

## J. APPLICATION CHECKLIST AND REQUIRED FORMS

**A COMPLETE APPLICATION MUST CONTAIN THE FOLLOWING ITEMS AND BE ORGANIZED AND TABBED AS OUTLINED BELOW.**

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

### NOTE:

- Attachments not requested by the RFP will result in disqualification of the application. Send only the information specified in this RFP. ✓ Sent 4 apps.
- Proposals not in the required format will be automatically disqualified.

 1-17-13

## J. APPLICATION CHECKLIST AND REQUIRED FORMS

**One original and two copies of the application are due by November 26, 2012.**

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

- Application for Federal Assistance (Standard Form 424), completed according to the instructions and signed by an authorized official (page 1)
- Cover Page
- Table of Contents (1 page)
- Program Summary and Abstract (2 page)
- Program Narrative (no more than 35 pages single-spaced)
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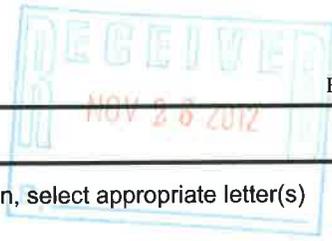
### NOTE:

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





10:50



**Application for Federal Assistance SF-424**

Version 02

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

3. Date Received:	4. Applicant Identifier:
-------------------	--------------------------

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

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

*a. Legal Name: <u>Crownpoint Community School</u>	
*b. Employer/Taxpayer Identification Number (EIN/TIN): <u>140001849</u>	*c. Organizational DUNS: <u>NONE</u>

**d. Address:**

*Street 1:	<u>CROWNPOINT COMMUNITY SCHOOL</u>
Street 2:	<u>Hwy 371, Navajo Route 9, Bldg 1771</u>
*City:	<u>Crownpoint</u>
County:	<u>McKinley</u>
*State:	<u>New Mexico</u>
Province:	_____
*Country:	<u>United States</u>
*Zip / Postal Code	<u>87313</u>

**e. Organizational Unit: SCHOOL**

Department Name: <u>CROWNPOINT COMMUNITY SCHOOL</u>	Division Name: <u>New Mexico Navajo Central Agency</u>
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**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: <u>Ms.</u>	*First Name: <u>Virginia</u>
Middle Name: <u>I.</u>	
*Last Name: <u>Jumbo</u>	
Suffix: _____	

Title: <u>Principal</u>
-------------------------

Organizational Affiliation: <u>Bureau of Indian Education Program</u>
--

*Telephone Number: <u>(505) 786-6160</u>	Fax Number: <u>(505) 786-6163</u>
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*Email: <u>Virginia.jumbo@bie.edu</u>
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**Application for Federal Assistance SF-424**

Version 02

**\*9. Type of Applicant 1: Select Applicant Type:**

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\*Other (Specify)

Bureau of Indian Education

**\*10 Name of Federal Agency:**

Bureau of Indian Education Division of Performance and Accountability

**11. Catalog of Federal Domestic Assistance Number:**

\_\_\_\_\_

CFDA Title:

\_\_\_\_\_

**\*12 Funding Opportunity Number:**

\_\_\_\_\_

\*Title:

21<sup>st</sup> Century Community Learning Centers Program

**13. Competition Identification Number:**

\_\_\_\_\_

Title:

\_\_\_\_\_

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

Eastern Navajo Agency: Crownpoint, Standing Rock, Casamero Lake, Smith Lake, Dalton Pass, Mariano Lake, Becenti, Littlewater

8 Local Community Chapter Houses

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

21<sup>st</sup> Century Community Learning Centers- Bureau of Indian Education

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\*a. Applicant: New Mexico

\*b. Program/Project:

**17. Proposed Project:**

\*a. Start Date: June 2013

\*b. End Date: June 2018

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

*a. Federal	\$198,987.00
*b. Applicant	_____
*c. State	_____
*d. Local	_____
*e. Other	_____
*f. Program Income	_____
*g. TOTAL	\$198,987.00

**\*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)

xx  \*\* 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: Virginia \_\_\_\_\_  
Middle Name: \_\_\_\_\_  
\*Last Name: Jumbo \_\_\_\_\_  
Suffix: \_\_\_\_\_

\*Title: PRINCIPAL

\*Telephone Number: (505) 786-6160

Fax Number: (505) 786-6163

\* Email: virginia.jumbo@bie.edu

\*Signature of Authorized Representative:

\*Date Signed:

**Application for Federal Assistance SF-424**

Version 02

**\*Applicant Federal Debt Delinquency Explanation**

The following should contain an explanation if the Applicant organization is delinquent of any Federal Debt.



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

CROWNPOINT COMMUNITY SCHOOL

Organization

Virginia I. Jumbo

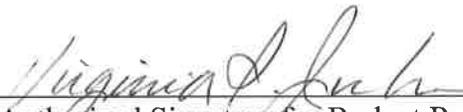
Telephone: (505) 786-6160

Virginia.jumbo@bie.edu

(505) 786-6163

E-mail Address

Fax Number

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

11/26/12  
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

11/26/12  
Date

Title

\$200,000

Total Funding Requested Per Year

\$600,000

Total Funding Requested for Three Years

**BIE Use Only** Project Number: \_\_\_\_\_

Date Received: \_\_\_\_\_



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## PROGAM SUMMARY AND ABSTRACT

Located on the Navajo Reservation, Crownpoint Community School (CCS) is a Kindergarten through 8<sup>th</sup> grade BIE operated school. It operates a Title I school wide program and offers a residential program. The current enrollment is 429. This population is 100% Navajo, 92% are identified as English Language Learners, 14% receive Special Education services and 100% of the students qualify for free and reduced lunch. Our average daily attendance rate for the current school year is 94.%.

Identified as a school in need of improvement, Crownpoint Community School is currently on "Restructuring" status. Over the past four years, the school has made a serious effort at restructuring. Staff has implemented a variety of instructional strategies in an effort to change and strengthen instructional practice, provided ongoing professional development in an effort to increase staff capacity, and has strategically planned to develop additional learning opportunities to address the diverse needs of its students. In spite of these efforts, CCS has not been successful at improving student academic performance. In an effort to enhance current strategies, CCS is proposing to implement a 21 CCLC after school and summer school program that targets the improvement of academic performance of student in the areas of READING and MATH. In addition, the proposed instructional program is increase English language proficiency in our student population. To address issues of behavior and student conduct, the proposed program will integrate a Navajo culture and language component that is designed to increase and deepen the understanding of the Navajo culture and language, thus promoting a sense of pride and a stronger sense of self identity among our student. To combat issue of obesity and diabetes in the community and to offer recreational activities that promote healthy lifestyles, **CCS has designed and integrated a Recreational / Physical Education component to the Summer School Program. The project is designed to serve 125, K-7 students in the Summer School program and 25 incoming Kindergarten students during the Summer Orientation Program. A total of 150 students will be served.**

The core of the project is a rigorous, well coordinated and needs- driven academic component that is directly aligned with the school's academic core program and targets students' reading and math deficiencies and limited English language proficiencies. Common Core Standards are the foundation of the academic component. The proposed instructional component is based on a supplemental intervention curriculum that is directly correlated with the core academic program and teaching practices. This design also integrates key components of the overall school-wide improvement and restructuring strategies. It ensures alignment, coordination and congruency in instructional practice, curriculum, and assessment strategies.

The overriding goal of this project is to increase the Reading and Math proficiency levels of all CCS students by providing a high-quality academic and enrichment supplemental program. To do so, CCS proposes a two components approach to providing extended learning opportunities for current and incoming students. The proposed program consists of three primary service delivery components:

- 1) A four day, six weeks Summer School program, and
- 2) A three –week orientation/readiness session for incoming Kindergarten students.

The proposed **project goals** are congruent with those goals identified on Native Star and include:

- The percentage of 3-8 grade students scoring proficient or higher in READING will increase from 23% to 33% as measured by the 2012-2013 Spring to Fall NWEA scores.
- The percentage of 3-8 grade students scoring proficient or higher in MATH will increase from 30% to 40% as measured by the 2012-2013 Spring to Fall NWEA scores.
- The number of student, 3-8 grade identified as limited English proficient will be decreased by 10% from the current level of 92% as measured by the WIDA- Access assessment in spring 2013.
- The number of students scoring at the proficient level on the spring 2013 WIDA- Assessment will increase by 10% from the current 8% level to 18%.
- The number of student referrals for behavioral reasons will decrease by 10% from the current level of 70 incidents (Fall 2012) to 60 in the fall of 2013, 10% per year for each year of the project.

The core of the project is a rigorous, well coordinated and needs- driven academic component that is directly aligned with the school's academic core program. It is based on a supplemental intervention curriculum that is directly correlated with the core academic program and teaching practices. This design also integrates key components of the overall school wide improvement and restructuring strategies. This design ensures alignment, coordination and congruency in instructional practice, curriculum, and assessment strategies.

CCS will implement the following instructional strategies in the implementation of the proposed project:

- **Response to Intervention:** A **three tier intervention model** will be used to provide direct student services. Student academic performance data will be used to identify those students in greatest risk of academic failure.
- **Use of data to facilitate flexible grouping for large and small group instruction:** The use of data is fundamental to all the work that is conducted at CCS. This established process offers teachers' student performance data on an ongoing basis.
- **Sheltered English Instruction (SEI):** SEI is an instructional approach that engages ELLs in developing grade level content area knowledge, academic skills, and increased English proficiency
- **Differentiated Instruction (DI) :** Differentiated Instruction is an approach that specifically addresses the diversity of students and their learning needs, This approach is most appropriate for Special Needs students, however all student can benefit from this strategy; it enables teachers to strategically plan for individual learning needs.

In addition to the academic component, the proposed program will include the following components: Technology, Navajo Language and Culture, Recreational and Physical Education (with an embedded Character Building/Counseling component), and Parent Involvement.



*Crownpoint*

## PROGRAM NARRATIVE

### 1) Need for Project (18 Points)

Located on the Navajo Reservation, CROWNPOINT COMMUNITY SCHOOL (CCS) is situated 60 miles northeast of Gallup, New Mexico. Crownpoint is the largest community in this area of the Reservation and CCS serves the educational needs of several surrounding communities: Standing Rock, Dalton Pass, Mariano Lake, Littlewater, Casamero Lake and Smith Lake. CCS transports its students from a geographical area, which spans 65 square miles, many of which are over unpaved roads. All of our ten buses average 50 miles per day. During the winter and rainy season transporting students is a great challenge, often times preventing students from attending school. The remoteness and isolation of this community seriously impacts the lives of children. Students have little access to recreational centers, playgrounds, libraries, tutorial centers, and other institutions normally found in urban or suburban communities. The nearest communities offering such amenities are located 60 miles in Gallup to the southwest or 85 miles to the north in Farmington, NM. With the economic hardships faced by many of our families and the escalating cost of gasoline, transporting children to these communities for recreational or academic support activities is not a viable option. Therefore, accessibility to resources is a major factor in stressing the need for this project, especially during the summer months when there is no school.

Like many other reservation schools, CCS is faced with a myriad of challenges associated with poverty, high rates of unemployment, and low rates of literacy, substance abuse, domestic violence, gang activity, and crime. As a school, CCS is not immune to any of these factors. CCS students are a reflection of the community and CCS deals with these issues on a daily basis. CCS has not always been able to address the needs of its students or the community, especially in ensuring the academic success of all its students. Academic performance at CCS has lagged for years. Our current statewide assessment data, clearly demonstrates that over the past five years student academic progress has lagged and the school has not made Adequate Yearly Progress (AYP). This significant lack of progress cannot be attributed to school staff not trying. Over the past four years, CCS staff has undertaken significant steps into restructuring the daily operation of the school and improving daily instruction. In spite of all these efforts, few gains have been realized and student academic performance has continued to lag.

Because of this lack of progress, CCS has been forced to re-examine its efforts and to implement additional strategies that are designed to improve its core instructional program by implementing Common Core Standards, strengthening staff accountability by increasing classroom observation, establishment of support structures to ensure improvement efforts are implemented, increase staff capabilities to better address the academic needs of students by providing professional development and by improving the quality and frequency of meaningful parent engagement. Although, these efforts are comprehensive, school resources are limited and hinder the school's ability to provide extended learning opportunities to its students. Current resources prohibit the implementation of an after school or a summer program. CCS has not and is not able to provide any additional services beyond the regular school day and year.

Two years ago, with the use of ARRA funds, CCS provided a four week summer school session for the first time ever. Although the program was limited in scope, student attendance was consistent and it was well supported by the community. Because there are few educational or recreations opportunities in the area during the summer months, students and parents often inquired about programming. However, because of a lack of resources, CCS has not been able to provide any instructional programs during the summer month. Because of this lack of resources, CCS students have had few educational or recreational activities during the summer months. The need for such a program is evident. CCS staff firmly believes that by providing students additional learning opportunities, students will not only retain more of their knowledge but will also have access to more recreational and healthy alternatives.

The proposed project promises to provide our students with more options for the summer. As our budget narrative indicates, 21CCLC funds would greatly enhance our ability to provide a comprehensive summer program that will include an incoming Kindergarten student ‘orientation’ component. The proposed program has to potential to greatly impact our students’ learning and the community as a whole.

The preceding sections will detail the academic and social needs of our students. The proposed program is based on the extensive review of available data and in-depth discussion relative to the needs of the students both in the academic and social/behavior areas. Charts A -1 & A- 2, provide a historical view of the school wide academic performance of our students in the areas of Reading and Math for a five year period. The data clearly demonstrates the persistently low academic performance of our students.

**Chart A-1**

**New Mexico Standards Based Assessment (NM SBA)  
2007- 2012  
READING**

<b>School Year</b>	<b>NM AMO</b>	<b>Grade Level</b>	<b>Proficient Performance Level</b>	<b>Achievement Gap % points</b>
<b>2007-2008</b>	<b>56%</b>	<b>3</b>	<b>28%</b>	<b>28</b>
		<b>4</b>	<b>14%</b>	<b>42</b>
		<b>5</b>	<b>37%</b>	<b>19</b>
		<b>6</b>	<b>17%</b>	<b>39</b>
		<b>7</b>	<b>16%</b>	<b>40</b>
		<b>8</b>	<b>48%</b>	<b>6</b>
<b>2008-2009</b>	<b>60%</b>	<b>3</b>	<b>26%</b>	<b>34</b>
		<b>4</b>	<b>13%</b>	<b>47</b>
		<b>5</b>	<b>39%</b>	<b>21</b>
		<b>6</b>	<b>23%</b>	<b>37</b>
		<b>7</b>	<b>17%</b>	<b>43</b>
		<b>8</b>	<b>25%</b>	<b>35</b>
<b>2009-2010</b>	<b>64%</b>	<b>3</b>	<b>59%</b>	<b>5</b>
		<b>4</b>	<b>52%</b>	<b>12</b>
		<b>5</b>	<b>60%</b>	<b>4</b>
		<b>6</b>	<b>39%</b>	<b>25</b>
		<b>7</b>	<b>49%</b>	<b>15</b>
		<b>8</b>	<b>61%</b>	<b>3</b>
<b>2010-2011</b>	<b>75%</b>	<b>3</b>	<b>28%</b>	<b>47</b>

		4	17%	58
		5	9%	66
		6	20%	55
		7	3%	72
		8	38%	37
<b>2011-2012</b>	<b>79%</b> <b>NM SBA was not administered by Central NM schools.</b>			

**Chart A-2**

**New Mexico Standards Based Assessment (NM SBA)  
2007- 2012  
MATH**

School Year	NM AMO	Grade Level	Proficient Performance Level	Achievement Gap % points
2007-2008	38%	3	9%	29
		4	0%	38
		5	27%	11
		6	6%	32
		7	4%	28
		8	11%	27
2008-2009	44%	3	29%	15
		4	8%	36
		5	12%	32
		6	28%	16
		7	10%	34
		8	25%	19
2009-2010	51%	3	57%	6
		4	46%	5
		5	46%	2
		6	34%	17
		7	34%	17
		8	39%	12
2010-2011	65%	3	76%	+11
		4	21%	44
		5	7%	58
		6	17%	48
		7	6%	59
		8	35%	30
<b>2011-2012</b>	<b>76%</b> <b>NM SBA was not administered by Central NM schools.</b>			

NM SBA test results clearly demonstrate that CCS students have not been achieving to high levels. Over the last five years, there has been some improvements (such as 2009-2010) however, as the AMO increased the achievement gap increased greatly. Assessment scores are consistent, way below the AMO, with the exception of the 2009-2010 school year in which test scores rose dramatically. However, levels of improvement were not sustained during the 2010-2011 school year. The score for third grade math surpassed the AMO level however, all other grade levels in both reading and math remained at very low levels and the achievement gap grew

dramatically. During the 2011-2012 school year CCS, did not administer the NM SBA (as per BIE directions) therefore, no scores are available. However, based on the NWEA scores that were recorded it is evident that student performance would not have reached the established AMO of a 76% proficiency rate. In conclusion, CCS student have been able to reach the established learning targets for a long time. Gains that were realized during this timeframe, specifically during the 2009—2010 were the results of intensive teacher training, increased classroom observations and more rigorous accountability requirements.

**NWEA – Fall BOY 2012**

Our most current NWEA assessment data also indicate the great need to improve our students’ academic performance. The following Charts, B & C detail the ‘beginning of year’ BOY performance data of our students in Reading and Math.

**Chart B- Reading**

Grade	# of Students FALL MAP/BOY 2012	Advanced # / %	Proficient # / %	Nearing Proficient # / %	Basic # / %
K	44	0	1 / 2%	4 / 10%	39 / 89%
1st	57	0	0 /	16 / 28%	41 / 72%
2nd	51	0	3 / 6%	13 / 25%	35 / 69%
3rd	40	0	0	8 / 20%	32 / 80%
4th	42	0	1 / 2%	13 / 25%	38 / 73%
5th	50	0	3 / 6%	13 / 26%	34 / 68%
6th	38	0	11 / 29%	11 / 29%	16 / 42%
7th	52	0	5 / 19%	18 / 35%	29 / 56%
8th	45	0	6 / 13%	17 / 38%	22 / 49%
<b>Total</b>	<b>429</b>	<b>0</b>	<b>30 / 7%</b>	<b>113 / 26%</b>	<b>286 / 67%</b>

**Chart C- Math**

Grade	# of Students FALL MAP/BOY 2012	Advanced # / %	Proficient # / %	Nearing Proficient # / %	Basic # / %
K	41	0	1 / 2%	4 / 10%	36 / 88%
1st	57	0	1 / 2%	14 / 25%	42 / 74%
2nd	53	0	1 / 2%	11 / 21%	41 / 77%
3rd	40	0	1 / 3%	6 / 15%	33 / 83%
4th	52	0	2 / 4%	14 / 27%	36 / 69%
5th	50	0	3 / 6%	18 / 36%	29 / 58%
6th	38	0	4 / 11%	19 / 50%	15 / 39%
7th	52	0	6 / 12%	24 / 46%	22 / 42%
8th	44	0	6 / 14%	17 / 39%	21 / 48%
<b>Total</b>	<b>427</b>	<b>0</b>	<b>25 / 6%</b>	<b>127 / 30%</b>	<b>275 / 64%</b>

Both *Charts B and C* clearly demonstrate that our students are performing well below acceptable levels. Out of 429 students that were tested in Reading, a mere 30 students or 7% of the total tested are scoring at the ‘proficient’ level. 67% or 386 of the total amount tested are scoring at the ‘basic’ level. This is certainly not acceptable. The current performance level in Math is not much better. Out of the 427 students that were tested in math, a mere 25 students or 6% of the total population tested scored at the ‘proficient’ level; 64% or 275 of the total students tested scored at the ‘basic’ level, while 127 or 30% of the tested students scored at the ‘nearing proficient’. In conclusion, with such small numbers of students scoring at the proficient levels- 7% in reading and 6% in math, it is evident that well above 90% of the students are performing at unacceptable levels, 93% of the students are NOT proficient in Reading and 94% of the students are NOT proficient in Math. It is evident that the achievement gap is great and as our NMSBA data clearly demonstrates, closing that gap has not been successful. The proficiency gap continues to widen with each passing year. There is little evidence that our improvement efforts have had much impact on student learning. It is our belief that providing a summer project will offer our students an opportunity to continue their learning but most importantly a means of retaining their knowledge.

**CHART D**

**2012New Mexico WIDA- Access for Student Learning  
ELL Assessment**

**Number and Percentage of Students Identified as ELL**

Grade Level	# of Students Tested	# of students @ Entering Level	# of students @ Beginning Level	# of students @ Developing Level	# of students @ Expanding Level	# of students @ Bridging Level	# of students @ Reaching Level
K	43	23	7	7	6	0	0
1	43	1	7	27	4	4	0
2	26	0	2	15	9	0	0
3	39	0	0	18	18	3	0
4	36	0	0	21	13	1	1
5	33	0	2	11	12	4	4
6	46	1	4	19	19	3	0
7	35	2	3	11	17	1	1
8	29	1	2	11	12	3	0
Total	330	28	27	140	110	19	6

These data reveal that out of the 330 students that were tested, the majority of these students scored below the proficient level. 305 of those students tested or 92% have been identified as limited English proficient. Of that total number, the vast majority 250 students or 75% of those tested at the ‘Developing’ or ‘Expanding’ levels. This is a clear indication that, although students speak and function in English, they lack the academic language necessary for classroom success. This is particularly challenging for students in the upper grades when text and content become more difficult. Although twenty-five (25) students scored at the ‘Bridging’ and ‘Reaching’ levels, one would have to examine their academic performance to truly assess the

ability to handle the English language, especially in the academic areas. The data clearly indicates that our student population is in need of serious intervention in the development of academic English language. Therefore, specific strategies must be used to address this need. CCS has adopted the Sheltered English Instruction as a school wide approach to improving English proficiency. This approach currently guides all teachers' lesson planning and delivery, this same process would be used to provide instruction in both the residential after school and summer components. This approach targets the acquisition of academic language by focusing on vocabulary and content development.

**Chart E**

**Behavior/Incidents  
August- November 2012**

<b>Grade Level</b>	<b># of Incidents</b>	<b>Priority Type of Incident</b>	<b>Number of Students Involved</b>	<b># of Tardy Incidents</b>
K	5	Battery, physical contact, other violence	9	10
1	9	Violence, aggression, assault/battery Harassment, bullying, sexual harassment, violence	20	14
2	6	Assault, battery, violence, vocal aggression, property damage	10	12
3	10	Property damage, Larceny/theft , vandalism vocal aggression, harassment/bullying	23	3
4	13	Assault, battery, harassment, bullying, threat/intimidation, sexual harassment	17	7
5	7	Physical contact, threat/intimidation, vandalism, harassment/bullying	14	0
6	10	Vandalism, property damage, larceny/theft, Harassment/bullying Threat/intimidation, fighting	32	13
7	5	Assault/battery, physical contact Harassment/bullying threat/intimidation	18	0
8	5	Physical contact, harassment/bullying, fighting,	7	1
TOTAL	70		150	60

Our current data demonstrates that since the beginning of the year, our students have committed many infractions. It is evident that we have serious behavior issues. Incidents relative to battery, assault, intimidation, bullying, and harassment are too frequent. Data also reveals that students have little respect for the value of property; data demonstrates a high incidence of property damage, vandalism and theft. Although the counselors are providing intervention support, it is evident that ongoing support must be provided and that these efforts cannot cease during the summer months. . With this in mind, a counseling prevention component has been integrated

into the summer program. The proposed program services are based on current efforts that target character building and prevention. The Recreational/PE component will include a section to address this behavior issues, lessons and structured activities will be included in which appropriate behavior dealing with anger management, problem solving, effective communication and prevention will be address. It is imperative that these negative behavior issues be addressed throughout the school year and the intervention be continued during the summer.

### **Identification of Priority Students: Process and Tools**

The proposed project is designed to serve **125 students in Summer School and 25 in the Kindergarten Orientation Program. A total of 150 students would be served.** As a primary restructuring strategy, CCS uses a comprehensive process for assessing, monitoring and tracking student performance. This process would be used in the implementation of the proposed project. This process includes: statewide assessment – NM SBA (3-8) to identify overall school performance and the Northwest Evaluation and Assessment system (NWEA) (K-8) three times per year (Sept-Jan- May). In addition to these required tests, CCS also uses: curriculum based assessments and math placement tools with upper grade students (ALEKS). By using this comprehensive process, CCS has identified its priority students and based on their needs, has designed its intervention strategy and ultimately the design of the project. Teachers, principal, counselors, Math/Reading coaches and the external technical assistance providers reviewed the data and will continue this practice to identify students targeted for services under this program. Because CCS is 100% Navajo and all students qualify for F&R lunch, the only subgroups identified are ELLs and special needs students. This data driven process ensures that all students, but specifically these two subgroups, receive the assistance that is needed. In addition, specific attention is given to: struggling readers, students failing to meet proficient targets in reading and math and students that demonstrate risky behaviors (aggressive behaviors/ bullying). If funded, students scoring below the proficient levels (“nearing proficient” and “basic”) in reading and math, demonstrating risky behaviors, requiring catch up assistance due to excessive absences or upon teacher referral will be required to attend the summer school program. Incoming Kindergarten students will be required to attend the three-week ‘orientation’.

### **2) Quality of Project Design (51 Points)**

Based on mission statement and belief that students need a safe and rich learning experiences, our staff is committed to providing the best learning environment for CCS students. Based on our latest data analysis of the 2011 NM SBA and the Fall 2012 NWEA results, the proposed project was designed to specifically target the academic, cultural, recreational and enrichment needs of CCS students. Common Core Standards are the foundation of the academic component. The proposed instructional component is based on a supplemental intervention curriculum that is directly correlated with the core academic program and teaching practices. The core of the project is a rigorous, well coordinated and needs- driven academic component that is directly aligned with the school’s academic core program and targets students’ reading and math deficiencies and limited English language proficiencies. This design also integrates key components of the overall school-wide improvement and restructuring strategies. It ensures alignment, coordination and congruency in instructional practice, curriculum, and assessment strategies.

The overriding goal of this project is to increase the Reading and Math proficiency levels of CCS students by providing a high-quality academic and enrichment supplemental program. To do so, CCS proposes a three prong approach to providing extended learning opportunities for all CCS students. The proposed program consists of three primary service delivery components:

- 1) A four day, six weeks Summer School program, and
- 2) A three –week orientation/readiness session for incoming Kindergarten students

The proposed **project goals** are outlined as prescribed in **Appendix V** and are congruent with those goals identified on Native Star. **Meeting NCLB stipulations regarding the use of researched based strategies; several studies were examined for each of the proposed strategies. For the purpose of this proposal only key research studies have been referenced. CCS will implement the following strategies in the implementation of the proposed project:**

- **Response to Intervention:** A **three tier intervention model** will be used to provide direct student services. Student academic performance data will be used to identify those students in greatest risk of academic failure. Students will be grouped at three different levels, *intensive*, *strategic*, and *benchmark*. Intervention strategies- direct instruction- will be used at each level. Individual Learning Plans (ILPs) will be specifically designed for each student. Students will receive instruction in the core program, and the after school program will provide a second, or in some cases a third, dose of “intervention”. Ongoing teacher collaboration and coordination will facilitate the tracking and monitoring of student performance, enabling staff to intervene in a timely manner if it becomes necessary.  
(Research Reference: 1) Gersten, R, Beckmann, S. Clark, B, Foegen, A. Star, A. Marsch, J.R., et al. (2009b). *Assisting Students Struggling with Mathematics: Response to intervention for elementary and middle schools*. Washington, D.C. Department of Education Institute Educational Sciences. 2) Gersten, R. Compton, D. Connor, C.M. Dimino, J. Santoro, L. Linan-Thompson, S. et al. (2009a) *Assisting students struggling with reading: Response to Intervention and multi-tier intervention in primary grades*. Washington, D.C. Department of Education Institute Educational Sciences.)
- **Use of data to facilitate flexible grouping for large and small group instruction:** The use of data is fundamental to all the work that is conducted at CCS. This established process offers teachers’ student performance data on an ongoing basis. This data is then used to guide instruction and to develop flexible grouping to facilitate large and small group instruction as well as individualized instruction. The use of this strategy is proving to be effective in the development of interventions and overall guidance in the design of instruction.
- **Sheltered English Instruction (SEI):** SEI is an instructional approach that engages ELLs in developing grade level content area knowledge, academic skills, and increased English proficiency. In SEI classes, teachers use clear, direct, simple English as wide range of scaffolding strategies to communicate meaningful input in the content areas to students. Learning activities that connect new content to students’ prior knowledge, that required collaboration among students, and spiral through curriculum materials, offer

ELLs the grade level content instruction of their English-speaking peers, while adapting lessons to suit their English proficiency level.

*(Research Reference: "The Effects of Sheltered Instruction on the Achievement of Limited English Proficient Students" The Center for Applied Linguistics.*

*The Sheltered Instruction Observational Protocol: A tool for Teacher-Researcher Collaboration and Professional Development" Center for Research on Education, Diversity and Excellence (CREDED), U of CA.*

- **Differentiated Instruction (DI) :** Differentiated Instruction is an approach that specifically addresses the diversity of students and their learning needs, This approach is most appropriate for Special Needs students, however all student can benefit from this strategy. DI enables teachers to strategically plan for their students' individual learning needs. DI applies an approach to teaching and learning so that students have multiple options to taking in information and making sense of ideas. The model of DI requires teachers to be flexible in their approach to teaching and adjusting the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. To differentiate instruction is to recognize students' varying background knowledge, readiness, language, preferences in learning, interests, and to react responsively. The intent of Differentiating Instruction is to maximize each student's growth and individual success by meeting each student where he/she is, and assisting in the learning process.

*(Research Reference: Tomlinson, C. (1995) the Differentiated Classroom: Responding to the Needs of All Learners. Alexandria, VA: ASCD. Tomlinson, C How to Differentiate Instruction in Mixed Ability Classrooms (2<sup>nd</sup> ed.). Alexandria, VA ASCD.*

*Gardner, H(1994) "Reflections on multiple intelligences: Myths and messages." Phi Delta Kappan.*

- **Incoming Kindergarten Orientation – A three-week, June 3 to June 21, will be conducted for all incoming Kindergarten student.** It is estimated that 25 students will be enrolled. This component of the Summer School Program is designed to give these incoming students a 'head start' on learning readiness and the day- long Kindergarten experience. Students will be introduced to classroom procedures and routines, experience literacy development activities and general classroom socialization.
- **Technology** will be an integral part of the curriculum and in lesson delivery. Students will use technology as a learning tool as well as for recreational – fun learning activities. Each classroom is equipped with Smart Boards and computers and students have been using this technology for the past two years. Teachers are gaining more proficiency and the use of technology is a common practice.
- **Navajo Language and Culture** is an integral component of this project. Maintaining the Navajo culture is a priority in the community and is a primary goal of CCS. Student will have extensive exposure to the Navajo culture through a series of structured activities targeting the Navajo culture, language and their way of life. Activities will be designed to promote a deeper understanding of the culture, the history, and contributions to society as a whole, thus fostering pride and a strong sense of self identity. Community artisans,

leaders and elders will be contracted to conduct lessons (art, language, dance, music, etc). Students will participate in these activities on a weekly basis during the summer school session. Two culminating activities for these Navajo culture/language activities will be a conducted at the end of the summer school session; a musical and art show.

**Recreational/Physical Education-** This component is designed to provide students healthy approaches to exercise, good nutrition and appropriate behavior. This component is designed to address the behavior issues that are problematic at our school. The Recreational/Physical Education instructor will be our social worker. She is knowledgeable of counseling services and resources; she will conduct counseling session as well as design and direct all physical/recreational activities. She will also arrange for local service providers to conduct presentation/activities with all CCS students. Students will have an opportunity to participate in numerous structured physical activities, sports and other outdoor activities. Students will also participate in classroom activities that will deal with character building, prevention, healthy choices, nutrition, safety and sportsmanship. A defined program component will guide service delivery. A character education/counseling component will be integrated in the all of the proposed activities.

- **Parent Involvement** - In addition, this project will provide adult services to increase family literacy and to better prepare their children for school, advocate for their children, and participate in the educational process in a more informed and meaningful manner. The parent involvement component will be directly linked with the school parent involvement strategy. CCS is implementing the Joyce Epstein framework for parent involvement. At the center of this framework is the six levels of parent involve which target home school communication, parent capacity building, involvement of parents in the decision making process, family literacy, volunteerism, and establishing partnerships to better serve parents. If funded, the 21<sup>st</sup> CCLC project, in conjunction and coordination with CCS, will conduct bi-monthly summer parent activities. Although CCS targets efforts in all six areas of the framework, this project will focus its efforts in building parent capacity, developing family literacy, and enhancing home-school communication. All parent involvement activities, these summer activities will be designed to build on the regular year efforts. The summer school program will conduct three (3) parent involvement activities during the six-week summer school session, activities will be conducted every two weeks.

The CCS - 21CCLC **Action Plans** (Appendix V) provide detailed information regarding the proposed project, its goals, objectives and outcomes. These plans outline how this project aligns with **student and community needs and how its services address these needs**. In conclusion, this project is designed to provide services to students: most in need, at risk of academic failure, with limited English proficiency, with disabilities and demonstrating risky behaviors.

### **Tracking and Monitoring of Student Performance**

CCS will implement a three-tier process for monitoring student performance. Individual student data will be reviewed and students will be placed at three levels: intensive (needing extensive assistance- increased time for interventions), strategic (needing some type of intervention and/or assistance) and benchmark (proficient- needing support to maintain or increase skill and

knowledge levels). Findings will be used to plan instructional strategies, facilitate student groupings, and identify needed program adjustments or changes. This data guided process has been standard practice at the school for approximately three years; it will continue to facilitate the identification of priority students, strategy development for service delivery, and the final evaluation process. Summer School Teachers will meet on a weekly basis to coordinate instruction and to ensure that appropriate interventions are being delivered; ensure Common Core Standards are guiding instruction and that there is congruence between and among the various grade levels.

### **Recruitment and Maintenance of Student Enrollment**

This data driven monitoring process will also aid in recruiting of students for project participation. Since this process requires the review of individual student's performance, every student will be a potential project participant. This built-in recruitment process will ensure ongoing student participation. Therefore, recruitment will not be a challenge but an integral practice of daily operation. CCS parents will be informed that when his/her student is not meeting proficient levels, students will be required to attend the summer school program. CCS Because CCS has been in an improvement status for a number of years, staff, families and community are eager to support these efforts. 21<sup>st</sup> CCLC resources will enable CCS to extend its school year by offering a much needed summer program. Staff and Community buy-in will not be an issue, full support is expected. To ensure student attendance, an incentive component has been integrated into the program design. Students will be offered an end of **program field trip** to an Albuquerque amusement park and a meal at a local restaurant for their participation in the summer school session. Students that demonstrate perfect attendance will receive a back pack.

### **Alignment with Restructuring Plan**

An integral part of the CCS restructuring plan is to improve instructional strategies to increase student achievement. The 21<sup>st</sup> CCLC project will be an opportunity not only to supplement current after school programs but also to provide extended learning opportunities for our students and community. The priority goals of our Restructuring Plan is to implement best practice but to provide various opportunities of learning that will support student success academically and socially. The proposed program will provide additional services for the three main target populations ( Residential students, K-7, and entering K students) The following services are proposed: counseling and tutoring for our most at risk of failure residential students; an extended learning opportunity for students during the summer months, and an intensive three week session for (orientation) for incoming K students. If funded, CCS will be able to provide a year-long program, thus enabling students little chance of regressing in their learning and offering incoming K students an opportunity adjust to K level and day long instruction. The SET team meets on a bi-monthly basis to discuss the progress of activities/strategies to identify under our goals to discuss necessary amendments. Data collected through assessments, stakeholder surveys, PAC and staff input is the basis of the team's decision-making. The proposed summer program services will target four critical elements that: (1) Develop and provide a safe nurturing environment that facilitates positive learning experiences. (2) Provide extended learning opportunities to improve student academic performance (3) integrate a strong parent involvement component that will promote meaningful parent participation in the educational process and (4) Integrate community resources to assist in providing information to

families of this community. Refer to Appendix VI for the “Schedule of Operation” which outlines the proposed schedule of operation.

**Chart E Operations Description**

Program	Grade Levels Served	Days of Operation	Hours of Operation	# of Hour a week	Parent Activities
Summer	K - 7 <sup>th</sup>	Mon-Thurs	8:00-2:30	22	3 meetings during the summer session. Average length of activity - 2 hours

**NOTE:** Teachers will begin their day at 7:30 am and will remain for an additional hour for planning and coordination meeting. Summer School teacher hours will be 7:30 am – 3:30pm, Monday- Thursday. The following chart details the proposed schedule of activities. Appendix VI details the schedule of operations.

**PROPOSED SUMMER SCHOOL SCHEDULE**

<b>MONDAY (Grades K-7<sup>th</sup>)</b>	<b>TUESDAY (Grades K-7<sup>th</sup>)</b>	<b>WEDNESDAY (Grades K-7<sup>th</sup>)</b>	<b>THURSDAY (Grades K-7<sup>th</sup>)</b>
8:00- 8:30 Breakfast 8:30- 10:15 Reading Instruction 10:15-10:30 Break 10:30-11:30 Math Instruction 11:30-12:30Lunch/Recess 12:30-1:30 Recreation/ PE 1:30-2:30 Navajo Culture (Rotating Schedule) 2:30 Student Departure	8:00- 8:30 Breakfast 8:30- 10:15 Reading Instruction 10:15-10:30 Break 10:30-11:30 Math Instruction 11:30-12:30 Lunch/Recess 12:30-1:30 Recreation/PE 1:30-2:30 Navajo Culture (Rotating Schedule) 2:30 Student Departure	8:00- 8:30 Breakfast 8:30- 10:15 Reading Instruction 10:15-10:30 Break 10:30-11:30 Math Instruction 11:30-12:30Lunch/Recess 12:30-1:30 Recreation/PE 1:30-2:30 Navajo Culture (Rotating Schedule) 2:30 Student Departure	8:00- 8:30 Breakfast 8:30- 10:15 Reading Instruction 10:15-10:30 Break 10:30-11:30 Math Instruction 11:30-12:30Lunch/Recess 12:30-1:30 Recreation/PE 1:30-2:30 Navajo Culture (Rotating Schedule) 2:30 Student Departure

**Data Collection and NASIS Use**

As a school that is undergoing restructuring, the review of data is an integral aspect of school improvement. Data review and analysis to monitor student performance is an ongoing process; monitoring is conducted on a weekly basis and on a quarterly basis. To ensure that all students are gaining the necessary skills and knowledge (meet short- term objectives); teachers meet on a weekly basis to discuss student performance (unit test results are used to initiate conversations). As a school-wide strategy, teacher collaboration is also used to ensure that school-wide improvement efforts are on target and that students are making the necessary gains. Ongoing assessment is also an essential component of school improvement. The 21<sup>st</sup> CCLC project design has integrated this practice. All project participants will be assessed to determine appropriate placement, interval assessments will be conducted to measure progress (benchmarks)

and final assessments will be conducted to determine program impact and student gains. The following steps will be implemented:

- ❑ Pre and Post testing (September/ May-after school program); (May/August - summer school)
- ❑ Benchmark assessment at specific intervals (quarterly); NWEA, curriculum based assessments.
- ❑ Weekly teacher meetings to discuss student performance and to plan intervention strategies.

Teachers and the project coordinator will be responsible for collecting and maintaining all data, student folders and assessment records. Staff will use the BIE NASIS system in this process. Since CCS has mostly a veteran staff, all have received extensive training in the use of this system and are currently using the system to input all the necessary data. Therefore, it is anticipated that all project data will be maintained in this manner. NASIS will be used to maintain: student attendance, grades, behavior referrals, lesson plans, transcripts and test data. Teachers and the coordinator will also use the NWEA technology based assessment system to generate a variety of reports to maintain longitudinal student performance data. All staff has received extensive training and is currently using the system as well as analyzing assessment results.

### **Accountability and Fidelity to the Project**

To ensure that teachers are implementing the proposed strategies and that program services are adjusted to address changing priorities, the project Coordinator and the principal will conduct weekly and monthly observations and “walk throughs.” The project Coordinator will be responsible for the day to day operation of the program, staff supervision, and ensuring that all proposed strategies is implemented. The principal will be responsible for conducting monthly “walk throughs” to ensure program fidelity. The principal will also be responsible for conducting performance evaluations of staff, conducted twice a year. Staff evaluations will target staff’s commitment and ability to implement proposed strategies. Fidelity to the proposed strategies and adherence to the requirements of the project are paramount.

### **Sustainability**

As this grant continues it is in part dependent on 21<sup>st</sup> CCLC funds. However as time goes on it has become more and more dependent on Title Program funds which will be used to take over the necessary components of the project. At the current moment the project solely depends on the fiscal resource provided through the grant. This project does not supplant the current after school Residential Program solely funded by CCS. Proposed project services will be supplemental in nature and will support current tutorial and counseling services. To ensure success and sustainability of the project, the coordinator will be responsible for attaining partnerships to fulfill the necessary resources needed to continue the project. The collaboration between the coordinator and business manager will be extensive within the first year not only to manage the current project’s budget, but also to identify programs needs and how the school can sustain the project in forthcoming years. CCS intends to secure funding of the project through Title I, Title VI, Special Education, School Improvement Funds and other future grants. Because

the school is restructuring the priority is placed on the provision of opportunities that will increase student's academic performance. It is projected that by the end of the funding cycle there will be resources that will cover the majority of the summer program by other sources.

### **Partnerships**

CCS has a good working relationship with several of the local service providers, Mental and Medical services providers. However, formal partnerships are difficult to establish. The remoteness of the school, great needs of the area, and the overall limited availability of resource prohibit extensive partnerships. Currently CCS has a working relationship with Indian Health services; they provide Diabetes Awareness Training/Nutrition; NNPO- Drug Prevention /Gang Intervention; Dine College provide GED course work for parents; Mental Health provide training in a variety of areas and direct services to students. For the purpose of this project CCS will continue to work with these agencies however, formal agreements have never been necessary and obtain a formal MOU or contract is not possible at this time for all our partners. Attached are letters of support and MOU from:

### **Adequacy of Resources (18 Points)**

To support this project, CCS will provide access to and use of all its classrooms, gym, library, computer equipment, and other school facilities and equipment. CCS has a newly build school and is equipped with high technology equipment- smart boards, computers in every classroom, two technology lab, full size gym, fully functioning cafeteria, and fully equipped playground and baseball field. CCS employs 95 certified and classified staff; all teachers are fully credentialed and meet NCLB requirements, education technicians assigned to classroom all meet NCLB requirements and are an integral part of the improvement process. Most of the instructional staff at CCS has been at the school for many years, some have been at the school their entire professional career. Staff is knowledgeable of the local context, Navajo culture and the social as well as the academic needs of students. All individuals applying for 21<sup>st</sup> CCLC project positions will be highly screened and will receive professional development to ensure the highest quality of instruction. Although ready pool of applicants exists within the CCS staff, all positions will be posted and the most qualified personnel will be selected to work on this project. If funded, this six-week 21<sup>st</sup> CCLC Summer School program would start June 3 and end July 12. Teacher Orientation/Training and preparation would start May 29. The preparations and analysis of student data will be conducted during the month of April-May 2013. CCS staff is confident that they will be able to fully implement this program and believe that if funded, the project will address a major need of our student and community.

### **Staffing and Student/Teacher Ratio**

**Chart G** demonstrates the proposed enrollment levels and teacher/student ration. It is our attempt to maintain a low teacher to student ratio to ensure individualized attention and support. It is our intent to have small group and individualized instruction for the academic component.

This is particularly important for students that need intensive support. We firmly believe that our current design optimizes the available resources.

**Chart G**

SUMMER SCHOOL STUDENT/TEACHER RATIO

# of Students to be Served	# of Teaching Staff	Teacher/Student Ratio
150	14	1/11

Resource allocation is a key component of CCS’s restructuring efforts. It is imperative to note that the first step towards the sustainability of this project has been taken. A significant amount of alternative resources, Title I, SPED and ISEP funds have been used in the design of this project. 21st CCLC fund will be used as “seed money” to establish this project, and other resources will be used to supplement these funds. Thus optimizing and leveraging available resources. This practice will be continued throughout the life of the project. It is anticipated that each year of the project a larger percentage of alternative resources will be used, thus ensuring the continuation of this project after 21<sup>st</sup> CCLC funds cease to exist. Also, the cost of food items and will be covered through the USDA food services program. Transportation cost relative to the use of buses and other vehicles and fuel and maintenance will **not be charged** to the project but will be covered by the school’s general budget. The only transportation costs that will be incurred by the project are the drivers’ salaries. The school will also contribute the following items at no cost to the project: use of facilities- classrooms, gym, library, utilities, equipment- computers, copiers, telephone. Refer to **Budget Narrative** for complete details of the financial aspect of this project.

**Student Safety**

As a BIE operated school, CCS has stringent safety policies and procedures. All buses meet both BIE and state safety requirements and all drivers are fully certified. The four proposed drivers have extensive experience and hold current CDL NM licenses and have completed all required safety BIE training. CCS implements specific student safety procedures while students ride buses and as parent of the yearly student/parent orientation, all safety requirements and procedures relative to bus riding are explained and reviewed with both students and parents. All transportation operations are guided by state of NM and BIE regulations.

**Administration, Tribe, Stakeholders’ Contributions and Involvement**

The Principal, along with the teaching staff have been integrally involved in all phases of the planning and development of the summer programs and the development and writing of the proposal. If funded, the principal will continue to be a key player in the implementation and oversight of this project. The Project Monitoring and Supervision Plan, details the principal’s role and responsibilities. Also to facilitate community input, stakeholders were provided contact information they could use to call in their input. A copy of the final product will be made available for public review.

**4) Quality of Management Plan (24 Points)**

The overall management plan that will be employed by CCS is divided into two sections, Project Monitoring and Supervision Plan and the CCS Action Plans, Appendix 5. Each of these plans details the management procedures that will be employed by CCS to implement and manage the project. Each plan specifically defines the goals, objectives, activities, person responsible, target populations, milestones and timelines. The project Coordinator will continually monitor the success of the project, including levels of participation, quality of classes/services, “customer satisfaction” and impact on the participants in terms of achievement, attendance and behavior.

### **Project Management and Supervision**

CCS’s 21<sup>st</sup> CCLC Project has established a solid management plan that ensures strict monitoring of project efforts towards the stated goals, objectives and the desired outcomes. The project Coordinator will have the sole responsibility of managing the day-to-day operation of the project, the supervision of teachers and support staff; monitoring the project to ensure components are implemented, coordinated, and evaluated; overseeing the data collection process; working with area service providers (when available) and working closely with Principal, thus ensuring ongoing communication and coordination. The Principal will be responsible for ensuring the implementation and accountability of the overall project; ensuring that the School Board is informed and involved in the implementation of this project. A team, Project Monitoring Team (PMT) will be developed and will provide a third level of monitoring to ensure accountability. The PMT Team will be comprised of the Principal, Coordinator, teacher representatives, parent/community representatives, and the external evaluator.

**Chart H, Project Monitoring and Supervision Plan** details the level of monitoring, person responsible, supervisor of responsible person, responsibilities and reporting mechanisms. CCS will use a three-prong approach to managing this project. This approach will be used to ensure the quality and accountability of the project. Monitoring will be conducted at two levels: 1) day to day operation and supervision, 2) monthly monitoring. This approach ensures several check points to ensure project fidelity and accountability. This process also promotes ongoing communication and coordination.

**Chart H Project Monitoring and Supervision Plan**

<b>Level</b>	<b>Person Responsible</b>	<b>Supervised by</b>	<b>Responsibilities</b>	<b>Reporting Mechanisms</b>
I	Coordinator	Principal	<ul style="list-style-type: none"> <li>• Responsible for overall operation of the project; day to day implementation,</li> <li>• Daily supervision of staff; monitoring,</li> <li>• Conduct weekly “walk throughs”,</li> <li>• Oversee data collection, analysis and reporting.</li> <li>• Conduct weekly staff meetings,</li> <li>• Oversee parent Involvement and</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly summary reports,</li> <li>• Monthly Status Report</li> <li>• Coaching/modeling debriefing forms</li> <li>• Weekly “Walk throughs” observation forms</li> <li>• Weekly staff meeting agendas,</li> </ul>

			<p>Professional Development components</p> <ul style="list-style-type: none"> <li>• Meet weekly with Principal, develop and submit weekly/monthly status reports; report to the School Board and PMT Team,</li> <li>• Responsible for all project reporting and other required documents.</li> <li>• Develop monthly newsletters for community and families,</li> <li>• Work with External Evaluator to ensure program accountability.</li> </ul>	<p>minutes and sign in forms</p> <ul style="list-style-type: none"> <li>• Portfolio of all information that is disseminated to parent/community</li> </ul>
II	Principal	ELO/School Board	<ul style="list-style-type: none"> <li>□ Supervise project coordinator; conduct formal evaluation,</li> <li>□ Responsible for meeting all compliance and accountability requirements,</li> <li>□ In collaboration with the PMT/Coordinator analyze student and program data; develop reports ; use data to make program adjustments,</li> <li>□ Meet with project coordinator for weekly status report.</li> <li>□ Monthly Status Report to the Board and Central Navajo Agency- ELO</li> <li>□ In collaboration with the Coordinator, responsible for the organization and operation of the Project Monitoring Team (PMT); conduct quarterly meetings;</li> <li>□ Conduct monthly “walk throughs: in all project classrooms,</li> <li>□ Conduct two performance evaluations of Project staff,</li> <li>□ Oversee the development and submission of all required reporting and evaluation documents,</li> <li>□ Work with External Evaluator to ensure program accountability.</li> </ul>	<ul style="list-style-type: none"> <li>□ Quarterly Meeting agendas, minutes and sign in forms</li> <li>□ Data analysis reports/charts</li> <li>□ Work session products</li> <li>□ Final Project Evaluation Report-yearly basis</li> </ul>

III	Project Management Team (PMT) – team make up: <ul style="list-style-type: none"> <li>□ Principal</li> <li>□ Coordinator</li> <li>□ Teachers</li> <li>□ Parents</li> <li>□ External Evaluator</li> </ul>	Principal  Coordinator	<ul style="list-style-type: none"> <li>□ Responsible for ensuring the quality and accountability of the project</li> <li>□ Meet on a quarterly basis to monitor project activities and student performance</li> <li>□ Monitor the program’s implementation and to ensure a quality services</li> <li>□ Review and analyze project data and make appropriate service adjustments</li> <li>□ Develop, conduct two yearly surveys: analyze data and develop summary report; recommend program adjustments as prescribed by survey results</li> <li>□ Submit quarterly report to School Board and school SIT.</li> <li>□ Work with External Evaluator to ensure program accountability.</li> </ul>	<ul style="list-style-type: none"> <li>□ Quarterly Meeting agendas, minutes and sign in forms</li> <li>□ Data analysis reports/charts</li> <li>□ Work session products</li> <li>□ Final Project Evaluation Report- yearly</li> </ul>
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**Project Staffing**

**Chart I**, Proposed Staffing Plan outlines those positions that will be funded by 21<sup>st</sup> CCLC funds. As a sustainability strategy and more effective use of resources, other positions will be funded by the school using Title I, SPED, and ISEP funding. Additional teaching positions (5 teachers), technology position (1) and support positions (4) will be part of the project. Refer to the Budget Summary for a complete description of the staffing and funding contribution by each of the mentioned programs. It is anticipated that as the 21<sup>st</sup>CCLC funds cease to exist these alternative funding sources will be able to maintain the program.

**CHART I Proposed Staffing Plan- SUMMER SCHOOL**

<b>Title</b>	<b>Responsibilities</b>	<b>Qualifications</b>
Summer School Project Coordinator	Directs and administers all program activities, direct supervision of all staff, planning, program operation, budget and report writing. Works closely with Principal, PMT Team, SIT Team, and area service providers.	BA degree, MA preferred, ESL certified, reading background, knowledgeable of effective professional development strategies, administrative experience in leadership position, successful experience with project management, strong interpersonal skills, knowledge of the community, knowledge/skill in data management systems; analysis

		and report writing, strategic planning; evaluation, parent involvement, and area resources and service providers .
Teachers- Core Instruction	Responsible for lesson development, data use to plan instruction for students, Plan, develop, and deliver student specific intervention lessons/strategies. Maintain student portfolios and other data sources to track student performance. Meet weekly with to coordinate instruction and plan to improve academic student performance.	NM Teaching credential, meet all NCLB requirements, 5 years experience in an elementary classroom, experience with effective intervention strategies, specifically reading and math, experience with struggling reading, ELL students and students experiencing difficulties in math, experience with working with families/community.
Recreation/Physical Education Instructor	Coordinate recreational component and plan and implement physical and sport activities and other field events. Maintain student participation data; develop and submit reports.	NM teaching credential, meet all NCLB requirement, experience as a PE teacher, recreation supervisor, knowledge of safety and health regulation, strong organizational skills, experience with working with families and community.
Navajo Language & Culture Teacher	Responsible for lesson development to delivery Navajo language and culture lessons/activities; plan and execute art/musical activities; organize students to conduct cultural presentations/performance. Meet weekly with core academic teachers to coordinate instruction and plan to improve academic student performance.	Meet NM Navajo Language/Culture requirements; valid certification; NM Teaching credential, meet all NCLB requirements, 5 years experience in an elementary classroom, experience with Navajo culture and fluent in Navajo; knowledgeable with Common Core Standards and effective teaching strategies and approaches, assessment strategies.
Pre-Kindergarten Teacher	Responsible for lesson development to target readiness skills to prepare students for K class; following K Common Core Standards to guide instruction, data use to plan instruction for students. Plan, develop, and deliver student specific intervention lessons/strategies. Maintain student portfolios and other data sources to track student performance. Meet weekly with to coordinate	NM Teaching credential, meet all NCLB requirements, ECE endorsement, 5 years experience in an early childhood or lower elementary classroom, experience with effective readiness development strategies, literacy development, experience with ELL students and experience with working with families/community,

	instruction and plan to improve academic student performance.	
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## **Professional Development**

Professional development will be a key component of the proposed project. Project staff will be offered a three day orientation/planning session; session will include a daylong training/orientation designed to provide a complete overview of the project, staff expectations and student learning targets. Content will target Common Core Standards, Differentiated Instruction and use of data to plan instruction the analysis of EOY, NWEA data to groups and plan for students. Teachers will be required to develop individual student learning and intervention plans. As part of this planning process, staff will also introduced to the project evaluation process and will work with the External Evaluator in identifying the needed data and determining the data gathering process. Teachers will also be offered time to organized and prepare their classrooms. To provide ongoing support the Principal and project coordinator will conduct daily 'walk throughs' to identify areas of need and to provide one-to-one assistance to teachers as the needs arises.

## **Collaboration and Information Dissemination**

Communication and collaboration with community stakeholders is a key component of this project. The Coordinator and the Principal will have the responsibility of ensuring that communication with the stakeholders is ongoing. In addition, the Program Monitoring Team (PMT) will be integrally involved in the implementation of the project. Among their responsibilities is ensuring that stakeholders are informed and are included in the decision making process. The following actions will be taken:

- Develop and disseminate a 21CCLC Brochure
- Develop and disseminate a project end report; inform School Board, parents, and tribal organizations,
- Disseminate summer school newsletter, conduct three parent meetings during the summer session, develop flyers, announcements,
- The PMT and Coordinator will work (ongoing) with the School Leadership Team (SET) to ensure program efforts are congruent with school improvement and restructuring efforts,
- Ensure stakeholder input and offer opportunities for participation in decision making; conduct a yearly survey for participant input; summarize data and develop report; make recommendations for project changes or adjustments,

The PMT and Coordinator will participate in spring summer school planning meeting, ensuring project is integrated into the operation and the school improvement process.

## **Project Evaluation**

The proposed Evaluation Plan is specifically aligned with the project goals, objectives and outcomes. This ongoing monitor of program implementation will enable the PMT, Coordinator,

and key staff to make adjustments in a timely manner. The Coordinator will meet with key staff to review the project activities, student performance and gains towards projected targets. At the end of each meeting data will be organized and summarized to facilitate the development of the year end evaluation. CCS will contract with Simms & Associates Educational Consultant (S&A) as the external evaluator. Over the last four years, S&A has been instrumental in the development of the school-wide improvement strategy and in guiding the restructuring process. The proposed scope of work will include: design of a data collection process, technical assistance in establishing and integrating this process into daily practice, identifying data sources to be collected, establishing timelines and schedules for specific data review intervals, conduct training for key staff on the basics of the evaluation process, and finally, the development of the final evaluation report. S&A, in collaboration with the 21<sup>st</sup> CCLC staff will finalize the evaluation plan, develop data gathering and evaluation instruments provide training in a variety of areas: data analysis, monitoring procedures, project management, and the design of evaluation products and final report development. S&A will facilitate the evaluation component of the Orientation Meeting to ensure project staff is fully acquainted with the evaluation process, instruments, timelines and data collection strategies and data that will be collected.

#### **5) School Improvement Status (12 Points)**

Currently, CCS is in restructuring status. Current staff has been integrally involved in the improvement process for the past four years. All staff has worked with two external technical assistance providers on the improvement process and have the knowledge and understanding of what needs to happen, the needs of the students and most importantly that it is their responsibility to improve the quality of instruction. Over the past four years, all staff has worked on the restructuring plan and is knowledgeable of the expectations. As part of their daily instruction and a requirement for daily operation of the school, all teachers establish learning targets for each of their students. They work with NWEA assessment data on a weekly basis and have clear learning targets for their class and each student. After each administration of the NWEA assessment, all teachers are required to analyze their data and develop a presentation on the results of their students, develop an intervention plan of action and daily strategies to ensure students are getting the needed support. As CCS staff we are confident that our instructional and support staff have the capacity to implement this project. Currently CCS has the following staff: 23 NM certified teachers, 3 counselors, 1 Social Worker, 4 special education teachers, 18 support staff/Ed Techs, 2 Head Teachers, 2 Coaches, and one principal. All classroom teachers meet NCLB requirements. 17 teachers hold Masters Degrees with an average of 14 years in the field of education. Many of these teachers have been at this school their entire professional career. If funded, this staff would be eligible to apply for these positions. It would be advantageous to select staff from this pool. CCS staff has in-depth knowledge regarding the academic, social and emotional needs of these students. They are also knowledgeable of the procedures by which the project will operate, thus minimizing the amount of time needed to “get to know” students and for training. In addition, this staff is either part of the community or has first-hand knowledge of the community, its needs, and priorities and most importantly, how to communicate and work with the local families.



**APPENDIX IV  
Participants Served Chart  
Required Minimum**

**SUMMER SCHOOL**

<b>Name of Each After School Site</b>	<b>Designation – School Status</b>	<b>% Free or Reduced Lunch</b>	<b>Estimated # of Students to be Served</b>	<b>Percentage of Day School population Served</b>	<b># of Family Members to be Served, if Appropriate</b>	<b>Grade Levels to be Served</b>
<i>Crownpoint Community School</i>	<i>Restructuring</i>	<i>100%</i>	<i>150</i>	<i>100%</i>	<i>50</i>	<i>K-7</i>



APPENDIX V – PERFORMANCE MEASURES TEMPLATE

ACTION PLAN

Measurable Improvement Objective (As per NATIVE STAR)	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/ Evaluation
<p>The percentage of 3-8 grade students scoring proficient of higher in READING will increase from 23% to 33% as measured by the 2012-2013 Spring to Fall NWEA scores.</p>	<p>Staff will use a 3-Tier approach to identify priority students and implement intervention strategies; specific student academic needs will be identified; priority students will be identified and grouped according to proficiency and skill need levels.</p> <p><b>Activity 1:</b> The response-to-intervention begun during the regular school year will continue through the summer school program.</p> <p><b>Activity 2:</b> Summer school program will provide student specific intervention based on the 2013 EOY NWEA MAPS assessment results; teachers will use the 3-tier model for lesson delivery.</p> <p><b>Activity 3:</b> VOYAGER materials will be used in the Summer School program.</p> <p><b>Activity 4:</b> will augment all instructional activities with hands-on, student focus, reading skills building activities.</p> <p><b>Activity 5:</b> will augment all instructional activities with integrated thematic units, hands-on, student focus, reading skills building activities;</p>	<p>Project Coordinator Teachers Principal</p>	<p>August/Sept 2013</p> <p>June -July 2013</p>	<p>NWEA fall scores 2013 Fall Curriculum Based assessment scores/ end of unit</p> <p>Teacher Collaboration Notes Lesson Plans</p> <p>Evaluation Report</p> <p>NM SBA Spring 2014</p>

Measurable Improvement Objective (As per NATIVE STAR)	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/ Evaluation
<p>The percentage of 3-8 grade students scoring proficient or higher in MATH will increase from 30% to 40% as measured by the 2012-2013 Spring to Fall NWEA scores.</p>	<p><b>Differentiated Instruction; Sheltered English Instruction.</b>  <b>Activity 6:</b> At the end of the summer session, students will be assessed using the fall NWEA MAPS.</p> <p>Staff will use a 3-Tier approach to identify priority students and implement intervention strategies for the summer programs</p> <p><b>Activity 1:</b> Spring Math NWEA MAPS scores will be used to identify students as intensive, strategic, or benchmark levels.  <b>Activity 1:</b> will use the "V Math" intervention curriculum in the summer school program.</p> <p><b>Activity 3:</b> will augment all instructional activities with hands-on, student focus, reading skills building activities.</p> <p><b>Activity 3:</b> will augment all instructional activities with integrated thematic units, hands-on, student focus, reading skills building activities;  <b>Differentiated Instruction; Sheltered English Instruction</b></p> <p><b>Activity 6:</b> At the end of the summer session, students will be assessed</p>	<p>Project Coordinator  Teachers  Principal</p>	<p>August/Sept 2013</p> <p>June -July 2013</p>	<p>NWEA fall scores 2013  Fall Curriculum Based assessment scores/ end of unit</p> <p>NM SBA Spring 2014</p> <p>Teacher Collaboration Notes  Lesson Plans  Evaluation Report</p>

Measurable Improvement Objective (As per NATIVE STAR)	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/ Evaluation
<p>The number of student, 3-8 grade identified as limited English proficient will be decreased by 10% from the current level of 92% as measured by the WIDA- Access assessment in spring 2013.</p> <p>The number of students scoring at the proficient level on the spring 2013 WIDA- Assessment will increase by 10% from the current 8% level to 18%; 10% increase for each subsequent year.</p>	<p>using the fall NWEA MAPS.</p> <p>CCS will use the Sheltered English Instruction approach as the primary instructional method for all class activities.</p> <p><b>Activity 1:</b> Staff will use a 3-Tier approach to identify priority students and implement English language development strategies; vocabulary development, speaking, and writing strategies during the summer programs</p> <p>CCS will implement Differentiated Instruction strategies for ELL students as described above.</p> <p><b>Activity 2:</b> CCS will augment all instructional activities with integrated thematic units, hands-on, student focus, language skills building activities; Differentiated Instruction; Sheltered English Instruction.</p>	<p>ELL Coordinator Project Coordinator Teachers Principal</p>	<p>Spring 2014  June-July 2013</p>	<p>Comparison of Wida – Access 2013 to Wida Access 2014 assessment scores</p> <p>Teacher Collaboration Notes Lesson Plans</p> <p>Evaluation Report</p> <p>NM SBA Spring 2014</p>
<p>The number of student referrals for behavioral reasons will decrease by 10% from the current level of 150 incidents in a three month period in Fall 2012, to fall 2013; 10% decrease each subsequent year.</p>	<p>CCS will implement the use of character building strategies and activities to decrease the number of inappropriate behavioral incidents.</p> <p><b>Activity 1:</b> Identify priority students; develop a behavior plan for each identified student.</p>	<p>Project Coordinator Recreational/PE Instructor Principal</p>	<p>Fall 2013  June-July 2013</p>	<p>NASIS Reports Comparison of Fall 2012 to Fall 2013 Teacher Collaboration Notes Evaluation Report End of Year BIE Report</p>

Measurable Improvement Objective (As per NATIVE STAR)	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/ Evaluation
	<p><b>Activity 2:</b> Identify 'victim' students and identify counseling strategy to provide support.</p> <p><b>Activity 3:</b> Develop program wide prevention plan and conduct weekly character building activities.</p>			
<p><b>Navajo Language &amp; Culture</b></p> <p>No Smart Goals are identified in NATIVE STAR for this area.</p>	<p>CCS will implement Navajo cultural concepts and activities to promote self esteem and to strengthen student identity.</p> <p><b>Activity 1:</b> CCS will augment its academic program by offering Navajo cultural focused activities- arts, music, crafts, and traditional activities.</p> <p><b>Activity 2:</b> CCS will elders and community members to provide students with real life experience in the Navajo culture and language; use of crafts persons to teach and demonstrate the creation of Navajo crafts ( storytelling, Navajo language development, beading, silver smith, pottery, sand art, etc)</p>	<p>Project Coordinator Navajo Language/Culture Teacher</p>	<p>June-July 2013</p>	<p>Lesson Plans Student work products Student artifacts Recordings of student presentations.</p>
<p>Recreational and Physical Education</p> <p>No Smart Goals are identified in NATIVE STAR for this area.</p>	<p>CCS will implement a variety of sports, recreational and physical activities to offer students healthy and entertaining activities.</p> <p><b>Activity 1:</b> Identify priority health</p>	<p>Project Coordinator Recreational/PE Instructor</p>	<p>June-July 2013</p>	<p>Lesson plans MOUs/agreements with partner service providers Presentation handouts/worksheets Student rosters</p>

Measurable Improvement Objective (As per NATIVE STAR)	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/ Evaluation
	<p>risky issues; identify local resources to assist with student activities, lesson; develop program approach to address greatest areas of need.</p> <p><b>Activity 2:</b> Implement organized and structured recreational activities that promote a healthy lifestyle and priority area; schedule local agencies to offer supplemental activities.</p> <p><b>Activity 3:</b> CDS will augment its academic program by offering structured recreational (sports, aerobics, field events, etc) activities that promote a healthy lifestyle</p>			<p>Schedule of activities Photos/videos of student activities; recordings of field events</p>



**APPENDIX VI: Schedule of Operations**

**Schedule of Operations**

SCHOOL(S) SERVED: **CROWNPOINT COMMUNITY SCHOOL**

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

SCHOOL YEAR (Dates-e.g. 08-26-2012 to 05-30-2013): N/A

Number of Weeks during the school year: \_\_\_\_\_

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU

SUMMER SCHOOL: June 3- July 12, 2012

Number of Weeks during the summer: 6

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Reading Instruction	8:30-10:15	Core teacher & Ed Tech	x	x	x	x			
Math Instruction	10:30-11:30	Core teacher & Ed Tech	x	x	x	x			
Recreation/ PE *	12:30-1:30	Recreational Teacher	x	x	x	x			
Navajo *Language/Culture	1:30-2:30	Navajo Language/Culture Teacher	x	x	x	x			
In-coming K Orientation	8:30-2:30	Kinder Teacher	x	x	x	x			

\*students rotate between these two activities

Refer to Daily Schedule chart on Page 17 .



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

ADD		<u>Monty Russel</u>	
ELO		<u>Charlotte Garcia</u>	
Name of School		<u>Crownpoint Community School (T'iis Ts'ozí Bi'Olta')</u>	
Grant Name			
Award Number			
Project Start Date		<u>June 2013</u>	
Project End Date		<u>June 2018</u>	
<b>PREVIOUS SCHOOL YEAR ALLOCATION</b>			<u>N/A</u>
<b>EXPENDED PREVIOUS SY ALLOCATION</b>			<u>N/A</u>
<b>TOTAL CARRYOVER AVAILABLE</b>			\$0.00
<b>CURRENT SCHOOL YEAR ALLOCATION</b>			<u>N/A</u>
<b>TOTAL AVAILABLE</b>			\$0.00
<b>LINE ITEMS</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>	<b>TOTAL</b>
<b>Direct Instruction</b>			
<b>Personnel Services</b>			<b>\$ <u>85,107.00</u></b>
<u>Project Coordinator</u>	<u>Oversee day-to-day program operations; implementation of project</u>	<u>\$8,807</u>	
<u>8 Certified Teachers</u>	<u>Provide daily academic instruction</u>	<u>\$53,581</u>	
<u>1 Navajo Language/Culture Teacher</u>	<u>Provide Navajo language/culture lesson; conduct culture based activities</u>	<u>\$3,972</u>	
<u>1 Recreation/PE Instructor</u>	<u>Prepare/conduct recreational and physical; counseling activities and presentations</u>	<u>\$6,902</u>	
<u>3 Education Technicians</u>	<u>Assist certified teachers for daily academic instruction</u>	<u>\$11,845</u>	
<b>Employee Benefits</b>			<b>\$ <u>21,278.00</u></b>
	25%	\$ <u>21,278</u>	

<b>Professional Development</b>			\$
			-
<b>Purchased Services</b>			\$ <u>9,400.00</u>
<u>Navajo Language/Culture Elders / Specialists</u>	<u>Conduct lessons/presentations in the Navajo language; conduct activities that are Navajo culture based</u>	<u>\$3,400</u>	
<u>Training Consultant for Staff Orientation / Teacher training</u>	<u>Consultant to provide training on effective instructional strategies; facilitate data analysis and planning session with teachers</u>	<u>\$3,000</u>	
<u>Consultant Evaluation Services</u>	<u>Consultant to provide technical assistance and conduct of the project evaluation; technical writing; facilitation of work sessions with staff</u>	<u>\$3,000</u>	
<b>Equipment</b>			\$
			-
<b>Materials and Supplies</b>			\$ <u>28,000.00</u>
<u>Classroom consumable materials / supplies</u>	<u>Materials/supplies to be used in the classroom</u>	<u>\$4,000</u>	
<u>Consumable materials / supplies</u>	<u>Materials/supplies to be used in the Navajo Language/Culture classroom</u>	<u>\$1,000</u>	
<u>Intervention Curricular materials</u>	<u>Curricular materials to be used for daily instructions; V Math and Voyager Reading Series</u>	<u>\$23,000</u>	
<b>Other Expenses:</b>			\$
			-
<b>Instructional Support</b>			
<b>Personnel Services</b>			\$ <u>34,698.00</u>
<u>4 School Bus Drivers</u>	<u>Provide transportation to and from school: field trip</u>	<u>\$18,291</u>	
<u>3 Food Service Workers</u>	<u>Prepare/provide meals/snacks for students</u>	<u>\$10,035</u>	

<u>2 Custodial Workers</u>	<u>Clean Facility</u>	<u>\$6,372</u>	
<b>Employee Benefits</b>			<u>\$ 8,675.00</u>
	25%	<u>\$ 8,675</u>	-
<b>Professional Development</b>			\$ -
<b>Purchased Services</b>			\$ -
		\$ -	
<b>Equipment</b>			\$ -
		\$ -	
<b>Materials and Supplies</b>			\$ -
<b>Other Expenses: <u>STAFF &amp; STUDENT TRAVEL</u></b>			<u>\$ 6,104.00</u>
<u>Staff Travel – 21CCLC Conference</u>	<u>Required travel for two staff to attend 21CCLC Conference/Meeting (Coordinator / Principal)</u>	<u>\$3,600</u>	
<u>Staff Travel – 21 CCLC MEetings</u>	<u>2 Staff to attend 2 required 21CCLS meeting (Coordinator/Principal)</u>	<u>\$2,504</u>	
<b>Non-Instructional Services</b>			
<b>Material and Supplies</b>			<u>\$ 5,725.00</u>
<u>End of Project Field Trip (to include meal &amp; admission fee)</u>	<u>Incentive field trip for all participating students</u>	<u>\$3,250</u>	
<u>Perfect Attendance Rewards / Incentives</u>	<u>Reward items/back pack for student demonstration perfect attendance</u>	<u>\$1,875</u>	
<u>Parent Involvement materials/supplies</u>	<u>Materials/supplies need for parent meetings and activities</u>	<u>\$600.00</u>	



## BUDGET NARRATIVE

**6A. Certified and Non-Certified Staff:** The following positions will be funded by the project.

**1 Summer School Project Coordinator** – Position will be paid on the employee's regular salary. Salary is based on a 30 day contract ( 3 day planning/preparing (as per RFP) , 3 days, orientation, 24 days of school operation, Total contract days = 30 days X 8 hrs = 240 hrs  
(Salary \$8,807 + 25% Benefits 2,202 = \$11,009) **TOTAL \$11,009**

**8 Certified Teachers- Summer School**  
These positions will be based on the employee's regular salary. Salary is based on a 27 day contract (3 days orientation/preparation and 24 instructional days).  
24 days X 8 hours = 192 hours.  
(Total Salary \$53,581 +25% Benefits \$13,395= \$66,976) **TOTAL \$66,976**

**1 Recreational/PE Instructor**  
This position will be based on the employee's regular salary. Salary is based on a 27 day contract (3 days orientation/preparation and 24 instructional days). 24 days X 8 hours = 192 hours.  
(Total Salary \$6,902 + 25% Benefits \$1,726= \$8,628) **TOTAL \$8,628**

**1 Navajo Language/Culture Teacher**  
This position will be based on the employee's regular salary. Salary is based on a 27 day contract (3 days orientation/preparation and 24 instructional days). 24 days X 8 hours = 192 hours.  
(Total Salary \$3,972 + 25% Benefits \$993= \$4,965) **TOTAL \$4,965**

**3 Education Technicians**  
These positions will be based on the employee's regular salary. Salary is based on a 27 day contract (3 days orientation/preparation and 24 instructional days).  
24 days X 8 hours = 192 hours.  
(Total Salary \$11,845 +25% Benefits \$2,962= \$14,807) **TOTAL \$14,807**

**4 Bus Drivers-** Drivers will transport students to and from school.  
(7 hrs X 24 days x 4 staff)  
(Total Salary \$18,291 + 25 % Benefits \$4,573 = \$22,864) **TOTAL \$22,864**

**3 Food Services Staff (Kitchen Supervisor, cook , kitchen helpers)**  
Will prepare food and snacks for all program students.  
(6 hrs X 4 days X 6 weeks = 144 hours X 3 staff)  
(Total Salary \$10,035 + 25% Benefits \$2,509= \$12,544) **TOTAL \$12,544**

**2 Custodian Staff**  
Will maintain all facilities clean. (6 hours X 24 days X 2 Staff)  
(Total Salary \$6,372+ 25% Benefits \$1,593 =\$7,965) **TOTAL \$7,965**

## Staff Professional Development

PD days are included in Salary line item; training costs are included in contractual services.

### 6B. Professional/Technical: Contractual Services

**Navajo Language and Culture Elders/Specialists-** Local artisan, elders and community experts will be contracted to provide instruction and lead activities in the Navajo Language and Culture component. Services would be required for both the after school and summer school programs.

Yellow House Dancers \$2,500

Stipends for Elders 6 X \$150= \$900

**TOTAL \$3,400**

**Professional Development Specialist/Consultant-** Two (2) days at \$1500 per day will be needed for staff development consultant services.

**TOTAL \$3,000**

**Evaluation Service-** Consultant services to provide technical assistance in the development and conduct of the yearly final project evaluation. Services would include training, technical assistance, and development of evaluation instruments. (2 Days Planning/training, 1 day site visit/Observations/data collection, 2 days Evaluation (data analysis, report development, working with staff to complete evaluation) (Fixed fee \$3000)

**TOTAL = \$3,000**

### 6C. Staff and Student Travel

**Staff travel Required:** Travel will be for the project Coordinator and Principal.

One trip to TBD for the 21CCLC conference. Funds will cover travel, lodging, and per diem. \$1,800 X 2 staff

**TOTAL \$3,600**

**2 trips to Albuquerque** for 21CCLC BIE required meetings (new project orientation and 1 required meeting) Funds will cover travel, lodging, per diem. \$626 X 2 staff X 2 trips =

**TOTAL \$ 2,504**

#### **Incentive - End of Summer Project Field Trip**

Field Trip to Cliff's Amusement Part- entrance fee

For 150 students and 25 staff/chaperons

(\$10.00 X 150= \$1,500)

**TOTAL \$1,500**

Furr's Cafeteria- day long trip meal for students

(\$10.00 X 175 = \$1,750)

**TOTAL \$1,750**

### 6 D. Supplies/Material/Curriculum/Testing

**Materials and supplies-** These are materials, consumables, educational, service items that will be use by students and staff for instructional purposes.

**TOTAL \$4,000**

Navajo Language/Culture class supplies (art/crafts) =\$1,000  
**TOTAL \$1,000**

**Intervention Curricular Materials-** Specific instructional materials that will be used for intervention purposes. CCS proposed to purchase the Voyager and V Math curricular materials, teachers' guides, student text, student consumables.  
**TOTAL \$23,000**

**Student/Supplies & Incentives - Reward items and incentives for classroom use. \$1000.** Students with perfect attendance will receive a new back pack. (\$15.00 X 125 students = \$1,875 )  
**TOTAL \$1,875**

**Parent Involvement materials and Supplies-** Materials and supplies that will be used for parent involvement activities.  
**TOTAL \$600**

#### **6E. Coordinated Funding**

To ensure program runs efficiently and students have the necessary materials and supplies, other funding sources will be used to cover the services and needed materials/supplies. Title I, ISEP and SPED Part B funds will be used to cover some of the staffing, intervention curricular materials and supplies. The following details what other resources will be covering.

##### **TITLE I - 1 Education Technician**

These positions will be based on the employee's regular salary. Salary is based on a 27 day contract (3 days orientation/preparation and 24 instructional days). 24 days X 8 hours = 192 hours.

(Total Salary \$4,317 + 25% Benefits \$1,079 = \$5,396) **TOTAL \$5,396**

**TITLE I, ISEP & SPED Part B - Intervention Curricular Materials-** The costs for these materials will be covered by SPED Part B and Title I funds. Specific instructional materials that will be used for intervention purposes. CCS proposed to purchase the Voyager and V Math curricular materials, teachers' guides, student text, student consumables. Total cost of these materials is \$15,000, and will be shared between the programs.

**TOTAL \$5,000**



### 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.
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- Funds will not supplant Federal, State, local, or non-Federal funds;
- All documentation requirements and reporting deadlines for the grant will be met.
- School and/or dormitory officials will ensure funds are accounted for using Generally Accepted Accounting Practices (GAAP).

Virginia I. Jumbo, Principal

Typed Name and Title of Authorized Representative

  
Signature of Authorized Representative

11/26/12  
Date

C O N T E N T S

**NO. 1**

**NO. 2**

**NO. 3**

**NO. 4**

**NO. 5**

**NO. 6**

**NO. 7**

**NO. 8**

**NO. 9**

**NO. 10**

## **APPENDICES**

**Job Description- Project Coordinator**

**MOU's/Contracts for Key Partners**

**Letters of Support**

**CROWNPOINT COMMUNITY SCHOOL**

**JOB DESCRIPTION**

**Title: 21 CCLC Project Coordinator**

**Supervised by: Principal**

**Primary Responsibilities:** Oversee the day to day operation of the 21 CCLC Summer School Program; responsible for project implementation and staff supervision.

**Qualifications:**

- BA degree, MA preferred,
- Administrative experience / leadership position
- Literacy development/ reading background,
- knowledgeable of effective professional development strategies,
- successful experience with project management,
- strong interpersonal skills,
- knowledge of the community,
- knowledge/skill in data management systems;
- analysis of data and report writing,
- experience with strategic planning;
- knowledgeable /experience with the evaluation process,
- knowledge of parent involvement strategies, requirements, and
- knowledgeable of community/ area resources and service providers.

**Responsibilities:**

- Responsible for overall operation of the project; day to day implementation,
- Daily supervision of staff; monitoring,
- Conduct weekly “walk throughs”,
- Oversee data collection, analysis and reporting.
- Conduct weekly staff meetings,
- Oversee parent Involvement and Professional Development components
- Meet weekly with Principal, develop and submit weekly/monthly status reports; report to the School Board and PMT Team,
- Responsible for monitoring budget; order and purchase supplies/materials and needed project items.
- Responsible for all project reporting and other required documents.
- Develop monthly newsletters for community and families,
- Work with External Evaluator to ensure program accountability; oversee the development of the evaluation report.

New Mexico Navajo Central Agency  
PO Box 328  
Crownpoint, New Mexico 87313

November 26, 2012

This letter is in full support of Crownpoint Community School's application to implement a 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) summer school program. I am fully aware of their efforts and have been consulted in the development of this application/ proposal. I firmly believe that this is a sound project and if funded, will have a positive impact on student learning and achievement. The proposed summer school is designed to provide a strong academic program that will target the improvement of reading and math academic performance. This project also includes other components that will enhance student learning and the overall school experience. These components address Navajo language and culture as well a recreational and physical education. This project promises to provide students with a rich summer school experience that will not only enhance learning but will offer students healthy and alternative recreational opportunities during the summer months.

If awarded the grant, I am confident that the staff will comply with all program requirements and based on the school's experience of project management, they will implement the program with fidelity. In addition, CCS has a proven record of strong financial management and based on their past performance, I am certain the staff will ensure financial integrity and will adhere to all accounting procedures and program requirements.

Again, I offer my full support. If you have any questions or I can be of any further assistance, please contact me at (505) 786-6151.

Sincerely,

A handwritten signature in cursive script, appearing to read "Charlotte Garcia".

Charlotte Garcia,  
Associate Superintendent

**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;
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Ms. Virginia Jumbo, Principal

**Type Name and Title of Authorized Representative**



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

11/26/2012

**Date**



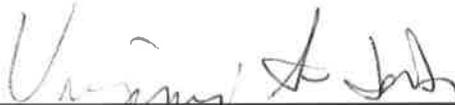
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Ms. Virginia Jumbo, Principal

**Type Name and Title of Authorized Representative**



11/26/2012

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

**Date**

