4 th grade	38%	Basic

The assessment scores indicate that the majority of our children did not fare well in the NWEA testing. Cove Day School has a small student population and our school envisions how much can be done with a small student/teacher ratio therefore the following teaching is needed:

1. Critical thinking skills
2. Skills in thought, deliberation, and reflection
3. Associate context with meaning of words
4. Skills in deciphering text complexity
5. Reading for literature and information text
6. Writing skills
7. Converging life experiences with new knowledge
8. Speaking and Listening Skills
9. Be problem solvers
10. Mathematical thinking
11. Deep understanding of mathematical application and skills
12. Reasoning skills

According to NWEA (boy) assessment for SY 2012-2013 our children are tested at the following levels for **Math:**

Kdg	100%	Basic
1 st grade	86%	Basic
2 nd grade	100%	Basic
3 rd grade	33%	Basic
3 rd grade	50%	Basic

We want our children to attain the following:

1. Be problem solvers
2. Mathematical thinking
3. Deep understanding of mathematical application and skills
4. Reasoning skills
5. Analyzing knowledge and skills

Addressing Health and Eating Habits:

1. SPARKS program
2. Good, nutritious meals
3. Introduction to a variety of foods (contemporary and Native)

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.

Cove Day School desires to **meet 75% growth goal**; although, our goal is set for 60% growth Navajo Nation wide. Our **objective** is to *Maximizing Student Learning* in all content areas through initiating the following:

- Rigorous cognitive thinking activities
- Actively engage students;
- Reduce teacher talk, and vary presentation, format, and ways students can participate in instruction;
- Use an appropriate level of instructional materials; however, continually challenging the student
- Adapt the pacing, content, and emphasis of instruction for individuals and groups of children, including English language learners and those having difficulty learning.
- Imaginelt! will be the targeted reading program
- Buckle Down program as supplement
- Envision math
- Buckle Down math as supplement.
- Recording activities
- Making books
- Incentives
- Interaction with Elderly folks through storytelling

Assessment

1. The assessment will be curriculum based.
2. Teacher based.

Cultural Aspect

1. Partner with the Department of Diné Education language and culture,
2. the Navajo Nation Museum,
3. schools that practice instructing culture and language,
4. and other indigenous nations across the world through technology.
5. Hands-on learning

6. Story Telling
7. Field Trips
8. Cooking and tasting Native foods

Parent Involvement:

1. Support with academic learning
2. Homework with child
3. Support and involvement with cultural activities

21st CCLC SCHOOL SITE SUMMARY

Name of School	Cove Day School
School Administrator	Dr. Melanie Haskan
Line Office	Gloria Haleshowalter

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			
Site Facilitator	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	40x4x36 weeks	\$ 5,760.00
Teacher (3)	Teachers will directly instruct students 30x3x34	\$ 9,180.00	\$ 9,180.00
Employee Benefits			
	25%	\$ 1,440.00	\$ 1,440.00
Professional Development			
Purchased Services			
Consultant	Coordinator will bring a consultant to assemble needed cultural projects	\$ 4,000.00	\$ 4,000.00
Equipment			
Materials and Supplies			
Cultural related books	Coordinator will purchase books that are culturally related	\$ 5,000.00	\$ 5,000.00
Other Expenses:			
Educational Field Trips	Coordinator will arrange educational field trips for the studnets	\$ 15,000.00	\$ 15,000.00
End of summer school Field trip			
Instructional Support			
Personnel Services			
Teacher Assistant (1)	Teacher assistant will assist the teacher 25x3x34	\$ 2,550.00	\$ 2,550.00
Custodian (1)	Will teach a learning activity 20x3x34	\$ 2,250.00	\$ 2,250.00
Maintenance Worker (1)	Will teach a learning activity 20x3x34	\$ 2,250.00	\$ 2,250.00
Bus Driver (1)	Will teach a learning activity 20x3x34	\$ 2,250.00	\$ 2,250.00

**BIE Navajo School District
Job Description
For
21st 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 21st CCLC after school and summer school programs
4. Kindergarten through 12th 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

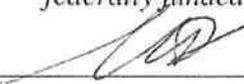
TERMS OF EMPLOYMENT:

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 21ST CCLC
EED FORM # 05-07-039**

Cottonwood Day School, BIE Navajo District	
Organization: School Name	
Mr. Ronald Thompson	(928) 725-3256
Name of Contact Person	Telephone Number
<u>Ronald.Thompson@BIE.EDU</u>	(928) 725-3243
E-Mail Address	Fax Number
Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures	
<ul style="list-style-type: none"> <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> 	
	1-9-13
Signature of Organizational Representative	Date
Principal	
Title	

\$ <u>79,925.00</u>
Total Funding Requested Per Year
\$ <u>239,775.00</u>
Total Funding Requested for Three Years

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

APPENDIX VII: Assurance Form

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

MR. THOMPSON, PRINCIPAL
Typed Name and Title of Authorized Representative


Signature of Authorized Representative

11-21-12
Date

Application for Federal Assistance SF-424		Version 02	
*1. Type of Submission <input type="checkbox"/> Pre-application <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		*2. Type of Application * If Revision, select appropriate letter(s): <input type="checkbox"/> New <input checked="" type="checkbox"/> Continuation * Other (Specify): <input type="checkbox"/> Revision	
*3. Date Received: November 26, 2012		4. Application Identifier: School Name: Cottonwood Day School, BIE Navajo School District	
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: Cottonwood Day School, BIE Navajo School District			
*b. Employer/Taxpayer Identification Number (EIN/TIN): School Name: Cottonwood Day School		*c. Organizational DUNS#:	
*d. Address: *Street 1: P.O. Box 6003 Street 2: *City: Chinle County: Apache *State: Arizona Province: Country: US *Zip/Postal Code: 86503			
*e. Organizational Unit:			
Department Name: Bureau of Indian Education-Navajo		Division Name:	
*f. Name and contract information of person to be contacted on matters involving this application:			
Prefix: Mr.		First Name: Ronald	
Middle Name:			
Last Name: Thompson			
Title: Principal			
Organizational Affiliation: (school name) Cottonwood Day School, BIE Navajo School District			
*Telephone Number: (928) 725-3256		Fax Number: (928) 725- 3243	
*Email Address: P.O. Box 6003 Chinle, Arizona 86503			
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: Bureau of Indian Education – Navajo			
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: Cottonwood Day School, BIE Navajo School District	
*15. Descriptive Title of Applicant's Project:	
Needs Statement and Program Plans Attached	
Attach supporting documents as specified in agency instructions.	
16. Congressional District Of:	
*a. Applicant: School Name: Cottonwood Day School, BIE Navajo School District	
Attach an additional list of Programs/Project Congressional Districts IF NEEDED.	
17. Proposed Project: 21 st Century Community Learning Center -	
18. Estimated Funding:	
*a. Federal	\$ 79,925.00 X 3 years
*b. Applicant	\$
*c. State	\$
*d. Local	\$
*e. Other	\$
*f. Program Income	\$
*g. TOTAL	\$ 239,775.00
*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 checked="" 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.	
Authorized Representative:	
Prefix: Mr.	First Name: Ronald
	Middle Name:
	Last Name: Thompson
*Title: Principal	
*Telephone Number: 928-725-3256	Fax Number: 928-725-3243
*Email Address: <u>Ronald.Thompson@BIE.EDU</u>	
*Signature of Authorized Representative: 	Date: <u>1-9-12</u>
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 to avoid extra spaces and carriage returns to maximize the availability of space).	



21st Century Community Learning Center School Project Narrative

Name of School	Cottonwood Day School
School Administrator	Mr. Ronald Thompson
Line Office	Arizona Navajo Central

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.)

Academics: Our Needs Assessment compiled by NWEA Map/RIT Scores show that Cottonwood Day School students are performing at the "BASIC" level in Reading, Language Arts and Mathematics. Utilizing the RIT Scores from Second-Eighth Grades, 63% BASIC in Language with 30% Nearing Proficiency. In Reading, our Second-Eighth Grades, 69% BASIC, 7% Nearing Proficiency. In Mathematics, our Second-Eighth Grades, 78% BASIC, 14% Nearing Proficiency. Therefore, our projection, is to increase our scores by moving 20-30% gain from BASIC to Proficient levels, at the end of the our Spring Assessment, measured by NWEA. How will we implement these goals? At CDS, we began studying our assessment data results. We will incorporate using the Common Core Standards to providing interventions using the RTI methodologies to meet individual needs of the students enrolled in the After School Program. Each Individual teacher at each grade level have completed SMART goals in the areas of weaknesses in the subject areas assessed by NWEA. Strategies, interventions and Progress monitoring are practiced on daily base. CDS will continue to implement the above implementations in which the 21st Century After School Program will supplement. Fidelity of Assessments, Measurements of Growth and Teaching Implications, using the Common Core Standards will show and demonstrate student academic growths over time and level of performances.

CDS will focus on the 3 R's (Reading, Writing, Rithmetic); incorporate learning on the 4 C's (critical thinking, communications, collaborations and creativity); life and career skills, information, media and technology skills; all required as part of high quality, engaged learning environment within our classrooms. These are the skills and components, within the context of core subject instruction, which the academic staff feel is essential for our students to gain success, related to the real world in greater society, and preparing for post secondary education and beyond.

Culture/Multicultural/Traditional Experiences: Our needs show that our students are coming to school speaking English with the lack of knowledge of their tribal history, language and traditional values of Navajo upbringing. Students need to be exposed to the philosophy and teachings of beliefs, clan systems, healthy/wellness living and incorporate these lifelong skills.

Wellness/Recreation/Physical Fitness: Our needs show that as a school, we need to incorporate skills to promote healthy living in children, family and community. Exercise & good eating habits to be taught.

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.

Projected Daily Schedule:

3:00-3:15 pm Student Sign In, Healthy Snacks

4:00-4:45 pm Academic Enhancement

4:45-5:30 p.m. Learning Centers, Recreation, Cultural Activities

5:30-7:30 p.m. Transport Students Home

CDS 2012-2013

Goals/Objectives	Performance Measures	Outcomes	Activities
Each student will increase NWEA by 15 RIT score.	NWEA Winter/Spring Assessment Results	Move 15% of our students from Basics to Nearing Proficiency or Proficiency.	Supplement the Regular academic program, Implement RTI methodology, Progress monitoring, Common core standards
Each student will gain cultural knowledge	Teacher-made test; observations, oral reports to parents	100% of students will know their clan, kinship and Navajo history and places of interest.	Navajo Elders Presentations; Cultural Nights, Song and dances, Navajo seasonal games and teachings, Navajo, other tribal arts and crafts.
Each student will become active in participating in recreation, healthful living activities.	IHS monitoring of activities	100% of students will participate in recreation activity of their choice: running, sports, and bicycling.	Bicycling Running Healthy Choices Seminars Sports Camps
Each students will develop good eating healthy	IHS monitoring of activities.	80% of students will develop skills in making healthy food choices to eat.	Food Pyramids Making Healthy Snacks
Each students will be career-oriented.	Complete Career/interest surveys	Study, research careers Study, research higher education alternatives and sites	Fieldtrips to Dine' college; NAU, NTC.

not specific

21st CCLC SCHOOL SITE SUMMARY, Year 5

Name of School	Cottonwood Day School		
School Administrator	Ronald Thompson		
Line Office	Arizona Navajo Central		
LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			
SITE FACILITATOR	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	\$5,000.00	\$ 5,000.00
Employee Benefits			
Individual Employee's Benefits	25%		
Professional Development			
Purchased Services			
Reading, Math Cultural Presenters	Coordinator will bring in facilitors who have knowledge and experiences promoting Reading and Math Cultural activities.	\$5,000.00	\$ 5,000.00
Traditional/Elder Presentations	Coordinator will bring in Navajo elders who have knowledge and experiences promoting educational activities.	\$5,000.00	\$ 5,000.00
Equipment			
Ipad		5 x 500	\$ 2,500.00
Materials and Supplies			
Classroom Materials	Coordinator will purchased needed folders, incentives, and educational materials to use with the 21st Century Afterschool program.	\$5,000.00	\$ 5,000.00
Other Expenses:			
Cultural Fieldtrips	Coordinator will attend cultural events and gather cultural activities in promoting self-awareness, knowledge among students and parents.	\$1,000.00	\$ 1,000.00
Entertaining cultural movies, plays, concerts, family nights	Coordinator will promote cultural activities that include music, singing and dancing while involving parents and community members.	\$5,000.00	\$ 5,000.00
Instructional Support			
Personnel Services			
Teachers	In order to implement afterschool learning activities in the areas of Math, Reading, Cultural Activities, recreational for students and family participants, teacher be assigned.	\$1,000 x 14	\$ 14,000.00
Busdrivers	CDS a non-residential day school; therefore, buses and operators will be utilized to transport students to home each day following afterschool program activities.	\$500 x 5	\$ 2,500.00
Education Technicians	Education Technicians will implement highly engaged learning lessons & recreation activities.	\$500 x 5	\$ 2,500.00
Employee Benefits			
	25%		
Professional Development			

**BIE Navajo School District
Job Description
For
21st 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 21st CCLC after school and summer school programs
4. Kindergarten through 12th 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:

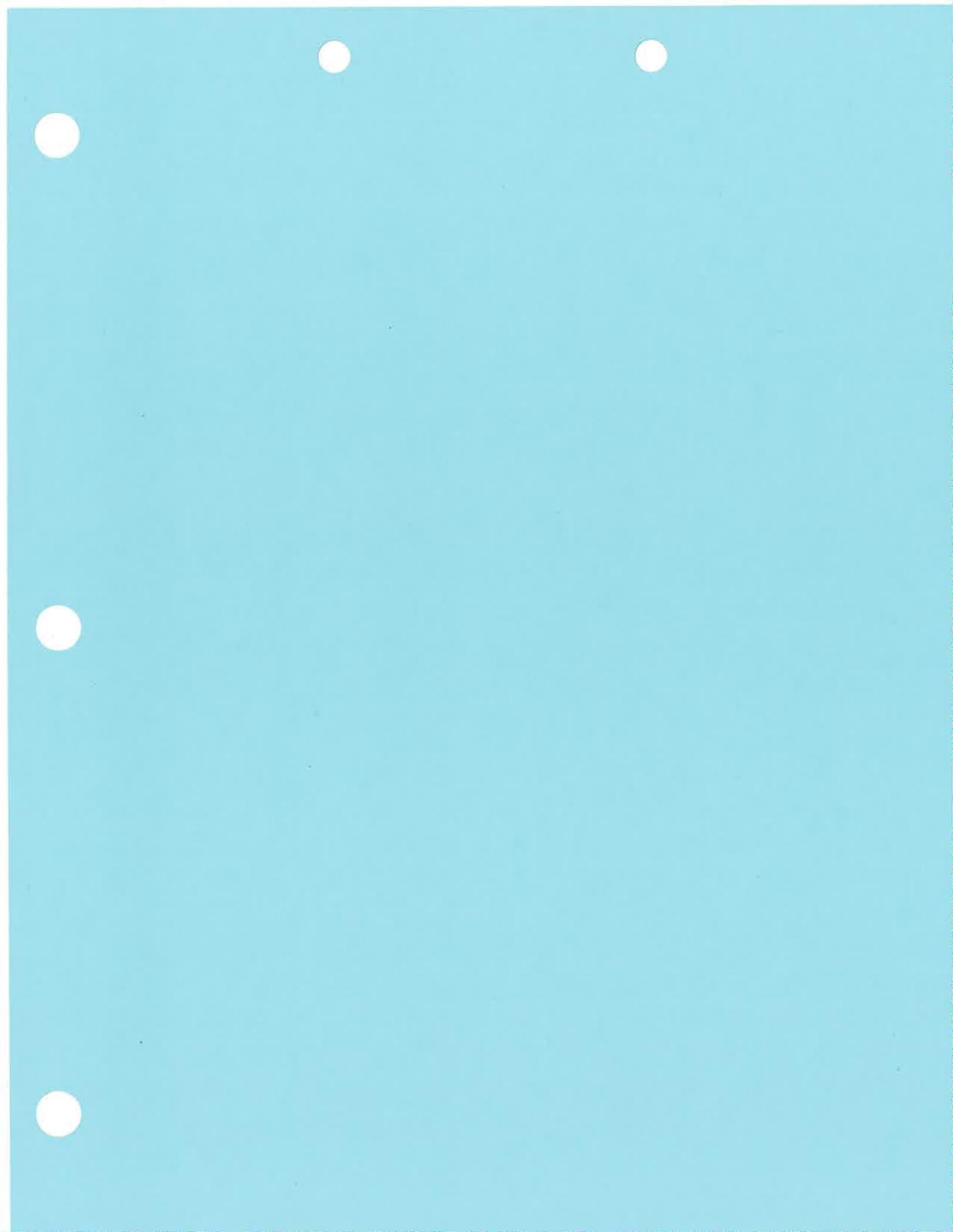
The working environment is the normal office setting with travel to school sites and school site communities

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 21ST CCLC
EED FORM # 05-07-039**

Kayenta Community School, BIE Navajo School District

Organization: School Name

Brian Dixon

(928) 697-3439

Name of Contact Person

Telephone Number

Brian.Dixon@BIE.EDU

(928) 697-3490

E-Mail Address

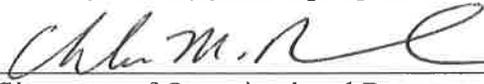
Fax Number



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

Date

- 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.*



Signature of Organizational Representative

Jan 10, 2013
Date

Principal

Title

\$ 185,610.00

Total Funding Requested Per Year

\$ 556,830.00

Total Funding Requested for Three Years

BIE Use Only

Project Number: _____ **Date Received:** _____

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

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:
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:		
*b. Employer/Taxpayer Identification Number (EIN/TIN): School Name:		*c. Organizational DUNS#:
d. Address:		
*Street 1: Street 2: *City: County: *State: Province: Country: US		
		*Zip/Postal Code:
e. Organizational Unit:		
Department Name: Bureau of Indian Education-Navajo		Division Name:
f. Name and contract information of person to be contacted on matters involving this application:		
Prefix: Mr, Mrs, Dr.		First Name:
		Middle Name:
		Last Name:
Title: Principal		
Organizational Affiliation: (school name)		
*Telephone Number:		Fax Number:
*Email Address:		
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: Bureau of Indian Education – Navajo		
Application for Federal Assistance SF-424		Version 02
11. Catalog of Federal Domestic Assistance Number: CFDA Title:		

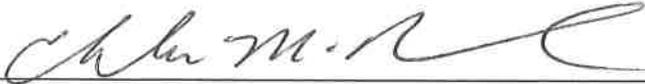
*12. Funding Opportunity Number:	
*Title:	
13. Competition Identification Number:	
Title:	
14. Areas Affected by Project (Cities, Counties, State, etc.):	
School Name:	
*15. Descriptive Title of Applicant's Project:	
Needs Statement and Program Plans Attached	
Attach supporting documents as specified in agency instructions.	
16. Congressional District Of:	
*a. Applicant: School Name:	
Attach an additional list of Programs/Project Congressional Districts IF NEEDED.	
17. Proposed Project: 21 st Century Community Learning Center –	
18. Estimated Funding:	
*a. Federal	\$
*b. Applicant	\$
*c. State	\$
*d. Local	\$
*e. Other	\$
*f. Program Income	\$
*g. TOTAL	\$
*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.	
Authorized Representative:	
Prefix: Mr, Mrs, Dr.	First Name:
	Middle Name:
	Last Name:
*Title: Principal	
*Telephone Number:	Fax Number:
*Email Address:	
*Signature of Authorized Representative:	Date:
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 to avoid extra spaces and carriage returns to maximize the availability of space).	

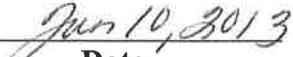
**BIE Navajo District
Assurances For 21st CCLC**

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

Mr. Brian Dixon, Principal, Kayenta Community School, BIE Navajo School District
Type Name and Title of Authorized Representative


Signature of Authorized Representative (Principal's Signature)


Date



200,000 + 300

21st Century Community Learning Center School Project Narrative

200,000

Name of School	Kayenta Community School
School Administrator	Brian Dixon, Principal
Line Office	Monty Roessel

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.)

Teachers will employ differentiated instruction by disaggregating data as reflected through lesson plans. Provide scaffolding for the incorporation of new materials to be introduced, advance organizers will be utilized. Teachers will incorporate preteaching, reteaching, review, some use of GLAD strategies, manipulatives, graphic organizers, videos, listening stations, library, reading strategies, Blooms Taxonomy. Use manipulatives, auditory and higher order thinking skills with modalities that involves visual, kinesthetic, tactile, auditory classroom instruction. Working in groups: play memory games, concentration games, matching, bingo on the 5 Big Ideas of reading: phonics, vocabulary, comprehension, fluency, and phoneme awareness. The facilitator will regularly monitor progress and pertinent data and ensure appropriate analysis of data occurs so that students are served according to their level of skills. Weekly, bi-weekly, monthly monitoring will be conducted to enrich and/or improve student academic growth and guide instruction. Based on researched based methods of teacher effectiveness in the classroom, the following six phased functions of explicit teaching will be part of the observation to ensure that the students are receiving the best appropriate classroom instruction: daily homework check, review, and, if necessary, re-teaching; rapid presentation of new content and skills in small steps; guided student practice with close monitoring by teachers; corrective feedback and instructional reinforcement; independent practice in seatwork and homework with high (more than 90%) success rate; and weekly and monthly review. A good technique for tutoring is to balance having fun with maintaining discipline and focus.

Targeted Grade and Group	Action to Be Taken	Person Responsible	Report on Progress of Implementation
Kindergarten – 8 th Grade	<ul style="list-style-type: none"> -Organize 21st Century Leadership Team. Coordinator to lead the team /meeting. -Team will work with staff to create a consistent plan for Reading/Math instruction 	<ul style="list-style-type: none"> Principal Dept. Head 21st CCLCP Coordinator 	List of Leadership team

	and implement practices to attain school reading/math goals.	Data Collector/RC K-8 Teachers	
Kindergarten – 8 th Grade	Principal/21 st Century Coordinator/Reading Coach Walk through Weekly collaboration meetings to discussion the implementation of 21 st Century program Schedule walk through visits	Principal Dept. Head 21 st CCLCP Coordinator Data Collector/RC K-8 Teachers	Completed Walk-Through form Meeting Agendas and Sign In sheets
Kindergarten – 8 th Grade	Monitor, analyze, coordinate, and support the overall 21 st Century program. Daily Walk-through Weekly Observation Schedule training for teachers Compile all 21 st Century Data	Principal Dept. Head 21 st CCLCP Coordinator Data Collector/RC K-8 Teachers	Completed Walk-Through form Meeting Agendas and Sign In sheets Completed Observation form
Kindergarten – 8 th Grade	KCS serves Kindergarten thru 8 th Grade Total School Enrollment: 358 Total Number of Students who will be participating in the 21 st Century Tutoring Program: 110 Daily Attendance will kept to document student attendance.	Principal Dept. Head 21 st CCLCP Coordinator Data Collector/RC K-8 Teachers	
Kindergarten – 8 th Grade	Enrichment activities will be held daily. Enrichment activities will include: <ul style="list-style-type: none"> • SPARKS (physical activities) • Culture (crafts, dancing, storytelling) • Computers • Home Economic (cooking & sewing) • Boys/Girls Scouts • Biking / Safety 	Principal Dept. Head 21 st CCLCP Coordinator Data Collector/RC K-8 Teachers	

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 in alignment with the NATIVE Star SIP Indicators, 21st After-school tutoring will generate plans of actions utilizing, creating and implementing SMART goals. Utilization of data to drive student learning through implementation of learning strategies, such as centers, small group and individual instruction, peer tutoring, cooperative learning and student accommodations will be applied. Teachers will look at data: DIBELS, NWEA, AIMSweb, Buckle Down, and embedded assessments to ensure appropriate interactive instructional strategies are used with the students. Teachers will use NWEA assessment & DesCartes to target students' instructional needs. Teachers will use DIBELS and weekly progress monitoring to check individual student needs and their area of weakness (Oral Reading Fluency) to implement the 3 Tiered strategies. Teachers will use Palm Pilot for individualized activities, seek & implement supplemental activities using FCRR website. Teachers will utilize on-line resources that meet student needs. Teachers will use AIMSweb for additional practices and supplemental strategies in reading fluency and math. Teachers will share ideas and activities during grade level meetings.

Targeted Grade and Group	Action to Be Taken	Person Responsible	Report on Progress of Implementation
Kindergarten – 8 th Grade	<p>FALL BOY 2012 - Students who attained Intensive and Strategic in Reading/Math will be tutored at the end of the regular school day, three (3) days a week, Tuesday-Thursday from 3:30 – 5:30. One hour for academic instruction and one hour enrichment activities will be planned & implemented daily.</p> <p>Fall Session Sept. – Dec. 13, 2012</p> <p>Spring Session January 8 – May 2, 2013, Summer Session June 3 – June 28, 2013</p>	<p>Principal</p> <p>Dept. Head</p> <p>21st CCLCP</p> <p>Coordinator</p> <p>K-8 Teachers</p>	<p>DIBELS/AIMSweb Progress Monitoring Scores</p> <p>Weekly Lesson plans</p> <p>Daily Lesson Monitoring Form,</p> <p>Walk Thru Form</p>
Kindergarten – 8 th Grade	<p>Students will be grouped according to ability level. Instructors will tutor from the Journey's Tool Kit, Reading Mastery Signature, Corrective Math/Reading, Saxon Math layout. Direct Instruction will be used during the 1 hour academic instructions.</p>	<p>Principal</p> <p>Dept. Head</p> <p>21st CCLCP</p> <p>Coordinator</p> <p>K-8 Teachers</p> <p>Parents</p>	<p>Weekly Lesson Plans</p> <p>Daily Attendance Report</p> <p>Bi-weekly Staff Collaboration meeting minutes. Sign In Sheet</p>
Kindergarten – 8 th Grade	<p>BOY scores will be used as baseline. Reading Check-Outs will be utilized to ensure progress is at its paced schedule.</p>	<p>Principal</p> <p>Dept Head</p>	<p>Completed Assessment</p>

	<p>DIBELS/AIMSweb Progress Monitoring will be used:</p> <ul style="list-style-type: none"> • Weekly for Intensive • Bi-Weekly for Strategic • Monthly for Benchmark <p>DIBELS/AIMSweb will be used for BM Assessment</p> <p>NWEA Assessments will be applied 3x a year.</p>	<p>21st CCLCP</p> <p>Coordinator</p> <p>Data Collector/RC</p> <p>K-5 Teachers</p>	<p>Summary Report</p> <p>Progress Monitoring Report</p> <p>DIBELS Scores</p>
<p>Kindergarten – 8th Grade</p>	<p>DIBELS/AIMSweb Progress Monitoring, NWEA Skills Checklist. Reading Check-Out and Teacher-made timed tests will be administered throughout the Tutoring program to document students performances.</p> <p>Bi-monthly collaboration to discuss data and ensure that decisions are data-driven.</p>	<p>Principal</p> <p>Dept. Head</p> <p>21st CCLCP</p> <p>Coordinator</p> <p>Data Collector/RC</p> <p>K-8 Teachers</p>	<p>Assessment Summary Report</p> <p>Progress Monitoring Report</p> <p>DIBELS Scores</p>
<p>Kindergarten – 8th Grade</p>	<p>Monthly training to increase understanding and implementation of 21st Century program</p> <ul style="list-style-type: none"> -Reading / Math Program -Thematic Unit -Health / Safety Education -Explicit Instructional practices -Assessment measures and Report -SPARKS Training 	<p>Principal</p> <p>Dept Head</p> <p>21st CCLCP</p> <p>Coordinator</p> <p>Data Collector/RC</p> <p>K-8 Teachers</p>	<p>PD plan</p> <p>Training Agendas</p> <p>Sign In Sheets</p>

21st CCLC SCHOOL SITE SUMMARY

Name of School	Kayenta Community School		
School Administrator	Brian Dixon		
Line Office	Arizona Navajo North		
LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			
SITE FACILITATOR	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	\$ 30,000.00	\$ 30,000.00
Data Collector	To assess, obtain, review & help guide instruction.	\$ 21,400.00	\$ 21,400.00
Counselor	To employ charactership skills & bully prevention.	\$ 6,000.00	\$ 6,000.00
Teachers (8)	To guide instruction via direct & differentiated.	\$ 40,000.00	\$ 40,000.00
Educational Technicians (7)	To guide instruction via direct & differentiated.	\$ 28,000.00	\$ 28,000.00
Employee Benefits			
	25%	\$ -	
Professional Development			
Site Facilitator, Data Collector	21st Century Conference	\$ 4,000.00	\$ 4,000.00
Purchased Services			
Equipment			
Materials and Supplies			
Classroom Instr Materials&Supplies	To ensure students and teachers have an abundance of learning materials @ their disposal.	\$ 15,000.00	\$ 15,000.00
Other Expenses:			
Enrichment Field Trips	To reinforce & enhance learning via hands-on.	\$ 4,000.00	\$ 4,000.00
Instructional Support			
Personnel Services			
Dorm Assistants (3)	Will provide enrichment & cultural activities.	\$ 9,000.00	\$ 9,000.00
Cook & Cook Helper	Will provide meals during summer school.	\$ 2,000.00	\$ 2,000.00
Bus Drivers (2)	Will provide transportation during summer school.	\$ 2,000.00	\$ 2,000.00
Employee Benefits			

	25%	\$ -	
Professional Development			
Purchased Services			
		\$ -	
Equipment			
		\$ -	
Materials and Supplies			
Other Expenses:			
Non-Instructional Services			
Material and Supplies			
TOTAL BUDGET			\$ 161,400.00
CAU	15%		\$ 185,610.00
Difference (Allocation less Budget)			

**BIE Navajo School District
Job Description
For
21st 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 21st CCLC after school and summer school programs
4. Kindergarten through 12th 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:

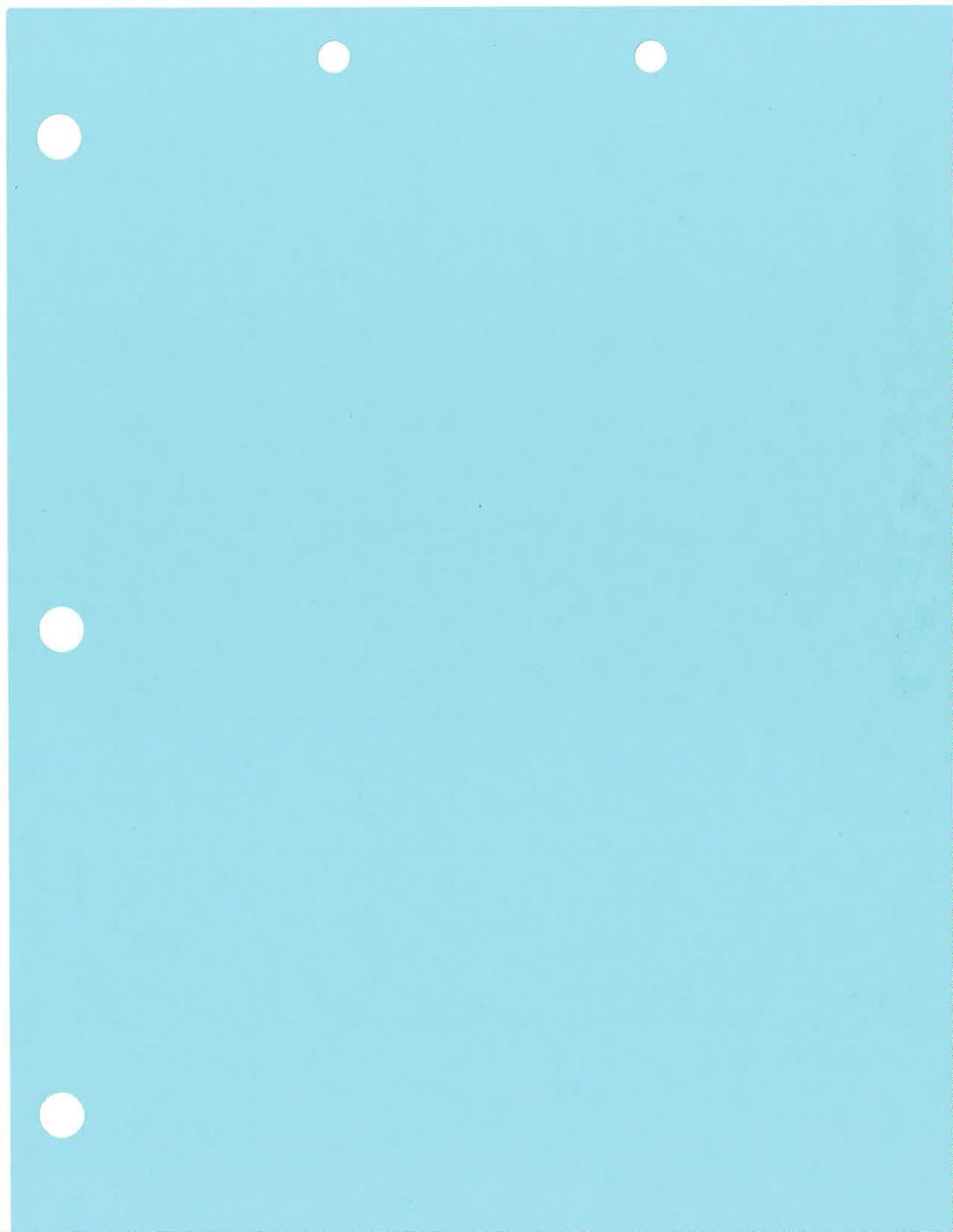
The working environment is the normal office setting with travel to school sites and school site communities

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: Cover Page BIE 21st CCLC
COVER PAGE
EED FORM # 05-07-039**

<u>Many Farms High School</u>	
Organization	
<u>Enda Cummane</u>	<u>(928) 781-6226 x5121</u>
Name of Contact Person	Telephone
<u>enda.cummane@bie.pdu</u>	<u>(928) 781-6338</u>
E-mail Address	Fax Number
<u>Bethina Mubale</u>	<u>11/16/12</u>
Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures	Date
<p>■ Note: The general certifications and assurances that are signed and submitted by the district each spring (or provided by the applicant to EED) will apply to this federally funded program.</p>	
<u>[Signature]</u>	<u>11/16/12</u>
Signature of Organizational Representative	Date
<u>TEACHER / PROGRAM COORDINATOR</u>	
Title	

<u>\$ 285,000</u>
Total Funding Requested Per Year
<u>\$ 855,000</u>
Total Funding Requested for Three Years

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

APPENDIX IX: Documentation Requirements

APPENDIX VII: Assurance Form

Assurances for BIE 21st 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 21st 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 21st 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 21st 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 21st 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 21st CCLC funding shall be fully dedicated to the 21st CCLC program. A full time coordinator of the 21st CCLC program is limited to 15 hours maximum per week during the official school day.
- All activities funded by 21st 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. Carmelia J. Becenti, Principal

Typed Name and Title of Authorized Representative

Dr. Carmelia J. Becenti
Signature of Authorized Representative

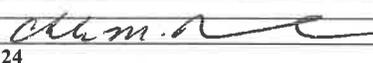
11-16-12

Date

Application for Federal Assistance SF-424		Version 02	
*1. Type of Submission		*2. Type of Application * If Revision, select appropriate letter(s):	
<input type="checkbox"/> Pre-application <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		<input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation * Other (Specify): <input type="checkbox"/> Revision	
*3. Date Received: November 26, 2012		4. Application Identifier: School Name: Many Farms High 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: Many Farms High School, BIE Navajo School District			
*b. Employer/Taxpayer Identification Number (EIN/TIN): School Name: Many Farms High School		*c. Organizational DUNS#: 022412188	
d. Address:			
*Street 1: P.O. Box 307 Street 2: *City: Many Farms County: Navajo *State: Arizona Province: Country: US *Zip/Postal Code: 86538			
e. Organizational Unit:			
Department Name: Bureau of Indian Education-Navajo		Division Name:	
f. Name and contract information of person to be contacted on matters involving this application:			
Prefix: Dr.		First Name: Carmelia	
Middle Name:			
Last Name: Becenti			
Title: Principal			
Organizational Affiliation: (school name) Many Farms High School, BIE Navajo School District			
*Telephone Number: (928) 781-6226		Fax Number: (928) 781-6355	
*Email Address: Carmelia.Becenti@BIE.EDU			
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: Bureau of Indian Education – Navajo			
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: Many Farms High School, BIE Navajo School District	
*15. Descriptive Title of Applicant's Project:	
Needs Statement and Program Plans Attached	
Attach supporting documents as specified in agency instructions.	
16. Congressional District Of:	
*a. Applicant: School Name: Many Farms High School, BIE Navajo School District	
Attach an additional list of Programs/Project Congressional Districts IF NEEDED.	
17. Proposed Project: 21st Century Community Learning Center –	
18. Estimated Funding:	
*a. Federal	\$ 311,650.00 X 3
*b. Applicant	\$
*c. State	\$
*d. Local	\$
*e. Other	\$
*f. Program Income	\$
*g. TOTAL	\$ 934,950.00
*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 checked="" type="checkbox"/> NO	
*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.	
Authorized Representative:	
Prefix: Dr.	First Name: Carmelia
	Middle Name:
	Last Name: Becenti
*Title: Principal	
*Telephone Number: (928) 781-6226	Fax Number: (928) 781-6355
*Email Address: Carmelia.Becenti@BIE.EDU	
*Signature of Authorized Representative: 	Date: Jun 10, 2013
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 to avoid extra spaces and carriage returns to maximize the availability of space).	

Application for Federal Assistance SF-424		Version 02	
*1. Type of Submission		*2. Type of Application * If Revision, select appropriate letter(s):	
<input type="checkbox"/> Pre-application <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		<input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation * Other (Specify): <input type="checkbox"/> Revision	
*3. Date Received: November 26, 2012		4. Application Identifier: School Name: Kayenta Community 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: Kayenta Community School, BIE Navajo School District			
*b. Employer/Taxpayer Identification Number (EIN/TIN): School Name: Kayenta Community School		*c. Organizational DUNS#:	
d. Address:			
*Street 1: Box 188 Street 2: 1000 Main Street- BIE *City: Kayenta County: Navajo *State: Arizona Province: Country: US *Zip/Postal Code: 86033			
e. Organizational Unit:			
Department Name: Bureau of Indian Education-Navajo		Division Name:	
f. Name and contract information of person to be contacted on matters involving this application:			
Prefix: Mr.		First Name: Brian	
Middle Name:			
Last Name: Dixon			
Title: Principal			
Organizational Affiliation: (school name) Kayenta Community School, BIE Navajo School District			
*Telephone Number: (928) 697-3439		Fax Number: (928) 697-3490	
*Email Address: Brian.Dixon@BIE.EDU			
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: Bureau of Indian Education – Navajo			
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: Kayenta Community School, BIE Navajo School District	
*15. Descriptive Title of Applicant's Project:	
Needs Statement and Program Plans Attached	
Attach supporting documents as specified in agency instructions.	
16. Congressional District Of:	
*a. Applicant: School Name: Kayenta Community School, BIE Navajo School District	
Attach an additional list of Programs/Project Congressional Districts IF NEEDED.	
17. Proposed Project: 21st Century Community Learning Center –	
18. Estimated Funding:	
*a. Federal	\$ 185,610.00
*b. Applicant	\$
*c. State	\$
*d. Local	\$
*e. Other	\$
*f. Program Income	\$
*g. TOTAL	\$ 185,610.00
*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.	
Authorized Representative:	
Prefix: Mr.	First Name: Brian
	Middle Name:
	Last Name: Dixon
*Title: Principal	
*Telephone Number: (928) 697-3439	Fax Number: (928) 697-3490
*Email Address: Brian.Dixon@BIE.Edu	
*Signature of Authorized Representative: 	Date: Jun 10, 2013
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 to avoid extra spaces and carriage returns to maximize the availability of space).	

I. Program Summary and Abstract.

Many Farms High School (MFHS) is a Bureau of Indian Education operated high school located in Northeastern Arizona. MFHS serves approximately 488 primarily Navajo students in grades 9 through 12 from the Many Farms community, and at least two dozen other chapters (out of the 110 chapters of the Navajo Nation) within a 100-mile radius of the school. Approximately 100% of the school population in SY 2011-2012 qualified for Free/Reduced lunches. 60.75% were identified as Limited English Proficient (LEP) for the same period. The school is currently in Made Adequate Yearly Progress (AYP) status. The school was identified as having made AYP for SY 2011-2012 and anticipates similar recognition for SY 2012-2013.

Two of the identified needs / risk factors for MFHS students are:

- **Of the students slated to graduate in 2013, fifty-six percent have yet to pass at least one of the three AIMS tests—AIMS Reading, Writing, or Math—on three separate attempts (Spring 2011, Fall 2011, and Spring 2012). Passing all three AIMS tests is an Arizona high school graduation requirement.**
- **Almost seventeen percent of the 2013 graduation cohort, over twenty-three percent of the 2014 graduation cohort, and more than twelve percent of the 2015 graduation cohort have been retained in their current grade level and are in jeopardy of not graduating from high school in four years.**

In order to reduce these risk factors and promote individual student attainment of a four-year high school diploma, MFHS is seeking funds to expand our current implementation of afterschool, Saturday Academy, and summer school programming. If funded, the school believes it can continue to make Adequate Yearly Progress. Without this funding...the bulk of which will be spent on transportation monies in particular, the school is certain to slip out of Made AYP status after SY 2012-2013.

Some anticipated outcomes are as follows:

1. **10% of students re-taking each of the AIMS tests will show a marked improvement,**

- 2. **moving from Falls Far Behind to Approaching or from Approaching to Meets. The percentage of students who are rated “Falls Far Below” on each of the AIMS Tests will decrease 4% when compared with that of the previous year.**
- 3. **50% of identified Credit Recovery students will graduate with their cohorts (i.e., in four years).**
- 4. **50% of the participants will attend 30 days or more of programming.**

II. Program Narrative Need for Project.

1. **Recent Annual Report and State Academic Assessment Data and Identification of Sub-Populations Most in Need of Services.**

Many Farms High School (MFHS) is a Bureau of Indian Education operated high school in Northeastern Arizona. MFHS serves approximately 488 primarily Navajo students in grades 9 through 12 from the Many Farms community, and at least two dozen other chapters (out of the 110 chapters of the Navajo Nation) within a 100-mile radius of the school. Approximately 100% of the school population in SY 2011-2012 qualified for Free/Reduced lunches. 60.75% were identified as English Limited Proficient (LEP) for the same period.

MFHS is a Title I school, and...as a result...falls under the mandates of the No Child Left Behind Act of 2001. The school is currently in Made Adequate Yearly Progress (AYP) status. The school was identified as having made AYP for SY 2011-2012 and anticipates similar recognition for SY 2012-2013.

For determining AYP status, MFHS follows the Arizona Accountability System, which stipulates that a high school must meet the following goals:

- 1. 95% Test Participation (Spring AIMS testing of all sophomore/second year students)
- 2. Achievement of the Annual Measurable Objectives (AMO) for all groups and subgroups (e.g., LEP, Special Education) with 40 or more members.
 - a. Reading AMO—For SY 2012-2013, 44.4% passing rate of students taking the AIMS Reading Test the first time.
 - b. Math AMO—For SY 2012-2013, 51% passing rate of students taking the AIMS Math Test for the first time.

3. 68.38% Four-Year Graduation Rate or an Improvement of One Percentage Point over the previous year's Graduation Rate.

For SY 2012-2013, as stated earlier, MFHS anticipates having met all of the aforementioned goals. However, data collection and analysis for the school year reveals the following trends which will likely affect the school's status negatively in future years if left unaddressed:

- The percentage of sophomore/second-year students passing the AIMS Reading Test has declined fourteen percent from that of the previous year.
- The percentage of the students who were rated "Falls Far Below" on the AIMS Reading Test went up 3.6% when compared with previous year. The percentages of students being rated as "Falls Far Below" on their first attempt on the AIMS tests were 11.1% on the Writing AIMS, 18.5% on the Reading AIMS, and an alarming 43.8% on the AIMS Math.
- Of the students slated to graduate in 2013, *fifty-six percent* have yet to pass at least one of the three AIMS tests—AIMS Reading, Writing, or Math—on three separate attempts (Spring 2011, Fall 2011, and Spring 2012). Passing all three AIMS tests are an Arizona high school graduation requirement.
- *Almost seventeen percent* of the 2013 graduation cohort, *over twenty-three percent* of the 2014 graduation cohort and *more than twelve percent* of the 2015 graduation cohort have been retained in their current grade level, and are in jeopardy of not graduating from high school in four years.
- 75% of the students who have been identified as in need of credit recovery opportunities are classified as Day students.
- The Spring 2012 mean grade-equivalent scores for freshmen on the NWEA Measure of Academic Progress (MAP) for math, reading, and language arts were 6.8, 7.0, and 7.3 respectively, all significantly below grade-level and comparable to the scores of the previous year's freshmen. [Normally, Terra Nova scores are used for freshman academic achievement data analysis and cohort comparison; however, at the writing of this proposal, the Spring 2012 Terra Nova results had not been received by the school.]

2. Additional Risk Factors.

In addition to high poverty, the high incidence of Limited English Proficient students coupled with low academic achievement levels in Reading and Math, and the lack of sufficient progress toward graduation requirements, creates the following risk factors which have been

identified: lack of time at home to do schoolwork, familial responsibilities, excessive distance between many students' homes and the school, a lack of transportation to/from the school, and minimal parental involvement.

The entire student body was surveyed on such issues as homework, transportation to and from school, and participation in after-school programming. Over half of the respondents cited "not enough time at home" and "chores to do at home" as reasons why they did not complete homework assignments. On the issue of time spent on the bus each day, the students who identified themselves as day students (80% of the respondents) responded as follows: 42% thirty minutes to an hour, 27% up to two hours, and 4% more than four hours. Nearly half of the students were in favor of expanding the school's current after school programming (Homework Help each Monday and Wednesday) to more days if transportation were provided.

Students found to be in need of credit recovery were notified prior to the conclusion of the school year and encouraged to attend Summer School. Only 34 of these students participated in the month-long program. Many of those who did not attend cited a lack of transportation as the primary reason for their absence. Of those who did attend, 84% successfully earned at least half of a credit/Carnegie Unit with 7 students earning one credit/Carnegie Unit, (A Carnegie Unit is equivalent to 120 hours of class/contact time with an instructor.)

3. **Remedy of Academic Risk Factors.**

To remedy the low levels of student academic achievement, the need for credit recovery, student difficulties with homework completion, and the issue of transportation after normal school hours, MFHS proposes a 21st Century Community Learning Center:

- **After-School Programming** will take place on four school days consistently, and will focus on One-on-One tutoring, direct AIMS test preparation, and other opportunities for

Credit Recovery, with a snack and transportation provided to each participating day student's normal bus stop.

- **Saturday Academy Programming** running for 10 Saturdays will enable participating students' credit recovery opportunities...which should enhance our graduation rates...with two meals and transportation to and from the school provided.
- **Summer School Programming** will run for 20 days or 160 teacher-contact hours utilizing direct instruction, with two meals and transportation provided to and from the school.

4. **Student Recruitment Plan.**

Student Participants in the After School and Summer School programming will be identified and recruited as follows:

- Before the end of the first month of the academic school year, the academic counselors will identify targeted students based on the following criteria: lack of progress toward the credits requirement for graduation, lack of progress toward the AIMS testing requirement for graduation, low grades, and significantly low academic achievement levels in Reading, Math, or Language Arts on the NWEA M.A.P., AIMS, and / or, Terra Nova.
- During the year, teachers and parents may refer students to the counselors for targeted services.
- Once the students have been identified, the counselors, and the 21st Century Community Learning Center (CCLC) coordinator, will notify the students individually of the necessity of their participation in the programming.
- The CCLC coordinator will then contact each targeted student's parent(s)/legal guardian(s) and likewise inform them of the obligation of their child's participation in the programming, and enter into a *Memorandum of Agreement* with the parents to establish the joint responsibility of the school and the parents, in ensuring that their child participates.
- The participation rate of targeted students, their progress toward graduation requirements, and their academic achievement levels will be monitored throughout the year. The MFHS 21st Century Community Learning Center aims to serve a population of at least 150 "suitable mass" (attending at least 30 days or more of programming) participants, of whom at least 100 will be day students. Based upon the currently available data, the school has targeted for the upcoming school year, 75% of the students who are in need of credit recovery are day students, and an additional 56% of students...who while on track with credits...have not passed one or more of the AIMS tests. Upon receipt of the Spring

2012 Terra Nova results, (which correlate strongly with performance on the AIMS tests), the school will likely identify 10-15 sophomore/second-year students. The results of the Fall NWEA M.A.P. administration will serve as the basis for targeting incoming Freshman students for extra assistance. Additionally, the school serves an average of 71 or more Special Education students, all of whom will be considered targets of the program.

III. Quality of Project Design.

1. **Performance Measures.**

The MFHS 21st CCLC seeks to accomplish the following performance measure objectives:

- 10% of students re-taking each of the AIMS tests will show a marked improvement, moving from 'Falls Far Below' to 'Approaching' or from 'Approaching' to 'Meets'.
- The percentage of students who are rated 'Falls Far Below' on each of the AIMS tests will decrease 4% when compared with that of the previous year.
- 50% of identified Credit Recovery students will graduate with their cohorts (i.e., in four years).
- 50% of the participants will attend 30 days or more of programming.

2. **Scientifically-Based Research That Supports the Activities Planned.**

To address the identified performance measure objectives, the MFHS 21st CCLC will implement the following activities:

- **Homework Help and One-on-one Tutoring–Studies** (Morris, Shaw, & Perney, 1990 and Leslie, 1998) have shown that these activities have positive impacts on students' reading achievement, an area of particular concern to Many Farms High School.
- **AIMS Test Preparation Classes**–Many Farms High School has already purchased and minimally utilized the “Buckle Down AIMS Test Preparation Curriculum” for Reading, Writing and Math. These materials, which are aligned to Arizona state standards and current pedagogical research, will serve as the nucleus of the school's afterschool AIMS Prep program. They are considered “Scientifically Research-Based” materials, and meet or exceed, all relevant federal guidelines for the purchase of materials related to No Child Left Behind. Studies on the use of ‘Buckle Down’ materials in AIMS preparation have shown that they produced mean AIMS Reading and Math test results above the state average.
- **Credit Recovery Classes**–Many Farms High School already utilizes the PLATO Learning System for its Alternative Education program. PLATO is considered “the industry's undisputed expert in proven, effective credit recovery solutions.” The PLATO

curriculum is self-paced and aligned to state content standards and the Common Core Standards. It is designed to be engaging, which research (Biancarosa and Snow, 2004) has shown to be of critical importance in the reading and academic achievement of middle and high school students.

Of the 66 students who enrolled in the 2012 MFHS Summer School Program, 34 students participated in the month-long program. 28 students (84.12%) recovered a ½ credit/Carnegie Unit, the equivalent of 60 hours of contact/instruction, and 7 students (21.7%) recovered an entire credit/Carnegie Unit, the equivalent of 120 hours of contact/instruction. PLATO, as a result, has proven itself to be sufficiently engaging with students spending upwards of eight hours daily completing PLATO assignments.

- **Incentives for Program Participation, Improvement, and Recovery of Credits** –Best practices states, “Set goals based on local needs.” The aforementioned performance measure objectives, which are based on identified local needs, drive the MFHS program. All progress toward these measured needs, therefore, needs to be recognized and celebrated. Biancarosa and Snow (2004) state, “A lack of *incentive* and engagement...explains why even skilled readers and writers often do not progress in reading and academic achievement in middle and high schools.” To foster progress in reading and academic achievement, MFHS 21st CCLC must offer tangible incentives and recognition for its participants.

3. Monitoring of Student Progress

The Native American Student Information System (NASIS) will be the MFHS 21st CCLC’s primary resource in monitoring student progress towards the performance measure objectives. NASIS is an extensive online database of relevant student information, from enrollment, school-day class schedules, and attendance, to behavioral referrals, test scores, grades, and credits earned. NASIS revolutionizes the way MFHS collects and analyzes data, rendering current data collection and analysis methods (e.g., countless Excel spreadsheets of student achievement data) obsolete.

For the purposes of the 21st CCLC grant, MFHS will monitor the following for all targeted students and program participants:

- Attendance.
- Program participation.
- Midterm and Quarterly Grades.
- Credits Earned.

- Credit Recovery Progress (when appropriate).
- Test Scores (AZELLA, Terra Nova, AIMS, and NWEA M.A.P.).
- Behavioral Referrals.

Progress reports will be sent to the parents of targeted students and program participants on a biweekly basis.

The school currently administers the NWEA Measure of Academic Progress (online Adaptive Standardized Tests for Reading, Math, and Language Arts), three times during the school year to measure individual progress towards both the State and Common Core standards. This data is also used to guide instruction thereby ensuring that students are taught at their instructional level where they are most apt to make the biggest gains. For the purposes of this grant, MFHS will use NWEA M.A.P. data for recording the progress of program participants. NWEA testing will also be conducted at the conclusion of the Summer School program, once again, in compliance with the 21st CCLC grant.

4. **Link to School Day.**

Since the MFHS 21st CCLC will utilize primarily school-day staff, and because its performance measure objectives have been derived from school-day data, the programming will be by its very nature linked to the school day. However, to ensure active collaboration takes place between the school-day program and the after school/summer programs, the following formal processes will be utilized:

- School-day data (e.g., attendance and behavioral data) will be monitored weekly to drive decision-making.
- School-day staff will be surveyed on a biweekly basis on the progress of targeted students and program participants in their school-day classes and on the essential concepts and skills which most require reinforcing and/or re-teaching.
- School-day staff will be apprised of student progress toward the 21st CCLC performance measure objectives; particularly, with regard to program participation, so that school-day staff members can play a more active...though informal role... in student recruitment/retention.

5. Schedule of Operations.

SCHOOL(S) SERVED: MANY FARMS HIGH SCHOOL

SCHOOL YEAR: 2012 - 2013

Number of Weeks during the school year: 32

Activity	Time of Day	Where?	By Whom?	M T W R	Hours per Week
HH	15:30-16:30		Reg. Ed. Teachers	* * * *	4
ELH	16:30-17:30		Librarian	* * *	4
ECL	16:30-17:30		Comp Lab Aide	* * *	4
ATP	15:30-17:30		Reg. /Sped Teacher	* * * *	8
CR	15:30-17:30		CALC Staff	* * * *	8

Legend: HH = Homework Help; ELH = Extended Library Hours; ECL = Extended Computer Lab; ATP = Aims Test Prep; CR = Credit Recovery.

SUMMER:

Number of Weeks during the summer: 4

Activity	Time of Day	Where?	By Whom?	M T W R	Hours per Week
CR	07:00-17:00		Reg. Ed. Teachers CALC / SPED Staff	* * * *	40

6. Key Community Partners.

The program's key community partners will be the students' parents because of their involvement in, and support, for the program will have the most impact on whether the performance measurement objectives are achieved. MFHS historically has had a low level of parental involvement when said involvement is critical to academic achievement. For this reason, the MFHS 21st CCLC will enter into a *Memorandum of Agreement* with the parent(s) / legal guardian(s) of each targeted student to establish responsibilities for the program's success. Once accumulated data indicates that a satisfactory level of parental involvement has been established at the school, the program will shift its attention from the students' parents to encompass the students' home communities.

7. Communication with Community.

Since the program's key cooperative partners will be the students' parents, the MFHS 21st CCLC's first priority in consulting with the community will be through interacting frequently

with the parents via:

- Biweekly Progress Reports.
- An Informational Booth/Table describing the program's objectives and attributes at the Title I Annual Parent Meeting, and each of the scheduled Parent/Teacher Conferences.
- Quarterly (Parental) surveys as to their perceptions of their children's needs with regard to afterschool programming, and as to their own needs for training and information.
- Quarterly Newsletters outlining program participation and progress toward the Performance Measurement Objectives while recognizing individual accomplishments with regard to participation, credit recovery, and/or improvement.

Also, each month, the 21st CCLC Coordinator and / or designee, will appear at the meeting of a different chapter within the MFHS school boundaries, and could also liaise with local church pastors in order to get the message out to every community member.

8. **Cultural Activities.**

The majority of activities that comprise the MFHS 21st CCLC after-school/summer school programs are academic in nature. However, MFHS recognizes the importance of tribal cultural awareness to the success of its overall academic program. Consequently, program teachers will be asked to show in their lesson plans...as frequently as possible...how they will integrate cultural awareness into their after-school offerings, (e.g., the winter-time use of the String game to explain geometric principles; the use of Native American literature as the basis of reading comprehension activities, the use of Dine Standards in Lesson Plans, etc.).

9. **Sustainability.**

The Many Farms community as well as the other rural communities served by the school lack potential industry and / or business partners who could sustain the MFHS 21st CCLC programs financially after the grant expires. However, through frequent communication with the targeted students' parents, chapter meeting presentations, and whatever publicity the program can garner in the local media for its successes, the program can sustain a feeling of goodwill

towards an involvement in the school. The 21st CCLC Coordinator and Advisory Board will attempt to identify and correspond with private corporations who sponsor After-School Programs nationally.

10. **Evaluation of Effectiveness.**

The program evaluation plan is based on process-oriented, quantitative, and qualitative measures. The program evaluation plan will address both the implementation, and the on-going effectiveness, of each of the programs/services that comprise the MFHS 21st CCLC. Monitoring will be conducted monthly, quarterly, and yearly by the 21st CCLC Coordinator under the supervision of the school principal, and in conjunction with a 21st CCLC Advisory Board, which will be comprised of a student, a parent, a counselor, a regular program teacher, and the Computer-Assisted Learning Center (CALC) teacher. Adjustments to the MFHS 21st CCLC Programs / services will be made as the result of monthly CCLC Advisory Board meetings and based upon hard data, (e.g., participation rates, standards-based NWEA M.A.P. results, attendance records, and discipline referrals).

IV. Resources.

1. **Staffing.**

Since the program seeks to serve over 150 “suitable quantity” (30 days or more) student participants...over 25% of the school’s day student population...the program will require the services of a part-time Coordinator, whose stipend will be paid for by the CCLC grant. The remaining staff members’ stipends/salaries will be paid through the grant as well.

The program will consist of the following:

- AIMS Preparation Classes—one certified Math teacher, two certified Language Arts teachers, and one certified Science teacher for each of four (thirty-day) sessions.

- One-on-one Tutoring—five Special Education Ed. Technicians for each of four (thirty-day) sessions.
- Credit Recovery Classes—the CALC Teacher and two CALC Ed. Technicians for each of four (thirty-day) sessions.
- Extended Library Hours—The Librarian for 15 days of each of four (thirty-day) sessions.
- Extended Computer Lab Hours—The Computer Lab Technician for 15 days of each of four (thirty-day) sessions.

Staffing for the Summer Program will include four certified teachers (one of whom is the CALC teacher), two CALC Ed. Technicians, and one Special Education Ed. Technician on summer short-term contracts of 20 days each.

2. Job Descriptions.

The Coordinator Job Description is found in the Appendices. Job Descriptions for the Program Teachers, Ed. Technicians, and Librarian are unnecessary because these individuals will be assuming the responsibilities and duties they normally perform during the school day. Staff members will be recruited by the administration in synchronization with the Coordinator.

3. Transportation Needs.

While the MFHS 21st CCLC aims to involve day students from all the communities the school serves, an additional evening bus run that covers the same distances as the morning and afternoon bus runs, would result in transportation costs that alone would well exceed the amount funded by this grant. Consequently, the program will fund an abbreviated third run that would serve an approximate third of its day student population with three busses, instead of the normal nine busses. Salaries for the three bus drivers are projected to amount to \$43,500 each semester for the After-School program, \$7,000 for Saturday Academy (Spring semester), and \$11,000 for the Summer School program.

4. **Consultation with Administration and Tribal Authorities.**

The school's principal expressed her intent that the school apply for 21st CCLC funding at the June 12, 2012, MFHS School Board meeting.

5. **Use of Existing School Resources.**

V. Quality of the Management Plan.

1. **Timeline for Program Implementation.**

Refer to the Appendices for a detailed calendar/timeline for program implementation.

2. **Organizational Structure and Monitoring.**

While the Program Coordinator is charged with monitoring program activities and completing all necessary planning, coordination with transportation, and communication with the school-day staff and parents about the programming, he/she will not directly supervise the teachers and Ed. technicians responsible for carrying out the program activities. If supervisory issues should arise, the Coordinator will report them to the school principal for resolution. Supervisory responsibilities will fall on the head teachers and the principal for the afterschool program since the first hour of the two hours will be held during each individual's normal tour of duty. Supervisory responsibilities will fall on the principal for the summer school program.

3. **Staff Responsibilities.**

As stated earlier, since staffing will be provided by school-day staff members, they will assume many of the responsibilities and duties normally required by their positions, especially with regard to supervising students, planning, implementing and evaluating instruction, and documenting student progress and interventions made.

4. **Staff Orientation and Capacity-Building.**

Once staff members have been identified for each thirty-day sessions, the Coordinator will meet with them in at least two staff meetings prior to the start of the first session. The Coordinator will explain how the program will work, the performance measures that will be monitored, and how progress will be defined.

5. **Internal Evaluation.**

An Advisory Board composed of the coordinator, the CALC teacher, one regular teacher, one counselor, one parent, and one student will meet monthly to review all pertinent data and make adjustments to programming as needed.

6. **Role of the Principal.**

The principal will conduct at least two walk-through observations of afterschool programming weekly. She will review her findings with the head teachers and coordinator as needed. She will insure that the program is in compliance with the rules, regulations, policies, and procedures of the grant.

7. **Collaboration Strategies with Stakeholders.**

The stakeholders are the targeted students and program participants and their parents as well as the school's counselors, teachers, Ed. technicians, transportation staff, and administrators. The Advisory Board will seek input from all stakeholders in its decision-making about program activities.

8. **Community Information Dissemination.**

As stated earlier, the coordinator will communicate frequently with parent stakeholders and appear at various chapter meetings to promote the MFHS 21st CCLC programs and their successes.

VI. Budget/Budget Narrative.

The requested \$285,000.00 grant will be used on the following:

Teacher / Coordinator's Salary	\$111,000.00
Coordinator's Stipend (Fall, Spring, Summer School).....	\$21,000.00
Creating Change Management Consultants.....	\$1,500.00
School Year Salary	\$31,500.00
Summer School Short-Term Salary.....	\$57,000.00
Transportation Salary Supplements	\$105,000.00
After-School Drivers (Fall, Spring).	\$87,000.00
Saturday Academy (Spring).....	\$7,000.00
Summer School Drivers.....	\$11,000.00
Bus Mileage Costs.....	\$38,000.00
After School Third Bus Run (Fall, Spring).....	\$33,000.00
Summer School Bus Run.....	\$5,000.00
Kitchen Staff	\$17,000.00
After-School.	\$4,000.00
Summer School.....	\$13,000.00
BIE 21st CCLC Annual Mtg	\$2,000.00
Per Diem	\$1,000.00
Airfare	\$1,000.00
Incentives/Equipment..	\$12,000.00
Snacks / Supplies.....	\$6,000.00
Equipment.....	\$6,000.00

Financial fidelity will be established and monitored by setting up a program budget, presenting the said budget to the School Board for approval, and once approved, spending according to the permitted budget and all applicable federal procurement and travel regulations.

21st CCLC SCHOOL SITE SUMMARY

Name of School	Many Farms High School
School Administrator	Dr. Carmelia Becenti
Line Office	Arizona Navajo Central

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			
SITE FACILITATOR	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	\$ 21,000.00	
			\$ 21,000.00
Afterschool Teachers		\$ 31,500.00	\$ 31,500.00
Summer School Teachers		\$ 57,000.00	\$ 57,000.00
Employee Benefits			
	25%		
Professional Development			
Creating Change		\$ 1,500.00	\$ 1,500.00
Purchased Services			
Afterschool Transportation		\$ 87,000.00	\$ 87,000.00
Saturday Academy Transportation		\$ 7,000.00	\$ 7,000.00
Summer School Transportation		\$ 11,000.00	\$ 11,000.00
Equipment			
Materials and Supplies			
Other Expenses:			
Bus Mileage Costs-Afterschool		\$ 33,000.00	\$ 33,000.00
Bus Mileage Costs-Summer School		\$ 5,000.00	\$ 5,000.00
Instructional Support			
Personnel Services			
Employee Benefits			
	25%		
Professional Development			

Purchased Services			
Equipment			
Materials and Supplies			
Other Expenses: Kitchen staff			
Afterschool		\$ 4,000.00	\$ 4,000.00
Summer School		\$ 13,000.00	\$ 13,000.00
Non-Instructional Services			
Material and Supplies			
		TOTAL BUDGET	\$ 271,000.00
	CAU	15%	\$ 311,650.00
		Difference (Allocation less Budget)	

**BIE Navajo School District
Job Description
For
21st 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 21st CCLC after school and summer school programs
4. Kindergarten through 12th 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

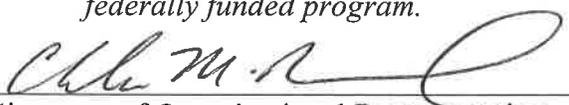
TERMS OF EMPLOYMENT:

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 21ST CCLC
EED FORM # 05-07-039**

Nenahnezad Community School, BIE Navajo School District	
Organization: School Name	
Mr. Larry D. Cunningham	(505) 598-6922
Name of Contact Person	Telephone Number
<u>Dean.Cunningham@BIE.EDU</u>	(505) 598-0970
E-Mail Address	Fax Number
	
Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures	Date
<ul style="list-style-type: none"> <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>Jan 10, 2013</u>
Signature of Organizational Representative	Date
Principal	
Title	

\$ <u>125,235.00</u>
Total Funding Requested Per Year
\$ <u>375,705.00</u>
Total Funding Requested for Three Years

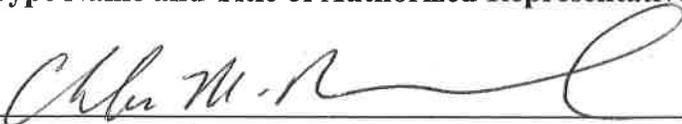
BIE Use Only	
Project Number: _____	Date Received: _____
Project Approval: _____	Amount Awarded: \$ _____

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

Mr. Larry D. Cunningham, Nenahnezad Community School BIE Navajo School District
Type Name and Title of Authorized Representative


Signature of Authorized Representative (Principal's Signature)

Jan 10, 2013
Date



21st Century Community Learning Center School Project Narrative

Name of School	Nenahnezad Community School
School Administrator	Mr. Larry D. Cunningham
Line Office	Dr. Lemuel Adson

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.)

?

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 for 2011-2012 must demonstrate a strong academic base for their programming.



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16. Congressional Districts Of:

i. Applicant

Bureau of Indian Affairs

*b. Program/Project:

Summer School/After School Program

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

17. Proposed Project: Summer School Program/After School Program

*a. Start Date: 12/1/12

*b. End Date: 12/1/17

18. Estimated Funding (\$):

*a. Federal

*b. Applicant

\$400,000.00

*c. State

*d. Local

*e. Other

*f. Program Income

*g. TOTAL

\$400,000.00

***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

*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: Larry

Middle Name: Dean

*Last Name: Cunningham

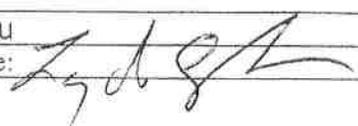
Suffix:

*Title: Principal

*Telephone Number: 505/960-6922

Fax Number: 505/960-0970

*Email: larry.cunningham@bie.edu

*Signature of Authorized Representative: 

Date Signed: Nov. 26, 2012

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***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		Version 02
*1. Type of Submission <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	*2. Type of Application <input type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	*If Revision, select appropriate letter(s): * Other (Specify)
*3. Date Received:		4. Application Identifier:
5a. Federal Entity Identifier: Bureau of Indian Affairs		*5b. Federal Award Identifier:
State Use Only:		
6. Date Received by State:		7. State Application Identifier:
8. APPLICANT INFORMATION:		
* a. Legal Name: Nenahnezad Community School		
* b. Employer/Taxpayer Identification Number (EIN/TIN):		*c. Organizational DUNS:
d. Address:		
*Street1: P. O. Box 337 Street 2: Off CR 6675 *City: Fruitland County: San Juan *State: INVI Province: Country: U.S. *Zip/ Postal Code: 87416		
Organizational Unit:		
Department Name: Bureau of Indian Affairs		Division Name: Nenahnezad Community School
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: Ms. Middle Name:		First Name: Laverna
*Last Name: Yazza Suffix:		
Title: Business Technician		
Organizational Affiliation: Elementary School K - 6		
*Telephone Number: 505.960-6722		Fax Number: 505.960-6970
*Email: laverna.yazza@bie.edu		

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9. Type of Applicant 1: Select Applicant Type: - Select One -

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:
Bureau of Indian Affairs

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.):

*15. Descriptive Title of Applicant's Project:

Attach supporting documents as specified in agency instructions.

21st CCLC SCHOOL SITE SUMMARY

Name of School	NENAHNEZAD COMMUNITY SCHOOL		
School Administrator	LARRY CINNUNGHAM		
Line Office	LEMUEL ADSOM		
LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			
SITE FACILITATOR	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
Reading Coach	Academic Coordinator	\$ 4,700.00	\$ 4,700.00
Business Technician	Coordinator	\$ 7,200.00	\$ 7,200.00
Summer School Teachers	Licenced teachers X 4	\$ 5,000.00	\$ 20,000.00
Summer School Culture Teacher	Licenced Culture Teacher	\$ 5,000.00	\$ 5,000.00
Employee Benefits			
	25%		
Professional Development			
21 st Century learning Centers conference	Airfare, per diem, hotel, mileage	\$ 5,000.00	\$5,000.00
Purchased Services			
	Consultant- Culture	\$ 1,000.00	\$ 1,000.00
	CPR Training	\$ 1,000.00	\$ 1,000.00
	Consultant- Residential	\$ 2,000.00	\$ 2,000.00
	Reduce Youth Violence and Drugs		
	Health and Wellness		
	Parenting Classes		
	Giving teachers tools to stop bullying	\$ 2,000.00	\$ 2,000.00
Equipment			
Buses	Software; Math, Reading, Culture etc.	\$ 2,500.00	\$2,500.00
Materials and Supplies			
	Supplies for arts & craft	\$ 2,000.00	\$ 2,000.00
	Recreational Supplies	\$ 2,000.00	\$ 2,000.00
Other Expenses:			
	Student incentive Program	\$ 4,000.00	\$ 4,000.00
	Parental Involvement	\$ 4,000.00	\$ 4,000.00
Instructional Support			
Personnel Services			

	Summer School Education Technicians X 2	\$ 4,000.00	\$ 4,000.00
Employee Benefits			
	25%		
Professional Development			
	CORE Institute	\$ 2,000.00	\$ 2,000.00
	Math Consultants	\$ 2,000.00	\$ 2,000.00
Purchased Services			
Equipment			
	I-Pads	\$ 5,000.00	\$ 5,000.00
Materials and Supplies			
	Classroom supplies/ material	\$ 3,000.00	\$3,000.00
	Summer school supplies/ material	\$ 5,000.00	\$5,000.00
	Dormitory after school supplies/ materials	\$ 4,000.00	\$4,000.00
Other Expenses:			
Non-Instructional Services			
Material and Supplies			
	Bus Driver	\$ 3,000.00	\$ 3,000.00
	School Cook	\$ 3,000.00	\$ 3,000.00
	Residential Manager	\$ 4,000.00	\$ 4,000.00
	Homeliving Assistant X 2	\$ 3,000.00	\$ 6,000.00
	Registrar	\$ 2,500.00	\$ 2,500.00
TOTAL BUDGET			\$ 108,900.00
CAU	15%		\$ 125,235.00
Difference (Allocation less Budget)			

**BIE Navajo School District
Job Description
For
21st 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 21st CCLC after school and summer school programs
4. Kindergarten through 12th 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