

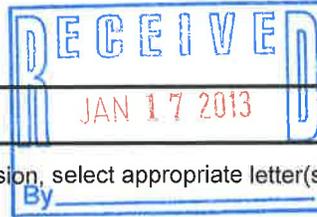
DIBE YAZHI HABITIIN OLTA INC.
BORREGO PASS SCHOOL



**21st CENTURY COMMUNITY
LEARNING CENTERS
PROGRAM**

2012- 2014

January 11, 2013



Application for Federal Assistance SF-424

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

* 3. Date Received: Completed by Grants.gov upon submission	4. Applicant Identifier:
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5a. Federal Entity Identifier:	*5b. Federal Award Identifier:
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State Use Only:

6. Date Received by State:	7. State Application Identifier:
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8. APPLICANT INFORMATION:

***a. Legal Name:** Dibe Yazhi Habitiin Olta', Inc.

*b. Employer/Taxpayer Identification Number (EIN/TIN): <u>85-0220890</u>	*c. Organizational DUNS: <u>876977703</u>
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d. Address:

*Street 1: P.O. Box 679

Street 2: _____

*City: Crownpoint

County/Parish: _____

*State: NM

Province: _____

*Country: _____

*Zip / Postal Code: 87313

e. Organizational Unit: INSTRUCTION

Department Name: <u>Admin: Assistant Principal</u>	Division Name: <u>INSTRUCTION</u>
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f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Mr. *First Name: Edmund

Middle Name: _____

*Last Name: Lano

Suffix: _____

Title: _____

Organizational Affiliation: _____

*Telephone Number: <u>505-786-5237</u>	Fax Number: _____
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*Email: edmund_lano@hotmail.com

Application for Federal Assistance SF-424

9. Type of Applicant 1: Select Applicant Type:

Indian / Native American Tribal Govt. (Federally Recognized)

Type of Applicant 2: Select Applicant Type:

Non Profit

Type of Applicant 3: Select Applicant Type:

Independent School District

*Other (Specify)

***10 Name of Federal Agency:**

11. Catalog of Federal Domestic Assistance Number:

CFDA Title:

***12 Funding Opportunity Number:**

*Title:

13. Competition Identification Number:

Title:

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

New Mexico - McKinley County, Eastern Navajo Agency

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

21st CCLG - Providing opportunities for academic enrichment, tutorial services and homework support for low performing schools.

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

16. Congressional Districts Of:

*a. Applicant: NM-03

*b. Program/Project: _____

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

17. Proposed Project:

*a. Start Date: February 4, 2013

*b. End Date: February 9, 2014

18. Estimated Funding (\$):

*a. Federal	_____
*b. Applicant	<u>\$ 462,120.00</u>
*c. State	_____
*d. Local	_____
*e. Other	_____
*f. Program Income	_____
*g. TOTAL	<u>462,120.00</u>

***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 in attachment.)**

Yes No

If "Yes", provide explanation and attach.

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

**** I AGREE**

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

Authorized Representative:

Prefix: Mr. *First Name: Edmund
Middle Name: _____
*Last Name: Lano
Suffix: _____

*Title: Assistant Principal

*Telephone Number: 505-786-5237 Fax Number: _____

*Email: edmund_lano@hotmail.com

*Signature of Authorized Representative: Completed by Grants.gov upon submission *Date Signed: Completed by Grants.gov upon submission

BIE 21st CCLC
COVER PAGE
EED FORM # 05-07-039

_____ Dibe Yazhi Habitiin Olta' Inc. (Borrego Pass School) _____
Organization

_____ Edmund Lano _____ 505-786-5237 _____
Name of Contact Person Telephone

edmund_lano@hotmail.com 505-786-7870 _____
E-mail Address Fax Number

 _____ 1-10-13 _____
Authorized Signature for Budget Revisions/ Date
Record and Report of Local Expenditures

■ Note: The general certifications and assurances that are signed and submitted by the district each spring (or provided by the applicant to EED) will apply to this federally funded program.

 _____ January 10, 2013
Signature of Organizational Representative Date

Assistant Principal _____
Title

\$ _____ 154,040.00 _____
Total Funding Requested Per Year

\$ _____ 462,120.00 _____
Total Funding Requested for Three Years

BIE Use Only Project Number: _____ Date Received: _____

Project Approval: _____ Amount Awarded: \$ _____

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21st CENTURY COMMUNITY
LEARNING CENTERS PROGRAM

Dibe Yazhi Habitiin Olta', Inc.
Borrego Pass School

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ABSTRACT AND PROGRAM SUMMARY

Located on the eastern Navajo reservation, DIBE YAZHI HABITIIN OLTA' also known as BORREGO PASS SCHOOL (BPS) is a community-based grant school located at the base of a 7,500 foot mountain pass near the crest of the Continental Divide situated 65 miles northeast of Gallup, New Mexico and 120 miles west of Albuquerque, New Mexico. Originally established as a Bureau of Indian Affairs boarding school, BPS has played a vital role in the community. For over forty-seven years, BPS has served the educational needs of surrounding communities: Littlewater, Casamero Lake, Borrego Pass, Crownpoint, Prewitt, Smith Lake and Mariano Lake. BPS is a BIE funded grant school from Kindergarten through 8th grade. The current enrollment is 122. The student population is 99% Navajo of which 100% of our students qualify for the free and reduced lunch program, and 98% of students tested are identified as limited English proficient.

The spring 2011 New Mexico Standards Based assessment showed a total of 7 out of 82 students scoring proficiency in reading and 6 out of 79 students scoring proficiency in math.

The school transports its students from a geographical area, which spans 2,300 square miles, many of which are over unpaved roads. All of the 6 buses average 554 miles per day. Students travel an average of 30 miles, each way to attend our school. During the winter and rainy season it becomes difficult in transporting students to and from their homes due to issues of impassable dirt roads, often times preventing students from attending school.

The Northwest Evaluation Association (NWEA) fall to spring assessment results showed gains of 15% proficiency in reading and 31% proficiency overall for all students during the school year 2011-12. Students participating in the 21st Century Community Learning Centers Program demonstrated significant gains as well, through additional time and assistance for students.

The purpose of the 21st CCLC program at Borrego Pass is to enhance additional and overall educational experience for children. Programming will address the following three performance objectives:

- Program participants will improve their beginning of the year NWEA scores in the targeted academic area addressed in the 21st CCLC After School program.
- Enrichment opportunities, that includes academic along with high interest activities will be provided to students with the intent to attract and retain at least 55 students in the program continually.
- Family participation will promote the importance of support for students in the program.

The 21st Century Community Learning Center (21st CCLC) Project will be located at our school site, easily accessible to neighboring and remote communities. The project will be available for all students. The program will benefit students who are not at grade level

academically and are identified for Tier 2 or Tier 3 in Reading and Math. The program will also benefit students who are at benchmark or nearing benchmark levels. These students will be able to increase their reading and math skills to a higher level. The program will plan to serve at least 55 students offering an extended day and extended year through four weeks of summer school. These expanded learning opportunities will ensure our students to be exposed to extended academic settings learning in a safe, secure, and supervised environment. The after school program will address:

- Basic skills in reading and math
- Organized music/recreational and fine arts programs
- Technology education
- Family focused services: substance prevention, nutrition, and cultural awareness

Our ratios for academics will be 1:8 for the academic and enrichment activities. Borrego Pass School is offering various resources of property, time, staff, and fiscal to ensure the proper implementation of the 21st CCLC project. The selection of 21st CCLC staff will come from current employees, from the school and community. The projected budget needed is \$154,040.00. The success of the project will be evident in student portfolios and the adopted short cycle assessments such as DIBELS, AIMS WEB and the NWEA fall and spring assessments.

PROGRAM NARRATIVE

I. Need for Project - Needs of students at risk

1A. Dibe Yazhi Habitiin Olta (Borrego Pass) is a BIE grant day school located in eastern Navajo. There are currently 122 students in the school that serves Kindergarten through 8th grade students. All 100% of the student population receives free/ reduced lunch. We are in restructuring for failing to make AYP for over 5 years in a row.

1B. Borrego Pass school utilizes a RTI model to target students in need. We use NWEA MAP tests to benchmark students 3 times per year. We also use Dibels Next (reading) and Aimsweb (math) progress monitoring assessment to identify students on academic needs. Teachers also analyze in-program assessments to identify student needs. Coaches and administrative staff help teachers look at data to address additional services.

1C. Borrego Pass School uses several assessments to identify risk factors. We use the DesCartes reports from NWEA tests as a diagnostic assessment of need areas and strengths. Teachers give the Saxon math baseline test at the beginning of the year to identify need and strength areas for math. The Dibels and Aimsweb assessments provide information on deficiencies for reading. The after-school program focuses on the identified areas. Teachers choose objectives aligned to deficiencies and receive instruction and practice during the after school instruction time. Other assessment include the Accelerated reading program which allows teachers to provide reading comprehension for students at the appropriate text complexity.

1D. Borrego Pass did not take the state assessment during the 2011-12 school year. The Bureau of Indian Education (BIE) allowed schools to monitor student growth through the NWEA assessments which students take three (3) times a year. Below is a breakdown of students who participated in the 21st CCLC after school program and were able to achieve proficiency. Typical growth is listed because it marks the line between closing or widening the achievement gap between where we are with proficiency.

Grade Level	Number of students who took both NWEA tests and were in the after school program	Average increase of RIT score from beginning-of-year (BOY) to end-of-year (EOY)		Typical Growth from BOY to EOY	
		Math	Reading	Math	Reading
1	7	29.4	26.7	17	16
2	9	19.1	11.7	12	14
3	6	8.6	6.5	11	9
4	12	16.5	9.9	9	7
5	5	13.5	2.0	8	5
6	2	18.5	15	6	4
7	5	6.2	3.2	5	3
8	2	6.0	1.0	4	3

In math, every grade level had an average increase that exceeded typical growth except 3rd. In fact, some grade levels doubled typical growth, which is equivalent to over two years growth in one year. Half of the reading averages exceeded typical growth. From the data, the after school program has a bigger impact on math scores than reading scores.

NWEA Proficiency Reading for after school program students

Grade	Percent proficient Beginning of year		Fall 2011	Percent proficient End of year		Spring 2012
1	1/7	14%		4/7	57%	
2	1/9	11%		0/9	0%	
3	3/6	50%		1/6	17%	
4	2/13	15%		2/12	17%	
5	0/6	0%		0/6	0%	
6	1/2	50%		1/2	50%	
7	0/5	0%		0/5	0%	
8	2/2	100%		1/2	50%	

NWEA Proficiency Math for after school program students

Grade	Percent proficient Beginning of year		Fall 2011	Percent proficient End of year		Spring 2012
1	2/7	28%		5/7	71%	
2	3/9	33%		4/8	50%	
3	5/8	62%		2/6	33%	
4	2/12	17%		4/12	33%	
5	0/6	0%		0/5	0%	
6	1/2	50%		1/2	50%	
7	0/4	0%		1/4	25%	
8	2/2	100%		2/2	100%	

There has been an increase in the percentage of proficient students from beginning of year to end of year. Like with the growth analysis, students increased math scores at a greater rate than reading. In conclusion, NWEA test data shows the 21st CCLC is beneficial to participating students.

1E. The most recent NWEA data (Fall 2012) on the 57 students in our after school program students are as follows:

Grade	Percent proficient in Reading		Percent proficient in Math	
K	0/1	0%	1/1	100%
1	0/9	0%	3/9	33%
2	4/13	31%	9/13	69%
3	0/12	0%	2/12	17%
4	0/5	0%	1/5	20%
5	0/11	0%	2/11	18%
6	0/4	0%	0/4	0%
7	0/1	0%	0/1	0%
8	0/1	0%	0/1	0%

The data above shows there is a need to act now. Borrego Pass School has a school-wide goal of increasing the number of proficiency of these students in the afterschool program by 30%. 21st CCLC program will help us meet that goal by providing students with another layer of instruction and practice.

1F. The after-school program also provides students a safe place to go after school. Many students have in some cases unstructured environments that lack supervision during that crucial time between 3:30 – 6:00. Another goal of the after school program is to increase attendance. Students want to come to school in order to participate in the after school program. Students enjoy participating in the activities because:

- Activities are engaging and interactive,
- Gives students additional skills and confidence in academics,
- Helps create a sense of belonging,
- Gives students opportunities to meet and work with students outside their grade level, and
- Not having other things to do in the rural community.

2A: Quality of Project Design

<p>Annual Measurable Objectives for Reading/Language Arts:</p> <p>Objective 1: <i>The number of students scoring at the proficient and advanced levels in reading will increase by 30% from the current level of 37% to 67% as measured by the NWEA in spring 2013;</i></p> <p>Objective 2: <i>80% of all students will meet or exceed individual growth targets on NWEA Reading assessment for spring 2013.</i></p>
<p>Annual Measurable Objectives for Mathematics:</p> <p>Objective 1: The number of students scoring at the proficient and advanced levels in MATH will increase by 30% from the current level of 53% to 83% as measured by the NWEA Math assessment for spring 2013.</p> <p>Objective 2: 80% of all students will meet or exceed individual growth targets on NWEA math assessment for spring 2013.</p>

Academic Restructuring Action Plan

2B. Scientifically based research that the school utilizes: The National RTI model is used to identify and target students in need. The Tier 1, 2 and Tier 3 instruction is based on daily academic performance as well as assessment data results from the NWEA assessment. The Houghton Mifflin Journeys series and the Saxon instruction model provide opportunities for all teachers to address the tier 1 whole group instruction. After the whole group instruction, students are provided re-teaching opportunities in Tier 2 time and one on one or small instruction provided during Tier 3 instruction time which is provided for in the school master schedule. The table below outlines the teaching model that is adopted by the school:

Area of Action Plan	Action Plan to be Taken (Specific so it is possible to determine when the action has been implemented)	Timeline (Implementation dates)	Person Responsible	Evidence of Implementation
Teaching Strategies during the instruction allotted time	The 30 minutes allocated for the intervention will done through the researched based 3-Tier, RTI model using NWEA data and SBA alignment cut scores. Groupings will be flexible, based on student performance. Students will receive 30 minutes of instruction utilizing	Jan 30 +	Teachers with assistance from academic reading and math coaches	Classroom Observation and Feedback forms by co-coordinators

	<p>the Tiered instruction based on their need.</p> <p>Tier 3</p> <p>Teachers will trained to teach objectives from NWEA DesCartes. For Math, teachers will utilize Accelerated Math and V-Math materials in meeting those objectives. Teachers are allowed to include other sources of materials to teach DesCartes objectives.</p> <p>During the instruction block, teachers will provide students with individualized and small group instruction based on specific student needs. Activities will include: re-teaching math facts practice, DesCartes (data driven) instruction homework assistance.</p> <p>Students who are nearing benchmark</p> <p>While the focus is on the Tier 2 & 3 students, benchmarked students will extend their learning with math activities that involve higher order thinking skills. Students at can also do independent activities in Science or Social Studies.</p>			
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2C. The NWEA MAP tests is used to determine student growth 3 times per year. DIBELS Next (reading) and Aimsweb (math) progress monitoring assessment are also used to identify student growth. Teachers also analyze in-program assessments for Houghton Mifflin and Saxon math to track student needs and growth. Coaches and administrative staff help teachers look at data to address additional services. The action plan below is aligned with the regular day school's restructuring plan. A sample of the action plan is below:

2D. NASIS (Native American Student Information System)

Describe how you will use NASIS behavior for the collection of student data for reporting purposes; include description of access to NASIS and staff who are familiar with its capabilities. Include information on all planned data collection methods including PPICS, NASIS behavior rates, local student risk surveys.

The registrar is the only person utilizing the behavior tab in NASIS. Every staff that uses NASIS has to complete the Department of Interior's, Security Awareness Training. Upon completion of the Security Awareness Training the certificate of completion is kept on file to safeguard the integrity of data, and demographic information of each student in NASIS.

2E. The school utilizes a student office referral document to begin and keep track of behavior violations. The following is the process of how the office referral is used: A staff member will refer a student thru proper documentation for a behavior violation. The school administration reviews the referral and uses our student handbook to justify a resolution to the offense. Upon completion of the resolution, the referral is then given to the school registrar to input into NASIS.

The data generated in NASIS can help determine the behavior of a student, of a class or school as a whole. It can also inform us of what types of offenses are being committed, how many times by how many students. NASIS also gives the type of resolution the school is utilizing for what type of behavior offenses.

The data can also help generate graphs, scatter charts, etc., for the administration, teacher and Peacemaking Coordinator to use to determine the types of speakers the school needs to bring in. For instance, if there are gang violations and activities, the Navajo Nation Police Officer with the Gang Unit out of Window Rock, AZ can speak to the students addressing the issues of gangs. If the data indicates there is a bullying issue, the school can bring in someone with a background in bullying. NASIS is used to address our schools, class and/or student behavior issues

2F & G Program Schedule and Design

2F: Student Motivation

The program will begin with an unwind time for students immediately after school with a supervised snack and high interest learning board games, leadership building times from 3:30 - 3:55 pm. This will provide students an opportunity to get out of school mode and prepare for their After School learning experience.

2G: The 21st CCLC program at Borrego Pass will start at 3:30 pm and run until 5:30 pm on Monday, Tuesday and Thursday. We discussed adding Wednesday which is currently a staff development and early release day. It will also allow staff time to prepare using the professional development training and techniques. The academic block will begin at 4:00 pm and run for approximately 30 minutes. The staff have been well trained in the MAPs and understanding the DesCartes purpose, so the time spent in academics on Targeted Academic Enrichment is to be highly focused on the identified area of need for each enrolled student.

SCHOOL YEAR (08-13-2012 to 05-17-2013)

Number of Weeks during the school year: 36 weeks

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S
Time Out	3:30 pm	Teaching assistants	x	x		x		
Academic	4:00 pm	Teachers and assistants	x	x		x		
Interest Centers	4:30 pm	Teachers, assistants and community	x	x		x		
Go Home	5:30 pm	Bus Drivers	x	x		x		

SUMMER SCHOOL (06-3-2013 to 06-28-2013)

Number of Weeks during the summer: 4 weeks Monday to Thursday: regular school Fridays reserved for educational field trips. Certified teachers, teacher assistants, cooks, and drivers and summer program coordinator.

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F
Summer School	8 am	Teachers and assistants, cooks, and drivers	x	x	x	x	x
Friday educ. Field trips	8 am	Teachers, assistants and bus drivers					x
Release for the day	12:30 pm		x	x	x	x	x

Staff have prior experience with Acellus 5 Learning system software and they are looking into using that method of intervention. We also discussed varying the opportunities for learning among each content area so that students are not experiencing an extended classroom exposure to content, but rather a new way to approach the subject in a highly limited amount of time. While critical that it be highly effective, the academic component of the program is not the primary consumer of allotted time. For (1) hour after the academic block, the following will be provided for students, which consist of a variety of student centered activities with the intent to attract and retain students into the program. The following is a list of high interest activities that will work well with the academic design:

Sports – After school

Photography grades 5-8

Music grades 2-6

Arts/Crafts

Pottery

Capoeira All grades

Leather craft

Academic software w/computers

Hands on Science

Scrapbooking

Arts/Crafts All grades

Digital Storytelling

Native American Drum Group All grades Karaoke All grades
X-box 360 Kinect Mountain biking

2H. We are in a partnership with the Crownpoint Behavioral Health to work students in addressing adolescent growth and bullying issues. The behavioral health partner also addresses a Teen Court for students needing additional support services due to home conditions in the home. Parents are communicating to our office that sometimes it is difficult to handle adolescent age student even in the home. Therefore, it is advantageous to partner with outside resources within the Eastern Navajo Agency in Crownpoint and even Gallup, NM. According to the 2005 U.S. Census, an estimate 39.9% of families with school-aged children is in poverty within our county. This is an increase from the 2004 U.S. Census Estimates of 31.3% of the same range of families. To bring their services to families in our community, we are willing to be a host site of various activities such as parenting classes and informative sessions.

2 I, J & K. Staff will be encouraged to consider what they may wish to offer students as well as spread the word to others who would be eligible to do so. This list will continue to grow as time goes on. Program co-coordinators have taken upon the responsibility of determining availability of staff and scheduling courses and activities. Co-coordinators will also come to understand necessary supplies and items needed to carry out the activities effectively. The After School will run from the middle of August to the middle of May. The start-up time will be dependent on getting stable enrollment and end before the end of the year activities in May. In addition to the regular programming that will happen during the week, an incentive based cultural enrichment program be included. Every other Saturday (with some Friday evenings) qualifying students will have an opportunity to participate in an activity away from the school. The activities will be day long trips and include things such as:

- Museum
- Zoo
- College campus visit
- Skiing
- Movie
- Fairs

Each activity will be carefully planned and will have one or more educational objectives. Students will qualify to attend the trip by the following standards:

- Have attended at least 5 of the 6 days of the program
- Attendance logs and records will be kept by co-coordinators
- Have had no behavioral problems in the regular school day or After School program
- Have made adequate effort academically
- Have a parent that will attend where appropriate (like college visit)
- NWEA MAPS beginning of the year data will be analyzed with the middle of the year and the end of the year results will show the growth of participating students. The design is explained in the Action Plan above.

2L. McKinley County programs that work with youth have approached the school to offer cooking activities with students to encourage reading ingredients, menu and following directions. Sports are already part of the after school program.

2M. Family Programming and Elderly participation:

Family activities will be planned and carried out monthly to begin and if demand is sufficient, they are prepared to offer family programming twice per month. Elders will notified to participate. Elders are already involved with showing students how to identify local vegetation names through taking walks, storytelling and drumming/singing.

2N. Evaluating Program Effectiveness will be accomplished by progress monitoring and attendance. Monitor cumulative folders to assess attendance and progress of students. (Cum folder meeting, grade level/data meetings weekly)

2O. Sustainability Plan Design: The 21st CCLC fiscal resources will be alleviated in time with the utilization of Title I, Title IV, Title VII, Navajo Coordinated Health Funding, and build upon existing programs such as our Navajo Peacemaking and Safe Schools Grant that will provide funding for supplies and materials for the enrichment and/or recreation activities.

Best Practices vs. Business as Usual

	Exemplary School	Typical School
Information	<ul style="list-style-type: none"> • Pre/Post diagnostic assessments • Curriculum guides • Common formative assessments • Common summative assessments • Data are provided on a timely basis • Frequent monitoring and teaching • Revitalization of cultural practices • Expanded perspectives on effective leadership • High Standards and expectations for all students • Cultural competence 	<ul style="list-style-type: none"> • No school wide assessments • Teachers develop their own syllabi • Each teacher individualizes formative assessments • Schools are not invested in revitalization of native practices • No high expectations • Cultural knowledge and student strengths not included
Resources	<ul style="list-style-type: none"> • Budget reflects project priorities • Need based allocation of resources 	<ul style="list-style-type: none"> • Budget is divided equally among departments
Professional Staff	<ul style="list-style-type: none"> • Professional development is ongoing, connected, and job-embedded • All teachers are required to participate in regularly scheduled professional development 	<ul style="list-style-type: none"> • Participation in professional development is optional • No follow-up to professional-development activities
Community	<ul style="list-style-type: none"> • Community Service Providers • Family engagement in school • Effective process for improving Relational Trust (stakeholders) and teaching 	<ul style="list-style-type: none"> • Communities are not informed • Community leaders do not know what schools are doing

2P. Coordinating Services with the regular school program by strengthening the instructional program by monitoring and providing ongoing support to instructional staff; ensure teachers

have the curricular materials they need, ensure that curricular materials and instructional practices are aligned to NM Common Core standards; uniform and coordinated use of instructional materials; accountability structures to ensure fidelity in the use of prescribed materials; ongoing teacher support to ensure uniform and consistent instructional strategies.

2Q. After School Program aligned with the School's SIG Program:

- Uniformed curriculum for core subjects (Reading & Math); Utilize updated curricular materials for all grade levels; curriculum aligned with supplemental and intervention curriculum-materials; Reading and Math Coaches to provide ongoing support to teachers on reading and math instructional strategies and use of curricular materials;
 - Aligned curriculum to NM Common Core Standards
 - K-8 implementation of uniform instructional strategies – effective Reading and Math strategies as prescribed and supported by research.
- Implementation of systematic and strategic assessment procedures and the use of various tools to facilitate triangulation of data, different assessment tools for different purposes- summative/formative, diagnostic/placement, interim monitoring of progress; purchase assessment services- DIBELS, AIMSWEB, ACCESS for ELL, Navajo Oral Language Assessment, and NWEA.
- Define and establish of data collection structure; ongoing generation and review of student data to provide timely interventions and daily instruction,
- Implementation of a 3-Tier Intervention model (Response to Intervention- RTI) to support reading and math intervention support; use of NWEA and progress monitoring data for decision making and guidance in lesson preparation; coordination of SPED services and resources to support of 3-Tier model.
- Differentiated Instruction as a primary strategy to assist student with limited English Language proficiency and specific individual needs.
- Integrate the use of technology into core instruction, use of technology for student supplemental support, and teacher access to assessment data.
- Revision of the daily and yearly schedule / Extended Learning Opportunities to allow for additional instructional time; 90 minute Literacy Block, 60 minute Math component, and up to 60 minutes per day for small group instruction for intensive/strategic intervention; extend learning time during the day and year. Extend current daily schedule to include an After School Program. Extend school year for students by 10 days.
- Implementation of an ongoing, job-embedded professional development component directly aligned with overall school wide improvement efforts;
 - Reading and Math Coaches will established defined operational protocols to provide targeted and ongoing support to all teachers;
- Home/School liaison will coordinate the current school Parent Involvement policy and will conduct parent training activities and home visits. Parent compacts will be used and

information will be disseminated to parents regarding extended day and year, assisting their children and Title I requirements.

- Continue current Parent Involvement efforts; develop and plan a comprehensive Parent Involvement component; Home/School Liaison will be responsible for plan implementation; job description will be re-designed to clarify expectations and responsibilities thus, ensuring accountability and ensuring plan is implemented as written.
- Continue with a well-defined rigorous transparent evaluation system: integrate student performance, teacher performance and teacher attendance as part of the performance measures. Continue to refine job descriptions and clarify more rigorous expectations. Establish clear expectation on employee performance.
 - As part of the performance evaluation process, implement a rigorous support mechanism that will ensure ongoing teacher/principal support to improve the skills and knowledge for optimum performance. Implement a Performance Improvement Plan to improve student performance.

3. Adequacy of Resources

3A and B: Key staff described below:

21 st CCLC Staff	Responsibilities
Project Co- Coordinators	The Co-Coordinators will be the Assistant Principal and the Parent School Coordinator. Responsibilities will include coordinating program activities, order materials, attend meetings, and collaborate with staff and community outreach.
Summer School Coordinator	The summer school coordinator is very knowledgeable about the intent and purpose of the 21 st Century CCLC.
Tutors and Academic Leaders	Paid compensation will be provided for certified teachers to assist students and provide guidance for homework help correlated to content standards. They will also present Reading and/or Math lessons to small groups of students. Non-certified teachers and volunteers who hold an Associates or Bachelor's degree will be recruited as well.
Community and Cultural Consultants	Community support through community, cultural leaders and a parent liaison will be employed to provide hand-on activities aligned with program goals of 21st CCLC initiative. Enrichment activities include cultural such as drum/dance lessons, arts & crafts, language, and nature walks. The parent liaison will be responsible for the coordination of parent enrichment services such as nutrition classes, literacy/math night, and parenting classes.
Community Service Providers	Along with volunteers, community service providers are identified to present lessons about physical fitness, nutrition topics and family harmony. The community service providers also communicate regularly with the principal and the school counselor to align concepts on proper citizenship and behavior for middle school age students. These individuals must have counseling and proper certifications, with experience in education and counseling.
Transportation: Bus Drivers	Bus drivers are dedicated, licensed, and know all the students and where they live. They are aware of the conditions of homes and family needs.
Food Services Staff	Food service workers do excellent work in providing nutritional meals and snacks for students who participate in summer school and after school activities.

3C: The student transportation policies were revised and updated during spring and summer of 2012 to ensure a safe transport system for students. BPS is a rural school where our students endure a maximum 1 hour ride to and from school. The school employs an experienced transportation supervisor who puts safety first in all situations.

3D: BPS is committed with the use of facilities and equipment to support the 21st CCLC Project. Capacity wise, we have adequate resources to house the 21st CCLC project. The school has classrooms for academics, arts, culture (Hogan), family resource room, computer lab, library, gymnasium, and a playground.

3E: Partners who are contributing matches are the Navajo Coordinated Health with support from their office to refer services for behavior issues, Navajo Harmony for Safe Schools with counseling services, Navajo Peacemaking and Safe Schools Grant that will support with funding for supplies and materials for the enrichment, cultural and parts of the recreation activities.

3F: The Principal and school board members are supportive to enhance our current afterschool program. Included is a signed support letter from the school board members and principal. As a key component in communication, reports will be shared with all stakeholders including the Navajo Nation on a quarterly and monthly basis. We survey our current teachers and staff to determine what skills/talents they possess and are willing to share within the 21st CCLC project. The staffing ratios for the academic activities of the project will have a ratio of 1:8. The blending of local and federal funding will provide financial support of a variety of educational and recreational programs for our participants. The time of the coordinator will be in-kind; the Navajo Coordinated Health Grant provides some funding for enrichment and recreation activities on nutrition and physical activity. The Navajo Peacemaking and Safe schools grant provides funding for supplies and materials for arts & craft, transportation, read aloud books from the Voices reading curriculum, and literacy events.

4. Quality of Management Plan

4A. Our Performance Measure Plan, Appendix V, demonstrates our project plan, which includes specific information defining the goals, objectives, activities, person responsible, and timelines. The project Coordinator will be responsible for the management and supervision of the daily operation of the project. This includes working closely with Principal, 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. The monitoring and mentoring of staff will be through meetings, observation, professional development, conferences, and reports. The surveys to parents, students, and teachers are administered, collected and analyzed by the 21st CCLC coordinator. The co-coordinators will also have the following responsibilities:

- ❖ Responsible for overall operation of the project; day to day implementation,
- ❖ Daily supervision and monitoring of staff,
- ❖ Conduct weekly “walk throughs”
- ❖ Oversee data collection, analysis and reporting
- ❖ Conduct bi-weekly staff meetings
- ❖ Oversee the professional development and parental involvement components
- ❖ Meet weekly with Principal, develop and submit monthly status reports; report to the School Board and Restructuring/School Improvement Team,
- ❖ Develop all project reporting and other required documents.
- ❖ Develop monthly newsletters for community and families,

4B: a detailed timeline for program implementation and continued planning.

Objectives Strategies and Completion Grid				
Measurable Objective	Improvement	Strategies	Person responsible	Benchmark dates/Evidence of Completion
Journeys-Houghton Curriculum and manipulates for grades K-6 will be continued mainly of the ELL and extra practice provided with the curriculum. (7-8 th), Holt Elements of Literature will be	Mifflin hands on	Implement through professional development training and to have the materials on hand.	Teachers and co-coordinators	January 2013 and have materials checked in through shipping logs

<p>utilized. Reinforced instruction will focus on the language domains of listening, speaking, reading, and writing.</p>			
<p>Establish NWEA goals by grade and school-wide as follows: 1) Increase the number of proficient students by 30% from BOY to EOY, or meet AMO target of 86% proficient in math and 89% proficient in Reading. 2) 80% of all students will reach individual growth targets.</p> <p>Saxon and Journeys mastery tests given every 5 – 10 lessons. Results are recorded and turned in to instruction. Remediation is given if 80% or fewer pass the test.</p>	<p>Prepare students to take the assessment with responsibility and preparing students by utilizing all the tiered instruction with the curriculum.</p>	<p>Teachers, co-coordinators</p>	<p>January 20, 2013. Assessment results through the NWEA website.</p>
<p>Descartes skills will be used to guide after school instruction.</p> <p>During Professional Learning Community (PLC) meetings every Wednesday from 3 – 4 PM coaches and teachers will analyze student performance data and discuss interventions, modifying instruction, etc.</p> <p>During Leadership Team meetings held every Tuesday from 3:30 – 4:30, the team will discuss school-level and classroom-level data</p>	<p>Professional development every Wednesday of every week to help teachers become proficient in analyzing data and using the results</p>	<p>Teachers, instructional coaches, and co-coordinators</p>	<p>Every Wednesday through sign in sheets.</p>
<p>Principal, Assistant principal, co-coordinators spend 50% of their time as instructional leaders by conducting classroom observations, analyzing</p>	<p>Prepare a log on walkthroughs, with observation on walkthrough charts, providing a copy of responses to teachers to inform them of strengths and</p>	<p>Principal, Assistant Principal</p>	<p>Daily and weekly</p>

(communicating) data, enforcing program fidelity (ensuring teachers follow action plan) and recognizing (celebrating) successes.	areas to expand on.		
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4C: BPS will adhere to the assurances and documentation requirements as described. BPS has established a management plan that ensures monitoring of project efforts towards the goals and objectives. All necessary data collection and inputting for online or offline reports will be conducted by the 21st CCLC co-coordinators. They will also input data through NASIS to make data more accessible for generating reports. All reports will be shared with the stakeholders in a quarterly and end of the year formats. Reports will be shared with the principal, staff, and governing board on a quarterly basis. Many of these reports will depend on the type of information collected since the program evaluation occurs daily, weekly, monthly, quarterly, and yearly. Materials will include homework/tutoring logs, lesson plans, data, teacher/21st CCLC staff communication form, and student management/learning plans.

Supervision and monitoring Chart

Activity	January	February	March	April	May	June	July
Data analysis (DIBELS,Aimsweb,other progress monitoring assessments on a bi-weekly basis)	x	x	x	x	x	x	x
Meet with Reading and Math coaches on status of progress monitoring of 21 st CCLC students	x	x	x	x	x		
Weekly lesson plans submitted from staff	x	x	x	x	x	x	
Daily tutoring/homework assistance forms submitted from teachers	x	x	x	x	x		
Bi-Weekly staff meetings (agenda, sign in sheets, progress forms)	x	x	x	x	x	x	
Quarterly status reports to stakeholders			x			x	
Meet and develop monthly reports to principal	x	x	x	x	x	x	x
Develop monthly newsletters	x	x	x	x	x	x	
Document all correspondences	x	x	x	x	x	x	x
Create Data Analysis Reports/Charts	x	x	x	x	x	x	x
Conduct quarterly participant surveys			x			x	
Conduct quarterly staff surveys			x			x	
Weekly walk-throughs	x	x	x	x	x	x	
Collect and analyze "I Care"	x	x	x	x	x	x	

homework							
End of program reports					X	X	X

4D: The organizational structure is a system where each department such as Instruction, Transportation, Food Services, Business and Human Resources operations, and the Facilities all report to the Assistant Principal and the Principal.

4E. Professional Development is an on-going and collaborative process that continually enhances the learning process for teachers. Teachers receive professional development through the regular school program every Wednesday of each week during the school year. All of the trainings ties in to the 21st CCLC project.

Professional Development Activity	January	February	March	April	May	June	July
Orientation	x						
Positive student behavior/classroom management	x		x			x	
Homework/tutoring best practices	x	x					
Enrichment/Recreational Training		x	x				
School-family-community partnership			x	x	x		
Effective Communication	x			x	x		
Best practices in Literacy/Math	x	x	x			x	
Data analysis	x	x			x		

4G: Dissemination Plan: Informing and collaborating with our stakeholders is vital and necessary as much as collecting data for monitoring and assessing the program. The following actions will be taken:

- Develop and distribute a 21st CCLC brochure.
- Parent liaison will explain the afterschool program during community chapter meetings and Parent Advisory Committee meetings.
- Develop and publicize quarterly reports to inform the Governing Board, community, and tribal organization(s).
- Include updates in the school's monthly newsletter.
- Develop and post flyers and announcements for local media.
- The co-coordinators work with the school restructuring team to align resources and methodologies.
- Provide outreach to the community for volunteers.

4H: Attendance data, quarterly report cards, in progress monitoring assessment data all assist with the needs and successes of the program. All necessary data collection and inputting for online or offline reports will be conducted by the co-coordinators with assistance by the principal. All reports will be shared with the stakeholders in a quarterly and end of the year

format. Reports will be shared with the principal, staff, and governing board on a monthly basis. Reports will include homework/tutoring logs, lesson plans, data, teacher/21st CCLC staff communication form, and student management/learning plans.

5 A,B,C,. School Improvement Status

The project aligned with the school Improvement Plan:

- Update the curriculum. All the needed materials/supplies have been replenished; instructional practices will be consistent; staff will be focused with training on the use of materials and instructional strategies.
- Lesson plans will be consistent for Principal review; formats will be uniformed; principal will review the plans and evidence of feedback will be provided.
- NM Common Core Standards will be used to guide the development/delivery of instruction by all teachers.
- The use of data will be consistent and will be used to guide instruction by all teachers,
- Staff performance evaluation procedures will be consistent.
- Professional development will be provided.
- Parents and school board members will focus on attendance requirements and academic activities through trainings to understand common core standards and school improvement grant planning.

**IV: Participants Served Chart
Required Minimum**

Name of Each After School Site	Designation – School Status	% Free or Reduced Lunch	Estimated # of Students to be Served	# of Family Members to be Served, if Appropriate	Grade Levels to be Served
Dibe Yazhi Habitiin Olta' – Borrego Pass School	Restructuring - over 5 years in a row.	100%	55 students	25 adults	Grades 1-8

V: Performance Measures Template

Measurable Improvement Objective	Strategies	Person responsible	Benchmark dates/Evidence of Completion
<p>Journeys-Houghton Mifflin Curriculum and hands on manipulates for grades K-6 will be continued mainly of the ELL and extra practice provided with the curriculum. (7-8th), Holt Elements of Literature will be utilized. Reinforced instruction will focus on the language domains of listening, speaking, reading, and writing.</p>	<p>Implement through professional development training and to have the materials on hand.</p>	<p>Teachers and co-coordinators</p>	<p>January 2013 and have materials checked in through shipping logs</p>
<p>Establish NWEA goals by grade and school-wide as follows: 1) Increase the number of proficient students by 30% from BOY to EOY, or meet AMO target of 86% proficient in math and 89% proficient in Reading. 2) 80% of all students will reach individual growth targets.</p> <p>Saxon and Journeys mastery tests given every 5 – 10 lessons. Results are recorded and turned in to instruction. Remediation is given if 80% or fewer pass the test.</p>	<p>Prepare students to take the assessment with responsibility and preparing students by utilizing all the tiered instruction with the curriculum.</p>	<p>Teachers, co-coordinators</p>	<p>January 20, 2013. Assessment results through the NWEA website.</p>
<p>Descartes skills will be used to guide after school instruction.</p> <p>During Professional Learning Community (PLC) meetings every Wednesday from 3 – 4 PM coaches and teachers will</p>	<p>Professional development every Wednesday of every week to help teachers become proficient in analyzing data and using the results</p>	<p>Teachers, instructional coaches, and co-coordinators</p>	<p>Every Wednesday through sign in sheets.</p>

<p>analyze student performance data and discuss interventions, modifying instruction, etc.</p> <p>During Leadership Team meetings held every Tuesday from 3:30 – 4:30, the team will discuss school-level and classroom-level data</p>			
<p>Principal, Assistant principal, co-coordinators spend 50% of their time as instructional leaders by conducting classroom observations, analyzing (communicating) data, enforcing program fidelity (ensuring teachers follow action plan) and recognizing (celebrating) successes.</p>	<p>Prepare a log on walkthroughs, with observation on walkthrough charts, providing a copy of responses to teachers to inform them of strengths and areas to expand on.</p>	<p>Principal, Assistant Principal</p>	<p>Daily and weekly</p>

VI: Schedule of Operations

Schedule SCHOOL(S) SERVED: ___1___ school served ___K-8___

SCHOOL YEAR (08-13-2012 to 05-17-2013)

Number of Weeks during the school year: 36 weeks, After School 2 hours a day

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S
Time Out	3:30 pm	Teaching assistants	x	x		x	x	
Academic	4:00 pm	Teachers and assistants	x	x		x	x	
Interest Centers	4:30 pm	Teachers, assistants and community	x	x		x	x	
Go Home	5:30 pm	Bus Drivers	x	x		x	x	

SUMMER SCHOOL 2013 (06-3-2013 to 06-28-2013):

Number of Weeks during the summer: 4 weeks Monday to Thursday: regular school, Fridays reserved for educational field trips. (4) hours of instruction per day.

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F
Summer School	8 am	Teachers/and assistants	x	x	x	x	x
Friday educ. Field trips	8 am	Teachers, assistants and bus drivers					x
Release for the day	12:30 pm		x	x	x	x	x

VII: Budget Form APPENDIX III

ADD	Dr. Charles M. Roessel		
ELO	Gloria Hale Showalter		
Name of School	Dibe Yazhi Habitiin Olta' Inc. (Borrego Pass School		
Grant Name	Dibe Yazhi Habitiin Olta' Inc.		
Award Number			
Project Start Date	February, 2013		
Project End Date	June 30, 2014		
PREVIOUS SCHOOL YEAR ALLOCATION			
			\$162,637.00
EXPENDED PREVIOUS SY ALLOCATION			
			\$67,637.00
TOTAL CARRYOVER AVAILABLE			
			\$95,000.00
CURRENT SCHOOL YEAR ALLOCATION			
			0
TOTAL AVAILABLE			
			\$95,000.00
LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			\$100,320.00
After School: Four (04) Teachers	to assist with instruction and activities \$25.00 per hour x 2 hours = \$50.00 a day x 3 times a week = \$150 a week \$150 x 4 teachers = \$600 a week \$600 x 32 weeks = \$19,200	\$19,200	\$19,200
After School: Five (05) Instructional Assistants	to assist with instruction and activities \$25.00 per hour x 2 hours = \$50.00 a day x 3 times a week = \$150 a week 150 x 5 assistants = \$750 a week \$750 x 32 weeks = \$24,000	\$24,000	\$24,000.00
After School: Two (2) Co- Coordinators	Stipends for Two (2) Co-Coordinators: \$6,400 each x 2 = \$12,800 for school year	\$12,800	\$12,800.00
2012 Summer School: Project Coordinator:	\$30 x 8 hours x 20 days = \$4,800	\$4,800	\$4,800.00
2012 Summer School: (3) Teachers	\$30 x 6 x 20 days = \$3,600 \$30 x 6 x 20 days = \$3,600 \$30 x 6 x 20 days = \$3,600	\$10,800	\$10,800.00
2012 Summer School: (4) Teacher Assistants	\$25 x 6 x 20 days = \$3,000 \$25 x 6 x 20 days = \$3,000 \$25 x 6 x 20 days = \$3,000 \$25 x 6 x 20 days = \$3,000	\$12,000	\$12,000.00

Employee Benefits			\$16,720.00
	20% of \$83,600 salaries = \$16,720	\$ 16,720	
Professional Development			
Purchased Services			\$6,400.00
Community Consultants	Cultural Consultants has been approved by Governing Board to provide services to maintain cultural ties. A fixed daily rate of \$50 x 4 consultants for 1 a week = \$200 a week x 32 weeks = \$6,400		
Equipment			\$ 0
Materials and Supplies			\$37,600.00
Acellus Software	Academic software: reading, math, science	\$600	
School Year	Crafts Supplies, materials and consumables supplies.	\$20,000	
School Year After school snacks and during Summer school	\$700 per month x 10 months = \$7000	\$7,000	
Instructional Supplies (summer school 2012)	Paper, workbooks, consumable supplies	\$10,000	
Other Expenses:			\$2,920.00
Staff Travel	Team representation for the mandatory annual 21 st CCLC conference regional/national Airfare, mileage and per diem for 2 staff members to 1 National conference: Airfare: \$500x2=\$1000, Mileage: \$160 x 2 = \$320, and per diem: \$800x2=\$1600 Total: \$2,920		
Instructional Support			
Personnel Services			\$52,800.00
<u>Cafeteria Services</u> for Summer School 1 supervisor and 2 cooks	\$30 x 8 hours x 20 days = \$4,800 \$25 x 8 hours x 20 days = \$4,000 \$25 x 8 hours x 20 days = \$4,000		\$12,800.00
<u>Transportation Services</u> Regular school year: Bus Drivers	\$25.00 per hour x 2 hours = \$50.00 a day x 3 times a week = \$150 a week \$150 x 4 drivers = \$600 a week \$600 x 32		

	weeks = \$19,200		\$19,200.00
Summer School: (4) Bus Drivers	\$25 x 6 hours x 20 days = \$3000 \$25 x 6 hours x 20 days = \$3,000 \$25 x 6 hours x 20 days = \$3,000 \$25 x 6 hours x 20 days = \$3,000	\$12,000	\$12,000.00
Employee Benefits			\$8,800.00
	20% of \$44,000 = \$8,800	\$8,800	
Professional Development			\$
Purchased Services			\$
Equipment			\$
Materials and Supplies			\$
Bus Fuel Cost	\$1,000 per month x 4 = \$4,000 \$4,000 x 10 = \$40,000		\$40,000.00
Other Expenses:			\$9,000.00
Extended Saturday Learning (4) field trips for regular school year for students participating in after school program. (4) field trips for the 2013 summer school every Friday, 1 each week	(4) Field Trips for regular school year for: 4 teachers, 5 educational assistants Saturday teachers' stipend: \$150 per day x 9 staff x 4 trips = \$5,400 (2) drivers: \$150 x 2 = \$300, \$300 x 4 = \$1,200 Fuel costs: \$300 x 8 = \$2,400 Field Trips Total: \$9,000	\$9,000	
Non-Instructional Services			
Material and Supplies			
TOTAL BUDGET			\$249,040.00
Difference (Allocation less Budget)			\$154,040.00

APPENDIX VIII: Assurance Form

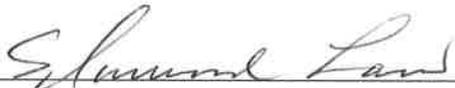
Assurances for BIE 21st CCLC

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

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

Edmund Lano, Assistant Principal

Typed Name and Title of Authorized Representative


Signature of Authorized Representative

1-16-13
Date

APPENDIX IX: Documentation Requirements

Quality After-School Staffing

The program will hire, retain and compensate qualified staff, including dedicated program coordinators. Ongoing professional development for staff every Wednesday.

Job Descriptions

Titles	Responsibilities
Project Co- Coordinators: School year	The Co-Coordinators will be the Assistant Principal and the Parent School Coordinator. Responsibilities will include coordinating program activities, order materials, attend meetings, and collaborate with staff and community outreach.
Summer School Coordinator	The summer school coordinator is very knowledgeable about the intent and purpose of the 21 st Century Community Learning Centers program.
Tutors and Academic Leaders	Paid compensation will be provided for certified teachers to assist students and provide guidance for homework help correlated to content standards. They will also present Reading and/or Math lessons to small groups of students. Non-certified teachers and volunteers who hold an Associates or Bachelor's degree will be recruited as well.
Community and Cultural Consultants	Community support through community, cultural leaders and a parent liaison will be employed to provide hand-on activities aligned with program goals of 21st CCLC initiative. Enrichment activities include cultural such as drum/dance lessons, arts & crafts, language, and nature walks. The parent liaison will be responsible for the coordination of parent enrichment services such as nutrition classes, literacy/math night, and parenting classes.
Community Service Providers: Navajo Nation Treatment for Parents and Children	Along with volunteers, community service providers are identified to present lessons about physical fitness, nutrition topics and family harmony. The community service providers also communicate regularly with the principal and the school counselor to align concepts on proper citizenship and behavior for middle school age students. These individuals must have counseling and proper certifications, with experience in education and counseling.
Transportation Bus Drivers	Bus drivers are dedicated, licensed, and know all the students and where they live. They are aware of the conditions of homes and family needs.
Food Services Staff	Food service workers do excellent work in providing nutritional meals and snacks for students who participate in summer school and after school activities.

LETTER OF SUPPORT FROM LOCAL GOVERNING BOARD

21st Century Community Learning Centers Program

<p>Legal Name of Applicant:</p> <p>Dibe Yazhi Habitiin, Olta, Inc.</p>	<p>Applicant's Mailing Address:</p> <p>P.O. Box 679 Crownpoint, New Mexico 87313</p>
<p>LEA/School Contact for the 21st Century Community Learning Centers Program</p> <p>Name: Rebecca Vesely</p> <p>Position and Office: Principal</p> <p>Contact's Mailing Address: P.O. Box 679 Crownpoint, New Mexico 87313</p> <p>Telephone: 505 786-5237</p> <p>Fax: 505 786-7932</p> <p>Email address: rebecca.vesely@yahoo.com</p>	
<p>Chief School Officer (Printed Name):</p> <p>REBECCA VESELY, Principal</p>  <p>FERNIE YAZZIE, Governing Board President</p>	<p>Telephone:</p> <p>505 786-5237</p>
<p>Signature of the Chief School Officer:</p> <p>x </p>	<p>Date:</p> <p>January 11, 2013</p>
<p>The LEA/School, through its authorized representative, agrees to comply with all requirements applicable to the 21st Century Community Learning Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State/LEA/School receives through this application.</p>	



Navajo Treatment Center for Children & Their Families
Crownpoint Regional Clinic



*

PO Box 638**Crownpoint*, NM 87313* Phone (505)786-2420*Facsimile (505)786-2421*

January 16, 2013

Dear 21st Century Community Learning Center Grant,

Please accept this letter on behalf of Navajo Treatment Center for Children and Their Families (NTCCF) – Crownpoint Office in support of Dibe Yazhi Habitiin Olta’ – Borrego Pass School. NTCCF strongly supports Dibe Yazhi Habitiin Olta’ – Borrego Pass School to receive the grant and continue providing the after school program.

The after school program highly benefits the children in our rural community with assistance in homework and tutoring which will increase their academic achievement. Some children do not have the academic support at home. The after school program will also provide social development and well-being, resulting in a stronger community.

We, as a program, provide low mental health counseling with many children faced with family issues which sometimes result in school behavioral problems. The after school program will be an additional support for the child’s mental health well-being.

Please contact me at (505) 786-2334/2420 for any questions. We hope your decision will be for Dibe Yazhi Habitiin Olta’ – Borrego Pass School and the children they serve. Thank you.

Respectfully,

Mavis Smith, Treatment Coordinator
NTCCF – Crownpoint



DEPARTMENT OF HEALTH & HUMAN SERVICES

Public Health Service
Health Services Administration

Crownpoint Health Care Facility
Indian Health Service
P.O. Box 358
Crownpoint, NM 87313

January 16, 2013

To Whom It May Concern:

The Division of Public Health, Crownpoint Health Care Facility, Indian Health Services, fully support "Dibe Yazhi' Haithn "Olta", Borrego Pass Community School, for continual funds from the "21st Century Community Learning Services". Students from "Dibe Yazhi' Haithn "Olta" Borrego Pass Community School has benefited from the "After School Learning" programs that were offered.

"Dibe Yazhi' Haithn "Olta" Borrego Pass Community School is a vital educational institution within the Crownpoint Service Unit for youth in grades Kindergarten to Eighth. The youth attending "Dibe Yazhi' Haithn "Olta" Borrego Pass Community School reside in rural areas where limited access to tutorial and internet available.

As the Substance Abuse Health Technician for the Division of Public Health, I have been working with the school, providing in-school prevention educational sessions to student's grades 6th to 8th. Educational sessions consist of:

- 1) Character
- 2) Substance Abuse Prevention
- 3) Navajo Juvenile Justice
- 4) Bullying
- 5) Mental Disorders, such as Self-Esteem, Stress Management, Depression, & Self-Injury

The approval with "Dibe Yazhi' Haithn "Olta" Borrego Pass Community School request for continued funds will be very instrumental so the program can carry on their efforts in supporting the youth and their education. Your consideration and approval is greatly appreciated.

Sincerely,

A handwritten signature in cursive script that reads "Beverly Bowman".

Beverly Bowman, Certified Prevention Inter
Substance Abuse Health Technician
DIVISION OF PUBLIC HEALTH