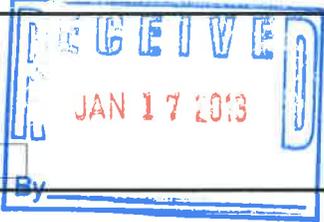


Isleta Elementary School

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2	Cover Page
3	Table of Contents
4	Program Summary and Abstract
5	Program Narrative
6	Participants Served Chart
7	Performance Measures Template
8	Schedule of Operations
9	Budget Form- Appendix III
10	21 st CCLC Assurance Form
11	Job Descriptions
12	Documents of Support- School and Tribe
13	MOU's Contracts for Key Partners
14	Assessment of Objective Data
15	Letter of Support from School Official



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"/> Application	<input checked="" type="checkbox"/> New	<input type="text"/>
<input type="checkbox"/> Changed/Corrected Application		<input type="checkbox"/> Continuation	* Other (Specify)
		<input type="checkbox"/> Revision	<input type="text"/>

* 3. Date Received:	4. Applicant Identifier:
<input type="text" value="10/19/2012"/>	<input type="text"/>

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
<input type="text"/>	<input type="text"/>

State Use Only:

6. Date Received by State:	7. State Application Identifier:
<input type="text"/>	<input type="text"/>

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Isleta Elementary School"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
<input type="text" value="030321240"/>	<input type="text" value="062549370"/>

d. Address:

* Street1:	<input type="text" value="1000 Moonlight Drive"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Albuquerque"/>
County:	<input type="text"/>
* State:	<input type="text" value="Albuquerque"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="United States of America"/>
* Zip / Postal Code:	<input type="text" value="87105"/>

e. Organizational Unit:

Department Name:	Division Name:
<input type="text" value="Bureau of Indian Education"/>	<input type="text" value="Isleta Elementary Education"/>

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

Prefix:	<input type="text"/>	* First Name:	<input type="text" value="Shawna"/>
Middle Name:	<input type="text"/>		
* Last Name:	<input type="text" value="Castillo"/>		
Suffix:	<input type="text"/>		
Title:	<input type="text" value="Principal"/>		

Organizational Affiliation:

* Telephone Number:	<input type="text" value="(505) 869-2321"/>	Fax Number:	<input type="text" value="(505) 869-1625"/>
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* Email:	<input type="text" value="shawna.castillo@bie.edu"/>
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Application for Federal Assistance SF-424

9. Type of Applicant 1: Select Applicant Type:

A. State

Type of Applicant 2: Select Applicant Type:

K. Indian Tribe

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of the Interior

11. Catalog of Federal Domestic Assistance Number:

CFDA Title:

*** 12. Funding Opportunity Number:**

* Title:

13. Competition Identification Number:

Title:

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

Isleta Pueblo, New Mexico
Los Lunas, New Mexico

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

Isleta Elementary School 21st Century Community Learning Centers Application

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="120,000.00"/>
* b. Applicant	<input type="text"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text" value="120,000.00"/>

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

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

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation 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: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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

Isleta Elementary School
Organization

Shawna Castillo- Principal
Name of Contact Person

(505) 869-2321
Telephone

Shawna.Castillo@bie.edu
E-mail Address

(505) 869-1625
Fax Number

Shawna L. Castillo

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

1/17/13
Date

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

Shawna L. Castillo

Signature of Organizational Representative

1/17/13
Date

Principal

Title

\$ 120,000

Total Funding Requested Per Year

\$ 360,000

Total Funding Requested for Three Years

BIE Use Only Project Number: _____

Date Received: _____

Project Approval: _____

Amount Awarded: \$ _____

**21st Century Community Learning Centers
Bureau of Indian Education- Isleta Elementary School
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Abstract
21st Century Community Learning Center
Isleta Elementary School After-School and Summer Program

Isleta Elementary School is a Title I school serving a 100% Native American population of 190 students. Originally established circa 1300's, the Isleta Pueblo is centrally located on about 13 square kilometers in the Rio Grande Valley, approximately twenty (20) miles from downtown Albuquerque, New Mexico. Students here face challenges that are unique to their geographic location, having both a rural feel and very quick access to urban centers. A majority of students are at risk of school failure. Some identified needs/risk factors for students and the school community are:

- The community is need of consistent after-school care for students.
- Student achievement is not increasing enough to meet AYP (adequate yearly progress) requirements
- Increasing demands on student learning with implementation of Common Core State Standards, which were adopted school wide by Isleta Elementary starting 2012-2013
- Rural, low income community with lack of transportation, access to health and nutrition services, technology, etc

We are seeking the after school funding to start an After-School and Summer School program at Isleta Elementary School. If funded, the grant will allow us to offer students and community member's additional learning opportunities, both academically as well as socially. We believe it is vital to give our students and community a safe, drug and alcohol free environment that will provide additional opportunities for our students to enhance the whole student. The native culture of the community will be an integral part of our program through various traditional crafts, as well as integration into the math and reading portions of the day. Access to additional resources would open up a new world to our students, enabling the school to provide experiences they would not ordinarily find in the school day

Approximately 55% of our students are proficient or advanced in math or reading, according to the 2010-2011 Bureau of Indian Affairs report. Preliminary NWEA (Northwest Evaluation Association) data is suggesting an even larger gap exists with the newly instituted Common Core State Standards. We are looking to use the After-School and Summer School programs to help provide more time and resources to use innovative and different programs to help combat this disparity.

Working with our tribal partners, students will also experience enrichment activities in the arts, technology, and recreation. Monitoring student progress and the quality of program services will be an integral part of the program. The program will work closely with the day school staff and administration to facilitate accurate and timely dissemination of data, as well as to ensure both the day and After-School programs are keeping true to their goals. Communication with the community, tribal partners and parents will be accomplished with parent nights, school newsletters and direct reports to the School Board. The After-School program will utilize Isleta Elementary School's Parent Liaison to help ensure communication with parents as well as the community at large.

Program Summary
21st Century Community Learning Center
Isleta Elementary School After-School and Summer Program

A program designed and made with the single goal of improving student achievement, the Isleta Elementary School 21st Century Program will provide students with a safe, fun environment to continue their learning through a variety of activities, ranging from academic classes targeting certain skills, to enrichment activities that enhance and reinforce skills students were taught in the day school and 3:15 pm-5:00 pm After-School setting.

It is a constant phrase uttered everyday by teachers throughout schools across America. "There just isn't enough time in the day!" With the 21st Century Program this phrase will no longer be heard at Isleta Elementary.

The program day will consist of:

- 3:15- Students get out of school, they all go to the cafeteria to eat a snack while they play games.
- 3:30- Students go to their academic classes. Classes vary depending on student needs.
- 4:15- Students transition to their enrichment class. Enrichment classes rotate every 4 weeks.
- 5:00- Students are dismissed

Our program looks to use the funding to sponsor unique and memorable learning experiences. We will be working within the Common Core State Standards frame work, but providing access to activities that would bolster their academics. We will seek to accomplish this task by providing various types of art, (both Native and contemporary) as well as various sports that are not usually offered in our region. These include swimming, lacrosse, field hockey, soccer and other team and individual sports. We also seek to use hands on learning from a variety of partners and sources.

In addition to the regular 3:15-5:00 offerings, the 21st Century Program will also offer various Family and Parent nights, as well as parent assistance programs, offering opportunities to work with technology usually given within family nights at a time convenient for our parents. All evening programming will be coordinated through the day school's Parent Liaison to insure alignment between the programs.

The final piece to the proposed IES 21st Century Program is the four week summer school. This would give parents an opportunity for their students to be engaged in academic activities during the school, helping to fight off the "summer loss" that has been seen in recent data. The summer school program would focus on math and reading through the themes that would be determined by the staff with student help in narrowing down the choices. The summer program will address academics as well as provide additional opportunities, such as art, sports, theatre and more. The last day would be a collimating activity to bring the whole summer school program together that would be specific to the chosen theme.

The program will also ensure cultural identity is integrated into the After-School curriculum. Utilizing knowledgeable day school staff we will review activities to ensure culture is being taught in a diverse number of ways.

Overall, the 21st Century program will help to provide necessary quality programming to students after the normal school day; it also will provide students the opportunity to improve as learners.

Program Narrative

1) Need for Project (18 points)

1A. Explain the annual growth of your student population and how you will address the catch up growth of your student population.

Isleta Elementary School is currently in restructuring 2, and the 21st Century program would be an integral part of catapulting student achievement forward. The 2010-2011 Bureau of Indian Education report (most recent report available) details only 57% of students were proficient or advanced in the New Mexico Standards Based Assessment Reading portion, while only 54% were proficient or advanced in the same assessment in Math.

With the After-School program we aim to bridge the achievement gap by working with day school resources such as the Data Committee to make sure academic time is being committed in the most efficient and beneficial way for the students.

We are also mindful of the changes that schools and school districts are going through with regards to the Common Core State Standards. Our preliminary data has shown our students have a larger gap with these standards than compared to the New Mexico Standards.

1B. Describe how your program will identify, target and recruit the sub-population of students and/or families that are MOST in need of these services and the extent to which the proposed project is appropriate to, and will successfully address the needs of the target population. Describe the measurements that you will be using to determine high need. (For example, will progress monitoring be used to determine high need?)

The Isleta Elementary School 21st Century Program will utilize various measures to identify and target the students and families that are most in need of services. Isleta Elementary will utilize multiple data types to target and ensure those who would benefit the most will attend. After students are identified, the program will notify the parent and student of the importance of attending our program, as well as have a well known set of attendance incentives in place.

NWEA's MAP data, along with DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and AIMS WEB data will be used to customize the academic focus, using NWEA data and the DeCartes learning continuum to help grow student achievement. Enrichment will be a diverse offering of activities including various Art activities, Cup Stacking, Music classes that will compliment the academic offerings.

1C. Describe how the proposed project will address the risk factors linked to academic failure for each target population. Applicants are advised that a needs inventory may be helpful in determining the needs of the target population and the gaps in the services that are available. The services to be provided should be closely tied to the identified needs. (For example, how the program would fit into a school wide Three Tier Model Implementation, what supplemental activities the after school program would address.)

The proposed project will address the risk factors linked to academic failure for our target population by providing extra, specific time for students to work on the skills that they need to move up academically. The biggest risk factor we have seen has been the lack of a systemic, regular intervention program to help bridge the learning gap. The lack of a program that unifies student achievement goals has been seen as a crucial need. We are looking to address this need by integrating an intervention component into our After-School program. This will include the addition of homework help and tutoring services that will be an essential part of the IES After-School program.

1D. For 2011-12 school year grantees, documentation of progress and achievements made by 21st CCLC students on state assessment, Native Star, and NWEA tests must be provided, and the data must demonstrate academic growth as well as behavioral improvements.

Students who were enrolled in the After-School program in 2011-2012 made great strides in their NWEA test scores. The student population in the After-School program is predominantly made up of students in the second and third Tiers of the 3-Tier model.

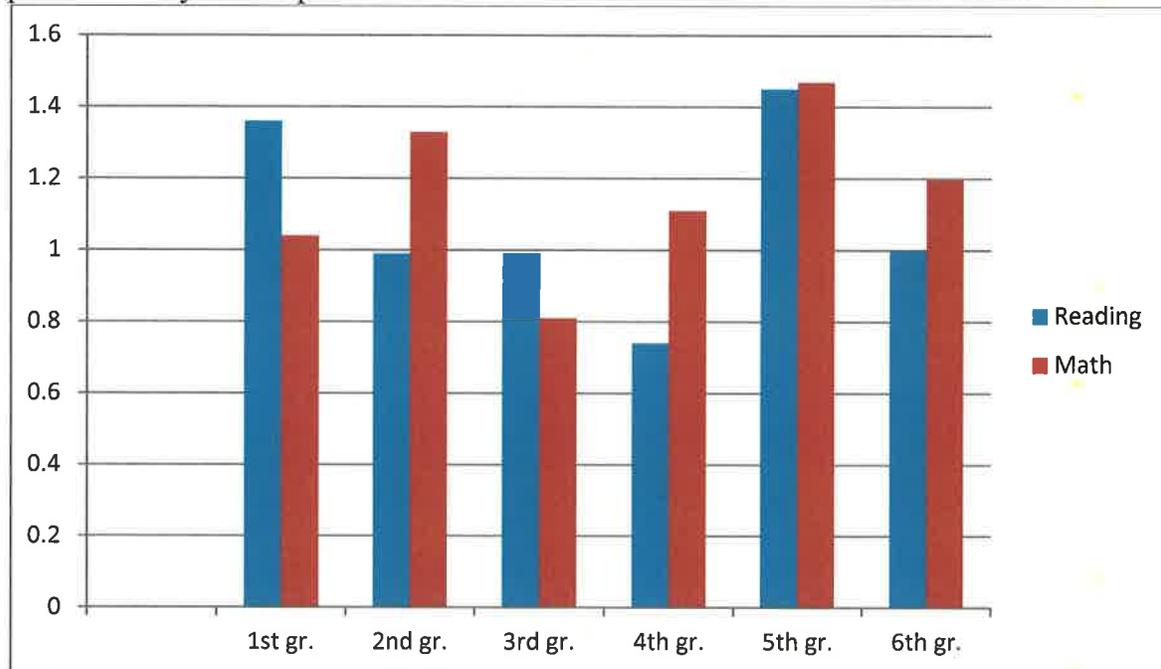


Chart 1-A

The above chart illustrates the expected growth attained by the After-School regular attendees. Achieving a 1 would be considered the typical amount of growth that is expected for that year. Overall, expected growth was keeping up with the non-after school students, and with additional resources and time, it is felt that their progress will only continue.

Summer School students beginning of year (BOY) NWEA scores showed little case of summer regression. On average, student BOY scores were at or near their spring levels. And often the students showing modest gains or staying in the same place are students who are making up great deficiencies in their RIT scores.

According to teacher surveys required by the PPICS reporting system, student behavior improved in a vast amount of students. Out of the 34 surveys that did not list “do not need improvement” in behavior, a huge majority

Behavior Survey Data

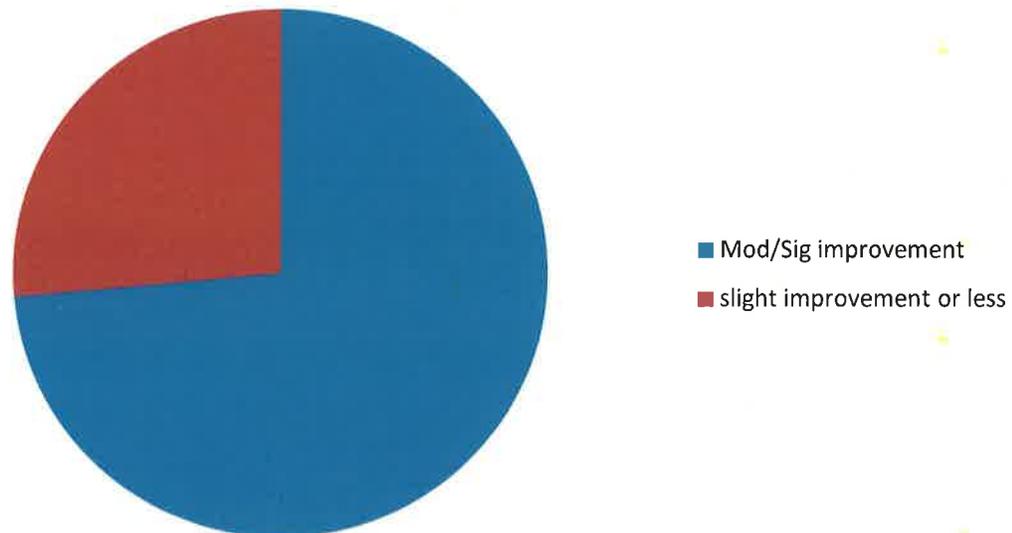


Chart 2-A

1E. Provide information on how your goals of supporting academic achievement for youth are directly related to the most recent data provided through the state assessments or other available data.

Isleta Elementary School has been utilizing data to drive all decisions, and the After-School program would be no exception. We use a variety of student data, including: NWEA Map test data, DIBELS, AIMS WEB, New Mexico Standards Based Assessment, as well as Common Formative Assessments. Based on our current data, we have determined the need for additional time for academic intervention time throughout all tiers.

The day school’s Data Team is looking forward to working with the After-School program during their twice-monthly meetings to ensure data is timely and is used to make decisions regarding the program.

1F. Cite any additional factors that place students at risk of educational failure or how your program aligns to other areas of consideration, such as dropout prevention etc.

- Within the community of Isleta Pueblo, our major health risks are diabetes, alcoholism, drug use, increased teen pregnancy, latch key children, suicide and family violence.
- Poverty is also a large risk factor, one that has been linked to difficulties in learning. The average income for families of Isleta is below average, estimated between \$15,000 and \$25,000 per year.
- The school is within walking distance of one subdivision of the community, but a large majority ride the bus. Busing for our students is necessary to make our program have the most impact possible.
- The community has limited access to the internet. IES has internet access and will use those resources to help educate both students and their parents on how to use the internet as a resource.
- In addition, we also have seen a need for after-school programs with a focus on Academics. With both parents working at low paying jobs, day care after the school day is a vital need for the community.
- Summer school is also vitally needed in the community. Being able to provide an Academic focused choice for parents in the summer months would fill that need. The school gets many inquiries every year wanting information about the Summer School program, often months in advance.
- There is also a need for organized sports and activities. Even though Isleta Pueblo sits between two large city centers, often times it is difficult to get students back and forth for practices. By providing a diverse offering of activities and intramural sports, we hope to fix this need.
- Access to programs for families and children with special needs is also a risk factor, and the team at IES is exceptional. We have 1 special education teacher, as well as a full time speech and language pathologist, a school counselor, and access to a diverse range of support programs that can help both families and children with special needs.

2) Quality of Project Design (51 points)

2A. Describe goals, performance measures and activities that address the needs of the identified and targeted population. The goals, objectives, and outcomes to be achieved by the proposed project should be SMART: specific, measurable, attainable, realistic, and timely. SMART goals need to be aligned with Native Star SMART goals. Funded programs from 2011-2012 must demonstrate a strong academic base for their programming. Please use the format provided in Appendix V.

Our goal with this program is to provide additional support for the day school by providing more time and specific targeted learning and enrichment opportunities to our students who need it. Our objectives are to have a robust and flexible program that can provide the support our students need in a timely manner while providing a fun and exciting environment that encourages student attendance. We will accomplish these goals and objectives by hitting these SMART GOALS: **(Also found in Section 7- Appendix V- Performance Measures Template)**

- 85% of all regular attendees will complete at least 30 math/or reading activities by the end of the school year.
- 85% of all regular attendees will take part in at least 30 enrichment activities by the end of the school year.
- 50% of families will attend at least 2 (two) evening programs.
- Inclusion of cultural identity into academic and enrichment activities weekly.

These goals were developed with our specific set of students in mind, we want to make a measurable difference in our students' school life, from academics to social skills. We feel these goals allow us to have adequate time with our students to have valid data about if our different approaches are working.

2B. Provide a detailed description of all evidence based or scientifically based research that supports your choice of programming and teaching strategies, as well as describing how the strategies link to measurable objectives and the needs identified in the Needs Section 1A through 1F.

Our school has adopted Saxon for the Kindergarten – 6th grade curriculum, and the Voyager Program for Kindergarten – 3rd grades, and the Harcourt/Brace Treasures series for 4-6th grades.

In addition to our primary curriculum programs, we have a wealth of supplementary programs, as well a deep knowledge base in our staff. Programs include

One of the major forces behind the programming choices and teaching strategies is the usage of Pyramid Response to Intervention (Buffum 2008). Intervention, across all tier groups has a renewed focus on student achievement will be a primary focus of the After-School program.

Additionally, our staff has received training on the following scientifically based programs:

- 5 Easy Steps to a Balanced Math Program
- The Write Tools
- NWEA
- Common Formative Assessments and pre and post test construction from The Leadership and Learning Center

2C. Describe how your program will monitor students' academic progress to meet the annual growth required and specifically the catch up growth needed to be on grade level.

Students will be monitored to ensure growth needed to help catch them up to grade level a variety of ways. One of the main methods will be the usage of the NWEA Student Goal Worksheet. Each student will have a sheet that will be specific to the child's needs and will help the 21st Century Program tailor instruction for students. In addition to the Student Goal Worksheet, the Day School's Data Team and Intervention Committee will provide information and help in grouping students by ability to allow better allocation of resources. Day school teachers will also provide feedback on student achievement as well.

Participation will also be monitored through surveys administered once in the fall, winter and summer so the program has feedback from participants, potential participants and their parents.

2D. 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.

Our school is lucky to have many staff members who are experienced with NASIS, including our Registrar, who is certified in NASIS and often works as a trainer in NASIS usage for the BIE. We will use this wealth of knowledge to help us collect and access various types of student data, including attendance, test data, student information (phone numbers, etc) as well as behavior and accident tracking.

2E. Include information on all planned data collection methods including PPICS, NASIS behavior rates, local student risk surveys

NASIS will be used for attendance tracking, test data, gifted and talented students and special education students. PPICS will be used to collect attendance information, as well as scoring data. Various surveys are also utilized to determine how to best meet the needs of the students we are serving. Data will also be collected in the program itself, including Common Formative Assessments, and pre-and post- tests.

2F. Describe how your program will expand opportunities and/or increase student motivation in an after school program that may not be addressed in the regular day.

Isleta Elementary School will provide engaging and enriching opportunities during all their programming. Students will attend their academic classes first, and then go onto various enrichments that are designed to be educational but also fun and engaging to the

student population. Possible enrichment opportunities run a wide array of interest areas, from a student run-newsletter/newspaper, to chess, lacrosse and other less known sports, and various arts and crafts projects. The arts will lean heavily on traditional arts native to the pueblo, including beading, traditional designs in various media, to name a few opportunities.

The schools served will be Isleta Elementary School students and students from Isleta Pueblo and the surrounding areas. The school sees a robust After-School program, tailored to the needs of the community, has being beneficial for the school and community at large.

2G. Complete a “Schedule of Operations” for each proposed site. If the schedule is the same for each site you may use one form to include all sites. Suggested guidelines: a minimum of 8 hours per week at four days per week during the school year. (Appendix VI.)

Our schedule of operations allows for our students to receive unique activities throughout the day. Students whom arrive early to school will have small activities in the morning to participate in before the bell rings. The programming offered after school is a good mix of outside of the box academics mixed in with various types of enrichment activities.

Please see Section 8- Appendix VI for Schedule of Operations

2H. Identify the key community partners for your project. Describe the specific roles to be played by each of the partners. (If funds are to be provided for subcontractors, provide a copy of the contract or Memorandum of Agreement as an Appendix.)

Isleta Elementary School is lucky to have a diverse group of community programs that work closely with the day school, and are excited to work with the After-School program. The school will work closely with the Isleta Pueblo Health Center for a variety of wellness programming, the Isleta Recreation Program to team up with various programs to provide better after-school care and activities for the children of Isleta Pueblo. The community partners will grow once the program is established and specific needs additional collaborations are seen.

Isleta Elementary School Partnership List

Partner	Contact Person	Role
Education Line Office 1001 Indian School Rd. NW Albuquerque, NM 87104	ELO- Mr. Casey Sovo Phone: (505) 563-3692 Fax: (505) 563-3078	Provide institutional support.
Isleta Diabetes Program P.O. Box 580 Isleta, NM 87022	Diabetes Prevention Manager- Rina LeMaster Phone: (505) 869-4595 Fax: (505) 869-6034	Provide diabetes prevention education.

Isleta Parks and Rec. Dept. P.O. Box 808 Isleta, NM 87022	Parks and Rec. Director- Rick Giron Phone: (505) 869-8557 Fax: (505) 869-0323	Provide support services including transportation, and Recreation Dept. resources
Isleta Pueblo Governor's Office P.O. Box 1270 Isleta, NM 87022	Lt. Gov- Antonio Chewiwi Phone: (505) 869-3111 Fax: (505) 869-4236	Liaison between school and parents
Isleta Pueblo Public Library Po Box 1290 Isleta NM, 87022	Director: Nathaniel Lujan Phone: (505) 869-8119 Fax: (505) 869-7690	Collaboration between After-School providers.
Pueblo of Isleta Dept. of Health Services PO Box Isleta, NM 87105	Health Educator- Stephanie Barela Phone: (505) 869-3200 Fax: (505) 869-4584	Provide nutrition and other health related educational opportunities

We are not limited to this list, and if funded, we will look to work with as many entities as possible. Possible future partners include the Isleta Police Department, the Isleta Pueblo Elderly Center and the Bernalillo/Valencia County Cooperative Extension Office to name a few.

2I. Describe how the program will link to the school day for homework, tutoring, intervention and enrichment programs.

Because of our small school and staff size, one of our strengths is the ability to quickly and easily work collaboratively between the day school and After-School program. Much of our staff would work in the After-School program in some capacity, making it very easy to integrate After-School discussions into discussions about the school at large. There will be protocols for how homework assignments are communicated to After-School staff, as well as clear plans as to what students do when their homework is done. Tutoring will be provided using guidance from the day schools Intervention Committee to recommend the most appropriate and beneficial structure. Our enrichment programs will keep in close contact with the day school to ensure they are able to help expand on themes or units already explored during the day school curriculum in ways different from the school day. For example, if an Enrichment class on Watercolor painting is being taught, and that group is studying farming as part of a unit in their day school, the Enrichment teacher may incorporate farming into the Enrichment class.

2J. Describe how your program proposes to attract youth and/or their families.

Our number one incentive to attract students and their families is to offer a fun program that meets the needs of our students, their families and the community at large. We will make sure students, parents and the community are aware of programs through advertisements and posters throughout the community to ensure people know about the program. The program will also have attendance incentives built in, which will be

developed prior to program start. We feel strongly that word of mouth is the greatest attractant. If students tell their relatives and friends how much fun they are having, our program will have no problem keeping our numbers up.

2K. Describe why students will want to attend your programs/services. Also, explain how you will maintain student enrollment over time. If you have made agreements with the day school regarding participation for sports eligibility requirements or for students performing below a certain standard, describe these agreements.

Students will have a desire to attend our programs and services because it will be a safe and exciting environment that provides academic focus, but in a manner different from that of the day school. Student enrollment will be maintained by offering a program designed to keep students engaged and interested, as well as having detailed procedures to make sure all students enrolled are accounted for. Popular offerings in the past included Cup Stacking classes, soccer, various arts and crafts, and music classes. We will also be a popular program because we would be filling a vital need in the community, that of diversity of activities. Our proposed before school program would help give short classes to students before the school day starts. Classes being considered include: Brain Gym brain activation exercises, a chess club, an art club, and many others. Enrollment will also be kept up by having buy-in from both parents and the community. Parents will be made aware of the progress and growth that is expected of students in the program, as well as the other opportunities that would be afforded by participating in the After-School program.

We will work closely with the Isleta Recreation Center to ensure our students can attend our program and still make practices for basketball and cross country.

2L. Describe how your program will coordinate with other providers of after school activities (including school sponsored extracurricular sports activities and other extracurricular activities offered by the school and/or community, if applicable).

We will coordinate with other providers of after school activities, keeping in regular communication with each program in regards to events. We will work closely with Isleta Public Library and Isleta Recreation Centers to coordinate After-School activities and provide support to the different programs.

In the past we have made programs aware of offerings, as well as changes that may affect students of other after school providers as well.

We will also meet before the school year starts in order to work cooperatively in developing our respective programs so that we are maximizing all providers' abilities to offer quality after school activities to students of our community.

2M. Describe how elders (senior citizens) will be used as volunteers to support activities (if applicable).

We will work together through our partners to use the vast knowledge and guidance of our community elders. We will meet with the various entities, including the Isleta Elderly

Program, and discuss how we can best use our resources for both the After-School and Summer School programs.

2N. Describe how you will evaluate your program's effectiveness and need for improvement. Explain your data driven decision and how that translates into the after school program.

Isleta Elementary School will evaluate its own effectiveness and need for improvement by using student testing data, surveys (parent, student, staff), as well as the Continuous Improvement Monitoring process designed by the BIE.

Student data will be reviewed by the Program staff, as well as the Data Team and Intervention Committees as part of their day school duties. These committees have made a commitment to take After-School into account when providing feedback and guidance to both the day school and the After-School program.

2O. Describe a sustainability plan designed to sustain key elements of the program after the end of federal funding. For 2011-12 school year grantees, you must provide documentation of what has been sustained since last year and carried forward for this application plus you must describe the process of developing a three year sustainability plan for your program.

A strategic plan to ensure sustainability will be developed in the first year of funding. The process will begin with the identification of community and agency representatives who will become members of a 21st Century Advisory Committee. The makeup of the committee will include partners, day school staff and administration, as well as tribal entities. They will be charged with helping to draft additional grant applications, as well as developing a long-term funding plan for the evolving program. The strategies for accessing funding sources will include maximizing federal, state and local funds, entitlement funds, creating new partnerships and accessing private and public funds, and continuing community support.

2P. Describe how your program will coordinate services with the school and any other programs that are addressing the needs of your target population.

The school will be the headquarters of the programs. The school staff will be paid through ISEP and the 21st Century Program. Staff pay will be based on their salary. Partners such as tribal agencies will pay for their staff. We will also use Title Funding and Special Education Funding when appropriate.

2Q. Describe your school's restructuring plan and the role the after school program has in raising academic achievement.

The Isleta Elementary School restructuring plan identifies many areas in which improvement can be made in relation to getting us to the goal of making AYP. The After-School program plays an important role in raising the academic achievement for our students. Particular attention has been paid to ensure the After-School program is aligned

with the day-school programs in order to provide instructional support. The usage of learning plans, in this case being the NWEA Student Goal Worksheet, is also included to ensure both programs are aligned with student achievement in mind.

3) Adequacy of Resources

3A. Describe the staffing capacity for proposed programs and services, including the student-to-staff ratios. It is recommended that the academic portion of the program has the support of certified teachers and ratios should be no more than 1:10. Enrichment/Recreational Program ratios should be no more than 1:15.

B. Include job descriptions and schedules---what would be included for schedules and why of key staff in your proposal. Please refer to the table below for FTE expectations of a coordinator.

Our school staff believes in the After-School program, and as a result has a large contingent of staff wanting to participate in the program. The amount of staff is more than enough to provide for a 1:10 ratio.

We are a small school with a dedicated staff that makes communication and coordination very easy. Staff communication and development will be an integral component of the program.

Job Descriptions and times were developed with maximizing time in mind. While the times are flexible, these times serve as a good guideline for the hours of the various staff. The Coordinator will be available for the duration of the program to help oversee the program. Teachers will work from 4:00 until 5:15, allowing for time for cleanup and planning for the next meeting time.

Educational Technicians will work the same hours as teachers, and will assist teachers in their classrooms as well as in planning and development of lessons.

Educational Assistants will help

See Appendix I for Job Descriptions and Schedules

3C. Describe how you will ensure that students will travel safely to and from your program and get home from school-based and/or off-site programs. Cite all student safety policies, procedures and requirements that ensure a safe and secure learning environment.

The Isleta Elementary School bus and the government vehicles will pick up and take children home. All bus drivers have their certifications and are up to date on their training.

The After-School program will use the same rules and regulations that were established for the day school when it comes to student travel.

3D. Describe how you will leverage existing school resources like computer labs, libraries, and classrooms to carry out your activities.

Isleta Elementary School will provide the computer lab, library, classrooms and cafeteria facilities as well as buses, and staff support services. The school currently has a classroom dedicated to 21st CCLC storage that can quickly be turned into a classroom and home base for the program at the school. **Please see the documentation in the attachments for the MOU and letters of commitment.**

3E. Describe the resources that partners are contributing, such as the use of community recreational areas, staff, supplies, in-kind matches etc.

The Governor's office provides tribal government help. The Isleta Health Center will help provide assistance in health. The recreation center will continue to provide transportation to those who need a ride to the Rec. Center after our program ends, as well as offered the assistance of recreation facilities and parks when needed. **See Appendix IV**

3F. Describe and document how school administrators and tribal authorities were consulted during the development of the proposal and how communication with these authorities will occur during the grant period.

The program has been presented to the tribe and the partners and letters of commitment are attached to this proposal. The School Board will get quarterly reports from the Coordinator, and they are very much in support of having the After-School program. The school has developed a high level of communication with the tribe and its programs, and will continue to maintain the high level. In addition, the program will make use of the day school's Parent Liaison, who helps to bridge and communicate between the school services and the community at large, as well as the various community programs. She is a valuable resource who we feel will be a huge asset to our program.

4) Quality of the Management Plan (24 points)

Charts and timetables are required in describing the structure of your project and the procedures for managing it successfully.

4A. Include clearly defined 21st CCLC SMART goals tables, responsibilities, and milestones for accomplishing project tasks aligned with Native Star SMART goals.

4B. Include a detailed timeline for program implementation and continued planning for the first year of your grant. Include a three month pre-implementation phase with associated costs for the first year. The 2011-12 school year grantees must include timelines related to sustainability of the program in future years.

Pre-implementation phase was initiated in August and was halted when funding issues became apparent. The school still has an intact structure from previous 21st Century Grants. Therefore, Isleta Elementary School requires only a few weeks to get the program up and running.

Table 4.1 presents a timeline of tasks that will occur in the first three months of implementation

Timeline/Implementation Schedule	
Milestones	Task Completion Date or Date Range
Hire Project Personnel	Beginning of February
Evaluation Planning and Continuous Improvement Monitoring	Throughout the grant cycle
Purchase supplies and equipment	Beginning of February
Implement After School Program	Mid to late February
Implement Family/Parent Nights	March
Evaluation and Adjust of Programming	On-going
Develop After-School and Summer School attendance incentives	Early February

Table 4.1

Pre-implementation Phase

The management of the program will be under the direction of the principal, with day to day work management left to the School Coordinator. The teaching staff meets with the principal each day informally, and weekly at staff planning meetings. The program exists in a small community so it is very easy to keep everyone in the Pueblo informed of the school activities. We plan family nights and open house events to bring the community into our school and our programs. **Details of the staff responsibilities and roles are in the previous section, Adequacy of Resources.**

Timelines

Year One- 2012-2013

Goal: Project Development, Implantation and Evaluation

<u>Completed Tasks</u>	<u>To Be Accomplished</u>
<ul style="list-style-type: none"> • Tribal/Community/Staff Buy In • Identification of management, coordinator and instructor responsibilities • Formulation of goals and measurable objectives • Development of project activities and timelines • Identification of stakeholders and community supporters • Design of management plan • Assignment of roles to project partners 	<ul style="list-style-type: none"> • Design of forms, student and staff handbooks, policy information and job descriptions • Hiring staff • Coordination of all available funding • Monitoring and reporting of all required documentation and evaluations • Planning delivery of professional staff development

Project tasks will be carried out in the following ongoing strands lead by the principal, the coordinator and the teaching staff:

- Identification of professional development needs via staff surveys, staff input.
- Program monitoring occurs daily and weekly
- Development of evaluation and monitoring forms
- Parent communication (newsletters, parent nights)
- Community support (teaching, tribal entities)
- Dissemination through formal monthly status meetings with principal and After-School Staff
- Use of the Continuous Improvement Model to evaluate the program

Overall tasks for Continuous Improvement are:

- To maintain both long term and short term project plans
- Manage goals and objectives, benchmarks, testing, formative evaluation and instructional guidance and coordination of community partners
- To keep commitments to educators and others
- To collect and report evidence of achievements
- To relate achievement to costs
- To monitor project expenditures of funds
- To develop summative evaluation reports

Evaluation Focus: Implementation of Key Elements and Participant impact with program objectives.

Year Two- 2013-2014

Goal: Project: Refinement of the program and focus on community and student impact

Continue services

Summer Academy services for students

On-site computer lab for student and adult computer classes

Continuous improvement, program monitoring, evaluation- ongoing.

The second year of the project's work scope will proceed according to the pattern developed for year one. The new focus will be on student and community impact. We will collect data assessing the impact of our programs on student achievement, attitudes and behaviors about learning as well as school and adult participant satisfaction.

Evaluation Focus: Student and Community impact and participant satisfaction and progress in meeting performance goals and objectives.

Year Three- 2014-2015

Goal: Project: Refinement of the program and focus on community and student impact, continuing to seek other revenue streams

Goal: Continued refinement of the program and further dissemination

- Continuation of all the previous successful components of the program
- Collection of data and reports to the BIE as scheduled and required
- Continued planning for sustainability with partners
- Self-study of best practices and most promising program elements at staff meetings with the principal and staff
- Publicity for our model throughout the community (newsletters, tribal presentations, partner meetings)
- Continue 21st Century Advisory Committee to continue finding and tapping into additional revenue streams, including additional federal, state and local grants and partnerships.
- Funding plan for integration into operational budgets

4C. Describe the management materials that will be used, such as forms, student and staff handbooks, policy information, lesson plans aligned to Common Core and/or state standards, job descriptions etc.

Many of the management materials for the Isleta Elementary School 21st Century program already exist. These materials include: program letterhead, program logo, attendance forms, etc.

The student and staff After-School handbook will be updated and improved from their previous iterations. The day school has already fully transitioned to Common Core, so the integration of Common Core standards will be smooth since the day school staff has experience with them. Job descriptions are based upon Bureau of Indian Education descriptions, but specific to the After-School/Summer School environment.

4D. Describe your organizational structure and how it will support effective management of the 21st CCLC, including how program quality and service delivery will be monitored through Native Star.

The Isleta Elementary School Principal, Shawna Castillo, will be the main contact in regards to the 21st CCLC. The Program Coordinator will be the day to day supervisor in charge of staffing, student registration, etc. In addition to these duties, the Coordinator will work with the Principal to ensure asked for in Appendix IX are reported on time. The teachers, teacher's assistants and aides will provide instruction. The bus drivers will provide transportation as well as assist in other areas as appropriate. Educational Assistants will provide instructional support, while Educational Aides will provide support to the program and teachers. The program Coordinator will be included on the leadership team to ensure that all monitoring required via Native Star is entered in a timely and accurate manner.

4E. Describe the types of professional development that will be offered, how often, when and to whom. Consider: Orientation, fostering positive behavior, regularly scheduled staff meetings for program development, linking to the school day, how to help with homework, training enrichment/recreation leaders, aligning to standards, data driven decision making at the student level, and grade-level expectations, etc.

After-School program professional development will be offered a minimum of three times a year. Professional Development will complement the wide array of training the day school staff is already receiving. Staff will receive orientation training prior to the start of the program. Orientation training will utilize the SEDL After-School Training Toolkit to highlight needed areas, as well as the federally funded You For Youth website (y4y.ed.gov).

Additional professional development will be based on staff input via surveys and comments. Staff will be given a variety of choices. We feel this is most appropriate for our school so that we ensure our professional development opportunities are ones that staff feels will be immediately impactful, and are ultimately more likely to be implemented. We will also work closely with the day school in our scheduling of professional development to ensure After-School needs are being met in day school professional development training as well.

4F. Describe how you will collaborate with all tribal and community stakeholders (partners, community members, businesses, parents, youth, staff, school, etc.) during the grant period.

Our program will collaborate and communicate with the various tribal and community stakeholders through a variety of methods.

Methods will include:

- Email
- Inclusion in the Isleta Pueblo wide newsletter
- Phone calls
- Face to face meetings
- Attendance at tribal entity meetings
- Inclusion in daily broadcast of morning announcements. (Broadcast school wide)

- Technological opportunities
 - Students creating content for a website

In addition, the program will utilize the parent liaison to help establish and continue collaboration with the stakeholders.

4G. Describe your plans to disseminate information about your program using a monthly plan format highlighting weekly themes and outline the process of dissemination to the community, parents, school staff, and school board in a manner that is understandable and accessible. Must be easily understood by the parents and community of the students being served.

Information will be disseminated through a wide range of media and methods in order to reach the widest audience.

Program information will be communicated through a monthly newsletter highlighting upcoming events, as well as highlighting and celebrating past events. A calendar will be distributed with the newsletter to let parents know of any changes to the usual schedule. We would also have the ability to use the day school's e-mail and phone blast service to remind 21st Century parents of the upcoming activities.

Community will be informed through distribution of program calendars to tribal facilities that see our students, such as the Tribal Recreation Centers, the Library and the Governors office.

The School Board will be kept up to date about the program through updates at each scheduled board meeting by the Principal or Coordinator.

Requirements of GEPA 427 Equal Access and Treatment

All teachers, administrators, parents, students and other participants will abide by nondiscriminatory selection and employment practices, selecting works and participants without regard to race, color, national origin, gender, age, or handicapping condition. This is in accordance with the stated policy of all participating agencies: the BIE schools and all agencies and organizations working with the school-community center.

Respect for the children and families of our communities is the core principle of our project. All staff and volunteers will be subject to background checks as determined by local and national mandates. All volunteers from the community, as well as other agencies and entities will be held to very high standards of personal respect. They will agree to background checks in compliance with federal mandates. Information about this project will be disseminated to the community by newsletter, as well as by posters located in prominent places throughout the community. Every effort will be made to make the services available to all interested participants. All buildings will be accessible to the handicapped. All materials and instruction will be sensitive both culturally and gender wise to the clients served.

4H. Describe what data will be collected to monitor student progress and behavior as well as what data from 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 will be included in your data reporting to BIE and the community, school staff, and school board. BIE requires that student progress will be monitored quarterly during the school year and that student progress is monitored with pre and post testing for the summer programming.

A variety of data and data types will be collected and used to monitor our student progress and behavior. We will use both NASIS as well as Attendance Books maintained by the individual teachers to monitor attendance. We will also work closely with the day school's Data Team and Intervention Committee's to track and parse NWEA, NMSBA, DIBELS and AIMSWEB data in order to triangulate the data. We will then use this data to determine what would best benefit our student. An After-School staff member will be present at all Data Team and Intervention Committee meetings to ensure there is a voice for the After-School program. Student data will be examined no less than once a month.

Data for the Profile and Performance Information Collection Survey (PPICS) will be kept via a customized excel spreadsheet with columns for each set of data asked for by PPICS. The PPICS data will also be used to communicate data regarding the program to the BIE as well as the community, school staff, school board and other interested stakeholders.

The Summer School program will be monitored using a predetermined pre- and post- test to measure student growth, most likely Star Math and Star Reading. Summer School student NWEA data will also be analyzed to ensure the program is combating summer loss that has been seen in our Spring to fall data.

5) School Improvement Status (12 points)

5B. School Improvement: The application must clearly identify the capacity of the staff to implement the 21st CCLC program while implementing school improvement strategies.

The staff is able to implement the 21st Century program while implementing the school improvement strategies because the staff is focused on student performance and they believe in the program as an avenue to proficiency, as well as a way to get students excited about academics via a diverse enrichment offering. The program would address the activity 'expanded learning opportunities outside the traditional school day for our students' that is outlined in the school's Restructuring plan supplemental questions.

6) Budget/Budget Narrative (15 points)

Budget Narrative

The budget is laid out so that it maximizes student opportunity for the lowest cost, so we may provide more programming. Our goal is to be able to provide quality instructors and quality instruction to our students.

Our largest budget item is for Direct Instruction personnel services. This goes along with our focus on academics. We will have quality, certified teachers. These salaries are based on job descriptions and salary levels for the school and Bureau of Indian Education. Salaries are also comparable compared to other area BIE After-School programs. For this school, transportation is central, many families have to use their transportation for travel to work, therefore bus transportation is included. In contrast to many grants, the cost of administration is less than 15%. We will use partners to coordinate the staff development and program design. This will keep cost for professional development reasonable (\$5,000). A request for funds for staff travel for professional development at the required conferences and trainings is included. This budget will make the services of the 21st Century Learning Centers available to the families and children of the Isleta community. All staff will have the appropriate background checks in order to comply with Bureau of Indian Education regulations.

Instructional stipends are based on the allowable at the school. Travel will be used for a team of staff to attend appropriate conferences, such as those offered by the BIE and the Department of Education.

Our professional development line item will help to bring After-School specific training to our staff.

We will coordinate various funding streams:

Federal funds- The school will support the After-School and Summer School programs with bus service, and Title funds when appropriate. Federal funds will be used to help support the program, and will be coordinated to make the funds go as far as possible.

State funds- The school is currently exploring options to utilize state funds to support program objectives. We do not have state support at the moment.

Local funds- Isleta Elementary School will coordinate with other local and tribal service providers, like Isleta Parks and Recreation Department, Isleta Diabetes Program, Isleta Health Center to provide services within the scope of the After-School umbrella.

Note:

As a result of numerous administrative staff changes, spending and getting an accurate picture of the 21st Century budget proved difficult.

The business technician left in late March, with the principal leaving in June. We were able to continue with our normal operations, including the Summer School program, but were unable to make planned big purchases. In addition to the difficulty to getting authorization for requisitions, we were also operating on the safe side to ensure we were still in the red. As a result, we did end the year with a surplus.

In addition to all the difficulties staff wise, we were also told by numerous employees that we could use the money through 2013. We were ready to go ahead with a program until we received the RFP in October.

It was a perfect storm of difficulties. We foresee these circumstances to not happen again. We have a permanent Principal and have a business technician on staff as of Jan. 7th, 2013.

Account Titles	Budget Amount
Personnel Stipends	
1 Coordinator \$35 per hr- 26 weeks plus summer	\$15,000
8 Teachers (Certified) \$35 per hour- Fall/spring/summer program- each \$7,500	\$55,000
2 Education Technician \$20 per hour- Fall/spring/summer program- each \$5,000	\$10,000
1 Cook \$20 per hour- Fall/spring/summer program- each \$5,000	\$5,000
2 Bus Drivers- \$20 per hour- Fall/spring/summer program- each \$5,000	\$10,000
2 Education Aides/Community Helpers \$12 per hour- Fall/spring/summer program- each \$4,500	\$9,000
Other	
Staff Travel Lodging and Airfare to After-School conferences, 21 st CCLC National Conferences	\$3,000
Professional Development Tuition fees for workshops, national conferences, workshops for teachers and PD addressing program needs	\$3,000
Program and Office Supplies Office supplies not supplied by the day school, such as staplers, paper cutters, etc	\$3,000
Instructional Materials Books, paper, curriculum/activity resources	\$7,000
Total Amount \$120,000	

**APPENDIX 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	Percentage of Day School population Served	# of Family Members to be Served, if Appropriate	Grade Levels to be Served
Isleta Elementary School	<i>School Improvement 2</i>	<i>100%</i>	<i>100-130</i>	<i>50% - 66%</i>	<i>50 adults</i>	<i>K-6th Elementary</i>

APPENDIX V: Performance Measures Template

SMART: specific, measurable, attainable, realistic, and timely

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
85% of all regular attendees will complete at least 30 math/or reading activities by the end of the school year	Analyzing student data, Incentives, parent buy in, community buy in, Tribal partner buy in	Coordinator, Principal	End of school year	Attendance records Lesson plan records
85% of all regular attendees will take part in at least 30 enrichment activities by the end of the school year	Analyzing student data Incentives, parent buy in, community buy in, Tribal partner buy in	Coordinator, Principal	End of school year	Attendance records Lesson plan records
50% of families will attend at least 2 (two) evening programs.	Communication (flyers, signs around community)	Coordinator, Parent Liaison	End of school year	Attendance records, family list
Ensure inclusion of cultural identity into academic and enrichment activities weekly	Meetings Analyzing lesson plans	Coordinator, Parent Liaison, Bilingual/culture teacher	Monthly	Meeting minutes Examples of work

APPENDIX VI: Schedule of Operations

Schedule of Operations

SCHOOL(S) SERVED: Isleta Elementary School

SCHOOL YEAR (Dates-e.g. 09-10-2012 to 05-30-2013): 9-2-13 – 5-15-14

Number of Weeks during the school year: 26

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Morning Activities	7:40-8:05	School/Program Staff	X	X	X	X	X		
Tutoring	3:15 – 4:00	School/ Program Staff	X	X	X	X			
Homework Help	3:15 – 4:00	School/ Program Staff	X	X	X	X			
Intervention Activities	3:15 – 4:00	School/ Program Staff	X	X	X	X			
Enrichment	4:00 – 5:00	School/ Program Staff	X	X	X	X			
Parent/Family Nights	6:00 – 7:30	School/ Program Staff (Bi-Monthly)				X			
Open Gym/Computer Lab	6:00-7:00	School/Program Staff	X	X	X	X			

SUMMER (Dates-e.g. 06-15-2013 to 08-15-2013):

Number of Weeks during the summer: 4 weeks

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Tutoring	8:00 – 1:30	School/ Program Staff	X	X	X	X			
Parent/Family Nights	8:00 – 1:30	School/ Program Staff				X			
Recreation	9:00-2:00	Rec Center	X	X	X	X			

Appendix III – 21st CCLC Budget Worksheet
(complete one for each center site)

ADD	Bart Stevens
ELO	Casey Sovo
Name of School	Isleta Elementary School
Grant Name	21 st Century Community Learning Centers
Award Number	
Project Start Date	Feb 4, 2013
Project End Date	July 31, 2015

PREVIOUS SCHOOL YEAR ALLOCATION	
EXPENDED PREVIOUS SY ALLOCATION	
TOTAL CARRYOVER AVAILABLE	\$0.00
CURRENT SCHOOL YEAR ALLOCATION	
TOTAL AVAILABLE	\$0.00

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			\$ 104,000
Coordinator	Oversees program	15,000	15,000
Teachers	Provide direct instruction to participants	7,5000	60,000
Education Tech	Provides support as well as direct instruction	5,000	10,000
Cook	Coordinates snacks, possible dinner, provides supervision and support	5,000	5,000
Bus Drivers	Provide bus Services, as well as supervision and office support	5,000	10,000
Education Aides/ Comm. Helper	Provide supervision and instructional support	4,500	9,000
Employee Benefits			\$ 0
	25%	\$	
Professional Development			\$ 3,000
	Tuition fees for workshops, conferences and materials for training at home school		

Purchased Services			\$ 0
Equipment			\$ 0
Materials and Supplies			\$10,000
Instructional Materials	Books, paper, curriculum/activity resources		7,000
Program/Office Supplies	Office supplies not supplied by the day school, such as staplers, paper cutters, etc.		3,000
Other Expenses:			\$0
Instructional Support			
Personnel Services			\$ 0
Employee Benefits			\$ 0
	25%	\$	
Professional Development			\$3,000
Regional 21CCLC Conference	Provide money for travel to regional 21CCLC Conference	1,000	1,000
National 21CCLC Conference	Provide money for travel to national 21CCLC Conference	2,000	2,000
Purchased Services			\$ 0
		\$	
Equipment			\$ 0
Materials and Supplies			\$ 0
Other Expenses:			\$
Non-Instructional Services			
Material and Supplies			\$
TOTAL BUDGET			\$ 120,000
Difference (Allocation less Budget)			\$0.00

**APPENDIX VII: Assurance Form
Assurances for BIE 21st CCLC**

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

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

Mrs. Shawna Castillo, Principal
Typed Name and Title of Authorized Representative

Shawna Castillo
Signature of Authorized Representative

01/16/13
Date

Appendix I- Job Descriptions

Isleta Elementary 21st Century After-School Coordinator

Position Title: Coordinator – GENERAL
Reports to: Principal
Summary: The program serves as enrichment as well as an academic service program to students of Isleta Elementary grades K-6.
Pay Rate: \$35 per/hour

Job Description:

- Develop and implement and coordinate after-school program.
- Work collaboratively with parents, school staff, students and community members in all program activities.
- Establish and maintain student attendance and reporting procedures.
- Train, supervise and coordinate after-school staff. Supervise and coordinate after-school activities.
- Supervise students in all program activities.
- Communicate with parents on all aspects of student participation.
- Keep accurate and timely records concerning student participation and program activities?
- Work with consultants and other staff in program evaluation.
- Prepare and present oral, written and statistical reports on program operation and effectiveness.
- Perform related duties as required.

Qualifications:

- Experience in working with children.
- Have supervisory skills and knowledge of school-wide program and activities.
 - **Proposed Site Coordinator Schedule**

Monday	Tuesday	Wednesday	Thursday	Week Total
4:00-6:00	4:00-6:00	4:00-6:00	4:00-6:00	8 hrs

Signature

Date

Isleta Elementary 21st Century After-School
Teacher Job Description

Position Title: After-School Program Teacher – GENERAL
Reports to: 21st Century Coordinator
Summary: The program serves as enrichment as well as an academic service program to students of Isleta Elementary grades K-6.

Pay Rate: \$35 per/hour

Job Description:

- Develop lesson plans and instruct students in the areas of Reading and Math.
- Maintain files and monitor student progress and needs.
- Provide documented lesson plans for all activities/lessons.
- Monitor students in and out of the classroom.
- Follow Isleta Elementary Policies and Procedures
- Follow Isleta Elementary Disciplinary Action Plan

Qualifications:

- Have a valid teaching license
- Good administration and supervisory skills
- Experience teaching content to students grades K-6.

Proposed Teacher Schedule

Monday	Tuesday	Wednesday	Thursday	Week Total
4:00-5:15	4:00-5:15	4:00-5:15	4:00-5:15	
1.25 hrs	1.25 hrs	1.25 hrs	1.25 hrs	5 hrs

Signature

Date

Isleta Elementary 21st Century After-School
Educational Technician Description

Position Title: After-School Program Educational Assistant – GENERAL
Reports to: 21st Century Coordinator
Summary: The program serves as enrichment as well as an academic service program to students of Isleta Elementary grades K-6.
Pay Rate: \$20 per/hour

Job Description:

- Assist Teacher/Coordinator in the classroom including but not limited to: running off copies, delivering notes, grading papers, taking attendance, handle supplies.
- Assist Teacher/Coordinator in tutoring students during classroom intervention.
- Travel on bus, at times, to monitor students.
- Assist Teacher/Coordinator in preparation of special events.
- Deliver snacks to students.
- Monitor students in and out of the classroom.
- Educational Assistants work 2 hrs/day, 4 days/wk – for a total of 8 hrs/wk during school year
- Follow Isleta Elementary Policies and Procedures.
- Follow Isleta Elementary Disciplinary Action Plan.

Qualifications:

- Experience in providing direct instruction support
- Experience in working with children grades K-6.

Proposed Educational Assistant Schedule

Monday	Tuesday	Wednesday	Thursday	Week Total
4:00-5:15	4:00-5:15	4:00-5:15	4:00-5:15	
1.25 hrs	1.25 hrs	1.25 hrs	1.25 hrs.	5 hrs.

Signature

Date

Isleta Elementary 21st Century After-School
Educational Assistant Description

Position Title: After-School Program Educational Assistant – GENERAL
Reports to: 21st Century Coordinator
Summary: The program serves as enrichment as well as an academic service program to students of Isleta Elementary grades K-6.
Pay Rate: \$10.50 per/hour

Job Description:

- Assist Teacher/Coordinator in the classroom including but not limited to: running off copies, delivering notes, grading papers, taking attendance, handle supplies.
- Assist Teacher/Coordinator in tutoring students during classroom intervention.
- Travel on bus, at times, to monitor students.
- Assist Teacher/Coordinator in preparation of special events.
- Deliver snacks to students.
- Monitor students in and out of the classroom.
- Educational Assistants work 2 hrs/day, 4 days/wk – for a total of 8 hrs/wk during school year
- Follow Isleta Elementary Policies and Procedures.
- Follow Isleta Elementary Disciplinary Action Plan.

Qualifications:

- Must be 16 years or older.
- Experience in working with children grades K-6.
- Maintain grade average of “C” or higher.

Proposed Educational Assistant Schedule

Monday	Tuesday	Wednesday	Thursday	Week Total
3:15-5:15	3:15-5:15	3:15-5:15	3:15-5:15	
2 hrs	2 hrs	2 hrs	2 hrs	8 hrs

Signature

Date

Isleta Elementary 21st Century After-School
Bus Driver Description

Position Title: Bus Driver – GENERAL
Reports to: 21st Century Coordinator
Summary: The program serves as enrichment as well as an academic service program to students of Isleta Elementary grades K-6.
Pay Rate: \$20 per/hour

Job Description:

- Transport students after school to appropriate destinations.
- Monitor students while en route, home or to emergency drop off – pick up destinations.
- Provide Teachers/Coordinators assistance.
- Bus drivers work up to 2 hrs/day, 4 days/wk for a total of 8 hrs/wk.
- Follow Isleta Elementary Policies and Procedures.
- Follow Isleta Elementary Disciplinary Action Plan.

Qualifications:

- Must have a certified Class A with S endorsement driver’s license.

Proposed Educational Assistant Schedule

Monday	Tuesday	Wednesday	Thursday	Week Total
4:30-6:00	4:30-6:00	4:30-6:00	4:30-6:00	
1.5	1.5	1.5	1.5	6 hrs.

Signature

Date

Isleta Elementary 21st Century After-School
Cook Description

Position Title: Cook – GENERAL
Reports to: 21st Century Coordinator
Summary: The program serves as enrichment as well as an academic service program to students of Isleta Elementary grades K-6.
Pay Rate: \$20 per/hour

Job Description:

- Provide and coordinate snacks for the After-School Program
- Provide supervision of students in the cafeteria
- Provide supervision outside of food prep and serving time.

Qualifications:

- Must be knowledgeable on food protocols, ordering, etc.

Proposed Educational Assistant Schedule

Monday	Tuesday	Wednesday	Thursday	Week Total
3:00-4:30	3:00-4:30	3:00-4:30	3:00-4:30	
1.5	1.5	1.5	1.5	6 hrs.

Signature

Date



PUEBLO OF ISLETA
950 MOON LIGHT DRIVE
ALBUQUERQUE, NM 87105

January 16, 2013

To Whom It May Concern

The Pueblo of Isleta Public Library whole heartily supports the Isleta Elementary School in their endeavors in striving for the 21st Century Grant.

The school administrator and staff have been working hard towards the implementation and much needed changes they have made in their newly written Consolidated School Reform, No Child Left Behind. Their planning process has been tremendous which also includes technology and the many genres of art.

If funded, as Librarian of the Pueblo of Isleta Public Library, I commit to supporting the principal and her staff in the implementation of the grant. Additionally, the Library will be readily available to the school and students by simply making a request along with the assistance of my staff when possible.

Over the years, we have established a true working relationship with the school and will continue to do so on behalf of the children of the Pueblo of Isleta who ultimately benefit from this program. Should you have any further questions, feel free to call me at 869-9808 or 697-0273.

Sincerely

A handwritten signature in blue ink, appearing to read 'N. Lujan'.

Nathaniel Lujan, Librarian
Pueblo of Isleta Public Library



PUEBLO OF ISLETA
P.O. Box 580 Isleta, NM 87022

November 16, 2012

Dear Selection Committee,

The Pueblo of Isleta Diabetes Programs strongly supports Isleta Elementary School's application for the BIA 21st Century Grant.

Funding allows Isleta Elementary School to provide more comprehensive programming in collaboration with the Diabetes Programs. We are collaborating with the Elementary School to deliver a Diabetes Prevention Curriculum to Elementary School students. On an ongoing basis the Elementary School provides the Diabetes Programs venues to deliver presentations to parents and faculty on health promotion and disease prevention that ultimately manifests in a healthier community.

The 21st Century Grant will support the education and health promotion that positively impacts the quality of life for the people of Isleta. I support the Isleta Elementary School's endeavors and encourage its continued funding.

Sincerely,

A handwritten signature in black ink, appearing to read "Rina LeMaster", followed by a horizontal line.

Rina LeMaster BS MS CHES
Manager- Diabetes Prevention Programs
Pueblo of Isleta Health Center
1 Sagebrush Street
Isleta, NM 87022
(505) 869-4595

ISLETA RECREATION &
FITNESS CENTERS



ISLETA RECREATION & FITNESS
CENTER (WEST)
(505) 869-5741 FAX: (505) 869-7612

ISLETA RECREATION & FITNESS
CENTER (VILLAGE)
(505) 869-8557 FAX: (505) 869-0323

PUEBLO OF ISLETA

P.O. BOX 808
ISLETA, NM 87022

November 20, 2012

To Whom It May Concern:

As we have in the past several years, the Pueblo of Isleta Parks & Recreation Department whole heartily supports the Isleta Elementary School in their endeavors in working to secure the 21st Century Grant.

The school administrator and staff have working hard towards the implementation and for much needed changes they have been working to accomplish through this grant. Their planning process has been tremendous which also includes "Health and Wellness".

If they are successful in this funding request, as Director of the Pueblo of Isleta Parks & Recreation Department, I commit to supporting the principal and her staff in the implementation of the grant. Additionally, our recreation facilities and parks will be readily available to the school by simply making a request along with the assistance of my staff when possible.

Over the years, we have established a true working relationship with the school and its administration and we look forward to continuing this relationship with the newest principal Mrs. Shawna Castillo. Should you have any further questions, feel free to call me at 505 869-8557.

Sincerely

Rick Giron, Director
Parks & Recreation Department



PUEBLO OF ISLETA

P. O. BOX 1270, ISLETA, NM 87022

November 26, 2012

Dear Selection Committee,

The Pueblo of Isleta Administration supports the extreme efforts of the Isleta Elementary School and their application for the 21st Century After-School Funding request. The Tribal Administration recognizes the need for education funding assistance and to meet the continual, ever advancing, educational needs of our youth and youth from the Pueblo of Isleta. The 21st Century Program continues to be a great asset to the school and its community. We support this endeavor in conjunction with the Isleta Elementary School, the Isleta Elementary School Board, parents and students to provide quality educational tools required for advanced learning, safety, cultural awareness and student success.

I, as Governor of the Pueblo of Isleta, wholeheartedly support the 21st Century After School Funding Request as submitted by the Isleta Elementary School and also urge your support. Thank you.

Sincerely,
PUEBLO OF ISLETA


Frank E. Lujan
Governor





PUEBLO OF ISLETA

950 MOON LIGHT DRIVE
ALBUQUERQUE, NM 87105

January 16, 2013

To Whom It May Concern

The Pueblo of Isleta Public Library whole heartily supports the Isleta Elementary School in their endeavors in striving for the 21st Century Grant.

The school administrator and staff have been working hard towards the implementation and much needed changes they have made in their newly written Consolidated School Reform, No Child Left Behind. Their planning process has been tremendous which also includes technology and the many genres of art.

If funded, as Librarian of the Pueblo of Isleta Public Library, I commit to supporting the principal and her staff in the implementation of the grant. Additionally, the Library will be readily available to the school and students by simply making a request along with the assistance of my staff when possible.

Over the years, we have established a true working relationship with the school and will continue to do so on behalf of the children of the Pueblo of Isleta who ultimately benefit from this program. Should you have any further questions, feel free to call me at 869-9808 or 697-0273.

Sincerely

A handwritten signature in blue ink, appearing to read 'N. Lujan', is written over a light blue horizontal line.

Nathaniel Lujan, Librarian
Pueblo of Isleta Public Library



PUEBLO OF ISLETA

1 SAGEBRUSH STREET
P.O. BOX 580
ISLETA, NM 87022

November 19, 2012

Shawna Castillo, Principal
Isleta Elementary School
1000 Moonlight Drive
Albuquerque, NM 87105

To whom it may concern:

I am writing in support of the Isleta Elementary School and the 21st Century Program. I am the Pueblo of Isleta Health Center's Health Educator and have worked in the community since 2005. In my nearly 8 years working with this community, I have worked with the elementary school students on several programs providing health education to the students ranging from Dental Health Education to Tobacco Use Prevention Education. From my experience collaborating with the Isleta Elementary School, I know they work very hard at offering their students a safe and enriching academic environment and I believe that the 21st Century Program will only further enhance the student's overall learning experience and that they will greatly benefit from opportunities such as band, drama, art, and other cultural events, as well as to provide life-long learning opportunities for all community members.

I have greatly enjoyed and constantly see the effects of my collaboration with the Isleta Elementary School. My program enthusiastically supports the Isleta Elementary School and the 21st Century Program, and I look forward to working with them again. Please feel free to contact me if you have any questions.

Sincerely,

Stephanie R. Barela
Isleta Health Center
Health Educator
sbarela@islclinic.net
Phone: 869-4479

Section 13- MOU/Contracts

Isleta Elementary School will have a completed MOU for the language program very soon. Attached you will find the MOU for the language program, as well as the Tribal Council Resolution, as well as correspondence documenting its progress.

In addition, we also have an MOU with the Pueblo of Isleta Parks and Recreation Department pending approval from the Solicitors office.



MEMORANDUM OF UNDERSTANDING
FOR THE SUPPORT SERVICES FOR LANGUAGE and CULTURE PROGRAMS
BETWEEN
PUEBLO OF ISLETA DEPARTMENT OF EDUCATION
AND
U.S. BUREAU OF INDIAN EDUCATION
ISLETA ELEMENTARY SCHOOL

THIS MEMORANDUM OF UNDERSTANDING (hereinafter referred to as "MOU") is entered into by and between the Isleta Department of Education, a department of the Pueblo of Isleta (hereinafter referred to as the "DOE"), and the Isleta Elementary School (herein referred to as the "Isleta Elementary") through the U.S. Bureau of Indian Education (BIE).

I. PURPOSE AND OBJECTIVES

DOE is concerned about the loss of Isleta Tiwa language, the Pueblo of Isleta culture, and the educational progress of our Pueblo of Isleta students. DOE has identified the following as problem areas of our students:

- (1) The inability to speak or understand the Isleta Tiwa language and Pueblo of Isleta culture;
- (2) The lack of family efforts to teach Isleta Tiwa or Pueblo of Isleta culture at home; and
- (3) The lack of community involvement due to inability to speak or understand the Isleta Tiwa language.

DOE seeks to ensure that all interested students who are enrolled members, eligible for enrollment or who otherwise reside within Pueblo of Isleta lands receive Isleta Tiwa language instruction and take part in activities covered under this MOU to ensure the future existence of the Isleta Tiwa language and Pueblo of Isleta culture. DOE desires to enter into this MOU with Isleta Elementary to jointly cooperate and collaborate on these activities on the Isleta Tiwa language and Pueblo of Isleta culture.

The objectives of this MOU are to:

- (1) Create opportunities for students to learn the Isleta Tiwa language and Pueblo of Isleta culture through activities sponsored and organized by DOE to be held on Isleta Elementary facilities, such as a language program, language learning seminars, family nights, storytelling, and local field trips to places such as the Isleta Pueblo Elderly Center.

- (2) Teach positive attitudes towards speaking the Isleta Tiwa language and Pueblo of Isleta culture; and
- (3) Provide safe and reliable facilities for students to learn the Isleta Tiwa language and Pueblo of Isleta culture.

II. AUTHORITY

DOE agrees to use facilities of Isleta Elementary in accordance with authority found in 25 USC § 17(a), which states:

USE OF BUREAU FACILITIES: (a) In general. The Secretary of the Interior may permit tribal governments and organizations and student organizations to use Bureau of Indian Affairs equipment, land, buildings, and other structures if such use does not interfere with the purpose for which they are administered by the Bureau and when such use benefits Indians or Federal or Federally funded programs.

25 U.S.C. § 17(a) (2009).

III. DATA SHARING

In compliance with the Family Education Rights and Privacy Act (20 U.S.C. § 1232g) ("FERPA"), FERPA implementing regulations (34 CFR Part 99), and other applicable law, Isleta Elementary will share data with DOE upon request. Such data shall not include any personal identifiers but can include general data on attendance, pre-assessment scores, mid-assessment, post-assessment, grades for each 9 weeks, and grade levels.

IV. ROLES AND RESPONSIBILITIES

Each party to this MOU hereby agrees to the following roles and responsibilities:

DOE agrees to:

- (1) Provide state-certified language instructors to teach Isleta Tiwa language and Pueblo of Isleta culture at Isleta Elementary;

- (2) Provide Isleta Elementary with the requisite information and consent to perform a criminal background clearance check by Isleta Elementary on each instructor prior to the instructor having any contact with students or facilities of Isleta Elementary;
- (3) Work with Isleta Elementary to develop mutually agreed upon traditional values;
- (4) Implement an approved state standards based language curriculum at Isleta Elementary;
- (5) Provide Isleta Elementary with the language curriculum, lesson plans and activities to be located at Isleta Elementary;
- (6) Consult and provide Isleta Elementary with input regarding the Isleta Tiwa language and Pueblo of Isleta culture and the progress in meeting the objectives set forth in this MOU;
- (7) Communicate with Isleta Elementary any concerns or issues that arise during the course of this MOU;
- (8) Review information provided by Isleta Elementary to improve and continue this MOU.
- (9) Address issues raised by Isleta Elementary and propose solutions to Isleta Elementary in good faith to maximize the success of the objectives set forth in this MOU;
- (10) Make on-site visits to be scheduled with Isleta Elementary to ensure effectiveness and successful implementation of the objectives set forth in this MOU;
- (11) Develop and implement activities in such manner that does not interfere with or interrupt core reading and math classes at Isleta Elementary; and
- (12) Comply with all applicable federal and tribal regulations.

Isleta Elementary agrees to:

1. Identify a liaison at Isleta Elementary to work with DOE to implement the objectives set forth in this MOU;
2. Provide safe and adequate facilities to DOE for use to implement the objectives set forth in this MOU;
3. Provide ordinary classroom supplies for use by DOE to implement the objectives set forth in this MOU;
4. Make use of community members, such as parents and elders, for activities that may pertain to Isleta Tiwa language and Pueblo of Isleta culture as part of the education at Isleta Elementary. The parties agree that any community member involvement at Isleta Elementary shall comply with the volunteer policy of BIE and Isleta Elementary;
5. Develop, in collaboration with DOE, a long range plan for Isleta Tiwa language revitalization and Pueblo of Isleta cultural preservation at Isleta Elementary;
6. Address issues raised by DOE and propose solutions to DOE in good faith to maximize the success of the objectives set forth in this MOU;
7. Review information provided by DOE to improve and continue this MOU;
8. Recommend to DOE any corrective action to be taken against an instructor based on observations by Isleta Elementary of the activities covered by this MOU; and

9. Obtain and share information with DOE, in furtherance of the objectives set forth in this MOU and according to the requirements of Article III of this MOU.

It is understood by the parties that no exchange of money will occur under this MOU.

V. EFFECTIVE DATE

This MOU shall become effective upon signature of both parties.

VI. DURATION

This MOU shall remain in effect for a period of five (5) years from the effective date. Thereafter, the MOU may be renewed for additional five (5) year terms if agreed upon by both parties.

VII. MODIFICATION

Modifications to this MOU may be proposed at any time during the period of performance by either party and shall become effective upon signature of both parties. No modifications to this MOU shall be binding unless and until reduced to writing and signed by duly authorized officials of both parties.

VIII. TERMINATION

Either party may terminate this MOU upon thirty (30) day written notice to the other party. Such termination will be effective no less than thirty (30) days from the date of receipt of the written instrument indicating the desire of the party to terminate the MOU.

IX. LIABILITIES

Both parties agree to be liable for their actions done pursuant to this MOU. Neither party shall be responsible for liability incurred as a result of the other party's acts or omissions in connection with this MOU. DOE agrees to ensure that its instructors are state certified and that no instructor will be allowed at Isleta Elementary unless and until the instructor successfully passes a criminal background clearance check by Isleta Elementary.

X. DISPUTES

The parties agree that any dispute arising from this MOU shall be resolved as follows: First, the disputing party shall reduce the grievance or claim to writing and shall convey the writing to the responding party. The responding party shall then respond in writing to the disputing party within thirty (30) days of receipt of the written grievance or claim. The parties shall then meet face to face at a mutually agreed upon time and date to resolve the dispute. Such resolution shall be binding on both parties.

If the parties are unable to resolve the dispute, the parties shall inform the Governor of the Pueblo of Isleta ("Governor") and the appropriate BIE Education Line Officer at Isleta Elementary ("BIE Line Officer"), who shall meet face to face within thirty (30) days of the initial meeting to resolve the dispute. The parties agree to be bound by the resolution agreed upon by the Governor and BIE Line Officer.

XI. SEVERABILITY

If a provision or provisions of this MOU shall be determined to be invalid, such determination shall not affect or invalidate the remainder of the MOU, but shall be confined in its operation to the provision or provisions directly involved in controversy in which such judgment was rendered.

XII. NOTICES

All notices will take place with the following individuals:

For DOE:

Language Coordinator
Department of Education
P.O. Box 1270
Isleta, NM 87022
Ph: 505-869-2680 ex. 440
Fax: 505-869-7690
Email: poi08200@isletapueblo.com

Executive Director, DOE
P.O. Box 1270
Isleta, NM 87022
Ph: 505-924-3185
Fax: 505-869-7690
Email: poi08001@iseltapueblo.com

With copy to:

Governor
Pueblo of Isleta
P.O. Box 1270
Isleta, New Mexico 87022
Ph: 505-869-3111
Fax: 505-869-4236
Email: poigov@isletapueblo.com

For Isleta Elementary:

Principal
Isleta Elementary
1001 Moonlight Drive
Albuquerque, NM 87105
Ph: 505-869-2321
Fax: 505-869-1625

With copy to:

Casey Sovo, Education Line Officer, BIE
U.S. Department of the Interior
Bureau of Indian Education, New Mexico South
1001 Indian School Rd. N.W., Suite 149
Albuquerque, New Mexico 87104
Ph: (505) 563-3690
Fax: (505) 563-3078
Email: casey.sovo@bia.edu

XIII. MERGER

This MOU constitutes the entire agreement between the parties. There are no understandings, agreements, or any other oral or written representations not specified within this MOU.



PUEBLO OF ISLETA

P.O. BOX 1270
ISLETA, NM 87022

PUEBLO OF ISLETA Resolution No. 2012-090

Establishing an Isleta Tiwa Language Education Curriculum at Isleta Elementary School

The following resolution was passed at a duly called meeting of the Tribal Council of the Pueblo of Isleta:

WHEREAS, the Pueblo of Isleta is a federally recognized Indian tribe with a written Constitution adopted pursuant to the Indian Reorganization Act and with inherent powers of self-government;

WHEREAS, the Isleta Tiwa language is crucial to our society and vital to the continuance of our culture;

WHEREAS, the Pueblo of Isleta desires the creation and implementation of a language education curriculum to assist in teaching our tribal members and descendants the Isleta Tiwa language;

WHEREAS, in a recent meeting between Isleta traditional leaders and Governor, the traditional leaders allowed the use of technology, including writing, audio and video recording, to teach the Isleta Tiwa language to our tribal members and descendants.

WHEREAS, Tribal Council finds it is in the best interests of the Pueblo of Isleta to enact this Resolution.

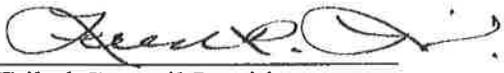
NOW THEREFORE BE IT RESOLVED, that the Tribal Council hereby directs the Isleta Elementary School, its Board, and the U.S. Bureau of Indian Education ("BIE"), in consultation with and direction from the Pueblo of Isleta Department of Education ("Isleta DOE"), to create and implement a curriculum at school to teach the Isleta Tiwa language.

BE IT FURTHER RESOLVED, that the Tribal Council strongly urges BIE to execute the MOU between BIE and Isleta DOE for the Support of Language and Culture Programs, which was reviewed and formally approved by Tribal Council today.

BE IT FINALLY RESOLVED, that the Isleta Elementary School, its Board, the BIE, and the Isleta DOE are hereby authorized to do all that is necessary to carry out the intent of this Resolution.

CERTIFICATION

We, the undersigned officials of the Pueblo of Isleta, hereby certify that the foregoing Resolution was duly adopted by the Pueblo of Isleta Tribal Council at a regular meeting held on the 13th day of December, 2012, with a quorum present, with -9- voting for, -0- opposing, and -0- abstaining.


Tribal Council President


Pueblo of Isleta Governor

ATTEST:


Tribal Council Secretary

Castillo, Shawna

From: Sovo, Casey
Sent: Thursday, December 20, 2012 3:07 PM
To: POI90101@isletapueblo.com
Cc: Stevens, Bartholomew; Castillo, Shawna
Subject: RE: Resolution Establishing an Isleta Tewa Language Education Curriculum at Isleta Elementary School

Ms. Mariano,

Thank you for providing the PDF of the POI's Resolution and the MOU bearing Tribal Official's signatures. The documents will be forwarded to my supervisor, Bart Stevens, ADD-West, for review with a request that it be sent to the Southwest Regional Solicitor's Office for legal review.

Respectfully,

Mr. Casey L. Sovo
Education Program Administrator
New Mexico South

O: 505-563-3690
C: 505-382-2651
F: 505-563-3078

From: Castillo, Shawna
Sent: Wednesday, December 19, 2012 11:15 AM
To: Sovo, Casey
Subject: FW: Resolution Establishing an Isleta Tewa Language Education Curriculum at Isleta Elementary School

Glad to hear, now this will make my project easier.

From: Mariano, Rochelle [<mailto:POI90101@isletapueblo.com>]
Sent: Wednesday, December 19, 2012 10:05 AM
To: 'casey.sovo@bia.edu'; Castillo, Shawna
Cc: Governor Frank Lujan; Lt. Governor Antonio Chewiwij; Lt. Governor Eddie Paul Torres; Lujan, Paul; Lujan, Fred
Subject: FW: Resolution Establishing an Isleta Tewa Language Education Curriculum at Isleta Elementary School

Good Morning Mr. Sovo and Mrs. Castillo,

Tribal Council approved Resolution 2012-090 Establishing an Isleta Tiwa Language Education Curriculum at Isleta Elementary School. Attached is the copy of the Resolution and a copy of the MOU. If you have any questions please contact the Tribal Council Office at 869-9695.

*Mr. Sovo,
A copy will be mailed to your office as well.*

Thanks for your time. Have a wonderful day and a Merry Christmas.

MEMORANDUM OF UNDERSTANDING

**ISLETA ELEMENTARY,
BUREAU OF INDIAN EDUCATION,
US DEPARTMENT OF INTERIOR,**

and

PUEBLO OF ISLETA PARKS AND RECREATION

This Memorandum of Understanding (“this MOU”) is made this, 10th day of February 2011, by and between the Pueblo of Isleta Parks and Recreation Department, and Isleta Elementary School, Bureau of Indian Education (BIE), an agency of the United States Department of Interior.

I. PURPOSE

The purpose of this Memorandum of Understanding is to encourage co-operation and collaboration between Isleta Elementary School (BIE) and the Pueblo of Isleta Parks and Recreation Department to identify opportunities for the Pueblo of Isleta Parks Recreation Department and Isleta Elementary School (BIE) to work together to inform and educate American Indian and Alaska Native (AI/AN) individuals and communities about healthy lifestyles and healthy choices. The goal of the parties’ collaboration is to use the strengths and expertise of both organizations to improve and enhance the health and fitness of AI/ANs throughout the United States.

AI/AN people suffer health problems at rates that are significantly higher than in the general population. Diabetes rates are 2.6 times greater, cardiovascular disease is nearly double, and overweight and obesity rates are more than twice the rate for AI/AN school-aged youth than for their peers in the general population.

The BIE’s Health Promotion Initiative to Eliminate Health Disparities is a collaborative effort with Tribes, Tribal leaders, urban Indian Health programs, other federal agencies, foundations and businesses to improve the overall health of AI/ANs through a focus on healthy lifestyles and healthy choices for individuals and communities. This MOU presents an opportunity for both the Isleta Elementary School (BIE) and the Pueblo of Isleta Parks and Recreation Department to address health and social-lifestyle choices in AI/AN communities that contribute to disease and other medical

Memorandum of Understanding
Pueblo of Isleta Parks and Recreation and Isleta Elementary
February 10, 2011
Page 2 of 3

conditions. This MOU demonstrates the Pueblo of Isleta's Recreation Department's commitment to bring inspiration and innovation to AI/AN communities. Under this MOU, the Isleta Elementary School (BIE) and the Pueblo of Isleta Parks and Recreation Department will launch a campaign with a series of healthy lifestyles messages for AI/ANs. The campaign will focus on bringing the best health information to AI/AN communities to help those communities gain a better understanding of why it is so important for every individual to exercise at any age, particularly those individuals with diabetes. Isleta Elementary School (BIE) and the Isleta Pueblo Parks and Recreation Department hope to motivate AI/AN individuals to take charge of their health with a healthy exercise program.

II. COMMON GOALS

The Isleta Pueblo Recreation Department and Isleta Elementary (BIE) agree to collaborate in the following areas:

- Promote healthy lifestyles and healthy choices for all AI/ANs through program activities, such as co-sponsored educational and informational events, seminars, marathons, and sports demonstrations.
- Improve communication with, and among, Isleta Elementary and Tribal organizations to exchange information relevant to healthy lifestyles and fitness choices in an effort to combat diabetes, a disease that affects nearly 13% of the AI and AN population.
- The Pueblo of Isleta Recreation Department will provide a swimming, basketball and cross county Program for the students at Isleta Elementary yearly.

III. REPRESENTATIVES OF THE PARTIES:

Each party will designate a representative to deliver and receive notices and other communications, and to manage the relationship between Isleta Pueblo Recreation Department and Isleta Elementary (BIE). As of the effective date of this MOU, the parties' representatives are:

Governor, Isleta Pueblo
Honorable, Frank Lujan
Rick Giron

Education Line Officer
Mr. Casey Sovo
Freddie Cardenas

**Memorandum of Understanding
Isleta Pueblo Parks and Recreation
February 10, 2011
Page 3 of 3**

Director
Isleta Pueblo Parks and Recreation

Principal
Isleta Elementary

IV. MODIFICATION/CANCELLATION

Any modification to this MOU must be in writing and must be signed on behalf of both parties. Either party may terminate this MOU, without incurring any liability, by giving written notice at least 30 days in advance.

V. COSTS AND EXPENSES

Each party will bear its own costs incurred in connection with performance of its obligations Under this MOU.

VI. AUTHORIZING SIGNATURES

_____ Honorable, Frank Lujan Governor, Isleta Pueblo	Date	_____ Mr. Casey Sovo Education Line Officer, New Mexico South	Date
_____ Rick Giron Director Pueblo of Isleta Recreation Department	Date	_____ Freddie A. Cardenas Principal Isleta Elementary (BIE)	Date

Section 14- Assessment of Objective Data

Our assessment of objective data is found in Part I of the Program Narrative in Section 5.



**United States Department of the Interior
Bureau of Indian Affairs
New Mexico South Education Line Office
ISLETA ELEMENTARY SCHOOL
1000 Moonlight Drive
Albuquerque, New Mexico 87105
Telephone: (505) 869-2321 Fax: (505) 869-1625**



November 15, 2012

To whom it may concern:

This is a letter of commitment from the Isleta Elementary School that we will provide the following resources to the 21st Century Program: Library, Computer Labs, Classrooms, Busses, Cafeteria, Gymnasium, and all Playground Playing Fields.

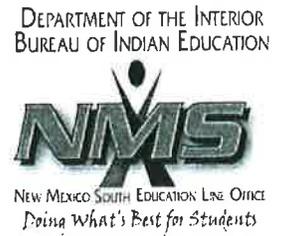
We are very interested in having an after-school program as part of our academic needs for our students at Isleta Elementary School. Along with the after-school program during the regular school year, we will continue the educational needs for the students with a summer school program. We already have trained staff, Educational Assistants and educational experience in operating an after-school and summer program.

Respectfully,

Shawna L. Castillo
Principal



United States Department of the Interior
Bureau of Indian Education
New Mexico South Education Line Office
1001 Indian School Road, N.W. Ste 149
Albuquerque, New Mexico 87104
PH: 505.563.3692 FAX: 505.563.3078



November 26, 2012

Bureau of Indian Education
Division of Performance and Accountability
Attn: Jack Edmo, Jr., 21st CCLC Coordinator
1011 Indian School Road NW, Suite 332
Albuquerque, NM 87104

Letter of Support

Dear Mr. Edmo,

Please accept this letter as my office's acknowledgment that Isleta Elementary School has applied for the 21st Century Community Learning Center grant, and that New Mexico South supports the activities, goals and objectives described in the school's application.

Respectfully,

Mr. Casey L. Sovo
Education Program Administrator



United States Department of the Interior
Bureau of Indian Affairs
New Mexico South Education Line Office
ISLETA ELEMENTARY SCHOOL
P.O. Box 550
Isleta, New Mexico 87022-0550
Telephone: (505) 869-2321 Fax: (505) 869-1625



January 14, 2013

To Whom It May Concern;

This letter is to acknowledge that the staff of Isleta Elementary School is excited and very happy to have the opportunity to work with the 21st Century Community Learning Centers program, and welcomes the opportunity to provide our students with a variety of opportunities that are not currently possible in our school day. Time is precious in today's school day, and we see the 21CCLC grant as a vital way to put fun, engaging activities into the school day for a large percentage of our school population.

The staff will work to make the After-School program at IES a seamless transition from the day school. Most of our After-School program staff are IES staff, which makes the ability to communicate about the program, as well as individual students, very easy.

Once again, we welcome the opportunity to continue on with the 21st Century Community Learning Centers grant.

Sincerely,

Paul R. R. - Ed. Tech/21CCLC Coord.

Isleta Elementary School Staff

Jill Jaramilla, Teacher
Emelda Chumari, Teacher
Joyce B. Teacher
Barbara Trujillo community Liaison
Charlene Yatoathie Teacher
Perothy C. Martinez - K1 Teacher
Alejandro Manzanaras - Guitar Instructor, Substitute
Tonia S. Albert - 1st Grade Teacher
Rubyn D. Chavez - 3rd grade

Charmaire L. Shitiva, Teacher
Carmen King, Teacher
Victoria Johnson
Martha Curley
Alicia Flores, Counselor
Janet Johnson, Ed. Tech
Special Educat
Sheresa Boyell, Teacher