



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

<b>Ojo Encino Community School, BIE Navajo School District</b>	
Organization: School Name	
<b>Mr. David Schafer</b>	<b>(505) 731-2333</b>
Name of Contact Person	Telephone Number
<u>David.Schafer@BIE.EDU</u>	<b>(505) 731-2361</b>
E-Mail Address	Fax Number
	
Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures	Date
<ul style="list-style-type: none"> <li><i>Note: The general certifications and assurances that are signed and submitted by the district each spring (or provided by the applicant to EED) will apply to this federally funded program.</i></li> </ul>	
	
Signature of Organizational Representative	Date
<b>Principal</b>	
Title	

\$ _____ Total Funding Requested Per Year
\$ _____ Total Funding Requested for Three Years

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

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

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

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

Mr. David Schafer, Acting Principal, Ojo Encino Day School, BIE Navajo School District  
Type Name and Title of Authorized Representative



Signature of Authorized Representative (Principal's Signature)

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 type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		<input type="checkbox"/> New <input type="checkbox"/> Continuation * Other (Specify): <input type="checkbox"/> Revision	
*3. Date Received: November 26, 2012		4. Application Identifier: School Name: <b>Ojo Encino Day School</b>	
5a. Federal Entity Identifier:		5b. Federal Award Identifier	
<b>State Use Only:</b>			
6. Date Received by State:		7. State Application Identifier	
<b>8. APPLICANT INFORMATION:</b>			
*a. Legal Name: <b>Ojo Encino Day School, BIE Navajo School District</b>			
*b. Employer/Taxpayer Identification Number (EIN/TIN):  School Name: <b>Ojo Encino Day School</b>		*c. Organizational DUNS#:	
<b>d. Address:</b>			
*Street 1: <b>HCR 79, Box 9</b> Street 2: *City: <b>Cuba</b> County: <b>Sandoval</b> *State: <b>New Mexico</b> Province: Country: <b>US</b> *Zip/Postal Code: <b>87103</b>			
<b>e. Organizational Unit:</b>			
Department Name: <b>Bureau of Indian Education-Navajo</b>		Division Name:	
<b>f. Name and contract information of person to be contacted on matters involving this application:</b>			
Prefix: <b>Mr.</b>		First Name: <b>David</b>	
		Middle Name:	
		Last Name: <b>Schafer</b>	
Title: <b>Principal</b>			
Organizational Affiliation: (school name) <b>Ojo Encino Day School, BIE Navajo School District</b>			
*Telephone Number: <b>(505) 731-2333</b>		Fax Number: <b>(505) 731-2361</b>	
*Email Address: <b>David.Schafer@BIE.EDU</b>			
9. Type of Applicant 1: Select Applicant Type: Indian/Native American Tribal Government (Federally Recognized) Type of Applicant 2: Select Applicant Type: Indian/Native American Tribal Government (Federally Recognized) Type of Applicant 3: Select Applicant Type: Indian/Native American Tribal Government (Federally Recognized) *Other (specify):			
*10. Name of Federal Agency: <b>Bureau of Indian Education – Navajo</b>			
<b>Application for Federal Assistance SF-424</b>		<b>Version 02</b>	
11. Catalog of Federal Domestic Assistance Number:  CFDA Title:			

*12. Funding Opportunity Number:	
*Title:	
13. Competition Identification Number:	
Title:	
14. Areas Affected by Project (Cities, Counties, State, etc.):	
School Name: <b>Ojo Encino Day School, BIE Navajo School District</b>	
*15. Descriptive Title of Applicant's Project:	
<b>Needs Statement and Program Plans Attached</b>	
<b>Attach supporting documents as specified in agency instructions.</b>	
16. Congressional District Of:	
*a. Applicant: School Name: <b>Ojo Encino Day School, BIE Navajo School District</b>	
Attach an additional list of Programs/Project Congressional Districts <b>IF NEEDED.</b>	
17. Proposed Project: <b>21<sup>st</sup> Century Community Learning Center --</b>	
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.	
<b>Authorized Representative:</b>	
Prefix: <b>Mr.</b>	First Name: <b>David</b>
	Middle Name:
	Last Name: <b>Schafer</b>
*Title: <b>Principal</b>	
*Telephone Number: <b>(505) 731-2333</b>	Fax Number: <b>(505) 731-2361</b>
*Email Address: <b>David.Schafer@BIE.Edu</b>	
*Signature of Authorized Representative: 	Date:
<b>Application for Federal Assistance SF-424</b> <span style="float: right;">Version 02</span>	
*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).	



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

Name of School	Ojo Encino Community School, BIE Navajo School District
School Administrator	Mr. David Schafer
Line Office	BIE Navajo

**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.)

Ojo Encino Community School is a Bureau of Indian Education school serving up to 160 students with 100% Navajo students. Ojo Encino is currently classified as a TIER I school in restructuring under NCLB. Currently, the student population is performing below grade level and the school is implementing effective instructional practices to improve overall academic performance.

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

- Our attendance area and surrounding areas have many Navajo families low socio-economic levels.
- Families in rural areas have lower income, few job opportunities, and a high rate of unemployment.
- Ojo Encino Community School statistics indicate that Navajo children live in poverty based on lack of employment opportunities and employability skills. The socio-economic status in the surrounding areas provided limited employment and service opportunities for families.

In order to reduce our student risk factors and promote student achievement and social success, we are seeking funds to implement our locally development before, after, and summer school programs. If funded, this grant will allow us to offer our students and community members an extended school day and year learning opportunities in a safe learning environment. The grant will support and encourage efforts to improve academic achievement and enhance student's physical, mental, and social well being. Ojo Encino Community School will provide health, technical, and academic services during instructional hours and summer enrichment.

Ojo Encino Community School is a Bureau of Indian Education school in BIE Navajo School District. The school serves approximately 160 students. The student population is 100% Native American-Navajo. Ojo Encino Community School is located in a remote region in eastern New Mexico.

**Rural Justification:** Ojo Encino Community School is located 190 miles from the nearest city, Gallup, New Mexico. The next city would be Albuquerque, New Mexico is a three (3) hour drive from the school. Ojo Encino Community School lacks the community base infrastructure, educational and recreational opportunities for our youth and families. The majority of our students live in substandard housing. In addition, some homes do not have access to water and electricity.

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

As a rural BIE school located on the Navajo Nation the problems common to many rural areas across the country include:

- Community isolation,
- Substance Abuse,
- Diabetes,
- Increasing numbers of at-risk families with increases in child abuse and neglect,
- Increasing number of students at-risk for academic failure,
- Navajo Culture and Language are becoming extinct.



## 21st CCLC SCHOOL SITE SUMMARY

<b>21st CCLC SCHOOL SITE SUMMARY</b>			
Name of School		Ojo Encino Community School	
School Administrator		Mr. David Schafer	
Line Office		BIE Navajo School District	
<b>LINE ITEMS</b>			
<b>DESCRIPTION</b>		<b>AMOUNT</b>	<b>TOTAL</b>
<b>Direct Instruction</b>			
<b>Personnel Services</b>			
<b>SITE FACILITATOR</b>	In order to maximize resources, this individual will play a key role in monitoring the implementation of the program at the school site. He/she will be responsible for monitoring all student performance, ensuring that students are receiving the appropriate support, ensure staff are in compliance to providing services as aligned to the grant program design, and will gather all required data and reports and submit to the Education Program Specialist at the ADD Navajo Office. The Position will be filled by a school employee and will be funded as a "stipend" as defined by the school	\$ 3,000.00	\$ 3,000.00
Teachers (3)	Summer enrichment licenced teachers	\$ 5,000.00	\$ 15,000.00
teachers (3)	Extended hours licenced teachers	\$ 5,000.00	\$ 15,000.00
<b>Employee Benefits</b>			
	25%	\$ -	
<b>Professional Development</b>			
Conference and Training	21st Century Conference or Training	\$ 5,000.00	\$ 5,000.00
<b>Purchased Services</b>			
<b>Equipment</b>			
	l-pads X 10	\$ 700.00	\$ 7,000.00
<b>Materials and Supplies</b>			
	Summer enrichment supplies	\$ 5,000.00	\$ 5,000.00
	Extended school hour supplies	\$ 5,000.00	\$ 5,000.00
<b>Other Expenses:</b>			
Summer Enrichment Field Trip	Educational Fieldtrip	\$ 8,000.00	\$ 8,000.00
<b>Instructional Support</b>			
<b>Personnel Services</b>			
Summer Enrichment Teacher Assistants (3)	Assist teacher during summer enrichment	\$ 3,000.00	\$ 9,000.00
Extended School Hours Teacher Assistants (3)	Assist teacher as tutor during extended school hours	\$ 3,000.00	\$ 9,000.00



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

**CERTIFICATION:**

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

**LICENSES:**

Valid Arizona or New Mexico Driver's License required

**EXPERIENCE:**

A minimum of five years of teaching experience required

Supervision for effective outcomes.

Training in professional settings.

Using best practice research to design, deliver, implement, and assessment of programs.

**SKILLS/KNOWLEDGE/ABILITIES:**

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

**WORKING CONDITIONS:**

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

**TERMS OF EMPLOYMENT:**

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

**EVALUATION:**

Performance to be evaluated in accordance with BIE HR Evaluation Criteria



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

<u>Pueblo Pintdo Community School</u> Organization	
<u>Mr. Notah Benally</u> Name of Contact Person	<u>505 655 3341/3343</u> Telephone
<u>notah.benally@bie.edu</u> E-mail Address	<u>505 655 3342</u> Fax Number
 Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures	<u>11/21/2012</u> Date
<p><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></p>	
 Signature of Organizational Representative	<u>11/21/2012</u> Date
<u>Principal</u> Title	

\$ <u>220.000</u> Total Funding Requested Per Year
\$ <u>660.000</u> Total Funding Requested for Three Years

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

**APPENDIX VII: Assurance Form**

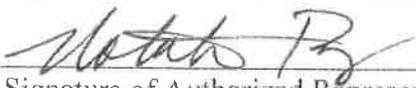
**Assurances for BIE 21<sup>st</sup> CCLC**

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

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

Mr. Notah Benally, Principal, Pueblo Pintado Community School

Typed Name and Title of Authorized Representative



Signature of Authorized Representative

11/21/2012

Date

**Application for Federal Assistance SF-424**

Version 02

16. Congressional Districts Of:  
\*a. Applicant **Pueblo Pintado Community School** \*b. Program/Project: **21st CCLC**

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

17. Proposed Project: **21st CCLC**  
\*a. Start Date: **Jan. 2013** \*b. End Date: **Jan,2017**

**18. Estimated Funding (\$):**  
\*a. Federal **\$1,100,000.00**  
\*b. Applicant  
\*c. State  
\*d. Local  
\*e. Other  
\*f. Program Income  
\*g. TOTAL **\$1,100,000.00**

**\*19. Is Application Subject to Review By State Under Executive Order 12372 Process?**  
 a. This application was made available to the State under the Executive Order 12372 Process for review on  
 b. Program is subject to E.O. 12372 but has not been selected by the State for review.  
 c. Program is not covered by E.O. 12372

**\*20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**  
 Yes  No

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

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

**Authorized Representative:**  
Prefix: **Mr.** \*First Name: **Notah**  
Middle Name:  
\*Last Name: **Benally**  
Suffix:  
\*Title: **Principal Pueblo Pintado Community School**

\*Telephone Number: **505 655 3341** Fax Number: **505 655 3342**

\*Email: **notah.benally@bie.edu**

\*Signature of Authorized Representative:  Date Signed: **11-21-12**

**Application for Federal Assistance SF-424**

Version 02

**\*Applicant Federal Debt Delinquency Explanation**

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

**Application for Federal Assistance SF-424**

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: 11/21/2012	4. Application Identifier: Pueblo Pintado Community School
----------------------------------	---------------------------------------------------------------

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

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

\* a. Legal Name: Mr. Notah Benally

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

**d. Address:**

\*Street 1: HCR 79 Box 80  
 Street 2:  
 \*City: Cuba  
 County: Gallup/McKinlev  
 \*State: NMI  
 Province:  
 Country: USA \*Zip/ Postal Code: 87013

**e. Organizational Unit:**

Department Name: Pueblo Pintado Community School	Division Name: BIE DOI
-----------------------------------------------------	---------------------------

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

Prefix: Mr. First Name: Notah  
 Middle Name:  
 \*Last Name: Benally  
 Suffix:

Title:

Organizational Affiliation:  
 Pueblo Pintado Community School

\*Telephone Number: 505 655 3341/3343 Fax Number: 505 655 3342

\*Email: notah.benally@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):  
BIE 21st CCLC

\*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.):

Pueblo Pintado New Mexico

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

21st Century Community Learning Center

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



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

Name of School	Pueblo Pintado Community School
School Administrator	Mr. Notah Benally
Line Office	Ms. Gloria Hale Showalter

**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.)

Pueblo Pintado is located in a very remote location of Northwestern New Mexico and serves a lower socio-economic population. The school is in restructuring status. The students who are not at risk academically would benefit greatly from these CCLC enrichment activities. PPCS is proposing to offer the 21<sup>st</sup> Century Community Learning Center remedial and enrichment activities after school and during summer school to all students. All students including dormitory will be involved with CCLC.

The goal of the 21<sup>st</sup> Century CCLC is to provide a safe, welcoming, nurturing, motivating environment for the students during the two six-week, after school sessions and during summer school. The students in need of remedial work will be offered innovative and interesting classes. Students at or near grade level will participate in the enrichment classes. Culture, health and social skills will be included, along with the academic instruction.

Based on PPCS Needs Assessment, 21<sup>st</sup> Century provided additional time for academic staff to implement the three tier model of instructions from school year 2008 to 2012. With additional time to implement a tier III model, teachers will be able to develop instructions based on student s' formative assessments; furthermore, additional time will be allotted at the end of the day for tier III instructions.

- **Tier I – 90 minutes** End of every core lesson (daily), informal assessment to highlight students that did not understand concept is done every day to determine who needs what in Tier II.
  - **Tier II –45 minutes** (students “Tier” assignment of either A or B may change daily depending on how well they understood the core lesson)
    - A. Immediate re-teach in small groups when objectives have not been met.
    - B. Students at PPCS are assessed at the beginning of the on Phonics skills using the Core Literacy Phonics Survey. Based on results, students who lack skills are placed in the Phonics for Reading program for Tier II instructions for 20 minutes. Targeted instructions are then geared toward

NWEA objectives.

- C. Students that have core objective accomplished will be instructed on targeted NWEA RIT objectives.
  - **Tier III – 45-60 minutes** (only for students who couldn't show "proficiency" on the end of unit test)
    - A. Data dig for each end of unit classroom assessment- teachers and coaches do analysis together- Objective Analysis Meetings – after unit assessments
    - B. Now using MAP data and DesCartes after students are identified by end-of-unit assessments to create appropriate instructional interventions to move kids.
      - Data Item analysis of each unit assessment
    - C. Teachers will also use this time to incorporate real world applications related to College and Career Readiness (Common Core State Standards).
- Big Picture "Guiding Principles" for Intervention**
- **Tier 1** – teacher knows and focuses on objectives – plan for assess/check for understanding for the that objective) using core math Saxon and Core Reading K-6 Storytown and Core Reading 7-8 Holt McDougal/ Voyager Language!
    - Prepare and work through the lesson (before the lesson)
    - Based on standards – NMSBA, NWEA
  - **Tier 2** – time and activities for who get it and those who didn't (re-teaching and enrichment)
    - Weaves in standards/content that are missed by the core
    - Benchmark Assessments, (NWEA, DIBELS, AIMSWEB) + daily formative assessments (using NWEA DesCartes Objectives aligned to students' instructional skills)
  - **Tier 3** – individualized item analysis, based on item analysis of "unit assessment"
    - Very small groups (3-4 kids) teacher –led+skill/concept focused
    - Based on classroom Unit Assessments + class work
    - Plan for Tier 3 based on identification of how far back we need to go > use MAP data, Descartes

**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.

Pueblo Pintado Community School has developed two sets of goals: to meet BIE's 30% increase and to meet Navajo Region's 60% growth performance. The Native Star SMART goals are aligned with the Navajo Region goals therefore each grade and students have targeted goals. The student population goal is currently to have 75% proficiency in Math on NWEA and 63% proficiency in Reading by spring of 2013 on NWEA. This is a school-wide goal of a 30% growth from the previous year's scores of 33% of students proficient/advanced in Reading and 45% proficient /advanced in Math. This was a growth of 12% in Reading and 22% in Math. This growth is a result of targeting our interventions for Math and Reading along with the after school tutoring, classes, and Summer School provided by our 21<sup>st</sup> Century program. Students will be tiered for both after school classes and summer school based on the most recent assessment data. Tier III students will receive instruction after school. The regular school day addresses the Tier I and Tier II students, however, more time is needed for Tier III students than the schedule allows. Instructions will be based on areas of need in both math and reading based on formative assessments. Students will be instructed using DesCartes objectives, Reading and Math program resources, Voyager Reading and Math, NMSBA Rise & Shine workbooks, and internet games and activities, along with any new materials and site licenses which we are able to purchase. Dine Cultural activities will be included to build background knowledge and enhance cultural awareness.

Based on strengths and weakness, PPCS will promote a writing imitative monthly that is aligned to CCSS and DesCartes Objectives. This may improve student outcome on the State Assessment (SBA). PPCS Students did not take the SBA last year and will use this year's assessment as a baseline. This is the first year the staff and students will implement the Common Core State Standards.

The PPCS staff is currently receiving Black Belt training in the CCSS. The training and other data using strategies they have been implementing the past year for improved and more rigorous instruction will also be implemented during the CCLC activities.

Taken from Native Star, PPCS has identified goals at each grade level:

**What is your SMART Goal for this sub-group?**

Based on school-wide and state-wide trends, Pueblo Pintado Community School will achieve 63% Proficiency/Advanced in **READING** on the Northwest Evaluation Associates Assessment. A secondary goal in reading is to move students out of Beginning Step to Nearing Proficiency with an increase of 10% to Nearing Proficiency.

- Kindergarten- 48% of students in grade K will obtain a RIT score of 157 to be on grade level by EOY testing.
- First Grade- 48% of students in grade 1 will obtain a RIT score of 177 to be on grade level by EOY testing.
- Second Grade- 50% of students in grade 2 will obtain a RIT score of 190 to be on grade

level by EOY testing.

- Third Grade- 68% of students in grade 3 will obtain a RIT score of 195 to be on grade level by EOY testing.
- Fourth Grade- 57% of students in grade 4 will obtain a RIT score of 205 to be on grade level by EOY testing.
- Fifth Grade- 63% of students in grade 5 will obtain a RIT score of 209 to be on grade level by EOY testing.
- Sixth Grade- 55% of students in grade 6 will obtain a RIT score of 214 to be on grade level by EOY testing.
- Seventh Grade- 51% of students in grade 7 will obtain a RIT score of 217 to be on grade level by EOY testing.
- Eighth Grade- 52% of students in grade 8 will obtain a RIT score of 220 to be on grade level by EOY testing.

### **How will you evaluate whether you have met this goal?**

Teachers and the Leadership team will evaluate the 2012- 2013 NWEA Assessment data in the Fall when test scores are released. Additional formative assessment will be administered through-out the school year to determine goal trajectory (i.e. DIBELS NEXT, Program Assessment- Storytown weekly tests, theme tests, CORE assessment: phonics survey, Voyager content assessment, summary assessments, NMSBA rise and shine.). Teachers will use NWEA DesCartes objectives during intervention to target instructional gaps; furthermore, Common Core State Standards will implemented during Core and intervention blocks. Additional instructional support and professional development will be provided to teachers who do not achieve this SMART goal.

### **What is your SMART Goal for this sub-group?**

Based on school-wide and state-wide trends, Pueblo Pintado Community School will achieve 75% Proficient/Advanced in Mathematics on the Northwest Evaluation Associates Assessment. A secondary math goal is to reduce the number in Beginning Step to under 15%.

- Kindergarten- FALL NWEA TESTING HAS NOT BEEN COMPLETED
- First Grade- 50% of students in grade 1 will obtain a RIT score of 179 to be on grade level by EOY testing.
- Second Grade- 80% of students in grade 2 will obtain a RIT score of 191 to be on grade level by EOY testing.
- Third Grade- 86% of students in grade 3 will obtain a RIT score of 200 to be on grade level by EOY testing.
- Fourth Grade- 55% of students in grade 4 will obtain a RIT score of 212 to be on grade level by EOY testing.
- Fifth Grade- 71% of students in grade 5 will obtain a RIT score of 221 to be on grade level by EOY testing.
- Sixth Grade- 55% of students in grade 6 will obtain a RIT score of 227 to be on grade level by EOY testing.
- Seventh Grade- 54% of students in grade 7 will obtain a RIT score of 231 to be on grade level by EOY testing.

## 21st CCLC SCHOOL SITE SUMMARY

Name of School	Pueblo Pintado Community School
School Administrator	Mr. Notah Benally
Line Office	New Mexico Navajo Central

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
<b>Direct Instruction</b>			
<b>Personnel Services</b>			
<b>SITE FACILITATOR</b>	In order to maximize resources, this individual will play a key role in monitoring the implementation of the program at the school site. He/she will be responsible for monitoring all student performance, ensuring that students are receiving the appropriate support, ensure staff are in compliance to providing services as aligned to the grant program design, and will gather all required data and reports and submit to the Education Program Specialist at the ADD Navajo Office. The Position will be filled by a school employee and will be funded as a "stipend" as defined by the school	\$1,000 for each session, for a total of \$2,000. \$8,000 amount for summer school. During the school year the staff will be paid a stipend.	\$ 10,000.00
Teachers	The school will have two sessions during the school year. Summer school will be held for three weeks.		\$ 124,000.00
Support Staff			\$ 6,000.00
Librarian			\$ 8,000.00
Bus Drivers			\$ 10,000.00
Cafeteria Staff			\$ 8,000.00
<b>Employee Benefits</b>			
	25%		
<b>Professional Development</b>			
Staff Development	1,000 each year		\$ 1,000.00
<b>Purchased Services</b>			
<b>Equipment</b>			
<b>Materials and Supplies</b>			
Supplies	3,000 each year		\$ 3,000.00
<b>Other Expenses:</b>			
<b>Instructional Support</b>			
<b>Personnel Services</b>			
<b>Employee Benefits</b>			

	25% will only be paid during summer school		
<b>Professional Development</b>			
<b>Purchased Services</b>			
<b>Equipment</b>			
<b>Materials and Supplies</b>			
<b>Other Expenses:</b>			
<b>Travel and training</b>	<b>2,000 per year</b>		\$ 2,000.00
<b>Non-Instructional Services</b>			
<b>Material and Supplies</b>			
		TOTAL BUDGET	\$ 172,000.00
CAU		15%	\$ 197,800.00
		Difference (Allocation less Budget)	

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

**CERTIFICATION:**

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

**LICENSES:**

Valid Arizona or New Mexico Driver's License required

**EXPERIENCE:**

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

**SKILLS/KNOWLEDGE/ABILITIES:**

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

**WORKING CONDITIONS:**

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

**TERMS OF EMPLOYMENT:**

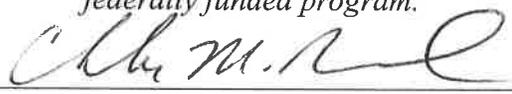
Eleven Month, Certified Salary Schedule, employee benefits in accordance with BIE HR guidelines.

**EVALUATION:**

Performance to be evaluated in accordance with BIE HR Evaluation Criteria



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

<b>Seba Dalkai Boarding School, BIE Navajo School District</b>	
Organization: School Name	
<b>Maye Bigboy</b>	<b>(928) 657-3141</b>
Name of Contact Person	Telephone Number
<u>Maye.Bigboy@BIE.EDU</u>	<b>(928) 657-3224</b>
E-Mail Address	Fax Number
	
Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures	Date
<ul style="list-style-type: none"><li><i>Note: The general certifications and assurances that are signed and submitted by the district each spring (or provided by the applicant to EED) will apply to this federally funded program.</i></li></ul>	
	<u>Jan 10, 2013</u>
Signature of Organizational Representative	Date
<b>Principal</b>	
Title	

\$ <u>108,848.00</u>
Total Funding Requested Per Year
\$ <u>326,544.00</u>
Total Funding Requested for Three Years

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

## APPENDIX VII: Assurance Form

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

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

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

Maye Bigboy, Principal

Typed Name and Title of Authorized Representative

Maye Bigboy  
Signature of Authorized Representative

11-21-12

Date

**Application for Federal Assistance SF-424**

Version 02

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

<b>*3. Date Received:</b> 11-21-12	<b>4. Application Identifier:</b>
---------------------------------------	-----------------------------------

<b>5a. Federal Entity Identifier:</b>	<b>*5b. Federal Award Identifier:</b>
---------------------------------------	---------------------------------------

**State Use Only:**

<b>6. Date Received by State:</b>	<b>7. State Application Identifier:</b>
-----------------------------------	-----------------------------------------

**8. APPLICANT INFORMATION:**

**\* a. Legal Name:** Seba Dalkai Boarding School

<b>* b. Employer/Taxpayer Identification Number (EIN/TIN):</b> NONE	<b>*c. Organizational DUNS:</b> 026149596
------------------------------------------------------------------------	----------------------------------------------

**d. Address:**  
\*Street1: HC 63 Box H  
Street 2:  
\*City: Winslow  
County: Navajo  
\*State: ARIZONA  
Province:  
Country: USA  
\*Zip/ Postal Code: 86047

**e. Organizational Unit:**

<b>Department Name:</b> Seba Dalkai Boarding School	<b>Division Name:</b>
--------------------------------------------------------	-----------------------

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

<b>Prefix:</b> Mrs. <b>Middle Name:</b>	<b>First Name:</b> Maye
<b>*Last Name:</b> Bigboy <b>Suffix:</b>	

**Title:** Principal

**Organizational Affiliation:**  
K-8 Elementary School

<b>*Telephone Number:</b> 928-657-3141	<b>Fax Number:</b> 928-657-3224
<b>*Email:</b> maye.bigboy@bie.edu	

**Application for Federal Assistance SF-424**

Version 02

9. Type of Applicant 1: Select Applicant Type: **G. Independent School District**

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:

**Arizona Navajo South**

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.**

**Application for Federal Assistance SF-424**

Version 02

16. Congressional Districts Of:  
  
\*a. Applicant  
  
\*b. Program/Project:

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

17. Proposed Project:  
  
\*a. Start Date:  
  
\*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

1. \*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: Mrs. \*First Name: Maye

Middle Name:

\*Last Name: Bigboy

Suffix:

\*Title: Principal

\*Telephone Number: 925-657-3141 Fax Number: 928-6573224

\*Email: maye.bigboy@bie.edu

\*Signature of Authorized Representative: *Maye Bigboy* Date Signed: 11-21-12

**Application for Federal Assistance SF-424**

Version 02

**\*Applicant Federal Debt Delinquency Explanation**

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

**INSTRUCTIONS FOR THE SF-424**

Public reporting burden for this collection of information is estimated to average 60 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0043), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

This is a standard form (including the continuation sheet) required for use as a cover sheet for submission of preapplications and applications and related information under discretionary programs. Some of the items are required and some are optional at the discretion of the applicant or the Federal agency (agency). Required items are identified with an asterisk on the form and are specified in the instructions below. In addition to the instructions provided below, applicants must consult agency instructions to determine specific requirements.

Item	Entry:	Item	Entry:
1.	<p><b>Type of Submission:</b> (Required): Select one type of submission in accordance with agency instructions.</p> <ul style="list-style-type: none"> <li>• Preapplication</li> <li>• Application</li> <li>• Changed/Corrected Application – If requested by the agency, check if this submission is to change or correct a previously submitted application. Unless requested by the agency, applicants may not use this to submit changes after the closing date.</li> </ul>	10.	<p><b>Name Of Federal Agency:</b> (Required) Enter the name of the Federal agency from which assistance is being requested with this application.</p>
2.	<p><b>Type of Application:</b> (Required) Select one type of application in accordance with agency instructions.</p> <ul style="list-style-type: none"> <li>• New – An application that is being submitted to an agency for the first time.</li> <li>• Continuation - An extension for an additional funding/budget period for a project with a projected completion date. This can include renewals.</li> <li>• Revision - Any change in the Federal Government's financial obligation or contingent liability from an existing obligation. If a revision, enter the appropriate letter(s). More than one may be selected. If "Other" is selected, please specify in text box provided.                      A. Increase Award      B. Decrease Award                      C. Increase Duration      D. Decrease Duration                      E. Other (specify)</li> </ul>	11.	<p><b>Catalog Of Federal Domestic Assistance Number/Title:</b> Enter the Catalog of Federal Domestic Assistance number and title of the program under which assistance is requested, as found in the program announcement, if applicable.</p>
		12.	<p><b>Funding Opportunity Number/Title:</b> (Required) Enter the Funding Opportunity Number and title of the opportunity under which assistance is requested, as found in the program announcement.</p>
		13.	<p><b>Competition Identification Number/Title:</b> Enter the Competition Identification Number and title of the competition under which assistance is requested, if applicable.</p>
3.	<p><b>Date Received:</b> Leave this field blank. This date will be assigned by the Federal agency.</p>	14.	<p><b>Areas Affected By Project:</b> List the areas or entities using the categories (e.g., cities, counties, states, etc.) specified in agency instructions. Use the continuation sheet to enter additional areas, if needed.</p>
		15.	<p><b>Descriptive Title of Applicant's Project:</b> (Required) Enter a brief descriptive title of the project. If appropriate, attach a map showing project location (e.g., construction or real property projects). For preapplications, attach a summary description of the project.</p>
4.	<p><b>Applicant Identifier:</b> Enter the entity identifier assigned by the Federal agency, if any, or applicant's control number, if applicable.</p>	16.	<p><b>Congressional Districts Of:</b> (Required) 16a. Enter the applicant's Congressional District, and 16b. Enter all District(s) affected by the program or project. Enter in the format: 2 characters State Abbreviation – 3 characters District Number, e.g., CA-005 for California 5<sup>th</sup> district, CA-012 for California 12<sup>th</sup> district, NC-103 for North Carolina's 103<sup>rd</sup> district.</p> <ul style="list-style-type: none"> <li>• If all congressional districts in a state are affected, enter "all" for the district number, e.g., MD-all for all congressional districts in Maryland.</li> <li>• If nationwide, i.e. all districts within all states are affected, enter US-all.</li> <li>• If the program/project is outside the US, enter 00-000.</li> </ul>
5a.	<p><b>Federal Entity Identifier:</b> Enter the number assigned to your organization by the Federal Agency, if any.</p>		
5b.	<p><b>Federal Award Identifier:</b> For new applications leave blank. For a continuation or revision to an existing award, enter the previously assigned Federal award Identifier number. If a changed/corrected application, enter the Federal Identifier in accordance with agency instructions.</p>		
6.	<p><b>Date Received by State:</b> Leave this field blank. This date will be assigned by the State, if applicable.</p>		
7.	<p><b>State Application Identifier:</b> Leave this field blank. This Identifier will be assigned by the State, if applicable.</p>		
8.	<p><b>Applicant Information:</b> Enter the following in accordance with agency instructions:</p>	17.	<p><b>Proposed Project Start and End Dates:</b> (Required) Enter the proposed start date and end date of the project.</p>
	<p>a. <b>Legal Name:</b> (Required): Enter the legal name of applicant that will undertake the assistance activity. This is the name that the organization has registered with the Central Contractor Registry. Information on registering with CCR may be obtained by visiting the Grants.gov website.</p>		
	<p>b. <b>Employer/Taxpayer Number (EIN/TIN):</b> (Required): Enter the Employer or Taxpayer Identification Number (EIN or TIN) as assigned by the Internal Revenue Service. If your organization is not in the US, enter 44-4444444.</p>	18.	<p><b>Estimated Funding:</b> (Required) Enter the amount requested or to be contributed during the first funding/budget period by each contributor. Value of In-kind contributions should be included on appropriate lines, as applicable. If the action will result in a dollar change to an existing award, indicate only the amount of the change. For decreases, enclose the amounts in parentheses.</p>
	<p>c. <b>Organizational DUNS:</b> (Required) Enter the organization's DUNS or DUNS+4 number received from Dun and Bradstreet. Information on obtaining a DUNS number may be obtained by visiting the Grants.gov website.</p>		
	<p>d. <b>Address:</b> Enter the complete address as follows: Street address (Line 1 required), City (Required), County, State (Required, if country is US), Province, Country (Required), Zip/Postal Code (Required, if country is US).</p>		
<p>e. <b>Organizational Unit:</b> Enter the name of the primary organizational unit (and department or division, if applicable) that will undertake the</p>	19.	<p><b>Is Application Subject to Review by State Under Executive Order 12372 Process?</b> Applicants should contact the State Single Point of Contact (SPOC) for Federal Executive Order 12372 to determine whether the application is subject to the</p>	

	<p>assistance activity, if applicable.</p> <p><b>f. Name and contact information of person to be contacted on matters involving this application:</b> Enter the name (First and last name required), organizational affiliation (if affiliated with an organization other than the applicant organization), telephone number (Required), fax number, and email address (Required) of the person to contact on matters related to this application.</p>	<p>State intergovernmental review process. Select the appropriate box. If "a." is selected, enter the date the application was submitted to the State</p>		
		<p>20. <b>Is the Applicant Delinquent on any Federal Debt?</b> (Required) Select the appropriate box. This question applies to the applicant organization, not the person who signs as the authorized representative. Categories of debt include delinquent audit disallowances, loans and taxes.</p> <p>If yes, include an explanation on the continuation sheet.</p>		
<p>9.</p>	<p>Type of Applicant: (Required) Select up to three applicant type(s) in accordance with agency instructions.</p> <table border="0"> <tr> <td data-bbox="194 420 535 976"> <p>A. State Government B. County Government C. City or Township Government D. Special District Government E. Regional Organization F. U.S. Territory or Possession G. Independent School District H. Public/State Controlled Institution of Higher Education I. Indian/Native American Tribal Government (Federally Recognized) J. Indian/Native American Tribal Government (Other than Federally Recognized) K. Indian/Native American Tribally Designated Organization L. Public/Indian Housing Authority</p> </td> <td data-bbox="535 420 876 976"> <p>M. Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education) N. Nonprofit without 501C3 IRS Status (Other than Institution of Higher Education) O. Private Institution of Higher Education P. Individual Q. For-Profit Organization (Other than Small Business) R. Small Business S. Hispanic-serving Institution and Universities (HBCUs) T. Historically Black Colleges and Universities (TCCUs) U. Tribally Controlled Colleges and Universities (TCCUs) V. Alaska Native and Native Hawaiian Serving Institutions W. Non-domestic (non-US) Entity X. Other (specify)</p> </td> </tr> </table>	<p>A. State Government B. County Government C. City or Township Government D. Special District Government E. Regional Organization F. U.S. Territory or Possession G. Independent School District H. Public/State Controlled Institution of Higher Education I. Indian/Native American Tribal Government (Federally Recognized) J. Indian/Native American Tribal Government (Other than Federally Recognized) K. Indian/Native American Tribally Designated Organization L. Public/Indian Housing Authority</p>	<p>M. Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education) N. Nonprofit without 501C3 IRS Status (Other than Institution of Higher Education) O. Private Institution of Higher Education P. Individual Q. For-Profit Organization (Other than Small Business) R. Small Business S. Hispanic-serving Institution and Universities (HBCUs) T. Historically Black Colleges and Universities (TCCUs) U. Tribally Controlled Colleges and Universities (TCCUs) V. Alaska Native and Native Hawaiian Serving Institutions W. Non-domestic (non-US) Entity X. Other (specify)</p>	<p>21. <b>Authorized Representative:</b> (Required) To be signed and dated by the authorized representative of the applicant organization. Enter the name (First and last name required) title (Required), telephone number (Required), fax number, and email address (Required) of the person authorized to sign for the applicant.</p> <p>A copy of the governing body's authorization for you to sign this application as the official representative must be on file in the applicant's office. (Certain Federal agencies may require that this authorization be submitted as part of the application.)</p>
<p>A. State Government B. County Government C. City or Township Government D. Special District Government E. Regional Organization F. U.S. Territory or Possession G. Independent School District H. Public/State Controlled Institution of Higher Education I. Indian/Native American Tribal Government (Federally Recognized) J. Indian/Native American Tribal Government (Other than Federally Recognized) K. Indian/Native American Tribally Designated Organization L. Public/Indian Housing Authority</p>	<p>M. Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education) N. Nonprofit without 501C3 IRS Status (Other than Institution of Higher Education) O. Private Institution of Higher Education P. Individual Q. For-Profit Organization (Other than Small Business) R. Small Business S. Hispanic-serving Institution and Universities (HBCUs) T. Historically Black Colleges and Universities (TCCUs) U. Tribally Controlled Colleges and Universities (TCCUs) V. Alaska Native and Native Hawaiian Serving Institutions W. Non-domestic (non-US) Entity X. Other (specify)</p>			

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

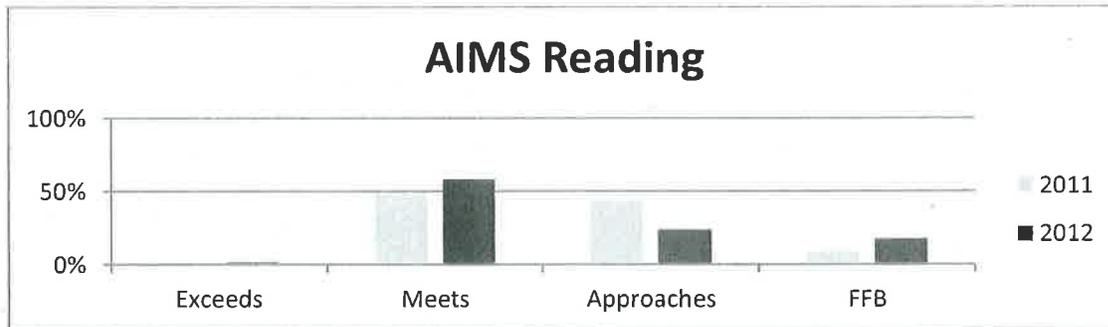
<b>Name of School</b>	<b>Seba Dalkai Boarding School</b>
<b>School Administrator</b>	<b>Maye Bigboy</b>
<b>Line Office</b>	

**A. Needs Assessment**

Seba Dalkai Boarding School has 104 Kindergarten through 8<sup>th</sup> grade students. Our school has one grade level class for each grade with 7<sup>th</sup> and 8<sup>th</sup> grade combined. We have about 30 students who participate in the residential program during the week.

Our school has focused on helping students meet grade level expectations in reading and mathematics. We are using researched based core programs to drive our instruction: Storytown for K-6 reading, Go! Math for K-6 math and Holt for 7-8<sup>th</sup> reading and math. Our instructional day includes time for Tier II and Tier III intervention for struggling students.

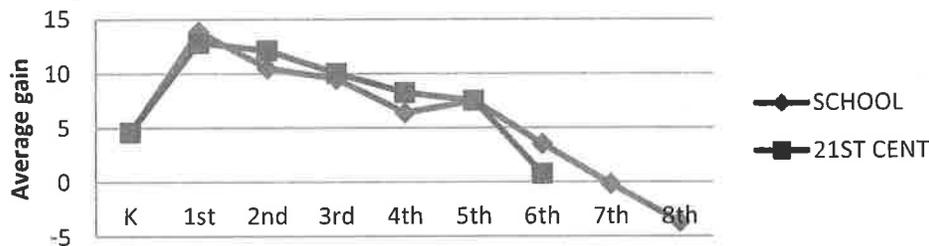
The following chart shows that we have made some gain in our 3<sup>rd</sup>-8<sup>th</sup> grade reading as measured by the Arizona state assessment. However, only 60% of our students were proficient.



All K-8 students are assessed using NWEA 3 times a year.

Last year our students demonstrated gain in NWEA reading. The following table compares student who participated in the 21<sup>st</sup> century program with all the students. For most grades participants showed a higher gain.

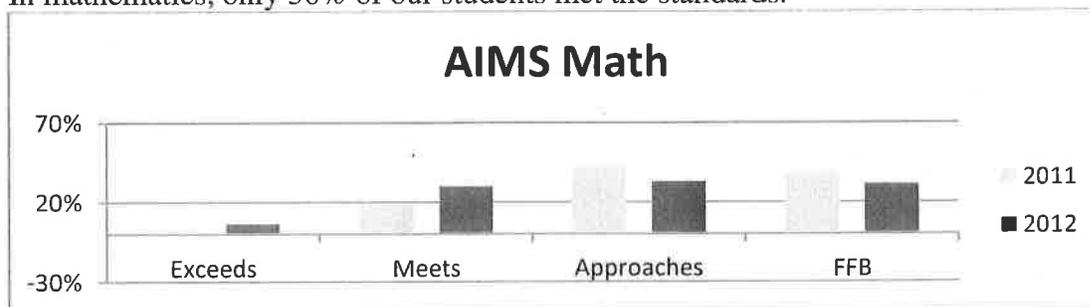
## Average Gain BOY/MOY NWEA READING 2011-12



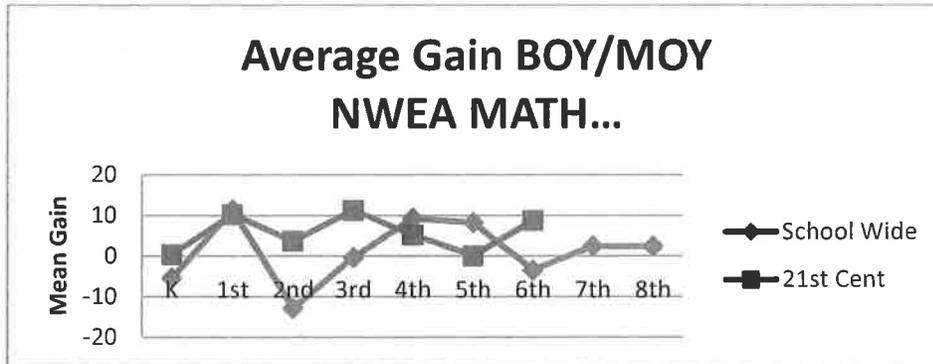
In the fall of 2012 we used the Navajo norms to analyze our data. If students made typical growth, by the end of the year only 22% of students would be proficient. This indicates a support in reading.

In addition to proficiency as measured by AIMS, Seba Dalkai has taken on the task of preparing students for PARCC assessments on the Common Core. Common Core in reading is at a higher lexical level, involves higher level thinking, reading about informational text and long and short writing. The focus of our 21<sup>st</sup> century program is to provide to provide additional intervention for the most at risk students and to provide additional English Language Arts experiences for students. Our focus on science, Dine government, character education and health and fitness will provide students opportunities to be involved with Common Core State standards.

In mathematics, only 36% of our students met the standards.



All K-8 students are assessed using NWEA 3 times a year. Last year only some grades demonstrated average gain. The following table compares student who participated in the 21<sup>st</sup> century program with all the students. Second, third and sixth grade participants showed a higher gain.



In the fall of 2012 we used the Navajo norms to analyze our data. If students made typical growth, by the end of the year only 21% of students would be proficient in math.

The educational activities which focus on environmental science and the Let's Move program will provide opportunities for students to use mathematics to solve problems. This will help them prepare for the PARCC assessments.

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

<b>Name of School</b>	<b>Seba Dalkai Boarding School</b>
<b>School Administrator</b>	<b>Maye Bigboy</b>
<b>Line Office</b>	

#### B. Project Activities:

##### I. Educational activities:

a. **Remedial education activities-** At risk students will receive intervention in reading or math for an additional 30 min afterschool and in the summer. These interventions will be delivered by certified teachers using SBRR intervention programs correlated to the core reading and math programs. This intervention will supplement the Tier II and Tier III intervention that the student receives during the school day. The intervention will be based on individual students needs as identified by NWEA, AIMS WEB and/or DIBLES. Progress will be monitored using formative assessments/ Aims Web and or DIBLES

i. All students have been screened with NWEA, AIMS WEB and DIBELS. Students who have been identified to still be at risk with typical growth in NEWA will be screened with Dibels progress monitoring for reading and AIMS Web for math. All students who participate in the remedial Tier III intervention program for at least 15 days will demonstrate progress in the target skill by progress monitoring with Dibels for reading or AIMS Web for math. Documentation of progress monitoring shall be submitted to the

project coordinator by the second day of the student's participation and after 15 days of participation.

b. **Enrichment education activities**-All students will receive enrichment education activities which will be based on Common Core State Standards in English Language Arts, Literacy in History/Social Studies, Science and Mathematics. Our program will focus on helping students reach grade level expectations in all of the Common Core State Standards as they study environmental science, community and government and engage in community based service learning. Students will engage in mathematical problems where they can master grade level expectations as well as use math to solve problems. English language learners will be provided with opportunities to become proficient in reading, writing, listening and speaking English. The 21<sup>st</sup> Century program will supplement the regular school day by allowing additional time for all students to spend more time with research, writing.

- i. All students will demonstrate progression in the Common Core State Standards in English Language Arts. This will be documented by student work samples collected at the beginning of the student's participation in the program and after 15 days of participation.
- ii. All students will demonstrate progression in the Common Core State Standards in Mathematics. This will be documented by student work samples collected at the beginning of the student's participation in the program and after 15 days of participation.
- iii. All participating students will demonstrate more than typical growth or grade level proficiency as measured by EOY NWEA.

c. **Environmental Science:** The emphasis of the summer program will be environmental science. Students will work on mastering the CCSS Literacy in Science standards as well as grade level science standards. This will be accomplished with a partnership with . The Environmental Education Outreach Program (EEOP) at Northern Arizona University's Institute for Tribal Environmental Studies.

- i. We will participate in the dune project in Teesto. Climate change is impacting families in our area. One issues families face is moving sand dunes. Sand dunes form when the wind blows with enough energy to pick up and move sand from one area to deposit it in another. Sometimes strong winds carry and deposit large amounts of sand in short periods of time. The Environmental Education Outreach Program (EEOP) at Northern Arizona University's Institute for Tribal Environmental Professionals has partnered with the U.S. Geological Survey on a pilot study to monitor dune migration and to stabilize

dunes in the Teesto, Arizona area. Students, community members and scientist are intervening in the migration of sand dunes and monitoring the changes.

- ii. We will learn about climate change and learn about impacts of global warming as well as mitigation, adaption and monitoring. We will learn how climate change mitigation may include renewable energy options such as wind and solar.
- iii. Student work samples will demonstrate students increased understanding of environmental science.

d. **Dine Government:** The second emphasis of the summer program will be master Dine Government and history standards as they relate to the Teesto Community. Students will work on mastering the CCSS Literacy in History/Social Studies standards as well as the Dine Government and history standards.

- i. Students will work with chapter and community leaders to understand the workings of the Teesto government and the impact on the community.
- ii. They will work with the senior center in a collaborative service learning project where students and seniors share stories and participate in service learning to help seniors.

e. **Jump Start for Kindergarten:** The summer program will include a jump start for students entering Kindergarten. This program will focus on social development, learning how to work as a group member, oral language development and early literacy. Students will be demonstrate progress on a teacher observation checklist given in the beginning and end of the program.

## 2. **Character Education:**

- a. **Peacemaker Program:** Our 21<sup>st</sup> Century program will partner with the peacemaker program. Through stories and teachings, the Peacemaker dispenses knowledge, *naat'áanii*, in order to guide the whole toward a cathartic understanding of *hózhó* that opens the door to transformative healing.
- b. **Dine Standards for Character Education:** Teachers will design lessons that specifically integrate the Dine Standards for Character Education into the educational activities.

## 3. **Parent and family involvement:**

- a. **Traditional Parenting:** Opportunities for parents and families will be provided in traditional parenting and Dine Character Education through workshops (2).
- b. **Helping your child at school:** Opportunities for parents and families will be provided in helping your child at school through workshops (2). These will include developing reading skills, developing math skills, understanding assessment results and understanding Career and College Readiness Common Core State Standards.

- c. **Healthy Families:** Families will be provided with information about Healthy Families and the Presidential Active Lifestyle Award (PALA+) challenge.

**4. Recreational Activities/Health and Wellness Activities:**

- a. **Health and Wellness Activities** will be included for participants. Students will learn about nutrition and physical activity. Students family and staff of the 21<sup>st</sup> Century program will participate in the *Let's Move!* Program. *Let's Move!* aims to increase opportunities for kids to be physically active, both in and out of school and to create new opportunities for families to move together.
  - i. **Active Families:** Engage in physical activity each day: a total of 60 minutes for children, 30 minutes for adults.
- b. **Active Schools:** A variety of opportunities are available for schools to add more physical activity into the school day, including additional physical education classes, before–and afterschool programs, recess, and opening school facilities for student and family recreation in the late afternoon and evening

**5. Parent and family involvement:**

- a. **Traditional Parenting:** Opportunities for parents and families will be provided in traditional parenting and Dine Character Education through workshops (2).
- b. **Helping your child at school:** Opportunities for parents and families will be provided in helping your child at school through workshops (2). These will include developing reading skills, developing math skills, understanding assessment results and understanding Career and College Readiness Common Core State Standards.
- c. **Healthy Families:** Families will be provided with information about Healthy Families and the Presidential Active Lifestyle Award (PALA+) challenge.

**6. Recreational Activities/Health and Wellness Activities:**

- a. **Health and Wellness Activities** will be included for participants. Students will learn about nutrition and physical activity. Students family and staff of the 21<sup>st</sup> Century program will participate in the *Let's Move!* Program. *Let's Move!* aims to increase opportunities for kids to be physically active, both in and out of school and to create new opportunities for families to move together.
  - i. **Active Families:** Engage in physical activity each day: a total of 60 minutes for children, 30 minutes for adults.
  - ii. **Active Schools:** A variety of opportunities are available for schools to add more physical activity into the school day, including additional physical education classes, before–and afterschool programs, recess, and opening school facilities for student and family recreation in the late afternoon and evening.
  - iii. 90% of participating students will meet the Presidential Active Lifestyle Award (PALA+) challenge.

**Appendix III – 21<sup>st</sup> CCLC Budget Worksheet**  
Budget Worksheet

**Appendix III- 21<sup>st</sup> CCLC Budget Worksheet**

ADD	
LO	
Name of School	Seba Dalkai Boarding School
Grant Name	
Award Number	
Project Start Date	
Project End Date	

<b>PREVIOUS SCHOOL YEAR ALLOCATION</b>	
<b>EXPENDED PREVIOUS SY ALLOCATION</b>	
<b>TOTAL CARRYOVER AVAILABLE</b>	\$0.00
<b>CURRENT SCHOOL YEAR ALLOCATION</b>	
<b>TOTAL AVAILABLE</b>	\$0.00

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
<b>Direct Instruction</b>			
<b>Personnel Services</b>			<b>\$ 54840.00</b>
After school teacher	5 teachers after school 1.5 hrs per day @ 50/hr for 72 sessions	27000.00	27000.00
Summer teacher	6 teachers summer school 5 hrs/day for 16 days @40/hr	19200	19200.00
After school classified	2 classified to assist with after school program 1.5 hrs per day@40/hr for 72 sessions	8640	8640
<b>Employee Benefits</b>			<b>\$ 13710</b>
Estimated benefits	@25%	\$ 13710	
<b>Professional Development</b>			<b>\$</b>

			-
<b>Purchased Services</b>			\$ 6600
			-
consultant	Consultant to provide traditional parenting workshops (2)	300	600.00
consultant	Consultant from the Environmental Education Outreach Program (EEOP) at Northern Arizona University's Institute for Tribal Environmental Studies.	6000	6000.00
<b>Equipment</b>			\$
			-
none			
<b>Materials and Supplies</b>			\$ 1000.00
			-
Educational supplies	Consumable science materials		700
	Consumable educational materials		300
<b>Other Expenses:</b>			\$ 3000.00
			-
Entrance fees	Entrance fees for recreational field trips (2)	500	1000.00
Student meals	Student meals for recreational field trips (2)	2000.00	2000.00
<b>Instructional Support</b>			
<b>Personnel Services</b>			\$
			-
Coordinator Stipend	Project coordinator for 5 hrs/ week @ 50/hr for after school for 36 weeks	9000	9000
Coordinator Stipend	Project coordinator for 15 hrs per week for summer school for 4 weeks	3000	3000
<b>Employee Benefits</b>			\$
			-
	25%	\$	
<b>Professional Development</b>			\$

			-
<b>Purchased Services</b>			\$ -
		\$ -	
<b>Equipment</b>			\$ -
		\$ -	
<b>Materials and Supplies</b>			\$ -
<b>Other Expenses:</b>			\$ -
<b>Non-Instructional Services</b>			
<b>Material and Supplies</b>			\$ 1500.00
Non instructional supplies for parent workshops	Supplies for parent workshops	500.00	500.00
Non instructional supplies for communication/ record keepng	Supplies such as paper/ ink to promote communication and to keep records	1000.00	1000.00
CAU	15%		14198.00
		<b>TOTAL BUDGET</b>	<b>\$ 108848.00</b>
			-
		Difference (Allocation less Budget)	\$0.00

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

**CERTIFICATION:**

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

**LICENSES:**

Valid Arizona or New Mexico Driver's License required

**EXPERIENCE:**

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

**SKILLS/KNOWLEDGE/ABILITIES:**

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

**WORKING CONDITIONS:**

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

**TERMS OF EMPLOYMENT:**

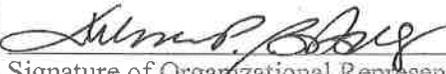
Eleven Month, Certified Salary Schedule, employee benefits in accordance with BIE HR guidelines.

**EVALUATION:**

Performance to be evaluated in accordance with BIE HR Evaluation Criteria



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

<b>Tohaali Community School</b>	
Organization: School Name	
<b>Delores Bitsilly, Principal</b>	<b>(505) 789-3201/3205</b>
Name of Contact Person	Telephone Number
<b><u>Delores.Bitsilly@BIE.EDU</u></b>	<b>(505) 789-3202</b>
E-Mail Address	Fax Number
Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures	
<ul style="list-style-type: none"><li><i>Note: The general certifications and assurances that are signed and submitted by the district each spring (or provided by the applicant to EED) will apply to this federally funded program.</i></li></ul>	
	<b>07. 08. 13</b>
Signature of Organizational Representative	Date
<b>Principal</b>	
Title	

\$ <u>252,200.000</u>
Total Funding Requested Per Year
\$ <u>756,600.000</u>
Total Funding Requested for Three Years

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

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

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

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

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

\_\_\_\_\_  
Typed Name and Title of Authorized Representative

*Allen B. Kelly*  
\_\_\_\_\_  
Signature of Authorized Representative

*11/26/12*  
\_\_\_\_\_  
Date



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

Name of School	Tohaali Community School
School Administrator	Delores P. Bitsilly
Line Office	New Mexico Navajo Central, Charlotte Garcia

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

Tohaali Community School assessed students in third through eighth grade with the New Mexico Standards Based Assessment in Spring 2012. Results are as follows:

Reading (% scoring at that level)					Math (% scoring at that level)				
Grade	A	P	NP	B	Grade	A	P	NP	B
3 <sup>rd</sup>	0	20	50	30	3 <sup>rd</sup>	0	20	70	10
4 <sup>th</sup>	0	24	59	17	4 <sup>th</sup>	0	18	53	29
5 <sup>th</sup>	0	25	69	6	5 <sup>th</sup>	6	6	31	56
6 <sup>th</sup>	0	26	21	53	6 <sup>th</sup>	0	32	32	36
7 <sup>th</sup>	5	9	38	48	7 <sup>th</sup>	0	29	52	19
8 <sup>th</sup>	5	42	32	21	8 <sup>th</sup>	5	37	47	11

[A=Advanced P=Proficient NP=Nearing Proficient B=Basic]

Overall results show 26% of students proficient or advanced in reading and 74% of students nearing proficiency or basic in reading. In math 26% of students are advanced or proficient and 74% of students are nearing proficiency or basic. These percentages justify the need for extended learning time for students in both reading and math. These high percentages show that a majority of students fall into the Tier III category and would benefit from afterschool and summer school intervention.

The after-school program will address individual needs of students as determined by the assessment data included in the NMSBA, NWEA, DIBELS, AIMSweb and in-program assessments to increase academic achievement. The summer school program would continue to address individual student needs as determined by assessment data to increase academic achievement. Assessment data will be reviewed BOY, MOY and EOY as well as progress monitoring and quarterly report cards.

**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.

### Goals

- Increase academic achievement in reading and math through intensive differentiated instruction.
- Increase daily attendance during the school year and summer school.
- Increase leadership skills for student participants.
- Increase student confidence and self control through the acquisition of social and life skills.
- Reduce risk behavior through engagement in school activities and a positive school climate.
- Develop positive relationships with adult role models and peers to increase a sense of belonging.
- Provide, promote and increase parental involvement through activities and training for families.

Performance measures will include:

- NMSBA, NWEA, DIBELS, AIMSweb, and in-program assessments at BOY, MOY and EOY.
- Progress monitoring records.
- Student and parent surveys and feedback forms.
- Lesson plans.
- Student attendance records.
- Tracking of parental attendance at events.

Activities will include but are not limited to:

- Small group tutoring with differentiated instruction (DesCartes) and ELL strategies in reading and math.
- Homework assistance for all grade levels K-8.
- Technology lab instruction.
- Math Club, Reading Club, Science Club
- Enrichment Programs (Native American Club, Pow Wow Club, Drama Club, Dance, Fine Arts, Crafts, Archery, etc.)
- Counseling (Drug and Alcohol Prevention, Social Skills, Conflict Resolution, etc.)
- Parent and Family Involvement (Family Nights for core subjects, Data Retreats, Cultural Experiences, Drug and Alcohol Prevention, etc.)
- Expanded library hours for students, families and community members.
- Referrals to outside agencies as necessary for students and families.
- Summer Evening Enrichment Program that allows students and parents to be involved in focused activities for families.
- Drums of Summer cultural evening for families.

## 21st CCLC SCHOOL SITE SUMMARY

Name of School	Tohaali Community School		
School Administrator	Delores P. Bitsilly		
Line Office	New Mexico Navajo Central Charlotte Garcia		
<b>LINE ITEMS</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>	<b>TOTAL</b>
<b>Direct Instruction</b>			
<b>Personnel Services</b>			
<b>SITE FACILITATOR</b>	In order to maximize resources, this individual will play a key role in monitoring the implementation of the program at the school site. He/she will be responsible for monitoring all student performance, ensuring that students are receiving the appropriate support, ensure staff are in compliance to providing services as aligned to the grant program design, and will gather all required data and reports and submit to the Education Program Specialist at the ADD Navajo Office. The Position will be filled by a school employee and will be funded as a "stipend" as defined by the school. This includes during the school year and summer school.	\$ 10,000.00	
			\$ 10,000.00
After School Tutors	4 certified teacher positions to provide after school tutoring for identified students ( \$264 x4nights/weekx36 weeks)	\$ 38,016.00	
			\$ 38,016.00
After School Enrichment Instructors	8 staff to sponsor enrichment activities which include homework assistance (\$296x4 nights /week x 36 weeks)	\$ 42,624.00	
			\$ 42,624.00
Summer School Teachers	6 certified teachers to provide instruction (\$224 x 20 days x 8 hours)	\$ 35,840.00	
			\$ 35,840.00
Summer School SpEd Teacher	1 certified special education teacher to provide instruction (\$38 x 20 days x 8 hours)	\$ 6,080.00	
			\$ 6,080.00
Summer School Counselor	1 certified school counselor to provide counseling and prevention programs and training for parents (\$47 x 20 days x 8 hours)	\$ 7,520.00	
			\$ 7,520.00
Summer School Education Technicians	2 special education technicians to assist with instruction (\$48 x 20 days x 8 hours)	\$ 7,680.00	
			\$ 7,680.00
Summer School Classroom Monitor	1 classroom monitor to assist with instruction (\$12 x 20 days x 8 hours)	\$ 1,920.00	
			\$ 1,920.00
Summer Evening Enrichment Program	3 staff to provide focused activities for students and parents to build support for education and community (\$60 x 50 evenings x 4 hours)	\$ 12,000.00	
			\$ 12,000.00
<b>Employee Benefits</b>			
	25%		
<b>Professional Development</b>			
<b>Purchased Services</b>			
Drums of Summer	Cultural event for students and parents. (1 evening)	\$ 1,500.00	\$ 1,500.00
<b>Equipment</b>			
<b>Materials and Supplies</b>			
Tutoring	General supplies and materials for academic instruction including intervention materials, manipulatives, reading books, differentiated materials, etc.	\$ 10,000.00	\$ 10,000.00
Enrichment Activities	Supplies and materials specific to the enrichment activities (homework assistance,cultural items, science materials, fine arts, crafts, archery,etc.)	\$ 15,000.00	\$ 15,000.00
Parent Involvement	Materials for parent activities, substance abuse prevention, data retreats, cultural awareness, etc.)	\$ 5,000.00	\$ 5,000.00
<b>Other Expenses:</b>			



### Application for Federal Assistance SF-424

Version 02

<b>1. Type of Submission</b>		<b>*2. Type of Application</b>	<b>*If Revision, select appropriate letter(s):</b>
<input type="checkbox"/> Preapplication		<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application		<input type="checkbox"/> Continuation	<b>* Other (Specify)</b>
<input type="checkbox"/> Changed/Corrected Application		<input type="checkbox"/> Revision	
<b>*3. Date Received:</b>		<b>4. Application Identifier:</b>	
<b>5a. Federal Entity Identifier:</b>		<b>*5b. Federal Award Identifier:</b>	
<b>State Use Only:</b>			
<b>6. Date Received by State:</b>		<b>7. State Application Identifier:</b>	
<b>8. APPLICANT INFORMATION:</b>			
<b>* a. Legal Name: Tohaali Community School</b>			
<b>* b. Employer/Taxpayer Identification Number (EIN/TIN):</b>		<b>*c. Organizational DUNS:</b>	
<b>d. Address:</b>			
<b>*Street 1: P. O. Box 9857</b>			
Street 2:			
<b>*City: Newcomb</b>			
County: San Juan			
<b>*State: NEW MEXICO</b>			
Province:			
Country: USA		<b>*Zip/ Postal Code: 87455</b>	
<b>e. Organizational Unit:</b>			
Department Name:		Division Name:	
Tohaali Community School			
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>			
Prefix: Mrs.		First Name: Delores	
Middle Name: P.			
<b>*Last Name: Bitsilly</b>			
Suffix:			
Title: Principal			
Organizational Affiliation:			
Bureau of Indian Education, Navajo			
<b>*Telephone Number: 505.789.3201</b>		<b>Fax Number: 505.789.3202</b>	
<b>*Email: delores.bitsilly@bie.edu</b>			

**Application for Federal Assistance SF-424**

Version 02

9. Type of Applicant 1: Select Applicant Type:  X. Other (specify)

Type of Applicant 2: Select Applicant Type:

- Select One -

Type of Applicant 3: Select Applicant Type:

- Select One -

\*Other (specify):

Bureau of Indian Education

\*10. Name of Federal Agency:

Bureau of Indian 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.):

Tohaali Community School (San Juan County, Toadlena, Two Grey Hills, Sanostee, Newcomb, Sheepsprings, New Mexico)

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

Tohaali Community School 21st Century Community Learning Center

**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.

N/A

**Application for Federal Assistance SF-424**

Version 02

9. Type of Applicant 1: Select Applicant Type:  Other (specify)

Type of Applicant 2: Select Applicant Type:

- Select One -

Type of Applicant 3: Select Applicant Type:

- Select One -

\*Other (specify):

Bureau of Indian Education

\*10. Name of Federal Agency:

Bureau of Indian 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):

Tohaali Community School (San Juan County, Toadlena, Two Grey Hills, Sanostee, Newcomb, Sheepsprings, New Mexico)

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

Tohaali Community School 21st Century Community Learning Center

**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.

N/A

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

**CERTIFICATION:**

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

**LICENSES:**

Valid Arizona or New Mexico Driver's License required

**EXPERIENCE:**

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

**SKILLS/KNOWLEDGE/ABILITIES:**

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

**WORKING CONDITIONS:**

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

**TERMS OF EMPLOYMENT:**

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

**EVALUATION:**

Performance to be evaluated in accordance with BIE HR Evaluation Criteria



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

BIE Navajo District	
Organization	
Dr. Charles Roessel	(928) 871-5961
Name of Contact Person	Telephone
<u>Charles.roessel@bie.edu</u>	(928) 871-5945
E-mail Address	Fax Number
Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures	Date
<i>■ Note: The general certifications and assurances that are signed and submitted by the district each spring (or provided by the applicant to EED) will apply to this federally funded program.</i>	
<u>Dr. Deborah Holyate</u>	<u>11-26-12</u>
Signature of Organizational Representative	Date
Associate Deputy Director, BIE Navajo District	
<u>Principal</u>	
Title	

\$ <u>118,020.00</u>
Total Funding Requested Per Year
\$ <u>354,060.00</u>
Total Funding Requested for Three Years

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

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

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

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

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

\_\_\_\_\_  
Typed Name and Title of Authorized Representative

*Dr. Deborah Holgate*  
\_\_\_\_\_  
Signature of Authorized Representative

*11-26-12*  
\_\_\_\_\_  
Date

**Application for Federal Assistance SF-424**

Version 02

<b>*1. Type of Submission</b> <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		<b>*2. Type of Application</b> <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision		<b>*If Revision, select appropriate letter(s):</b>  * Other (Specify)	
<b>*3. Date Received:</b> 11-26-12		<b>4. Application Identifier:</b> Tonalea Day School			
<b>5a. Federal Entity Identifier:</b>			<b>*5b. Federal Award Identifier:</b>		
<b>State Use Only:</b>					
<b>6. Date Received by State:</b>			<b>7. State Application Identifier:</b>		
<b>8. APPLICANT INFORMATION:</b>					
<b>* a. Legal Name:</b> Tonalea Day School					
<b>* b. Employer/Taxpayer Identification Number (EIN/TIN):</b> 140001849			<b>*c. Organizational DUNS:</b> 132226833		
<b>d. Address:</b>					
*Street1: P.O. Box 39 Street 2: *City: Tonalea County: Coconio *State: ARIZONA Province: Country: United States					
<b>*Zip/ Postal Code:</b> 86044					
<b>e. Organizational Unit:</b>					
Department Name: Bureau of Indian Education			Division Name: Navajo Region		
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>					
Prefix: Dr. First Name: Deborah Middle Name: *Last Name: Holgate Suffix: MRS.					
Title: Principal					
Organizational Affiliation: Tonalea Day School					
<b>*Telephone Number:</b> 928-283-6325			<b>Fax Number:</b> 928-283-5158		
<b>*Email:</b> deborah.holgate@bie.edu					

**Application for Federal Assistance SF-424**

Version 02

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

Type of Applicant 2: Select Applicant Type:  
I. Indian/Native American Tribal Government (Federally Recognize

Type of Applicant 3: Select Applicant Type:  
I. Indian/Native American Tribal Government (Federally Recognize

\*Other (specify):

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

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.):

Tonalea Day School and Tonalea Chapter House

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

See attached narrative.

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

**Application for Federal Assistance SF-424**

Version 02

6. Congressional Districts Of: Coconino County, Arizona, USA

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

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

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

\*a. Start Date: Jan. 2013      \*b. End Date: Jan. 2017

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

\*a. Federal \$472,080.00  
\*b. Applicant  
\*c. State  
\*d. Local  
\*e. Other  
\*f. Program Income  
\*g. TOTAL \$472,080.00

**\*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: Dr.      \*First Name: Deborah

Middle Name:

\*Last Name: Holgate

Suffix: Mrs.

\*Title: Principal

\*Telephone Number: 928-283-6325

Fax Number: 928-283-5158

\*Email: deborah.holgate@bie.edu

\*Signature of Authorized Representative: *Deborah Holgate*

Date Signed: 11-26-12



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

Name of School	Tonalea Day School
School Administrator	Dr. Deborah Holgate
Line Office	Navajo Region

**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.)

### ASSESSMENT

Based on the 2012 NWEA BOY for reading the results reveal that 82% are functioning at the basic level, 17% are at nearing proficient and 1% is proficient. According to the 60% goal projectile, if additional intervention was given, the EOY would reveal that 36% would functioning at the basic level, 40% at the nearing proficient, and 25% would be proficient.

In the area of math, 79% are functioning at the basic level, 20% are at the nearing proficient and 2% is proficient. Again, based on the 60% goal projectile for EOY, 24% would be functioning at the basic level, 43% at the nearing proficient, and 33% would be proficient if targeted intervention is provided.

In addition, based on 2011-2012 AZELLA scores, the test results revealed that we have a 99% student population identified as ELL. We have not received more current scores on this group since then; consequently, I am using this data.

### PROJECTED NEED

As the assessment data reveals, there is a gap in where our students should be in the areas of reading and math. Further, our school has a 100% free reduced lunch rate and many of our students are reared by their grandparents and they come from low-socio economic families. Consequently, an afterschool program could provide academic enrichment and do the following two things: they engage students in fun activities that create a desire to learn and they build on what students are learning during the school day to extend the knowledge they already have. In providing this type of program, it would increase students' interest and confidence in learning, boost their school-day achievement and integrate the Power Standards developed for the CCSS, across grade levels K-8.

**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 Enrichment:

1) Family Connections

#### Key Elements for Afterschool Literacy Planning

Research indicates that afterschool literacy activities benefit students most when staff:

- target texts and integrate skills;
- identify standards, assess needs, and define goals;
- incorporate real-world activities;
- consider student choice, grade, age, and skills;
- assess student progress; and
- provide ongoing staff training.

Literature Circles/Book Discussions, Read Alouds, Story Dramatization,

Consider student choice, age and gender

Frequent informal assessments--Use journals, rubrics, displays, performances, and informal notes to frame positive discussions about how students use different learning strategies

Formal assessments--periodic data collection and annual reports; they may specify school attendance, student motivation, self-esteem, or behavior improvements

Reading Coach--provide training in basic literacy strategies, grade-level development, enrichment activities, and tutoring strategies for struggling readers.

Technology--Developing Self-Expression and Creativity involves using technology tools to produce a variety of creative works. Activities usually begin with a central theme or content area focus—for example, literacy for storytelling, journals and publications, science and math for reports, and arts through digital images and video production Writing projects that use the World Wide Web (poetry or journalism)

- Video and multimedia projects that feature performing arts, writing, design, editing and animation (see example video on this page)
- Photography (digital and other formats)
- Music composition, recording, production, and engineering
- Documenting performing arts performances or presentations

- Technical aspects of the performing arts such as set design or lighting

Students build independent thinking skills, gain ownership, and learn from one another when they are engaged in creative challenges.

### **Key Ideas for Supporting Mathematics Learning**

**Key Idea #1: Encourage Problem Solving**

**Key Idea #2: Develop and Support Math Talk**

**Key Idea #3: Emphasize Working Together**

**21st CCLC SCHOOL SITE SUMMARY**

Name of School	Tonalea Day School
School Administrator	Dr. Deborah Holgate
Line Office	Arizona Navajo North

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
<b>Direct Instruction</b>			
<b>Personnel Services</b>			
<b>SITE FACILITATOR</b>	Certified Teacher @ 15 hrs wkly/30 wks	\$18,032.00	
Teachers			
	Certified Teacher - 2nd Grade		
	Certified Teacher - Kdg.		
	Certified Teacher - 1st Grade		
	Certified Teacher - 6th Grade		
	Certified Teacher - 7th/8th Grades		
	Certified Teacher - 3-5 Grade	\$45,360.00	
			\$ 63,392.00
<b>Employee Benefits</b>			
	25%	\$ -	\$ -
<b>Professional Development</b>			
Best Practices - Learning Strategies	Use of scaffolding techniques	\$5,000.00	\$ 5,000.00
<b>Purchased Services</b>			
			\$ -
<b>Equipment</b>			
			\$ -
<b>Materials and Supplies</b>			
Classroom Supplies	Supplies for Project-Based Learning	\$3,000.00	\$ 3,000.00
<b>Other Expenses:</b>			
Office Supplies	Site Coordinator's Supplies	\$1,500.00	\$ 1,500.00
<b>Instructional Support</b>			
<b>Personnel Services</b>			
			\$ -
<b>Employee Benefits</b>			
	25%	\$ -	\$ -
<b>Professional Development</b>			
			\$ -
<b>Purchased Services</b>			
		\$ -	\$ -
<b>Equipment</b>			
			\$ -
		\$ -	
<b>Materials and Supplies</b>			
			\$ -

Printer Cartridges	Computer Lab (Color and Blk/White)		\$ 2,500.00
<b>Other Expenses:</b>			
<b>Transportation</b>			
	4 drivers @ 6 hrs each/wkly (30 wks)	\$17,280.00	\$ 17,280.00
<b>Non-Instructional Services</b>			
<b>Material and Supplies</b>			
TOTAL BUDGET			\$ 92,672.00
CAU	15%		\$ 106,572.80
Difference (Allocation less Budget)			

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

**CERTIFICATION:**

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

**LICENSES:**

Valid Arizona or New Mexico Driver's License required

**EXPERIENCE:**

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

**SKILLS/KNOWLEDGE/ABILITIES:**

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

**WORKING CONDITIONS:**

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

**TERMS OF EMPLOYMENT:**

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

**EVALUATION:**

Performance to be evaluated in accordance with BIE HR Evaluation Criteria

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

**CERTIFICATION:**

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

**LICENSES:**

Valid Arizona or New Mexico Driver's License required

**EXPERIENCE:**

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

**SKILLS/KNOWLEDGE/ABILITIES:**

1. District policies and procedures
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4. Kindergarten through 12<sup>th</sup> grade curriculum engagement
5. Current research on family and community engagement
6. Data reporting techniques
7. Collecting and analyzing program data (NASIS, Native Star)
8. Teaching strategies and styles for children and adults
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12. Preparing and making presentations to school learning communities/stakeholders
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**WORKING CONDITIONS:**

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

**TERMS OF EMPLOYMENT:**

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

**EVALUATION:**

Performance to be evaluated in accordance with BIE HR Evaluation Criteria



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

**Tse' ii' ahi' Community School, BIE Navajo School District**

Organization: School Name

**Charlotte Begay**

**(505) 786-5894**

Name of Contact Person

Telephone Number

Charlotte.Begay@BIE.EDU

**(505) 786-5635**

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

Date

**Principal**

Title

\$ \_\_\_\_\_  
 Total Funding Requested Per Year

\$ \_\_\_\_\_  
 Total Funding Requested for Three Years

**BIE Use Only**

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

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

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

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

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

**Charlotte Begay, Principal, Tse'ii'ahi' Community School, BIE Navajo School District**  
**Type Name and Title of Authorized Representative**

\_\_\_\_\_  
**Signature of Authorized Representative (Principal's Signature)**

\_\_\_\_\_  
**Date**

NOV 26 2012

OMB Number: 4040-0004  
Expiration Date: 04/31/2012

**Application for Federal Assistance SF-424**

Version 02

<b>*1. Type of Submission</b>		<b>*2. Type of Application</b>		<b>*If Revision, select appropriate letter(s):</b>	
<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			
<b>*3. Date Received:</b> 11/26/2012		<b>4. Application Identifier:</b> Tse'ii'ahi' Community School			
<b>5a. Federal Entity Identifier:</b>			<b>*5b. Federal Award Identifier:</b>		
<b>State Use Only:</b>					
<b>6. Date Received by State:</b> 11/26/2012			<b>7. State Application Identifier:</b>		
<b>8. APPLICANT INFORMATION:</b>					
<b>* a. Legal Name:</b> Tse'ii'ahi Community School					
<b>* b. Employer/Taxpayer Identification Number (EIN/TIN):</b> Tax Exempt 140001849			<b>*c. Organizational DUNS:</b>		
<b>d. Address:</b>					
*Street 1: P.o Box 828					
Street 2:					
*City: Crownpoint					
County: Mckinley					
*State: NMI					
Province:					
Country: USA			*Zip/ Postal Code: 87313		
<b>e. Organizational Unit:</b>					
Department Name: Tse'ii'ahi Community School			Division Name: New Mexico Navajo Central Agency		
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>					
Prefix: Ms.		First Name: Charlotte			
Middle Name:					
*Last Name: Begay					
Suffix:					
Title: Principal					
Organizational Affiliation: New Mexico Navajo Central Agency					
*Telephone Number: 505-786-5894			Fax Number: 505-786-5635		
*Email: charlotte.begay@bie.edu					

**Application for Federal Assistance SF-424**

Version 02

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

Type of Applicant 2: Select Applicant Type:

I. Indian/Native American Tribal Government (Federally Recognize

Type of Applicant 3: Select Applicant Type:

I. Indian/Native American Tribal Government (Federally Recognize

\*Other (specify):

\*10. Name of Federal Agency:

New Mexico Navajo Central Agency

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.):

Standing Rock Chapter, Coyote Canyon Chapter, Crownpoint Chapter and Nahodishgish Chapter

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

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

**Application for Federal Assistance SF-424**

Version 02

16. Congressional Districts Of: McKinley County, New Mexico, USA

\*a. Applicant Tse'ii'ahi Community School \*b. Program/Project:

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

17. Proposed Project:

\*a. Start Date: January 26, 2012 \*b. End Date: January 13, 2013

18. Estimated Funding (\$):

\*a. Federal \$204,225.00  
\*b. Applicant  
\*c. State  
\*d. Local  
\*e. Other  
\*f. Program Income  
\*g. TOTAL \$204,225.00

\*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: Ms. \*First Name: Charlotte

Middle Name: P

\*Last Name: Begay

Suffix:

\*Title: Principal

\*Telephone Number: 505-786-5894

Fax Number: 505-786-5635

\*Email: charlotte.begay@bie.edu

\*Signature of Authorized Representative:

Date Signed: 11/26/12

## 21<sup>st</sup> Century After School Program

### Tse'ii'ahi Community School

#### 2012/13 School Narrative

Tse'ii'ahi is a K-4<sup>th</sup> grade school with an enrollment of 98 students. Based on the NWEA Common Core Standards Assessment in the FALL (BOY) the students overall tested 88% at the Basic level, 8% at Nearing Proficient, and only 3% at Proficient in Reading. In math overall the students tested at 87% at Basic, 9% at Nearing Proficient and 4% at proficient. The AR test in Math shows on the average most students tested about one year to 8 months behind in the area of reading and one year to a year and half behind in the area of Math. Majority of our students receive Free and Reduced lunch and come from Low Income families that limits their involvement with cultural related activities. The teachers have observed that the majority of our students do not speak their language and do not know their Navajo history and in particular have limited knowledge of their local history pertaining to historical sites, famous residents and political history. Teachers also observe that the majority of the students do not speak their native language.

Currently, the daily attendance rate here at Tse'ii'ahi' has dropped to 92.69% and sadly our enrollment is dropping due to surround schools providing afterschool activities. To increase scores we are currently focus on providing instruction in small groups, providing hands on demonstrations, storytelling and increase the use of manipulative with extended time, repetition and spiraling of lessons, making connections to their world and expanding that into the real world. Incorporate consistent planning and implementation of Family Night in Math and Reading with a focus on their weakness provided through assessments (NWEA, AR Math and Reading) results and teacher observation. We also want to incorporate read aloud and invite parents and members of the community to read to students with a focus on culture. Students will also have an opportunity to become authors and read to their peers in a small setting. Increase time for students to read cultural related books and hear stories from community members and their elders to enrich their cultural experiences. Students will be given opportunities to weave, sand paint, and draw pictures using various mediums and other activities that will allow them to become familiar with their culture. Students will learn about self-discipline and making positive choices for themselves through invited guest. Learn about and make native foods that are healthy for them from presenters. This will be followed by learning appropriate dances of the dominant culture and exercises to increase good healthy practices to ensure healthy life styles. The children here at Tse'ii'ahi' are very excited about learning and we want to expand on that by incorporating cultural activities that will enrich their

lives through guest speakers, special activities and experiences. We believe that when children know who they are they will be productive learners that will reflect through the assessments and interactions with their peers and community members.

## 21st CCLC SCHOOL SITE SUMMARY

Name of School	Tse'ii'ahi' Community School
School Administrator	Charlotte Begay
Line Office	BIE Navajo School District

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
<b>Direct Instruction</b>			
<b>Personnel Services</b>			
<b>Site Facilitator</b>	In order to maximize resources, this individual will play a key role in monitoring the implementation of the program at the school site. He/she will be responsible for monitoring all student performance, ensuring that students are receiving the appropriate support, ensure staff are in compliance to providing services as aligned to the grant program design, and will gather all required data and reports and submit to the Education Program Specialist at the ADD Navajo Office. The Position will be filled by a school employee and will be funded as a "stipend" as defined by the school		\$ 6,000.00
Teacher (3)	Summer school teachers will directly instruct students.	\$ 5,000.00	\$ 15,000.00
<b>Employee Benefits</b>			
	25%		
<b>Professional Development</b>			
Rigorous Activities	Coordinator will attend training for rigorous activities	\$ 5,000.00	\$ 5,000.00
<b>Purchased Services</b>			
Cultural Reading Presentors	Coordinator will bring a consultant to teach reading form a culture aspect.	\$ 5,500.00	\$ 5,500.00
<b>Equipment</b>			
Classroom Material	Classroom Instructional Material (paper, pencil, crayons, etc.)	\$ 5,000.00	\$ 5,000.00
<b>Materials and Supplies</b>			
Cultural related materials	Coordinator will purchase cultural related materials for student instruction	\$ 5,000.00	\$ 5,000.00
<b>Other Expenses:</b>			
Educational Field Trips	Coordinator will arrange educational field trips for the students.	\$ 15,000.00	\$ 15,000.00
<b>Instructional Support</b>			



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

**CERTIFICATION:**

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

**LICENSES:**

Valid Arizona or New Mexico Driver's License required

**EXPERIENCE:**

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

**SKILLS/KNOWLEDGE/ABILITIES:**

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

**WORKING CONDITIONS:**

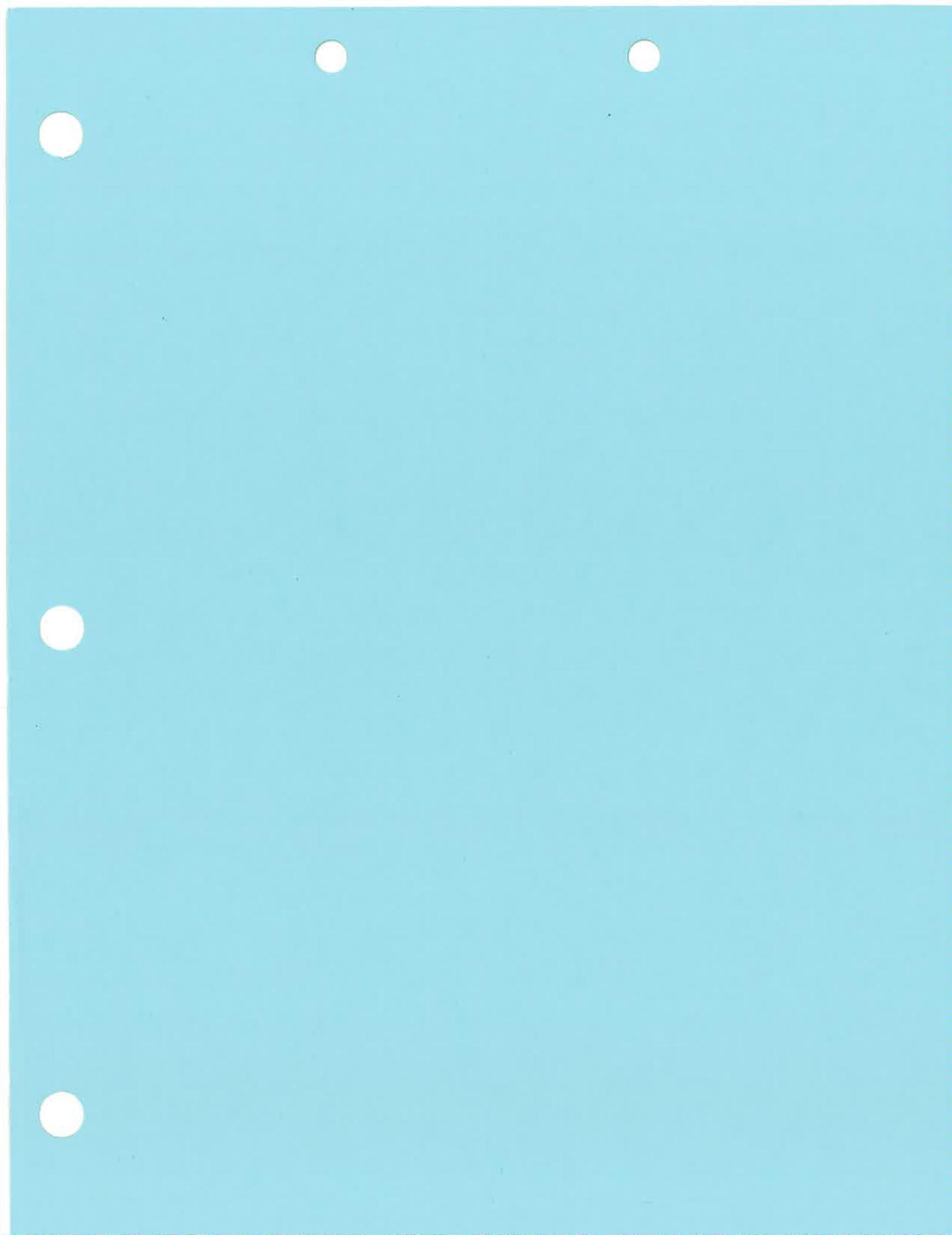
The working environment is the normal office setting with travel to school sites and school site communities

**TERMS OF EMPLOYMENT:**

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

**EVALUATION:**

Performance to be evaluated in accordance with BIE HR Evaluation Criteria



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

**Tuba City Boarding School**

Organization: School Name

Ms. Lisa Dejolie  
Name of Contact Person

(928)283-2330  
Telephone Number

Lisa.Dejolie@bie.edu  
E-Mail Address

(928)283-2362  
Fax Number

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

1-8-13  
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

01/08/2013  
Date

Education Specialist  
Title

\$ 250,000.00  
Total Funding Requested Per Year

\$ 750,000.00  
Total Funding Requested for Three Years

**BIE Use Only**

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

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

## APPENDIX VII: Assurance Form

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

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

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

Mr. Don Coffland, Tuba City Boarding School Principal

Typed Name and Title of Authorized Representative



Signature of Authorized Representative

11-23-12

Date



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

Name of School	Tuba City Boarding School
School Administrator	Mr. Don Coffland
Line Office	Arizona Navajo North

**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.)

Tuba City Boarding School (TCBS) serves over a thousand students annually. An extreme majority of the students are from high poverty families. They struggle on a daily basis to make ends meet. There a number of correlations that link to their financial status. The two main reasons are lack of education and lack of employment. With all these adversities facing our students, TCBS strives to provide the best education and opportunities for success. In doing so, one of the main resources utilized is the 21<sup>st</sup> Century Learning Center.

Native Americans dropout rate (12.4%) is almost twice the rate of the National Average (7.4%) according to the rates in 2010. Locally, our two high schools' dropout rates are almost two and half times the overall Native American dropout rate and four times the National Average. With this astonishing statistic, it is a necessity to provide as many afterschool activities for our students. The more they are equipped (academically and non-academically) with, the more promising of a future our students will have. The more of a support system for our students a greater foundation will be set in which our students will attain a high school diploma.

In the Tuba City community the unemployment rate is extremely high and the result of the high poverty rate. In communities with high poverty rates many risks and dangers are evident: increase drug/alcohol usage, high levels of domestic violence, homeless families, over crowdedness in single homes, and increasing health problems. One health problem that has come into the forefront is diabetes. This epidemic is claiming stakes in household after household within the Navajo Nation. As well as providing the best services for our students we feel there is a need to target and educate our students on a healthy lifestyle and how to prevent/prolong diabetes. As well as educating our students our parents will also be educated.

The 21<sup>st</sup> Century Learning Center activities will offer academic and non-academic programs to enrich the lives of our students. All activities provided will focus on enhancing every student's life to ensure a healthier and better future for them to succeed.

**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.

The 21<sup>st</sup> Century Learning Center's activities will be categorized into two parts: academic and non-academic. Academically TCBS strives to meet Adequate Yearly Progress (AYP) annually and endeavors to have each student grow. Our students are constantly monitored through their curriculum and assessment data in which teachers modify their curriculum for maximum growth. Students who are not performing at grade level are targeted for 21<sup>st</sup> Century tutoring in order to provide intensive assistance for overall school improvement. Additional to tutoring other types of academic programs will be provided such as homework centers.

These homework centers will provide students with a safe and secure environment. The staff on-site will be able to provide the students with extra guidance and attention needed to complete their academic assignments. This type of support will enable student success academically and progressing toward our overall goal for AYP.

Non-academic students will be enriched with activities to support a culturally rich environment. These activities will improve their lives. The activities will be health/physical fitness classes for students and parents, Science Club, sewing classes, art classes, basketry classes, drama, Literature classes, and technology classes.

Growth will be evaluated academically and non-academically twice a year. The academic programs will be measured by beginning and end of the program assessments (curriculum assessments, Arizona's Instrument to Measure Standards (AIMS) Assessments, and Northwest Evaluator's Assessment (NWEA). Non-academic measurements will be student surveys to measure effectiveness. Parents and teachers will also be surveyed for effectiveness and improvement of the 21<sup>st</sup> Century Learning Center.

**21st CCLC SCHOOL SITE SUMMARY**

Name of School	Tuba City Boarding School
School Administrator	Mr. Don Coffland
Line Office	Arizona Navajo North

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
<b>Direct Instruction</b>			
<b>Personnel Services</b>			
<b>SITE FACILITATOR</b>	In order to maximize resources, this individual will play a key role in monitoring the implementation of the program at the school site. He/she will be responsible for monitoring all student performance, ensuring that students are receiving the appropriate support, ensure staff are in compliance to providing services as aligned to the grant program design, and will gather all required data and reports and submit to the Education Program Specialist at the ADD Navajo Office. The Position will be filled by a school employee and will be funded as a "stipend" as defined by the school		
<b>Employee Benefits</b>			
	25%	\$	-
<b>Professional Development</b>			
<b>Purchased Services</b>			
Presenters	Specialized individuals in their field will present to the students and parents	Approximately 5 @ \$1,000.00	\$ 5,000.00
<b>Equipment</b>			
<b>Materials and Supplies</b>			
<b>Other Expenses:</b>			
Transportation	Costs for students to go home after the 21st Century Program.		\$ 40,000.00
<b>Instructional Support</b>			
<b>Personnel Services</b>			
Certified Tutors	Tutors to be paid by stipend 2 times a year ( 60 * 2= 120)	120 * \$1,125.00	\$ 135,000.00

Non-Certified Tutors	Tutors to be paid by stipend 2 times a year (25 * 2= 50)	50 * \$765.00	\$ 38,250.00
Data Clerk	Clerks will maintain each academic departments paperwork by stipend twice a year ( 3 *2= 6)	6 * \$765.00	\$ 4,590.00
Snack Distributers	Distributers will be paid by a stipend twice a year ( 2 *2=4)	4 * \$765.00	\$ 3,060.00
<b>Professional Development</b>			
<b>Purchased Services</b>			
		\$ -	
<b>Equipment</b>			
		\$ -	
<b>Materials and Supplies</b>			
Materials and Supplies	Supplies will be purchased for various 21st Century classes. Approximately 40 classes will need supplies	40 * \$602.50	\$ 24,100.00
<b>Other Expenses:</b>			
<b>Non-Instructional Services</b>			
<b>Material and Supplies</b>			
TOTAL BUDGET			\$ 250,000.00
CAU	15%		\$ 287,500.00
Difference (Allocation less Budget)			

**Application for Federal Assistance SF-424**

Version 02

16. Congressional Districts Of: Arizona, 1st District

\*a. Applicant Tuba City Boarding School

\*b. Program/Project: 21st CCLC

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

17. Proposed Project: 21st CCLC

\*a. Start Date: January 2013

\*b. End Date: June 2013

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

*a. Federal	\$250,000.00
*b. Applicant	\$0.00
*c. State	\$0.00
*d. Local	\$0.00
*e. Other	\$0.00
*f. Program Income	\$0.00
*g. TOTAL	\$250,000.00

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

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

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

Yes  No

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

\*\*I AGREE

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

**Authorized Representative:**

Prefix: Mr. \*First Name: Don

Middle Name:

\*Last Name: Coffland

Suffix:

\*Title: Tuba City Boarding School Principal

\*Telephone Number: 928-283-2330

Fax Number: 928-283-2362

\*Email: donald.coffland@bie.edu

\*Signature of Authorized Representative:

Date Signed: November 26, 2012

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 checked="" type="checkbox"/> Continuation <input type="checkbox"/> Revision *If Revision, select appropriate letter(s):  * Other (Specify)
*3. Date Received:		4. Application Identifier: Tuba City Boarding School
5a. Federal Entity Identifier: D33N19		*5b. Federal Award Identifier:
<b>State Use Only:</b>		
6. Date Received by State:		7. State Application Identifier:
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: Tuba City Boarding School		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 86-0937618		*c. Organizational DUNS: 004975899
<b>d. Address:</b>		
*Street1: P.O. Box 187 Street 2: *City: Tuba City County: Coconino *State: ARIZONA Province: Country: United States of America		
		*Zip/ Postal Code: 86045
<b>e. Organizational Unit:</b>		
Department Name: Department of Interior		Division Name: Bureau of Indian Education
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: Middle Name: *Last Name: Dejolie Suffix:		First Name: Lisa
Title: Education Specialist		
Organizational Affiliation: Tuba City Boarding School, Bureau of Indian Education		
*Telephone Number: 928-283-2330		Fax Number: 928-283-2362
*Email: Lisa.Dejolie@bie.edu		

**Application for Federal Assistance SF-424**

Version 02

9. Type of Applicant 1: Select Applicant Type:  Other (specify)

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.):

Tuba City, Arizona located in Coconino County within the Navajo Indian Reservation.

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

21st Century Community Learning Centers (21st CCLC) - After school enrichment program for Kindergarten through Eighth grade students to enable a successful future.

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