



FedEx Office

FedEx Kinko's is now FedEx Office



Fax Cover Sheet

Date 1/17/13

Number of pages 85 (including cover page)

To:

Name Jack Edmo
Company Bureau of Indian Education
Telephone 505 563-5266
Fax (505) 563-5281 / 5282

From:

Name Breege O'Reilly
Company Santa Clara ~~AY~~ School
Telephone 505-692-4222

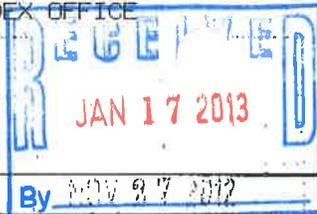
Comments So sorry that this was not
hand delivered as intended
Breege

7 90363 00711 1
Fax - Local Send

7 90363 00714 2
Fax - Domestic Send

7 90363 00720 3
Fax - International Send

fedex.com 1.800.GoFedEx 1.800.463.3339



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

Version 02

Application for Federal Assistance SF-424

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

*3. Date Received:	4. Application Identifier:
--------------------	----------------------------

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

State Use Only:	
6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Santa Clara Day School

* b. Employer/Taxpayer Identification Number (EIN/TIN): 85-0216550	*c. Organizational DUNS: 159374198
---	---------------------------------------

d. Address:

*Street1: 2 Kee Street
Street 2:
*City: Espanola
County: Rio Arriba
*State: New Mexico
Province:
Country: *Zip/ Postal Code: 87532

e. Organizational Unit:

Department Name: Department of Interior	Division Name: Bureau of Indian Education-New Mexico North
--	---

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

Prefix: Mr. First Name: David
Middle Name:
*Last Name: Nez
Suffix:

Title: Principal

Organizational Affiliation:
Santa Clara Day School

*Telephone Number: 505-753-4406	Fax Number: 505-753-8866
---------------------------------	--------------------------

*Email: david.nez@bie.edu

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

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type: **K. Indian/Native American Tribally Designated Organization**

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

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

*Other (specify): **Bureau of Indian Education**

*10. Name of Federal Agency:
Bureau of Indian Education, Division of Performance and Accountability

11. Catalog of Federal Domestic Assistance Number:

CFDA Title:

*12. Funding Opportunity Number: **21ST Century Community Learning Centers Program**

*Title: **Santa Clara Day School**

13. Competition Identification Number:

Title: **Santa Clara Day School After School Program**

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

Santa Clara Day School, Santa Clara Pueblo, NM

*15. Descriptive Title of Applicant's Project:

Santa Clara After School Program

Attach supporting documents as specified in agency instructions.

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

Application for Federal Assistance SF-424		Version 02
16. Congressional Districts Of:		
*a. Applicant NM 003	*b. Program/Project: NM	
Attach an additional list of Program/Project Congressional Districts if needed.		
17. Proposed Project:		
*a. Start Date: 01/01/2013	*b. End Date: 01/01/2016	
18. Estimated Funding (\$):		
*a. Federal	\$200,000.00	
*b. Applicant		
*c. State		
*d. Local		
*e. Other		
*f. Program Income		
*g. TOTAL	\$200,000.00	
*19. Is Application Subject to Review By State Under Executive Order 12372 Process?		
<input type="checkbox"/> a. This application was made available to the State under the Executive Order 12372 Process for review on <input type="checkbox"/> b. Program is subject to E.O. 12372 but has not been selected by the State for review. <input checked="" type="checkbox"/> c. Program is not covered by E.O. 12372		
*20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
21. *By signing this application, I certify (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)		
<input checked="" type="checkbox"/> **I AGREE		
** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.		
Authorized Representative:		
Prefix: Mr.	*First Name: David	
Middle Name: C.		
*Last Name: Nez		
Suffix:		
*Title: Principal		
*Telephone Number: 505-753-4406	Fax Number: 505-753-8806	
*Email: david.nez@bie.edu		
*Signature of Authorized Representative:	Date Signed: 11/26/2012	

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

Application for Federal Assistance SF-424

Version 02

***Applicant Federal Debt Delinquency Explanation**

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

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

Nov 27 2012

Organization <u>Santa Clara Day School</u>	
<u>David Mez</u>	<u>505-753-4406</u>
Name of Contact Person	Telephone
<u>David.Mez@BIE.edu</u>	<u>505-753-8866</u>
E-mail Address	Fax Number
<u>(None) [Signature]</u>	<u>11/26/2012</u>
Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures	Date
Note: The general certifications and assurances that are signed and submitted by the district each spring (or provided by the applicant to EED) will apply to this federally funded program.	
<u>(Me. Mez) [Signature]</u>	<u>11/26/12</u>
Signature of Organizational Representative	Date
<u>Principal</u>	
Title	

\$ <u>200,000</u>
Total Funding Requested Per Year
\$ <u>600,000</u>
Total Funding Requested for Three Years

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

APPENDIX IX: Documentation Requirements

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

Santa Clara Day School	
Organization	
David Nez	505-753-4406
Name of Contact Person	Telephone
David.Nez@BIE.edu	505-753-8866
E-mail Address	Fax Number
(NONA) <u>[Signature]</u>	11/26/2012
Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures	Date
<p>■ Note: The general certifications and assurances that are signed and submitted by the district each spring (or provided by the applicant to EED) will apply to this federally funded program.</p>	
(Ma. Nez) <u>[Signature]</u>	11/26/12
Signature of Organizational Representative	Date
Principal	
Title	

\$ 200,000
Total Funding Requested Per Year
\$ 600,000
Total Funding Requested for Three Years

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

APPENDIX IX: Documentation Requirements

Table of contents

Program Summary.....1

Program Narrative.....2

Participants served chart.....3

Performance Measures Template..... 4

Schedule of operations.....5

Budget Form.....6

21ST CCLC Assurance Form.....7

Appendices.....8

Program Summary

The Santa Clara Day School is requesting \$200,000.00 from the 21st Century Community Learning Centers (21st CCLC) to fund the Santa Clara Day School 21st Century Afterschool Program. We are requesting these funds in partnership with the community of Santa Clara Pueblo. The funding is intended to provide the following:

1. Behavioral Health Services /Healthy Life Styles-i.e. counseling, substance abuse prevention, healthy lifestyles, healthy living and character education programs that provide services to students and parents/caregivers.
2. Recreation -In collaboration with the Santa Clara Recreation and other agencies, activities ranging from chess to organized intramural sports will be offered. Arts and crafts, music and dance will also be included.
3. Mentoring-Activities such as a ropes course from the Santa Fe Mountain Center, and matching Senior Citizens with children. Emphasis will be to help children identify alternatives to substance abuse or other negative behaviors.
4. Academic- We will provide opportunities for academic enrichment to assist students that need extra tutoring or homework support to bring up their reading and math scores. Tutors will be hired to work with the children Monday through Friday. Science tutors will come in from Los Alamos for hands-on science classes. We will provide supplemental support to assist students in meeting N.W.E.A. performance standards in core academic subjects like reading/ language arts and mathematics and help prepare students for the Common Core Standards.
5. Cultural- We will involve Senior Citizens and the language program "Tewa Language" to teach the Tewa Language, community members to teach art, and storytellers to share historical perspectives are an array of activities to build self-esteem in the students.
6. Additional services-We will offer students a broad array of additional services, other programs and activities designed to reinforce and complement the regular academic program of participating students. The local high school students from the Santa Fe

Indian School will participate with the program as tutors and aides on 2 week days and during the summer program.

7. Community - We will offer families of students served by the community learning center opportunities for literacy education and related educational development.
8. Assistance for social problems-We will provide assistance to students who have been truant, suspended, or expelled to improve academic achievement by working with our local Police Dept and CHR services.

The Santa Clara Day School staff will implement a healthy school climate that will include all school staff, school board, parent/caregivers, and community service programs. Our school board members all have a student enrolled in the school and have that additional commitment outside of civic duty. They are an active school board and continually meet with our principal and staff to improve and support the school goals. 21st Century Learning Center will initially serve 80 children, grades K-6. The project will include an after-school program, community events, and a summer program. The project design includes practices such as student engagement, hands-on activities, small group instruction, and a balanced approach of academics and extra-curricular activities. Performance measures are based on local needs and linked to state and N.W.E.A. standards. School and community resources are being leveraged in order to provide academic enrichment, recreation, and culturally relevant activities. Information included in the needs inventory is derived from the Santa Clara Pueblo Community Survey, the New Mexico Standards based Assessment and community surveys. The recruitment plan was developed by administrators and community based on the need to provide additional services for strategic and intensive students in math and reading as well as addressing behavior, health and parent involvement. The Santa Clara Day School, with the assistance of community partners, will plan and implement projects that benefit the educational, health, social, cultural and recreational needs of the students and the community within Santa Clara Pueblo as well as intervention activities designed to provide supplemental instruction in writing, science, reading, or math through an after- school or summer learning programs.

Program Summary

The Santa Clara Day School is requesting \$200,000.00 from the 21st Century Community Learning Centers (21st CCLC) to fund the Santa Clara Day School 21st Century Afterschool Program. We are requesting these funds in partnership with the community of Santa Clara Pueblo. The funding is intended to provide the following:

1. Behavioral Health Services /Healthy Life Styles-i.e. counseling, substance abuse prevention, healthy lifestyles, healthy living and character education programs that provide services to students and parents/caregivers.
2. Recreation—In collaboration with the Santa Clara Recreation and other agencies, activities ranging from chess to organized intramural sports will be offered. Arts and crafts, music and dance will also be included.
3. Mentoring-Activities such as a ropes course from the Santa Fe Mountain Center, and matching Senior Citizens with children. Emphasis will be to help children identify alternatives to substance abuse or other negative behaviors.
4. Academic- We will provide opportunities for academic enrichment to assist students that need extra tutoring or homework support to bring up their reading and math scores. Tutors will be hired to work with the children Monday through Friday. Science tutors will come in from Los Alamos for hands-on science classes. We will provide supplemental support to assist students in meeting N.W.E.A. performance standards in core academic subjects like reading/ language arts and mathematics and help prepare students for the Common Core Standards.
5. Cultural- We will involve Senior Citizens and the language program "Tewa Language" to teach the Tewa Language, community members to teach art, and storytellers to share historical perspectives are an array of activities to build self-esteem in the students.
6. Additional services-We will offer students a broad array of additional services, other programs and activities designed to reinforce and complement the regular academic program of participating students. The local high school students from the Santa Fe

Indian School will participate with the program as tutors and aides on 2 week days and during the summer program.

- 7. Community - We will offer families of students served by the community learning center opportunities for literacy education and related educational development.
- 8. Assistance for social problems-We will provide assistance to students who have been truant, suspended, or expelled to improve academic achievement by working with our local Police Dept and CHR services.

The Santa Clara Day School staff will implement a healthy school climate that will include all school staff, school board, parent/caregivers, and community service programs. Our school board members all have a student enrolled in the school and have that additional commitment outside of civic duty. They are an active school board and continually meet with our principal and staff to improve and support the school goals. 21st Century Learning Center will initially serve 80 children, grades K-6. The project will include an after-school program, community events, and a summer program. The project design includes practices such as student engagement, hands-on activities, small group instruction, and a balanced approach of academics and extra-curricular activities. Performance measures are based on local needs and linked to state and N.W.E.A. standards. School and community resources are being leveraged in order to provide academic enrichment, recreation, and culturally relevant activities. Information included in the needs inventory is derived from the Santa Clara Pueblo Community Survey, the New Mexico Standards based Assessment and community surveys. The recruitment plan was developed by administrators and community based on the need to provide additional services for strategic and intensive students in math and reading as well as addressing behavior, health and parent involvement. The Santa Clara Day School, with the assistance of community partners, will plan and implement projects that benefit the educational, health, social, cultural and recreational needs of the students and the community within Santa Clara Pueblo as well as intervention activities designed to provide supplemental instruction in writing, science ,reading, or math through an after- school or summer learning programs. The Santa Clara Community is excited about having an after-school program here at the school once again and hopes to collaborate with

our community wellness program, our Police Department, the Mountain Center and other organizations to expand the program and make it a permanent entity.

1. Need For Project

1 A.

<u>Name of After School Site</u>	<u>Designation – School Status</u>	<u>% Free or Reduced Lunch</u>	<u>Estimated # of Students to be Served</u>	<u># of Family Members to be Served, if Appropriate</u>	<u>Grade Levels to be Served</u>
Santa Clara Day school	Focus school School Improvement Year 2	100%	75 students.	10	K-6

Santa Clara Day School was deemed a FOCUS school in the 2011-2012 school year. Santa Clara Day School has not made AYP for a number of years and are in Year 2 School Improvement status. This means we are just above the worst performing schools within the B. I. E. system - we comprise the next 15% of the lowest performing schools. We need to meet our A.M.O. (annual measureable objective) for the following two years to avoid falling into the lowest 5%. Santa Clara youth and adolescents consistently perform near the bottom of the Department of Education's accountability ranking on mandated achievement tests. According to the results of testing in N.W.E.A. at the end of school year 2011-2012, 25% of the students scored proficient in Reading. Less than 0.5% scored as having language arts skills within the advanced status (more than one grade level above grade placement). The Math scores were even lower. Thirty three per cent (33%) of the students scored at proficient; seven per cent (7%) as proficient; and again only 0.5% scored as advanced. The proposed center will incorporate tutoring and

academic enrichment activities that support student achievement in the classroom, and help students meet proficiencies required by N.W.E.A. and the New Mexico Standards Based Assessment (NMSBA). The B.I.E. The 21st CCLC center at S.C.D.S. would expect to increase the number of students meeting N.W.E.A and NMSB proficiency standards by supporting school efforts with the at home/after school component of learning through its wide array of programs/services. The 21st CCLC will not only provide students the academic support required for school success, but also foster the mindset that supports the foundations for learning (confidence, persistence, organization, and social skills) and encourage a healthy balance between study and play.

- ✓ In addition to raising student academic achievement and meeting academic standards, the C.C.L.C. would provide our students with a safe haven, a safe place to go to after school that will help them expand their skill levels in non-academic areas like Arts, Technology and Health etc. The after-school program would open a window of opportunity for our students who are constantly being tempted into nonproductive areas when they leave the school environment. S.C.D.S. hopes to open windows of opportunity for students to "Say No" to drug and alcohol abuse in their future, and to develop and enhance their multi-cultural awareness so they can utilize their academic, social, and healthy attributes to achieve their potential and become more effective, productive members of the 21st Century work force, and local community.

1. How to identify, target and recruit the sub-population most in need

The Santa Clara Day School staff will collaborate with the S.C.D.S. teachers, staff and parents to identify and target those students most in need of after school services. Based on the needs assessment done in the 2011-12 school year by the Principal and staff and the needs inventory in this grant application, we have identified reading, math, attendance, behavior, and family need as issues to be addressed. We are going to identify, target and recruit the sub-population of students that are most in need of services by the 21st CCLC grant by targeting students based on the following criteria or measurements:

- (a) Students identified as having strategic or intensive need of support in math and reading based on the latest progress monitoring for Dibels, M-math and N.W.E.A .testing.
- (b) Students with the highest number of unexcused absences for the 2011-2012 school year.

(c) Students with the highest number of behavior referrals for the 2011-2012 school year.

(d) Students who need a safe place to go after school or are "latch key" students.

The 21st CCLC will successfully address the needs of this target population by giving them a sense of accomplishment, a sense of well-being and a new set of skills to work with in the areas of physical/mental health, academics and social skills. Santa Clara Day School hopes that if we get the 21st CCLC grant it will cause the After School program to become the needed educational, health and recreational "anchor" for our community.

The community learning centers will improve student attitudes, and lower their risk for substance abuse and involvement with the juvenile justice system. Programs such as violence / substance abuse prevention, conflict resolution, and academic enrichment will be provided. Community members will be supported by not only knowing that their wonderful children are in a safe, educational and protective environment, but that they can avail of these programs also as parenting skills workshops. Teachers, staff, and parents will refer students to the 21st Century ASP based on the above criteria. The Principal, David Nez, reserves the right to refer students as he deems appropriate. After students are referred, a letter from the Program Coordinator with support from the Principal will be sent to the parents or guardians encouraging student participation in the 21st Century ASP.

1 C Addressing risk factors linked to academic failure

An overwhelming 31.27% of members polled in a Santa Clara Pueblo community survey identify drug and alcohol abuse as the greatest challenge facing children, youth and families in the pueblo, along with domestic violence, and education. The Santa Clara Tribal Police Department 2010 records show 50% of arrests for accidents, assault, domestic violence and public disturbances were alcohol and /or drug related. A depressed economy, family histories of alcohol abuse, peer pressure and recreational and hard drug use make Santa Clara youth at risk for developing serious academic as well as social problems. Like other rural communities, it is too easy for adolescents to obtain alcohol and illegal substances either from friends or family members. Prescription drug use has escalated and is becoming a big problem in the community. The use of alcohol and drugs among Santa Clara Youth, and the accompanying increase in negative peer pressure and antisocial behavior, is becoming more common. Some of the

identified needs/risk factors for students linked to academic failure in the Santa Clara Community are:

- (1) 55% of our students have no one at home between the hours of 2pm and 6pm,
- (2) chk figures w/ mr nez of 1st -6th grade students score below the 50th percentile in reading and math, and 35% score below the 25th percentile in reading and math on the N.W.E.A. tests.
- (3) There are limited affordable parenting programs in our school community area.
- (4) 100 % of our parents lack affordable or free after-school care programs for their children. Our students are at risk of becoming victims, in some cases being victims of sexual predators, and illegal drug activity during afternoon hours wandering around.
- (5) 5% or fewer students participate in organized sports or recreation outside of the school day.
- (6) Our students have no access to affordable after-school, or summer programs in our community. There are no educational, health, nutritional or social skill development programs because of socioeconomic factors in our community.

In order to reduce the above student risk factors linked to academic failure, and promote student academic achievement and social success, we are seeking funds to implement an 21st CCLC After School Program. If funded, this grant will allow us to offer our students/community members learning opportunities in a safe, drug free environment which will support and encourage their efforts to improve their academic achievement and enhance their physical, mental, and social well-being. Some anticipated outcomes of this program are:

1. Reduced number of unsupervised children in the afternoons and in the summer.
2. We will give our students a safe, fun, enriching environment that provides remedial education activities and academic enrichment learning programs, including intervention programs character intervention programs and organized recreational activities.
3. Reduced actual and/or potential number of students engaging in drug abuse activities and in juvenile crime, or being victims of crime.
4. Raised academic skill levels and performance by students on standardized tests and consequently the number of students meeting the preparation requirements of the Common Core standards.

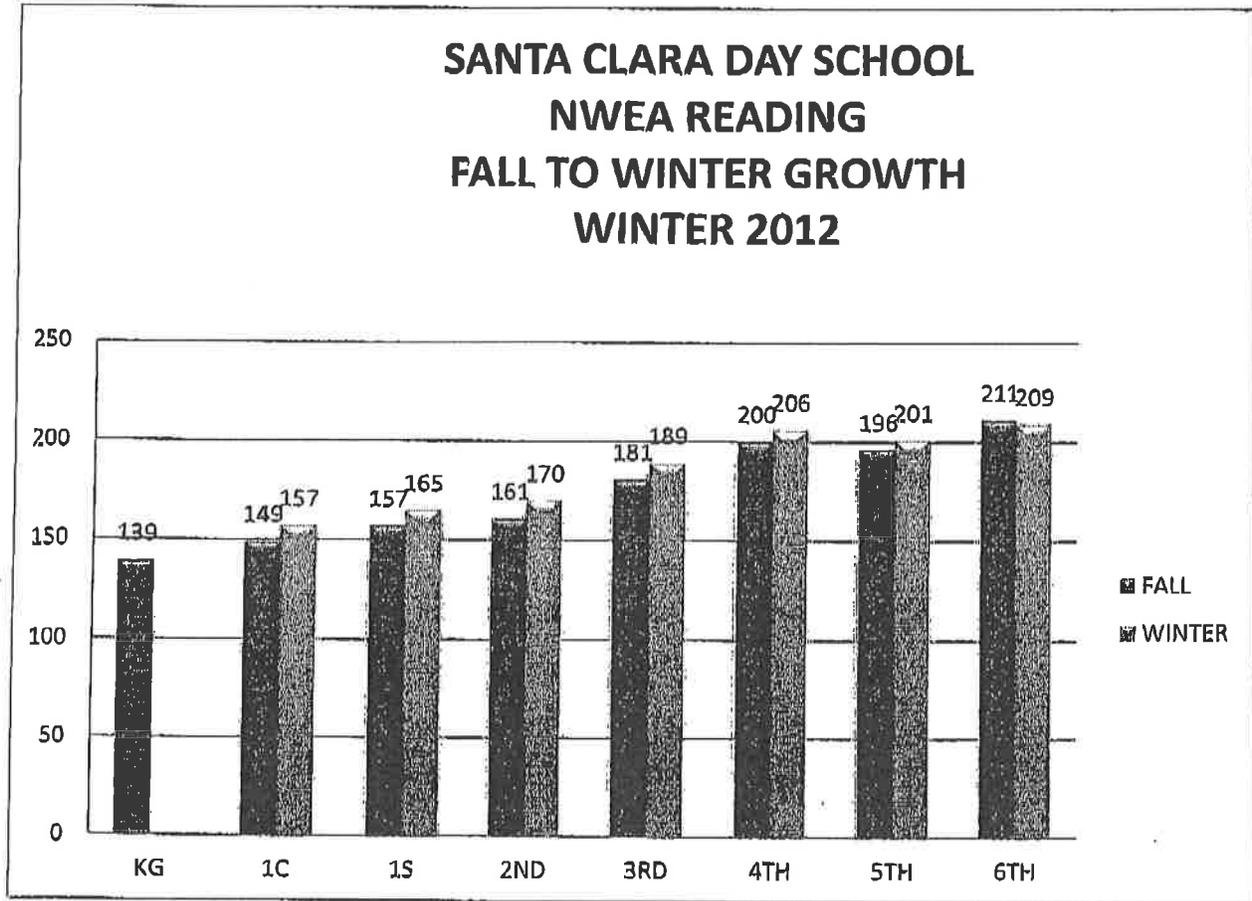
5. Increased number of parent and community members receiving adult education in parenting programs leading to a better understanding of homework help and its importance. (Based on the results of a survey returned for the 2011-2012 school year parents indicated interest in having workshops on "How to Help Your Child with Homework" (63 %)). We would have parenting Classes in basic parenting skills/effective child behavior management that would provide parents with the steps to take at home to support their children's achievement and emotional wellbeing. ✓
6. Provide Literacy Education that will extend and enrich the student's educational progress and provide them with the foundations of learning skills (confidence, persistence, organization, social skills) leading to improved academic achievement and emotional wellbeing.
7. Have integrated health, nutrition, and social skills development programs;
8. Organized recreational/ fine arts/cultural awareness programs;
9. Technology exploration in the areas of telecommunications, and other computer based explorations connected to the regular school curriculum.

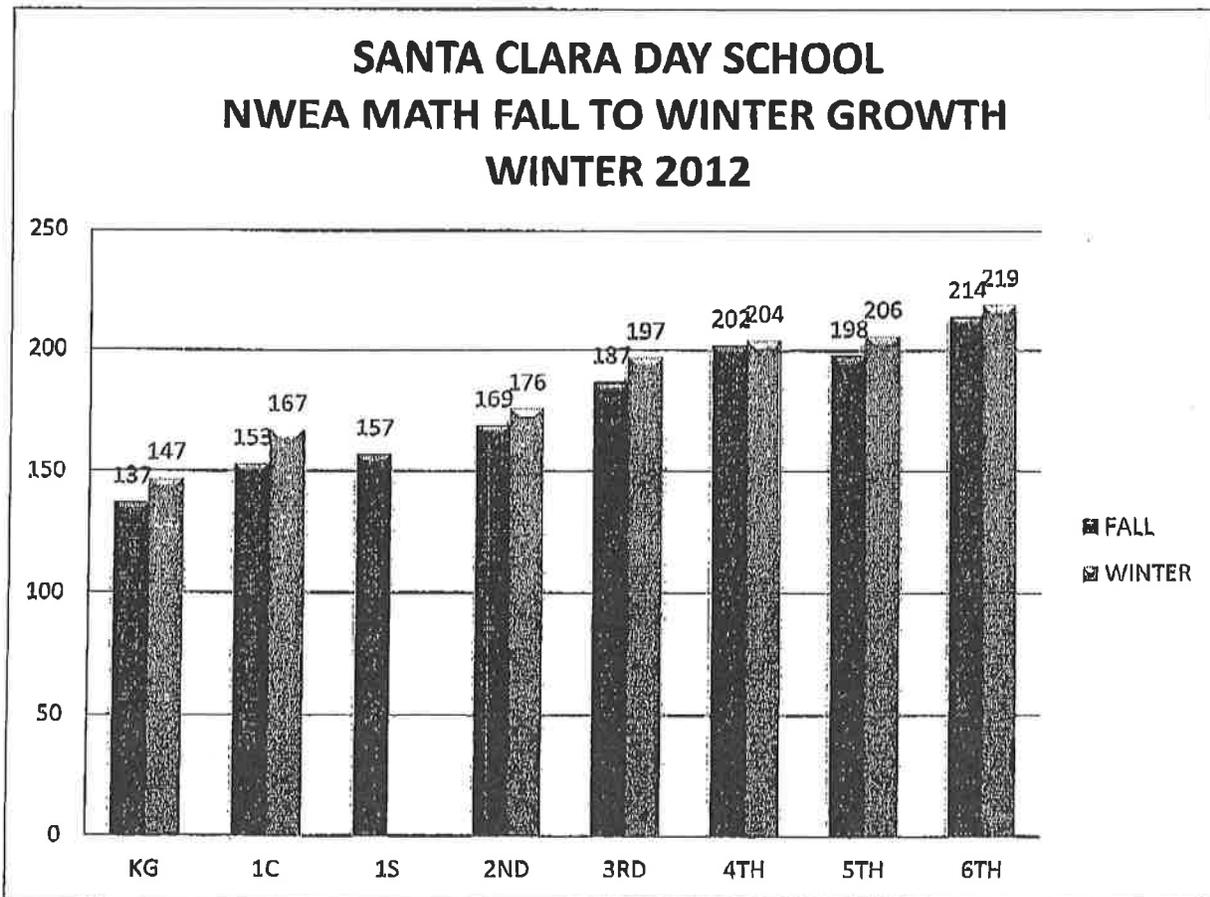
1 D

(Not for new applicants)

1 E How are your goals related to most recent data

The most recent data received by Santa Clara in the above N.W.E.A. results show there is improvement from the BOY or beginning of school year to MOY or





If we receive this grant, Santa Clara Day School will support academic achievement by small group instruction that has been found to be an important contributing factor in successful academic programming. Working with small groups encourages collaborative learning and will allow our 21st CCLC staff to more appropriately tailor assistance for each student. We will emphasize specific academic priorities by being more intentional about a program's emphasis on a particular subject, clearly stating goals, clarifying instructional methods, and articulating high expectations for participants. We will use many different curricular elements, including a variety of materials and technologies. In addition we will use a balanced approach that not only

emphasizes specific academic priorities but balances and encourages the students' social, cultural, emotional and physical development as well.

1 F Additional factors that place students at risk for failure

There are many additional factors that place students at risk for failure. Not least among these is health concerns. The health outlook is bleak as evidenced by the average Santa Clara life expectancy of 65 years (10% shorter than the national average) and a community median age of 40 years. Adults are diagnosed with chronic health problems including diabetes, alcoholism, cancer, heart disease and disabilities at younger and younger ages. In 2010 the Santa Clara Day School had one 6th grader and one 5th grader diagnosed with diabetes. The Public Health Service records accidents, most alcohol related as the leading cause of death for Santa Clara males. The effects of substance abuse, physical abuse, and poverty are often manifested as negative student behaviors at school making safety at school a primary issue for students, families and educators. Approximately 145 Santa Clara students attend the day school and approximately 100 Santa Clara students are enrolled in the Espanola school district and Santa Fe Indian School. Unless a student is involved in competitive athletics or traditional cultural activities, no supervised after school learning opportunities exist. The Santa Clara community has no theaters, swimming pool, parks, skating rinks, YMCA/YWCA, or other types of commercial or city recreation programs. Two years ago the New Mexico Dance Institute conducted a health-related fitness test on 4th grade students at the school. The results were alarming. Fifty per cent (50%) of students tested were found to be at risk in the body mass index range. Eighty one per cent (81%) of students were found to be unhealthy aerobically and almost ninety per cent (90%) were in the unhealthy range for upper body strength. Ninety five per cent (95%) of students scored poorly on the agility test. The survey asked if respondents would prefer to be physically active rather than watch television and ninety per cent (90%) responded they would prefer physical activity, but all they needed was the opportunity. This grant will give them that opportunity.

Quality of project design

2 A. Describe goals/measures and activities that address the needs of the population.

Facilities at the school sites will be open for use by the 21ST CCLC Program at the direction of the Principal and Coordinator. All facilities used in the Project will be accessible and meet federal standards. All 21st CCLC Programs will make needed accommodations for persons with disabilities. This includes library, computer lab, gym and playgrounds.

The 21st CCLC Program will be open for a minimum for 15 hours per week. Additionally, we will run a 4 week summer program for 8 hours per day.

The 21st CCLC Program will provide snacks for all students.

This project will fund a bus to transport students to and from activities. In consultation with the Police Department and the Santa Clara Social Services, they will assist the project by any and all means possible.

The program's mission will be to improve the quality of life for all students. The proposed goal of this comprehensive project is to provide after school, evening and summer activities and behavioral support services designed to prepare students to meet or exceed federal, state and local standards in core academic subjects. The goal will be accomplished through increased interaction among children and youth, families and community members in activities using the following goals/objectives.

Objective #1 Show an increase in the participation of children youth and families in literacy activities by 10% per year. Give services to 80 students addressing reading, math, attendance, behavior and family needs by 10 % per year.

. The reading coordinator will be responsible for organizing reading activities that address accuracy and comprehension. The reading coordinator will use research based strategies such as read alouds, independent reading, guided reading, storytelling, and games. Tutors will be available to encourage students to talk about their reading and writing. It doesn't require any special materials, special training, or even large amounts of time. Yet it provides measurable benefits in comprehension, motivation, and even language competence. The task of switching between writing, speaking, reading, and listening helps students make connections between,

and thus solidify, the skills they use in each. This makes peer conversation especially important for our students because they are rarely asked to talk about what they read because there is little time to do this in the regular school day. A parent Development workshop will be organized by 21st Century in collaboration with Strengthening tive Families to enhance parents' skills in working with their children on academics. Literacy nights will provide opportunities for children to build an in home library and extend reading activities in the home. Families spend the first hour selecting books and sitting and reading together. For the second hour the family creates an art project based on the book they just read.

Good point

Objective # 2 Increase the number of students who achieve at the Proficient or Advanced level on N.W.E.A. standardized testing by 10% per year.

After school tutoring will be provided by project tutors, who may be community members and /or older students from the high school who have proficient skills in reading, math and/or science. Volunteers, parents and others from local community programs will be recruited. It is hoped that as a result of this experience tutors may be motivated to pursue a post-secondary education to become teachers. The tutors will be trained in basic teaching techniques and accompanying computer programs. Licensed teachers will be hired in accordance with the New Mexico State Department of Educational requirements. They will provide materials for the participants as needed. For enrichment activities community members with special expertise will be hired as staff.

During the summer the Project Coordinator will facilitate summer school and summer enrichment camps that will utilize multi-media and interactive techniques to increase achievement in reading, math and science. The program will last for 4 weeks and run from 1pm to 4 pm daily including Fridays. It will include four strategies to get the students excited about coming to the program, continue their academic study and get exercise indoor and out. There will be a daily project focused on wellness; a game or sport such as gymnastics to keep students active; field trips by the Tewa Language program that to culturally significant places within the Santa Clara Reservation to give lessons on the history of their people. Finally the summer school library will host a program called "Reading Around The World". In this program the

library is divided into the 7 continents and decorated accordingly. When the students visit a continent they read books from a country in that continent. The students' then test on their individual minicomputers called NEOS. These computers are part of our Accelerated Reading program and test children with 5-10 questions on the books they have read. This program tests the comprehension skills of the students in a fun and interactive way, providing them immediate feedback and a report to take home and engage their parents in the program.

Objective # 3 Decrease the number of students who are tardy or absent by 30 % per year.

The most prevalent excuse given on our tardy slips at the school is oversleeping .The second reason is that no one was awake to take them. When speaking with the children they get an average of 5-6 hours a night. The project proposes to engage the Strengthening Native Families program to establish and conduct support groups for children, youth and families and provide individual counseling .They will supplement services currently provided by SCDS and will accept self-referrals from youth, families, school staff and /or community agencies. In talking and addressing these issues in a constructive and positive way we hope to stress the importance of getting enough sleep and getting to school not just on time but on a daily basis.

The project will host family evening dinner/movie nights showing videos and hosting speakers that address the underlying and disastrous effects of missing school. Nutrition experts will talk about the importance of eating healthy foods and getting a full 8 hours of sleep per night. The project will schedule recreational activities for children and their families that are alternatives to alcohol and illegal drugs and will encourage them to come to school daily. A ROPES course provided by the Mountain Center in the past has proven to be an excellent therapeutic experience for students who need to strengthen their emotional, mental and motor skills. The project will fund costs for the equipment and instruction. It is anticipated that the more alternative choices parents and children have, the use of alcohol and illegal substances abuse will significantly decrease especially when children and families participate together in socially acceptable alternative activities. Data collected during the 2011-2012 school year will be compared to data collected during the project years.

Objective # 4 Increase the number of students who participate in nutrition, food preparation and fitness activities by 30% per year.

Because good nutrition is closely linked to performance in school, this project will provide healthy snacks during the after school program and lunches and snacks during the summer. Project staff will work with the school food coordinator, the I.H.S. nutritionist to ensure that students are provided snacks that are nutritious as they are appealing. The SCDS food service coordinator also will link the food service program with the U.S. Department of Agriculture programs so reimbursement will fund additional nutritional programs for children.

Obesity contributes to high rates of Type 2 Diabetes in Santa Clara. Research has shown that both diet and activity levels are related to obesity. The project will coordinate with the Santa Clara Wellness center, nutritionists from the Indian Health Services and alcohol /substance abuse counselors.

Emphasis will be placed on incorporating traditional Santa Clara foods into a healthy diet by using less fat, sugar and salt in food preparation. Alternatives to processed foods will be discussed and recipes will be developed and /or provided. Wellness will be the underlying theme of all ASP lessons and activities. We will monitor the student's health progress with the Health Fitness Award. The Reading coordinator will choose books that relate to wellness to support learning about healthy lifestyles, building positive relationships and making good life choices. Hands on Science projects will revolve around wellness and the workings of the body. One aspect of the mind body connection that has been largely ignored in cooking and wellness classes is the impact of emotions on eating and exercise habits. This connection will be examined as part of this component and students will become aware of how their emotional state may affect their digestion of food, alcohol and illegal substances as well as their level of physical activity. Information pamphlets will be developed by the nutritionist, alcohol/substance abuse counselors and project staff that show positive behaviors for handling emotions rather than using food and substances to cover up feelings. Students will be asked to educate their peers through creative expression including artwork and creative writing, related to the connections among eating emotions and activity.

Objective # 5 Increase the number of students, families and community members who use school based telecommunication and technology by 5% per year. The Santa Clara Day School has a good telecommunication system which is constantly being updated to meet future demands. Students have a computer class on a weekly basis and this will continue on a daily basis with the after school program. They will use the computers in our computer lab for research projects, résumé writing, PowerPoint and Excel classes.

The Accelerated Reading program that we have in the school uses mini computers that are just the right size for small fingers. These computers (NEO'S) not only will be used to test comprehension on books read they can also test on the vocabulary associated with the book. These NEOS can also use the word processing feature for book reports, letters and communicating with each other. This program will provide a family literacy education program with extended library hours, intergenerational learning including senior citizens as mentors and tutors, with technology and telecommunication education for all ages.

2.B Describe evidenced based/scientifically based research supporting choice of programming

Santa Clara Day School Afterschool CCLC programs mission is to engage learners and enrich lives through out of school time activities that promote academic achievement, wellness and lifelong learning. To do this we must incorporate many strategies to ensure that we meet the needs of all students with an emphasis on students who are most in need of our services.

Academic

One of our strongest attributes will be a strong link to the school day by using our school day staff in our after school program. We will provide additional assistance to help students improve their academic achievement in math, reading, language arts, science and other core subjects as needed. This will ensure that there is a strong connection between student needs, curriculum and behavioral policies. . The Reading coach recommends that a minimum of 30 minutes of extra, uninterrupted reading a day will provide struggling students the tutoring they need to achieve adequate progress. Taylor, Frye ,and Maruyuma (1990)including many other studies have found high correlations between the amount of independent reading time and

student's reading achievement scores. We will follow best practices for staff to student ratios; 1:10. The ratio will lower when doing small group instruction or homework help with the use of assistants and mentors. We will use the same model of differentiated instruction that we use in the school day (identified in the Needs section) and use small group instruction for those students most in need. We will address students who fall below the expected levels of accomplishment (called benchmarks) and are at risk for academic failure and also those who indicate a high risk for failure by working one on one when necessary. This is not possible during the day but will be possible in an after school program. Typically, small groups will consist of anywhere from about 3 to 8 children. This RTI 3 Tier model addresses the students most in need of after school and tells us that in order to accelerate the learning of struggling readers, the text level is very important (Allington, 2005, 2006; McGill-Franzen et al., 2006). Therefore, materials used in small group reading lessons will be differentiated. We do know that exemplary teachers of literacy were observed teaching more often in small groups based on the instructional reading level of the students (Taylor et al., 2000). Students will have the opportunity to work with qualified teachers in areas they need extra support in and with teachers that may have a different perspective on teaching than their regular school day teacher. Because of the referral system-parents, teachers, administration-the program will identify those students not meeting the standards of N.W.E.A. requirements and can work with the parent's to get those student's help at home as well as in the program.

Absences/Tardiness

The staff of 21st Century will monitor ASP attendance and achievement. Each month attendance will be tallied to identify those students with poor attendance rates and academic reports will be produced based on progress monitoring. The 21st Century Program Coordinator will attend school staff meetings and community task force meetings on a weekly basis in order to discuss students' performance. If funded, this grant will allow us to offer our students/community members a place to go after school and in the summer. By involving parents and community members in classes aimed at showing the importance of school attendance students will receive support in the home as well as at school. It will give expanded learning opportunities in a safe, drug free environment which will support and encourage students' efforts to improve

their academic achievement and enhance their physical, mental, and social well-being. It will reduce the number of unsupervised children in the afternoons, and in the summer while reducing the actual and/or potential number of students engaging in drug abuse activities and in juvenile crime, or being victims of crime.

Behavior/safety

We hope that the after school program will greatly improve student attitudes, and lower their risk for substance abuse by offering alternative lifestyles within the program. There will be a strong emphasis on daily exercise to supplement the physical education provided during the day. The staff will work with the Santa Clara Community Recreation Department to meet minimum daily exercise requirements of 150 minutes per week. Our CHR department will facilitate workshops with students on different health related topics such as hygiene, basic diabetes prevention and human anatomy. We will contract with Impact a personal safety nonprofit organization dedicated to ending the cycle of violence by teaching awareness, personal safety, violence prevention and self-defense skills for students and adults. Programs such as violence/substance abuse prevention, conflict resolution, and academic enrichment will be provided by the school counselor.

2 C Describe how you will monitor academic progress to meet annual/catch up growth.

The program will monitor students' academic progress by using the

- Standardized Test Scores (N.W.E.A.) Students will set a goal using the growth chart indicator. Students will be progressed monitored using the DIBELS Next assessment tool. Teachers will communicate the progression or digression of the child's academic scores. If a child is not making progress the SAT (Student Assistant Team) will be utilized to generate a plan for the student.
- School Grades
- School attendance
- Project activity attendance

- Number and severity of disciplinary actions
- Teacher opinions about Project effects on classroom performance, behavior, participation, grades, and homework completions, etc.
- Other data as requested or needed by C.C.L.C. Project Management.

The information from progress monitoring will be used to identify and address individual student needs. At the end of each quarter students who attend the literacy and Math part of the program will be measured by Accelerated Reader, M-math and Dibels assessments. The 21st Century Reading and Math coordinators will be monitoring student progress bi-weekly. Surveys will be used to determine if there are changes in the reading habits of the children. N. W. E. A. scores will be compared with previous year's quarterly results.

2 D How will you use NASIS behavior for data. Description of who has access to NASIS and who is familiar with it.

When a Santa Clara Day School Behavior Report is completed by a referring staff member, parents of the involved students are notified immediately. The report of the identified student is then transferred to the Principal for review and then routed to the Counselor for review and possible follow up action. The Counselor then completes the NASIS Behavior Data input aligned to the corresponding behavior category. In this manner all behavior incidents are recorded which provides specific useful data, i.e.-location, time of day, specific problems and repeat students, which in turn helps to determine appropriate corrective action regarding the school community and specific students. There will be 3 staff members available with access to N.A.S.I.S. –the Principal, 21st CCLC coordinator and the Counselor. These staff members will ensure the security of NASIS data by not sharing NASIS logins, notify NASIS Site Dataset Manager when membership in a NASIS group is no longer needed, notify NASIS Site Dataset Manager when a NASIS account is no longer needed or when a NASIS account needs modification (i.e., name change) .They are aware that NASIS users must not release protected information to individuals or the general public without specific authority to do so.

2 E. Include information on all planned data collection, including NASIS and student risk surveys.

NASIS will be used to track student enrollments, attendance, behavior, assessments, behavior and health. A system of accountability and continuous evaluation will be part of the program. We will set clear goals for the program against which leaders, staff, and families can monitor progress of the program and participating students. Participation will be tracked through sign-in sheets and exit surveys. Data will be collected through students' academic performance; results of surveys and focus groups of children, families' staff and volunteers; neighborhood and school crime statistics; school attendance records; and other information. N.A.S.I.S. will record and document information on student behavior problems and the resolution of the problems; transcripts, test scores, grades, education level, special education data, gifted and talented data will also be documented through N.A.S.I.S..

2.F How will you expand opportunities (or motivate) students not addressed in school day

The program will be markedly different than that of the school day. The program will include hands on activities, inquiry based and intentionally designed around the needs of the students. Students and parents will have opportunities to collaborate with the staff of the program regarding things that they would like the program to include. The program will be aligned with best practices for students and when appropriate the program will be designed to connect the content to the students' life and/ or community. The students at our school have little or no opportunities to expand on skills that they learn within the confines of the school day. Like all kids they love sports, computers, the latest technology and having fun. An After school program at our school can give them all that and they are improving their academic scores without even knowing it! Playing organized sports, doing research on a computer, learning how to type on a computer made just for them (Neo's) and watching an educational video about another culture while "reading around the world" will seem like a vacation to our kids. Students and their parents will make a commitment to the program when they join by signing a form that states if they are absent 3 or more times without a valid excuse they will be dropped from the program. Educators are another resource for providing strategies for motivating students to participate in the project. Santa Clara Day School teachers will participate in the A.S.P. and work with all components of the project. Professional support personnel such as the school counselor will contribute behavioral support and the Principal will offer expertise to enhance project activities

2. G Schedule of Operations

As the school day ends, students continuing in afterschool activities will first receive a nutritional snack, and have an opportunity to participate in a brief physical activity to unwind and let off steam. Next one-quarter of the students will complete homework with adult support and receive academic tutoring in reading and math skills. A second quarter of students will participate in enrichment activities (Violence/Substance Abuse Prevention Activities). The third quarter of students will engage with our Tewa language program doing crafts and working in conjunction with F.A.C.T. The fourth group will work with our Physical Education component either outdoors or in our Gym. Each group will switch activities every 45 minutes.

Time Schedule for Monday – Thursday academic and enrichment activities:

3:00-3:30: All participating students have a healthy snack in the cafeteria.

3.15-4.00: One quarter of students go to classrooms for tutoring/homework.

4.00-4.45: One quarter of students go to the lab for enrichment activities and character building workshops

4.45-5.30: One quarter of students go to Tewa language/arts and F.A.C.T.

5.30-6.15: One quarter of students go to physical education and cooperative games.

4:00-4.45: Student groups switch activities.

4.45-5.30: Student groups switch activities.

5.30-6.15: Students groups switch activities.

The program will also include sessions including, science, crafts, clay and photography within the Tewa or enrichment part of the program. Once a week, a life skills instructor will spend time with students on topics such as peer relationships, team building, hygiene, finances, and health/nutrition.

2. H Key Community partners and specific roles of each

Santa Clara Pueblo, Education Department, Library and community

Santa Clara Tewa language program

Santa Clara Pueblo Recreation Department

Santa Clara Pueblo Strengthening Native Families

Fine Arts For Children and Teens (F.A.C.T.)**I.M.P.A.C.T. Personal Safety****Santa Fe Mountain Center**

The Santa Clara Community in conjunction with the education and Library Departments of the tribe will collaborate with the Day school to strengthen community parent support and engagement in Education for the youth of the Pueblo.

The Santa Clara Tewa program is already part of the regular Santa Clara school day. They teach a class daily to all students incorporating Tewa language into the fiber of the kids' school day. The TEWA program works with all facets of the community and is an integral part of the life of the Pueblo. The grant would enable a continuity of the Tewa language instruction into the CCLC ASP and encourage fluency in our students.

The Santa Clara Recreation Department The Santa Clara Recreation Department is excited to work with Santa Clara Day School in our CCLC ASP if funded. The goals of the CCLC pair succinctly with those of the Rec Department where they pursue every avenue of academic enrichment and wellness for their tribal students.

Santa Clara Pueblo Strengthening Native Families Strengthening Native Families has agreed to share resources and participate collaboratively with the school to promote healthy mental health and awareness to community members and students. They will provide activities, educational and fun, relating to mental health including Domestic Violence Prevention Initiative and Substance Abuse Prevention.

F.A.C.T. Fine Arts for Children and Teens has worked cooperatively with the T.E.W.A. language program to incorporate art history while celebrating the rich artistic and cultural heritage of the Pueblo. The grant would support continued Art collaboration between the Tewa Language program and F.A.C.T. in an after school setting.

I.M.P.A.C.T. This program teaches a research based curriculum that emphasizes clear communication skills as the foundation of preventing violence. By rehearsing in a safe environment, students experience what it feels like to stand up for themselves in a wide variety of uncomfortable situations.

Santa Fe Mountain Center The Mountain Center combines elements of experimental education, youth organizing, movement building and social change initiatives in order to effect positive change in youth. They provide rope courses, group initiative challenges and community mobilization activities and use them to develop in students a sense of self-worth, responsibility, leadership and connection to community and the natural world.

2. I Describe how you will link to the school day

The Santa Clara Day School After school program will be located in the community school. The school will provide classrooms, gym, kitchen and library space. 80% of the after school staff will be regular day school staff. The students will already know the teachers, the tutors, and the site. The CCLC After school program will combine direct teaching with indirect instruction, such as computer use, scientific experiments and other hands on projects that time does not allow during the regular school day. School day teachers and after school staff will work together to establish clear goals and outcomes for individual children. In collaboration with the school and the staff we will foster a relationship of cooperation and communication in which the student in the regular day can be academically and emotionally followed into the afterschool. The staff in both areas will meet weekly to discuss homework, intervention strategies if needed and how the student is progressing. We will endeavor to promote knowledge, skills, and understanding through enriching learning opportunities that complement the school day. We will provide structured enriching learning that will become an important resource in the regular classroom. Enrichment opportunities like art, music and drama that will complement the regular school day program.

2. J Describe how you would attract youth/families

I do not believe we will have any trouble attracting students to an ASP—they are crying out for one. However if they did need information on a program we have many avenues of communication. Santa Clara is a close knit community. Our Principal has Community pot luck dinners where everyone comes and hears what is going on at the Day School. Parents are not just updated on academic results etc at Parent teacher conferences; they are also updated at our community dinners. We also communicate with families via letters and we have a community paper that is distributed weekly. There are also large electronic billboards at each

end of the Pueblo that everyone can see as they go by. (We used it recently to advertise our book fair). Adults and community members will be invited to participate as mentors, tutors, computer tutors, club sponsors, arts, enrichment and crafts instruction as well as intramural coaches. To recruit support staff and participants, activities will be advertised in weekly local newspaper and posted in public buildings. An Advisory Council will be formed which will include a representative of the group that developed the grant application. As lead agency, the school will also recruit additional community members, parents, business owners and students to serve on the Council. Members of the Council will solicit input from the other people in the Pueblo and work as liaisons with project staff. The Project Coordinator will schedule regular meetings with the Advisory Council and the outside evaluator.

And then, of course, we have word of mouth-faster than any of the above!

2 K Why will students want to come? How will you maintain enrollement? Any arrangements w/day school regarding eligibility requirements or if a student performs below a certain standard?

First they will want to come because it is something new and then they will stay because they will reap the benefits both physically, mentally and academically. We will offer a variety of learning activities that support the school day and keep them active with fun interesting projects and ideas that they themselves will help develop. The ASP will offer daily exercise to supplement the physical education provided during the day. The staff will work with the Santa Clara Recreation Department to meet minimum daily exercise requirements of 150 minutes per week. Our CHR department will facilitate workshops with students on different health related topics such as hygiene, basic diabetes prevention and human anatomy.

We will contract with IMPACT a personal safety nonprofit organization dedicated to ending the cycle of violence by teaching awareness, personal safety, violence prevention, and self-defense skills to adults and children.

The Day School will require that students advance academically as a result of the program.

When that is not the case students will have to forfeit all or part of the sports component of the program and spend extra time in tutoring. Also the same rules apply as the regular school day.

We will involve the parents, the regular school day teacher and all concerned parties to address the needs of the child.

2. L How will you coordinate with other providers of after school activities

We have a community recreation Department across the street and they have always been eager to work with the school on any and all endeavors regarding the school. There was a resolution recently passed by the Santa Clara Council called the "Khapo Kidz Initiative"(Department of Youth) that has four objectives that we feel will align with our program. Those objectives are build community involvement, improve holistic health, reduce juvenile and young adult crime and provide mentoring, leadership and educational opportunities.

2.M How will elders be used to support activities?

Culturally involved Senior Citizens will do art projects with the students, have storytelling in the library and share historical perspectives with the students. Grandparents are a huge part of our community and are always there to support the school and its children. It will also be a treat for the students to be able to spend time with their Grandparents at their school in a more relaxed environment than the regular school day.

2. N How will you evaluate the program's effectiveness/need for improvement. Explain this data driven decision.

The goals of the 21st CCLC After school program for Santa Clara Day school are developed to have very specific outcomes. It is our belief that each day working with these goals will be a work continually in progress. Performance will be measured by using quantitative and qualitative data such as standardized test scores, survey data from parents, teachers and students, and regular attendance records. We will monitor closely those students that fall below the scores that they showed at the beginning of the program and immediately take steps to remedy the problem. The dream behind getting this grant is to lift up our student population and make sure that none fall through the cracks. Part of making sure of that is keeping on top of not only the students but everyone involved in the program. To this end, we will have regular weekly meetings with the Principal to ensure that we are remaining true to the goals of our

program. EVALUATION This diverse group will also play a key role in evaluation of the project. They will provide feedback to an outside evaluator. Overall, the valuable contributions these individuals provide the project will ensure that sound planning and management will take place prior to implementing throughout the operation of the project.

An outside evaluator will be hired at the onset to assist project staff in designing the types and methods of data collection for both formative and summative evaluation procedures. The formative evaluation will assess the effectiveness of the ongoing program activities by providing feedback to project staff, school, collaborating agencies and the Advisory Council. The summative evaluation will document progress toward the achievement of program objectives. Impact of the project on the behaviors, attitudes and self-esteem of the students will be measured through a statistical analysis of pre and post project surveys, anecdotal records and demographic data. All activities will be reviewed by project staff and Advisory Council. Summaries and evaluations of training sessions will be reviewed to determine consumer satisfaction. The level of congruence between the anticipated and actual accomplishments will be assessed as well.

2. O Describe a sustainability plan designed to sustain key elements of the plan after the end of federal funding.

Sustainability will be at the forefront of our endeavors if we receive this grant. Members of the community, staff, parents and students understand the great importance of after school programming and realize that it is not always possible to maintain funding from the same source year after year. Working with the school Principal, the school board, and our community partners we will research and pursue other grants available for our school that would fund the program.

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

The school will be instrumental to the success of the program. We will coordinate services with the school by engaging the teachers and support staff in teaching/tutoring our students and working together to accomplish our combined goals. Our cook and cafeteria personnel will be part of the nutrition/snack component of the program. The community has a large gym and a

community library that we will use for parent activities and performances that we will bring to the CCLC ASP (eg.Chinese Acrobats).The staff of the recreational facility in the community building will work as assistants/youth mentors and help out in the P.E. section of the program.

2Q Schools restructuring plan

Our school is a FOCUS school and is in year two of school improvement. The afterschool program will provide an avenue in which students will receive specific tutoring on weaknesses that are specified from the N.W.E.A. assessments. Students will receive instruction that engage them at a higher order of thinking on the Bloom's taxonomy.

Adequacy of Resources

3. A Describe staffing capacities

The ASP will serve 80 plus students. We will have 3 full time staff,2 part time staff and 4 tutors/mentors.The proposed program staffing will maintain a ratio of 1:15 students during recreational activities and 1:10 during reading, math tutoring, and homework help. We will have one on one when required for short periods. The present area available for the after school program is a portable classroom on campus. The program will also include the SCDS Library, Santa Clara Community Library, Santa Clara Recreation Center and computer laboratory.

3 B Include job descriptions and schedules

Program Coordinator-Breege O'Reilly

The program Coordinator is the proposed project administrator. In consultation with the school principal, she will oversee schedules, meetings, communication with the community, development and implementation of activities, supervise staff , progress monitoring and program evaluation. It is the Coordinator's responsibility to produce reports and meet reporting deadlines. The Program coordinator will plan and implement an ASP that meets the goals and

guidelines of the 21st Century Community Centers grant proposal, applicable legislation and the GPRA objectives and performance indicators. The program coordinator is responsible for all required data entry and retrieval.

Reading Coordinator- Zita Mercure

The Reading Coordinator is responsible for organizing the reading portion of the ASP. She is in charge of creating lesson plans based on research based strategies and providing independent and guided reading practice. Working with the Librarian and school reading coaches, she will order and choose theme based quality books. She is responsible for progress monitoring and implementation of the Accelerated Reading program for the ASP. She will also be responsible for weekly communication with the Day School teachers. Finally she is responsible for taking minutes for staff and planning the meetings. She will monitor the program using Des Cartes from the N.W.E.A.

Math Coach and Coordinator-Rick Juliani

This employee will work 32 hours a week and will lead one of the 21st Century classrooms. The Math Coordinator is responsible for organizing the math portion of the ASP. He will be responsible for progress monitoring using the Des Cartes performance measures in N.W.E.A.

Education Technician-Eleanor Gutterez

The Education Technician will work 32 hours a week and will help the Program Coordinator with her tasks. She will be lead teacher in one of the 21st Century classrooms. She will be the special events coordinator (literacy night, Parent Development Workshops, Family Movie night, field trips etc.) Her responsibilities include communicating with community partners, scheduling, and obtaining lesson plans from partners. She will maintain student files and administer student and parent surveys at the end of the school year.

Tutor-Judy Montoya

The part time tutor will assist the lead teachers and Reading Coordinator in the 21st Century classrooms and library as needed.

Job Training: Youth Mentors-vacant

Recruitment for the vacant positions will occur at the Day School, through tribal offices, BIA announcements on the web, at the Northern New Mexico College, and through word of mouth.

The program will recruit youth mentors who will support the program goals while learning job skills. They will be mentoring during the hiring and interview process and then taught the responsibilities and skills needed to assist the lead teachers and Reading Coordinator in the 21st classrooms and library. Youth will be hired in accordance with New Mexico Child Labor Laws.

Recreation, Physical Education Tutor-Robert Abeyta

The Santa Clara Day School Physical Education teacher will work with the students on the P.E. part of the program. He will work with the program coordinator to work on a program geared towards improving the student's flexibility, cardiovascular health, or strength. During this time the students will have time to explore a variety of lifetime sports hobbies and skills that are less academic in nature^{3 C}.

3.C Describe how you will ensure students will travel safely to and from the program. Student safety policy procedures and requirements

Funding for an activity bus for all 21st Century field trips will be provided by the school. Bus transportation home will not be provided by the ASP. The school is in the center of the Pueblo and convenient for walking home/or pick up. Parent surveys have shown that transportation is not a deciding factor as to whether or not their child participates in an ASP. The school will provide two fully furnished classrooms with internet access, access to the cafeteria, gymnasium, computer lab, and playground. The school also will support the program by providing for utilities and custodial services.

The program will follow all established behavioral and procedural guidelines set up for the safe functioning of the school, before during and after hours.

All of the full and part time staff have CPR training.

Staff to student ratio will be kept low to ensure adequate supervision.

Site Coordinator will have access to student medical records and emergency contact information.

A first aid kit will be readily available in each room.

There will be a strict sign in/out policy enforced. During pick up Site coordinator will ensure students are signed out by the agreed upon parent/guardian.

All staff will model positive behavior; cooperation, caring, respect, appropriate adult/adult and adult/child relationships

Any behavioral problems will be logged in an incident report and discussed with the parent that day .In addition the incident report will be discussed with the Principal the next day.

Appropriate consequences will be put in place according to the school's behavioral policy.

3.D.Computer labs, library ,and classrooms-how to leverage to carry out activities

The computer lab and library will be used daily as part of the program. The classroom that will be used is a portable and can be exclusively used for the program. We have enough space at our school to ensure that there is adequate space for all the anticipated students.

3 E What Resources are partners contributing -use of community areas, staff, supplies, etc

The community building directly across from our school has offered the use of its gym for large community events if needed. The student mentors that we will use in the program are from the community recreation department. The Seniors from the Senior Citizen center that is part of the community building will share their history of Santa Clara through storytelling with the students.

3 F Describe and document how school admin and tribal authorities were consulted during proposal and how communication will occur during grant period.

The former and present Governor of Santa Clara Pueblo were both informed that we were applying for this grant and both endorsed it (please see letter of support).The tribal council made a resolution 2112-18 supporting 4 objectives that align with the goals of the program. The Principal of the Day School has been an active participant in the grant proposal. He supports an afterschool program and feels it will greatly contribute to the goals of the school. The Coordinator will report directly to the Principal. In addition to being supported by the school Principal and staff, an ASP is supported by the school's respective board.

Quality of the management plan

4 A Define smart goals, responsibilities, milestones aligned w/Native Star smart goals for accomplishing project tasks.

The goals that are laid out in section 2A are measurable, specific, obtainable and realistic. The project for the Santa Clara Day School ASP has a strong management plan to assure that Project goals and objectives are met on time and within budget. The S.C.D.S. 21st CCLC Management Plan is designed to seek input from and represent all community stakeholders. The program will get input from: a) community agencies and service providers that serve the population; b) the Tribal leaders c) community members') The Principal and staff and e) students. The School Leadership Team empowers teachers, parents, and students with the right to shape the services provided by the Program. The program objectives (as stated in the "Goals/Objectives" section) will provide the bases for the quantitative and qualitative measures of the Program's successes. Each of the goals/objectives are all easily measurable, and will provide the framework for not only a yearly evaluation of the S.C.D.S.CCLC programs/services, but can also be easily interpolated so that necessary monthly or quarterly adjustments can be made. Measurement tools such as: standardized test results, attendance records, surveys, report cards, and completed student/adult evaluation forms for the program will help evaluate in terms of the goals and objectives.

4. B Detailed timeline for program implementation and continued planning for the first year.
Include a 3 month preimplementation phase with costs.

February through April we will get the project personnel in place. Depending on the when the training sessions are available; we will receive training for training in 21 st Century policies and procedures. We will line up and plan agenda for the summer program.

May we will purchase supplies for the first year. May we will purchase supplies for the summer program.

February 2013 –April 2013

We will get the project personnel in place. Depending on the when the training sessions are available; we will receive training for training in 21 st Century policies and procedures. We will line up and plan agenda for the summer program. We will purchase supplies for the Summer



program and line up our contractors. The total estimated cost for the pre implementation phase will be \$30,000.00.

Feb2013-January 2014

Evaluation planning and continous improvement monitoring.

June 2013-July 2013

Summer programs

July 2013-August 2013

Buy supplies for Fall 2013

August 2013

Initial training for Fall 2013.

September 2013

Publicize the CCLC ASP.

September 2013-December 2013

Fall programming

January 2014-May 2014

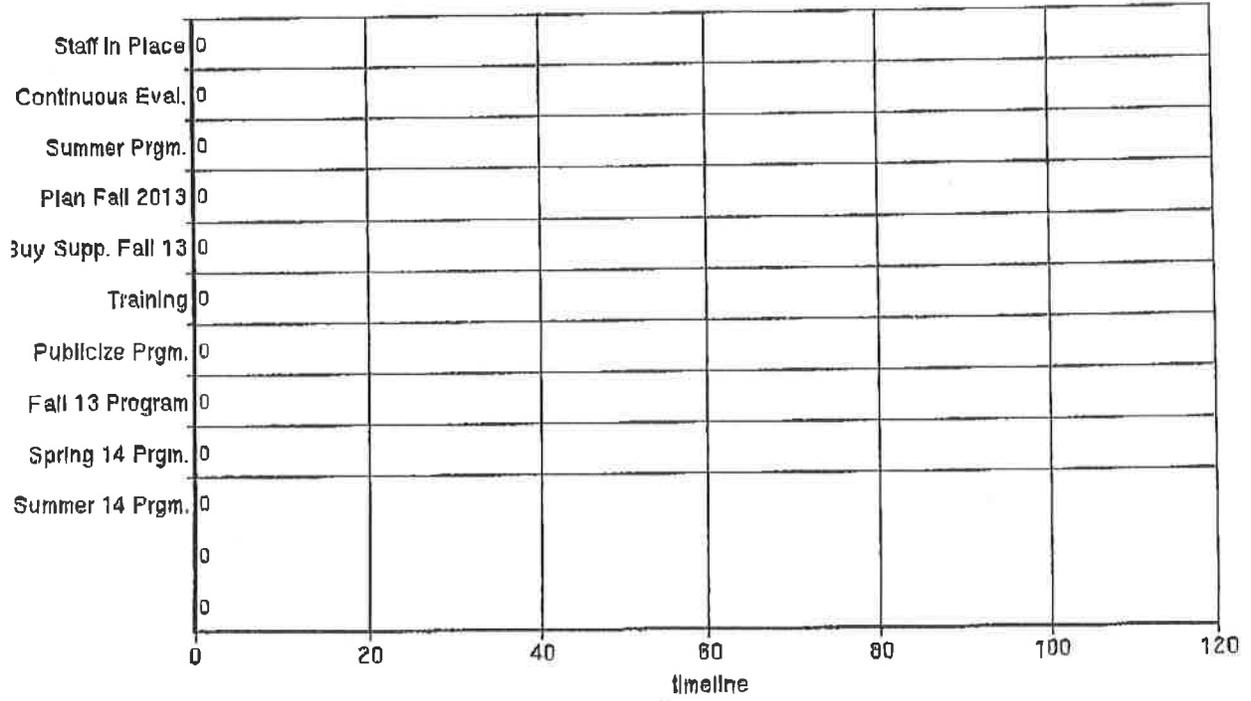
Spring programming

June 2014-July 2014

Summer program.



Milestones



4 C Management materials used, like forms, student handbooks, policy information, lesson plans aligned with Common Core, job descetc

The forms used for check /in out will be the same as the regular day school forms. The policy information that will be used is contained in the student/parent handbook provided by the Day School. Santa Clara Day school has cross walked the reading and math programs. Teachers have identified what each lesson addresses on the CCSS. Because we are a school improvement school, the strategies identified s parts of the school improvement are:

All students will display 100% active student engagement; all teachers will exercise 100% fidelity to the core reading and math program. The leadership team will ensure all 99 indicators After school CCLC program because 88% of the instructional staff will be made up of teachers and paraprofessionals from the school. The job description for each position will be given to the applicant and clarified when a contract is offered. The responsibility of the employer to the employee also is stated in the Santa Clara Day School Board of Education policies.

4. D Describe the organizational structure and how it will support management of the program including monitoring by Native Star.

The Project Coordinator will be housed in the library. The Project Coordinator will report to the Santa Clara Day School Principal. The administrative functions for accounting, property management, purchasing, staff and grant compliance will be handled according to the Department of the Interior and state regulations. All purchasing, hiring of employees and grant contracts must be approved by the Santa Clara Board of Education. In accordance with school policies, memorandums of agreement will be written with collaborating agencies which define which agencies will provide services, the target populations, time of services and evaluation of services. All non-school service providers are expected to follow SCDS Board of Education policies and procedures while in the school facilities.

The lines of communication of the project will be the responsibility of the Project Coordinator who will supervise project staff. The project's Advisory Council will provide additional communication from the community members, parents and students to the school principal and staff. The Project Coordinator and outside evaluator will meet regularly with an Advisory

Council and other interested parties to discuss project progress, activities and provide input and recommendations regarding the delivery of services.

Performance evaluations will be completed by the Principal three times during the school year. The Program coordinator will provide supporting documentation by choosing one employee to observe each week in terms of classroom instruction and classroom management. She will discuss the outcome of the weekly observations, based on the 21st CCLC Instructor Activity/Classroom Observation Check list, at the weekly coordinator/principal meetings.

4. E Professional development –when will it be offered, how often, when?

A full day staff meeting will take place as soon as school starts. The orientation will include the PowerPoint presentation from 21st CCLC. It will also include specific school information on facilities, management and positive behavior plans adopted by the school. Half hour ASP staff meetings are planned on a weekly basis. During staff meetings we will assess student progress toward performance measures, evaluate how the program is running, and make note of changes needed to meet student needs. Regularly scheduled planning meetings/professional development will occur monthly. The professional development will be in the areas of fostering positive behavior, how to help with homework, how to teach alignment to the standards and how to work as a team with linkage to the school day. Our weekly meetings will provide time to make any adjustments to the program or staff schedules, prepare calendars, review the continuous improvement management plan, and organize special events. It will include all staff and support staff to make sure we are making decisions based on the data at the student level.

4.F How will you collaborate with tribal and community stakeholders during the grant.

Our tribal liason who sits on the school board will be updated monthly by the Coordinator at the monthly school board meeting. The Santa Clara Day School, with the assistance of community partners, will plan and implement projects that benefit the educational, health, social, cultural and recreational needs of the students and the community within Santa Clara Pueblo as well as intervention activities designed to provide supplemental instruction in writing, science, reading, or math through after school or summer learning programs. Everyone

within the community will be involved on some level. We will collaborate with tribal and community stakeholders, parents, youth and all concerned parties by community notice boards, school board meetings, weekly staff meetings and monthly Youth Task force meetings. 4G Describe plans to get information using a monthly plan highlighting weekly themes and outlining process of dissemination to community, parents, school staff and school board in a understandable and accessible way.

The 21st Century ASP will start the program with an open house for all parents and caregivers to let them know the Project's objectives and goals. We will have monthly Literacy nights when the parent/guardian will read a book with a student and do a art project that is related to the book. On a monthly basis we will send out a calendar of planned events in the CCLC ASP describing what will happen on a daily and weekly basis. Children will carry their calendar with them at all times. The community center will have a copy of the calendar on its bulletin board as will the community library and recreation center. The Principal, school staff and ASP staff will be instrumental in planning the calendar. The school board will receive a copy via e mail as will those members of the community who have access to the Internet.

4H Describe DATA collection to monitor student progress/behavior as well as data from PPICS/NASIS

Data analysis will focus on the changes in behavior, school attendance rates, attitudes and academic achievement of participating students to gauge the program impact. This will be done through several means of data analysis including, but not limited to: comparison of students grade point averages and scores on N.W.E.A. tests for the year prior to the grant award with new data analyzed at the end of each year of the project .Attendance rates, incident reports, violence, other behavior problems, and dropout rates from the previous years will be compared yearly to determine overall impact of the project on student behaviors. Limited information on referrals will be collected from collaborating agencies as well to determine if there has been an impact on their programs.

5.B School improvement status

Santa Clara Day School has basically flat-lined on their percentage of students who are performing at proficient on the NMSBA (New Mexico Standards Based Assessment) at around 35 percentile on reading and math. A new principal was hired this summer and he instituted a Walk-To-Read program. All students have been identified as Benchmark, Strategic, Intensive or Advanced. A contract is in place for CORE (Consortium on Reading Excellence) for a consultant to come in and conduct a program specific professional development for the staff. There has been noticeable progress from the beginning of the school year to mid year. An initiative is now in place to start a parent involvement group who will assist the other parents in learning how to read graphs sent out by the staff, how to assist their children at home, how to collaborate and work with the school.

The 21st Century Grant will be a great asset to these changes at the school. The new principal is changing the school culture. A school culture that puts students first and all activities are built around student achievement and wellness.

BUDGET NARRATIVE

6. A Describe each position, services, and salary.

The majority of the funding requested will go toward personnel services. \$99,450.00 will be used for one full time Coordinator, two part time employees, youth mentors, and a Reading and Math tutor. Maintaining this staff will allow us to increase the number of students we serve; which will meet the minimum student to teacher ratios for recreation and academic activities as well as providing quality services for students during the school year and the summer. There will be a Project coordinator who will oversee the program. She will receive \$35.00 an hour. She will work on contract for 1 school year. There will be both a Reading coach, who will oversee the reading component and a Math coach who will oversee the Math component. They will receive \$35.00 per hour. There will also be 2 part-time Ed techs who will aide in the classrooms and will each receive \$262.50 per week. The youth mentors who will work with the P.E. Department /the classrooms and as tutors. They will each receive \$150.00 per week.

6. B Describe subcontract agreements with agencies including cost.

IMPACT personal safety will deliver 4 six hour workshops for a total cost of \$6,000.00.

F.A.C.T. will provide 4 six week art sessions/art workshops for kids for a total of \$5999.80.

6 C Staff and student travel

The travel request will be for \$5,000.00 and will provide a trained staff member up to date on the ASP. The Coordinator and one Ed tech will attend the 21st CCLC training.

6.D Supplies

The costs for supplies cover healthy snacks, art supplies, office supplies and recreation supplies.

(3)

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
<i>Example: Chi ef Ele</i>	<i>Example: Restructuring</i>	<i>Example: 100%</i>	<i>Example: 80 students</i>	<i>Example: 50%</i>	<i>Example: 25 adults</i>	<i>Example: K-8</i>
Santa Clara Day School	FOCUS 2011-12	70% Provision 2 School	80	86%	50 Adults	K-6

PROJECT DESIGN Performance Measures - ACADEMICS

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
<p>READING 70% of students in the 21st Century After School Program will show adequate progress based on the three tier model.</p>	<p>1) Reading Training for ASP Staff (ongoing) 2) Tutoring (Accelerated Reading) 3) Homework Help 4) Literacy Night</p>	<p>1) 21st Century Reading Coordinator and School Teachers 2) Education Technicians and Tutors 3) Department of Education, and 21st Century Staff 4) Trainers - Peer-Assisted Learning Strategies</p>	<p>Dibels: Grades K-6 - Beginning of school year - Middle of school year - End of school year AND/OR N.W.E.A Grades 2-6</p>	<p>1) Analysis of Dibels from the Day School for 21st Century Students 2) Prepared Report for 21st Century Students <i>Intensive and Strategic students biweekly progress monitoring</i></p>
<p>MATH 70% of students in the 21st Century After School Program will meet or exceed proficiency levels or make one year academic growth as determined by N.W.E.A.</p>	<p>1) Math Tutor Training 2) Tutoring (Accelerated Math) 3) Homework Help</p>	<p>1) Math Coach 2) Math Coordinator and Tutors 3) Education Technicians and Tutors</p>	<p>Everyday Math: Grades 2-6 -pre-test -quarterly</p>	<p>1) Analysis of Everyday Math from the Day School for 21st Century Students 2) Prepared Report for 21st Century Students 3) End of the Year Report</p>

**PROJECT DESIGN Performance
Measures - PARENT INVOLVEMENT**

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
<p>Involvement of 21st Century After School Program parents will increase by 10%.</p>	<p>1) ASP Open House 2) Literacy Night 3) Family Development Workshops 4) Family Movie Nights 5) Focus Groups 6) Parent Involvement Workshops 7) Guest Speakers 8) Day School PTA</p>	<p>1) 21st Century ASP 2) Ed. Department 3) Parents, Program Coordinator, and 21st Century Staff 4) Parents and Evaluator 5) Forestrv and Police Department</p>	<p>Sign-In Sheet Count -pre-count (from previous year) - quarterly count Surveys</p>	<p>1) Analysis of activity counts 2) Prepare Quarterly Report 3) End of the Year Report</p>

PROJECT DESIGN
Performance Measures - BEHAVIOR

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
<p>BEHAVIOR REFERRALS</p> <p>The number of school referrals for students in the 21st Century After School Program will be reduced by 5%.</p>	<p>1) Grade Incentive for Friday Activities</p> <p>2) Individual Behavioral Plans</p> <p>3) Student Assistant Teams</p> <p>4) House reinforcement</p> <p>5) Tewa / Cultural Classes</p>	<p>1) School Wide</p> <p>2) Counselor, Program Coordinator, 21st Century Staff</p> <p>3) Principal, Teachers, Program Coordinator</p> <p>4) School Wide</p> <p>5) Tewa Language Program</p>	<p>Report Cards</p> <p>- end of every quarter</p> <p>Referral Count</p> <p>- pre-count (from previous year)</p> <p>- end of every quarter</p> <p>Point Tally: Houses - end of every quarter</p>	<p>1) Analysis of quarterly report cards</p> <p>2) Quarterly Report of eligible students</p> <p>3) Meet with Counselor for referral count of 21st Century Students</p> <p>4) Counselor tally points in the houses for 21st Century students</p> <p>5) Quarterly behavior counts</p> <p>6) End of the year report</p>

PROJECT DESIGN
Performance Measures - HEALTH

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
50% of After School Program participants will meet the minimum requirements for the Health Fitness Award as determined by the "President's Challenge".	1) Wellness Activities 2) Daily Exercise 3) Golf 4) Gymnastics 5) CHR 6) Self Defense Classes	1) 21 st Century Staff and Partners 2) 21 st Century Staff and Rec 3) Black Mesa Golf Club 4) IMPACT	Health Fitness Award -pre-test end of each quarter	1) Analysis of Health Fitness Performance Sheets for 21st Century students 2) Prepare quarterly report of results 3) End of the Year Report

Schedule of Operation: Weekly
 SCHOOL YEAR: 2012-2013
 Number of Weeks during the school year: 39

SCHOOL SERVED: Santa Clara Day School

Activity	Time of Day	Where?	By Whom?	M	TU	WED	TH	FRI
Art, Sport, Science Project, or Guest Speakers	1:00-3:00	Gymnasium, 21 st Century Classrooms, Cafeteria, Playground, Computer Lab	<i>Refer to Friday Schedule</i>					X
Healthy Snack	3:00-3:15	21 st Century Classrooms	ASP Staff	X	X	X	X	X
CHR	3:00-3:30	Cafeteria	Florence lx per month	X				
Exercise	3:15-3:30	Playground or Gymnasium	ASP Staff	X	X	X	X	X
Transition	3:30-3:40			X	X	X	X	X
Reading	3:40-4:10	Library, Computer Lab, 21 st Century Classrooms	Reading Coordinator and 21 st Century Staff	X	X	X	X	X
Transition	4:10-4:20			X	X	X	X	X
Tewa	4:30-5:30	Cultural Building	Tewa Language Program			X		X
Math Tutoring	4:30-5:00	Computer Lab, 21 st Century Classrooms	Math Coordinator and 21 st Century Staff	X	X		X	
Homework	5:00-5:20	21 st Century Classrooms and Library	21 st Century Staff	X	X		X	
Free Time	5:20-5:30	Playground, Gymnasium, 21 st Century Classrooms		X	X		X	
Staff Meetings	5:30-6:00	21 st Century Classroom	21 st Century Staff		X			

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

ADD	Bartholemew Stevens
ELO	Dr. Benjamin Atencio
Name of School	Santa Clara Day School
Grant Name	21 st Century CCLC
Award Number	
Project Start Date	
Project End Date	

PREVIOUS SCHOOL YEAR ALLOCATION	\$0.00
EXPENDED PREVIOUS SY ALLOCATION	\$0.00
TOTAL CARRYOVER AVAILABLE	\$0.00
CURRENT SCHOOL YEAR ALLOCATION	\$200000.00
TOTAL AVAILABLE	\$200000.00

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
------------	-------------	--------	-------

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			
			\$
21 st Century Coordinator	Program Coordinator	35.00	525/week
Reading Coordinator	Reading Coordinator (Ed. Tech)	35.00	525/week
Math Coordinator	Math coordinator (Ed. Tech)	35.00	525/week
Education Tech		35.00	262.50/week
Education Tech		35.00	262.50/week
Youth Mentor		10.00	150.00/week
Youth Mentor		10.00	150.00/week
Youth Mentor		10.00	150.00/week
Employee Benefits			
			\$99,450.00
	25%	\$24,862.50	
Professional Development			
			\$5,000.00

Purchased Services			\$10,000.00
Equipment			\$ 5,000.00
Materials and Supplies			\$ 20,000.00
Other Expenses:			\$20,000.00
Contractual Services			
Instructional Support			
Personnel Services			\$
Employee Benefits			\$
	25%	\$	
Professional Development			\$
Purchased Services			\$
		\$	

Equipment			\$
		\$	
Materials and Supplies			\$
Other Expenses:			\$
Non-Instructional Si			
Material and Supplies	Food		\$15,687.50
		TOTAL BUDGET	\$200,000.00
		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).

David C. Nez, Principal

Typed Name and Title of Authorized Representative

David C. Nez
Signature of Authorized Representative

11/26/12
Date

21st Century Community Learning Center Coordinator Job Description

The Coordinator will plan and implement an after school program that is in accordance to the school's 21st Century Community Learning Center's grant proposal, applicable legislation and the GPRA Objectives and Performance Indicators, with input from the all relevant parties, which may include the local School Supervisor, Principal, Department Head, Parent Liaison, Business technician, Teachers, Parents, Students, Paraprofessionals, Special Ed. school counselors and others. Development and implementation of the program includes activity implementation as well as supervision of all 21st Century staff. The two GPRA objectives that govern this job description are: Objective 1: Participants in 21st CCLC programs will demonstrate educational and social benefits and exhibit positive behavioral changes. Objective 2: 21st CCLC programs will offer a range of high-quality educational, developmental, and recreational services. Please see the attached objectives and performance indicators following for the full description of the Performance Indicators for each objective.

Performance Standards

Critical Element One Programming and Supervision

Exceptional

Employee performs all standards in the "Fully successful" and "Superior" categories plus the employee will show evidence that:

- All grant performance measures are being exceeded.
- There are documented positive student achievement gains per quarter related to attendance in the after school program and the program is engaging in Fourth Level Evaluation (comparing After school students with students not in After school.)
- The program is based on promising or best practices models and the model is being followed faithfully. (See Appendix B)
- Students have an integral role in determining the direction of the program, they are involved in many aspects of the program planning and implementation. Student involvement is documented and they are celebrated for their contributions in a public format. (See Appendix C)
- 3 staff development training opportunities to increase staff capacity in skills appropriate to after school staff have been provided and/or there is a documented mentoring/capacity building plan for staff members. Trainings are directly linked to staff surveys and/or the continuous improvement process.
- The program is carefully tailored to address the specific needs of program participants & this process is well documented for each student.
- The Program design is reviewed quarterly and adjusted according to the principles of continuous improvement, the CIMP plan is adjusted and the objectives of the plan are consistently met. (See Appendix F)
- Parental input to and collaboration in activities is included, documented and is increasing each quarter.

05/22/2007 17:05

5055635201

DDI-BIE-ASC-DPA

PAGE 12/25

- All activities connect to and support state and local learning standards as documented in all tutor notes and lesson plans.
- If necessary, a student recruitment plan is in place, is being followed and is showing positive results.
- Program changes based on student, teacher, instructor and/or parents surveys and/or other data have been made.

Superior

Employee performs all standards in the "Fully successful" category plus the employee will show evidence that:

- All grant performance measures are being fully met.
- There is documented evidence of student achievement gains over time related to attendance in the after school program.
- The program consistently utilizes promising or best practices models. (See Appendix B)
- Students' participation in the program (voice, choice and contribution) consists of more than the annual survey and participation in making the program's rules. Student participation is documented. (See Appendix C)
- 2 staff development training opportunities to increase staff capacity in skills appropriate to after school and/or based on surveys or data have been provided.
- The program is tailored to address the specific needs of program participants and this is documented in student files.
- The Program design is reviewed mid-year and adjusted according to the principles of continuous improvement.
- Parental input and collaboration is included and documented.
- Most activities connect to and support state and local learning standards as documented in most tutor notes and lesson plans.
- If necessary, a student recruitment plan is in place and is being followed.
- Youth development principles are followed consistently.
- At least two testing instruments are used to measure student progress.
- The CIMP is reviewed regularly with the staff during staff meetings.
- The employee creates a fair, supportive environment for staff and students based on equitable adherence to policies, providing individual supports and by promoting learning and skill building.
- Activities are developmentally appropriate.

Fully Successful

Documentation of the following activities is collected and submitted to BIE in a timely manner:

- Schedule of student activities
- Student achievement progress tested every two months or less.
- Student After School Honor Roll and/or achievement recognition
- Up-to-date Lesson plans and tutor notes/homework help notes are on file for all activities.

05/22/2007 17:05

5055535281

DOI-BIE-ASC-DPA

PAGE 13/25

- Policies and Procedures, and documentation that these have been distributed to staff are on file.
- Cultural activities
- Community Involvement
- Staff/student ratio is within the limits set by BIE.
- Activities are offered a minimum of seven hours per week.
- Activities specifically target high need students.
- Annual Employee evaluations.
- Coordination with the day school teachers.
- Program has implemented Best or Promising practice strategies (see below)
- Students' voice, choice and contribution in the program (see below for examples of acceptable documentation.)
- The CIMP is followed and documented.
- The Program adheres to the Principle of Effectiveness (see below.)

Minimally Successful

Documentation of the activities listed under the "Fully Successful" section are collected and submitted to OIEP but are not always timely or complete.

Unsatisfactory

Documentation of the activities listed under the "Fully Successful" section are not collected and/or submitted to OIEP in a timely manner.

Critical Element Two Budget

The coordinator will develop, coordinate, and implement, with input from the local School Supervisor, Department Head, and/or Business technician (as appropriate), a budget for the 21st CCLC program that accounts for all available funds and that uses those funds to fulfill the performance measures of the grant. The coordinator will also develop, coordinate, and implement a sustainability plan.

Exceptions)

All conditions stated in the "Fully Successful" and "Superior" categories are fulfilled and:

- The coordinator has a detailed annual plan for all expenses, which includes the budget for the summer program and carry-over funds, if appropriate, and the expenses of the program are aligned with the plan.
- The coordinator has a detailed sustainability plan and is implementing the plan.
- The employee follows, with no errors, the submitted spending plan as required by the DCMA. He or she keeps budget modifications to zero per quarter.
- The employee documents trends that may negatively affect the program, or trends based on student needs and alerts supervisor/s of these trends.

Superior

All conditions stated in the "Fully Successful" category are fulfilled and:

05/22/2007 17:05 5055695201

DOI-BIE-ASC-DPA

PAGE 14/25

- The employee follows, with 2 or less errors, the submitted spending plan as required by DCMA. He or she prepares a monthly reconciliation report matching the projected spending plan by 2%. Documents trends that may negatively affect the program, and documents alerts to supervisors 98% of the time. Keeps budget modifications to 1 per quarter.
- The coordinator has a detailed annual plan for all expenses, which includes the budget for the summer program, if appropriate, and the expenses of the program are aligned with the plan.
- The coordinator has a detailed sustainability plan that is partially implemented (see below for sustainability capacity building).

Fully Successful

- The Coordinator is in compliance with all BIE and tribal budgetary requirements, including but not limited to having accurate budget records for all years that the program has operated. These budget records must be documented by some official source, such as the print out from the business office, requisition forms, etc. Budget is current within one month.
- The Coordinator reconciles program spending with the budget on a monthly basis.
- The Coordinator is addressing issues of sustainability and this is documented.

Minimally Successful

The coordinator has a basic budget of expenses but this is not documented by an official source and/or it is not current.

Unsatisfactory

The coordinator cannot account for monies that were expended from the 21st Century Community Learning Center budget.

Critical Element Three Documentation

The coordinator will keep all documentation required by the Department of Education, in the format suggested. This documentation will be in hard copy so that it is easily accessible and retrievable in case the coordinator is not available. All documentation will be submitted in a timely manner.

Exceptional

All conditions stated in the "Fully Successful" and "Superior" categories are fulfilled and:

- The Coordinator has independently made some efficient and effective improvements in the documentation process.

Superior

All conditions stated in the "Fully Successful" category is fulfilled and:

05/22/2007 17:05 5055635281

DOI-BIE-ASC-DPA

PAGE 15/25

- All documentation is well organized, easily accessible, and completely up-to-date quarterly.

Fully Successful

The following documentation is collected and submitted to OIEP in a timely manner:

- Student files in compliance with BIE regulations and format.
- Policies and Procedures.
- Proof of policy and procedure orientation with the staff.
- Documentation of monthly staff meetings (sign-in sheets, agendas, minutes).
- All documentation to support the program report card.
- Parent Involvement activities (sign-in sheets, flyers, announcements).
- All necessary APR data for the PPICS website, in an easily accessible format.
- All required surveys and the Continuous Improvement documentation.
- Student attendance and test data is kept current in NASIS.

Minimally Successful

The documentation listed under the "Fully Successful" category is collected and submitted but not in a timely manner and/or not completely.

Unsatisfactory

The documentation listed under the "Fully Successful" category is either not collected in a timely manner and/or is collected in such an incomplete way as to not give an accurate reporting of the program. Particularly important is the APR data. If this data is not collected and reported in a timely manner, it will be considered grounds for dismissal.

Critical Element Four Partnering/Communication

The coordinator has evidence of community partners and of on-going communication with the community.

Exceptional

All conditions stated in the "Fully Successful" and "Superior" categories are fulfilled and:

- The program has strong, on-going collaborative relationships with four or more partners. These relationships are documented by MOUs and/or collaborative plans, program activities, and shared student/staff documentation. The coordinator meets monthly with the director/coordinator/staff of the other programs and these meetings are documented.
- The program is community-based and parents play an integral role in program planning and activities. This is documented by sign-in sheets of events, meetings, communication and planning sessions.

Superior

05/22/2007 17:05 5055635201

DOI-BIE-ASC-DPA

PAGE 16/25

All conditions stated in the "Fully Successful" category are fulfilled and:

- The program has strong, on-going collaborative relationships with two or more partners. These relationships are documented by MOUs and/or collaborative plans, program activities, and shared student/staff documentation. The coordinator meets regularly with the director/coordinator/staff of the other programs and these meetings are documented.
- Parent outreach is continuous and parental involvement is increasing. Sign-in sheets of events, meetings and planning sessions document this.

Fully Successful

- Regular communication with the students about the program is documented.
- Parent permission slips, an initial announcement of the program, announcement of family nights or Saturdays and some form of monthly communication with families and the community occur.
- Regular communication occurs with the community in the form of newspaper, radio, school newsletters, calendars, etc.
- The program has at least four community partners and there is documentation of communication between the coordinator and the partners.
- Communication with the day school is on-going and documented

Minimally Successful

The program has two or fewer community partners and little or no effort at forming partners in the community has been made or documented.

Minimal communication to the parents about the program activities is documented. Parent permission slips and one, initial announcement of the program would be considered minimal communication.

There has been some, but minimal communication with the community about the program.

Unsatisfactory

The program has no community partners and no effort at forming partners in the community has been made or documented.

No communication about the program activities is documented.

There are no parent permission slips on file. There has been no communication to the parents documented.

EDUCATION TECHNICIAN (PARINVLMT)
CY-1702-02

A. INTRODUCTION

The purpose of this position is to serve as the parent liaison in support of the school. The work involves establishing and maintaining a comprehensive communication/reporting system to insure that communication between the school, parents, and tribal educational programs is accomplished in a timely and professional manner in support of social and academic success of students.

B. MAJOR DUTIES AND RESPONSIBILITIES

Provides communication and reporting support to meet the unique needs of students attending school. Visits homes of students, documenting facts and related information on problem cases, and maintains records of results. Contacts parents regarding status of students' cases and to obtain or transmit information as needed. Considerable paraprofessional technical judgment, patience, and discretion is required when questioning, observing, and discussing situations in order to discern the problem(s) for resolution, or documented for action by appropriate higher level professionals or authority. Problems may be related to enrollment, attendance, social adjustments, tutoring, home life, and possibly residential living when accessed. Provides emotional support and encouragement as necessary. Advocates for the student when necessary.

Provides updates on student progress and on difficulties that students may be encountering at school. Assistance may be needed in coordinating efforts between State and Tribal Social Service Agencies and Court Systems when necessary. Obtains and provides information on individual students and makes this available to parents, tribal education offices, and other professional entities within the tribal government structure having a need to know in order to assist the administration, school counselors, and other concerned school personnel.

Collects and maintains a variety of data as required by program guidance to support management information goals. Data pertains to students' profiles, type of information and level of assistance required and volume of clients. Maintains confidential records of students requiring referral and follow-up assistance. Daily statistical and related records of activities performed are to be maintained. Keeps a current referral directory and information on community and school resources.

Establishes and maintains effective working relationships with parents, school employees, other federal and state agencies, and the public. Personal contacts are with students, co-workers, Area/Agency employees, Federal and non-federal agencies, parents, school board members, other professional educators, social services agencies, law enforcement agencies, and community members who may participate in school, student, community and family based programs.

Establishes and facilitates parent support groups. Plans and conducts training programs for parents to further their understanding and ability to cope with exceptionally. Works with parents to meet requirements of NCLB including parent compact, parent policy and evaluation development. Works with parents to encourage and assist them in executing their part of the student's education program. Confers with parents and school staff to gather and share information. Participates in parent conferences as needed.

Serves as a mediator between school and parents in disagreements. Informs parents of other sources of help in the community and assists them in contacting those sources.

In performance of work, incumbent is required to operate a government owned or leased motor vehicle. A valid state driver's license is required.

C. LEVEL OF RESPONSIBILITY

General supervision is received from the Principal, who assigns work in terms of objectives, priorities and deadlines. The Incumbent follows written and verbal instructions. The Incumbent generally carries out assignments independently, but may work in conjunction with other technicians. Completed work is reviewed for thoroughness and adequacy of results. Adheres to established professional standards and documentation. Professional practice is required in the area of confidentiality and child abuse reporting.

Guidelines primarily involve established instructions, internal operating procedures and policies of the school and agency based on the education program regulations and directives of the Office of Indian Education Programs and Bureau of Indian Affairs. Most liaison work requires little if any extension or interpretation of established guidelines.

D. BASIC EDUCATION AND EXPERIENCE REQUIREMENTS

Associates of Arts Degree or 60 semester hours in addition to High School or GED Diploma augmented by two years of actual experience is required to carry out the technician work. Actual experience should be in a related occupation such as education technician, counselling aid, homeliving assistant, or social services aid/assistant at or equivalent to Pay Level 01.

A valid State Driver's license is required and must be maintained as a condition of employment; failure to do so will result in dismissal from government service. However, it does not require Commercial Driver's License, which is mandated to operate school buses and sedans carrying school students. Must be able to complete trip tickets, accident reports, and maintenance service records.

E. PHYSICAL EFFORT

The incumbent must be physically qualified required in performing highly active technician work associated with Baby FACE program. Incumbent must be able to travel extensively and must be able to operate a motor vehicle. Must be able to do extensive walking up and down stairs and must be able to negotiate uncommon terrain when necessary.

The work will be done in various settings that may include, but would not be limited to the community, the school, student's residences, Tribal offices, and other sites. Some homes are located on isolated areas with unpaved roads. Incumbent is exposed to varying weather conditions and geography. Ability to hear the conversational voice, with or without a hearing aid, is required. Good hand and foot coordination required.

Reading Coordinator Job Description

The Reading Coordinator is responsible for organizing the reading portion of the ASP CCLC.

Her/his responsibilities are as follows:

- 1. Help build or maintain a comprehensive literacy program that is fun and targets the ASP goals**
- 2. Create lesson plans based on research based strategies and provides independent and guided reading practice.**
- 3. Assist with organizing the Accelerated Reading Library ordering and choosing themes based on quality books.**
- 4. Work with school and After School Program staff to plan and implement events and programs**
- 5. Progress monitor and implement the Accelerated Reading program for the CCLC-ASP.**
- 6. Track literacy program outcomes, including hours of literacy programming that children receive and the percentage of children reading at grade level.**

Be responsible for weekly communication with the Day School teachers

Take minutes for ASP and plan ASP meetings

Math Coordinator Job Description

The Math Coordinator is responsible for organizing the Math portion of the ASP CCLC.

Her/his responsibilities are as follows:

- 1. Help build or maintain a comprehensive math program that is fun and targets the ASP goals**
- 2. Create lesson plans based on research based strategies and provides independent and guided math practice.**
- 3. Organize and work with the Tewa Language program to align math with Tewa games.**
- 4. Work with school and After School Program staff to plan and implement Math events and programs that targets goals of the program.**
- 5. Progress monitor and implement the math program for the CCLC ASP.**
- 6. Track math program outcomes, including hours of math programming that children receive and the percentage of children progressing at grade level.**

Be responsible for weekly communication with the Day School teachers

Take minutes for ASP and plan ASP meetings

CLASSROOM MONITOR / TUTOR

CY-1712

MAJOR DUTIES:

The incumbent of this position serves as the Classroom Monitor for an individual student in a BIA school on the Taos Pueblo Reservation. The school is in an Elementary setting and the incumbent of this position will be assisting in the Special Education and regular classrooms and the age of the student will range from 9-12 years of age.

1. Assists the teacher in planning lessons and/or adapting learning experiences.
2. Provides direct instruction to the student having specific academic deficiencies.
 - a. Administers prepared learning materials to the student.
 - b. Provides immediate positive re-enforcement as the student does his/her assignments.
 - c. Re-enforces instructions and directions.
 - d. Supervises and assists the student doing routine work and checks completed assignments.
 - e. Operates audio-visual equipment related to instructional plans.
3. Evaluates students' progress by;
 - a. Maintaining records of students progress.
 - b. Reviewing progress and problems with the teacher.
 - c. Counseling the student.
 - d. Participating in parent-teacher conferences.
4. Helps to maintain control of assigned class(es) and handles discipline independently except for chronic or extreme behavior problems.
5. Encourages parents and community cooperation and support of school through home visits and other appropriate activities, such as conferring with parents on progress of the student.
6. Assists by serving as faculty advisor to the student organizations, special committee member and chaperones school activities the and field trips as necessary.
7. Assists with safety instruction and maintaining safe conduct and discipline in school.
8. Assists with instructional staff in the supervision of the student and other tasks, such as, dining room, playground, classroom supervision, school decoration, and on the school bus.

9. Participation in in-service training and self-development activities.
10. Provides for the proper care and use of assigned supplies and equipment.
11. May be required to operate a Government owned or leased motor vehicle.

Knowledge Required by the Position:

Knowledge of instructional procedures and classroom management.

Knowledge of and training in child growth and development.

Knowledge of the community and conversant with local Indian culture.

Knowledge of testing and measurements.

Skill in operating audio/visual and related educational machines.

Experience gained through working with children in various instructional settings.

Supervisory Controls:

Works under the supervision of a principal with technical assistance from a professional staff who makes work assignments and occasionally checks for compliance with instructions and procedures. Incumbent refers deviations and special problems to the supervisor for decisions. Works with the student independently.

Guidelines:

Guidelines consist of the Bureau of Indian Affairs Manual, Area and Agency instructions and guidelines, Chapter I, Gifted and Talented statutes, regulations, guidelines and current fiscal year project applications. Supervisor and classroom teacher give directions for application of guidelines in administering programs to the individual student. Deviations in application are referred to the supervisor or teacher.

Complexity:

Work involves the use of various types of manuals, flow charts and prepared learning materials, audio-visual machines and office machines in administering lessons to the target student. The work consists of following directions and instructions provided by the professional teacher and translating instruction and directing where necessary into the students' native tongue. Provides direct services to assigned elementary student. Work is varied due to individual differences of student.

Scope and Effect:

The purpose of the work is to provide direct instruction to the individual student's identified academic deficiencies. This work has a direct affect on the student's progress and the professional teacher's effort in achieving remediation of the target student's academic deficiencies.

Personal Contacts:

Contacts are with the student, professional and para-professional employees within the agency, tribal organizations, parents and with other agencies and professionals providing services to the school.

Purpose of Contacts:

Purpose of contact is to assist the teacher in planning, coordinating, seeking and giving advice on programs and services needed and used by target student.

Physical Demands:

The work requires frequent walking on the playground, frequent standing, bending and carrying of light items and occasional carrying of moderately heavy items.

Environment:

Work is performed in the classroom, playground, surrounding communities related to classroom activities and on the school bus.

1st Century After-School Program Youth Mentors

General Summary: To provide a safe, caring, learning environment for all children that attend the Santa Clara Day School, 21st Century After-School Program.

Work Hours: Monday 1:30-6:00 p.m., Tues. Wed. & Thurs. 2:30-6:00p.m. & Fridays 12:30-6:00 p.m.
Hours may vary due to everyone's school schedule

Essential Functions

1. Meet all training requirements such as First Aid and CPR.
2. Demonstrate reliable and timely attendance.
3. Demonstrate behavior that maintains the organization's credibility, integrity, and positive image in the community.
4. Demonstrate flexibility, adapting to changes in the work environment, work schedule, and job duties.
5. To give all children praise.

Commitment and Priorities

1. Show Patience, caring and interest when working with children.
2. Children are always eager to learn new things.
3. Teach children how to follow and learn instructions to help them in their life.
4. Responsibility to be present at work daily.
5. Responsibility and obligation towards the children in our community that they will someday be our future leaders.
6. The children need a safe environment to go to after school to keep them out of trouble.
7. Without commitment there would be no After-School Program.

Duties and Responsibilities

Serve as an After-School Youth Mentor with responsibilities including;

- You need to be drug free and alcohol free at work and in your community.
- Attend all training sessions that are relevant to work.
- Must attend staff planning meetings held every Monday from 5:00 to 6:00p.m.
- All Youth Mentors will be involved in the Santa Clara Youth Council to form and plan activities. Meetings will be held every Thursdays from 5:00 to 6:00 p.m.
- Dress appropriately. No spaghetti string shirts, t-shirts that suggest violence, drugs, alcohol etc. Dress comfortably.
- Initiating 5 to 10 projects/activities to teach the children throughout the school year and to coordinate with other staff members and Youth Mentors in planning. Projects will be based on the areas of Science, Math, Geography, Literacy, Cultural and Arts and Crafts. Projects are preplanned

- you are not that bad.)
- Supervise children in providing direction and guidance.
 - Assist children with homework, projects and activities.
 - Supervise children indoor and outdoor activities.
 - Maintain and implement rules with the children at the After-School Program.
 - Must greet all Parents when they arrive and tell them of their child's day, include whether or not their child has finished their homework. Pass out flyers of activities, newsletter to parents and community.
 - Help children with their homework the last 45 minutes/ hour of the day.
 - Keep trailer clean, on a weekly bases as assigned.
 - Do duties without being told.
 - Insubordination will not be tolerated.
 - Timesheets are accurate and to be turned in on time.
 - Correct children who disobey in a positive manner. Example: use timeout or stay in from recess. No put-downs.
 - Be fair to all children, youth and coordinators.
 - Watch what you say and do. Children are always watching and listening to what you say. You're a teenager, your cool and they want to be just like you!
 - Be a good role model in front of the children at work and in the community.
 - Show caring affection such as being aware of when a child might feel happy, sad, upset etc. Be concerned.
 - Help children with self-esteem. Give the children praise everyday. Good Job! Cool! Wonderful! Awesome! Etc.
 - Be open and caring toward children
 - Be involved one on one with children.

Last but not least, just have fun and be yourself!

Welcome Aboard!!



United States Department of the Interior
Bureau of Indian Education
Santa Clara Day School
2 Kee Street
Espanola, New Mexico 87532
505-753-4406/ FAX 505-753-8866



Memorandum

To: 21st Century Grant Application

November 26th, 2012

From: David C. Nez, Principal Santa Clara Day School

Re: Enclosed 21st Century Grant Application

Enclosed is our 21st Century Application for Santa Clara Day School. It is a product of much research and collaboration among the staff to reflect what is needed for our students at Santa Clara Day School. In addition to our school team, the tribal council and the Governor of the Santa Clara Pueblo with its many local agencies have lent their support and input into our proposal. Our school has implemented the Response To Intervention (RTI) academic model, with student academic data as the chief driving force in school-wide policy decision making. What we hope to accomplish is have our students ready for the rigorous Common Core State Standards by offering them a quality and engaging academic curriculum. In addition to the academic program we want to implement some after-school programs that will supplement our programs. Our application, therefore, truly reflects the interests and needs of our extended community. All the agencies who collaborated with us in the development of this application have high hopes that our proposal truly communicates our needs as a school and a community. We also hope our application receives high marks in your review and approval process.

The school board, the staff and I believe, our school is a student-centered institution that serves a wide array of needs that are identified by the community. The 21st Century Grant will play an integral part of a program that is designed to enhance student's academic endeavors, health, emotional well-being, exploration, and adoption of the Common Core State Standards.

Thank you, to the BIE for giving us this opportunity for applying for 21st Century Grant funds. My thanks to Ms. Breege O'Reilly for giving her time and efforts in this grant process.

Thank you.

We, the educators of Santa Clara Day School, fully support the implementation of a CCLC After school program at the school.

Diane Chavarria-6th grade teacher.....*Diane Chavarria*.....

Carol Brewer-5th grade teacher.....*Carol Brewer*.....

Rose Naranjo-4th grade teacher/Pam Tafoya Sub.....*Rose Naranjo*.....

Phyllis Jenkins-3rd grade teacher.....*Phyllis Jenkins*.....

Jackie Honawa-2nd grade teacher.....*Jackie Honawa*.....

Colleen Sisneros-1st grade teacher.....*Colleen Sisneros*.....

Elsie Casados-1st grade teacher.....

Danielle Martinez- Kindergarten.....*Danielle Martinez* (sub).....

SANTA CLARA

POST OFFICE BOX 580
(505) 753-7326
(505) 747-9210- Fax
Library

**INDIAN PUEBLO**

ESPANOLA, NEW MEXICO
87532
(505) 692-6295

16 January 2013

Bureau of Indian Education
21st Century Community Learning Center
After School Program (C.C.L.C.)

Dear Grant Selection Committee:

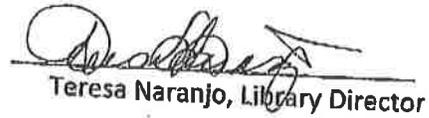
I am writing on behalf of the Santa Clara Pueblo Community Library, and Education Programs to show support for the application Santa Clara Day School will be submitting to your organization for funding for an After School Program.

Our different departments are responsible for youth programming daily and serve students from preschool through high school as well as families. We partner with each other to provide tutoring, art, physical activities, cultural activities and literacy activities for the youth who visit the Tribal Building after school.

If we are funded, we will continue to collaborate with the Day School and will have access to increased space, tutors, mentors, materials and expertise in these areas. In addition to what is provided, the day school will work to provide art, golf, Mountain Center, computer skills, etc. In addition, we would like to collaborate to present opportunities to collaborate with parents and families as well, to strengthen community parent support and engagement in education for the youth of or Pueblo.

The hope is the funding will provide for a much more structured approach to working with youth. We thank you for this opportunity to voice our support for this much needed programming and funding. If there are any further questions, you may contact us at the above number.


J. Bruce Tafoya, Governor


Teresa Naranjo, Library Director

SANTA CLARA

1 Kee Street
PO Box 580
Española, NM 87532

**INDIAN PUEBLO**

Phone: 505-692-6295 Ext. 1311
Fax: 505-747-9210
E-mail:
fmartinez@santaclarapueblo.org

On Behalf of the Santa Clara Day School:

This is a letter of support regarding the efforts of the Santa Clara day School Librarian, Breege O'Rielly, applying for 21st Century Community Center's Program Grant to benefit students who need after school services. The grant will enable the Santa Clara Day School, a Bureau of Indian Education Institution, the opportunity to help students within the Santa Clara Pueblo Community with needed assistance in the areas of tutoring, health issues, social needs, cultural reinforcement, and recreational programs . These are major areas of importance regarding the youth of our community.

Regards,

Fred Martinez

Santa Clara Pueblo Language Director

SANTA CLARA

Strengthening Native Families
P.O. Box 580
Española, NM 87532

November 26, 2012

David Nez, Principal
Santa Clara Day School
2 Kee Street
Española, New Mexico 87532

Dear Mr. Nez:

I am sending this letter to offer my strong support and cooperation for the Pueblo of Santa Clara's proposal, "Santa Clara Day School 21st Century Learning Center" grant application:

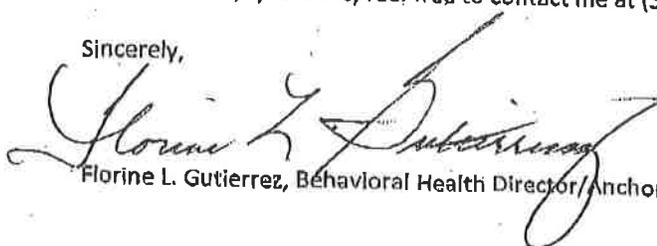
As you know, Santa Clara Pueblo is one of three communities in New Mexico that is part of the State's System of Care (SOC) Grant providing services to serious emotional disturbance (SED) diagnosed children and youth, through 21 years of age. The SOC project is a family driven and youth guided, with the strengths and needs of the child and family determining the types and mix of services and supports provided by our wrap around process. Culturally and linguistically competent, with agencies, programs, and services that reflect the cultural, racial, ethnic, and linguistic difference of the pueblo we serve, facilitating access to and utilization of appropriate tribal services and outside local providers.

We have shared resources and participated collaboratively with the Day School to promote healthy mental health and awareness to community members and our students. In recognition of MAY Mental Health Awareness month, our clinical therapists conducted play, art, and meditation therapy sessions with all the classrooms, Kindergarten through 6th grades. In addition, the Day School Counselor serves as a member of the Multi-Disciplinary Team (MDT) which was created to deliver integrated solutions to profound social problems, to have services coordination plans for children, adolescents and their families; focusing on partnerships between providers to ensure all services are met for our families and eliminating duplication of services between providers. This would allow more coordination, collaboration and cooperation among all the children and families service programs of which education is an integral part of our children's lives.

The goals and objects of your grant application is in line with our activities for youth and family focus groups whereby the voices of the children and families are addressed in line with behavioral health issues and needs. We would anticipate utilizing the after school hours by providing activities, (educational and fun) relating to mental health including our Domestic Violence Prevention Initiative and Substance Abuse Prevention activities. This would be done collaboratively through the Governor's Task Force on Youth and Families and the Youth Department of Santa Clara Pueblo. We will continue to support the Day School in your efforts by participating in the proposed grant activities and in sharing resources. We look forward to future collaborations.

If you have any questions, feel free to contact me at (505)692-6315 or fgutierrez@santaclarapueblo.org.

Sincerely,



Florine L. Gutierrez, Behavioral Health Director/Anchor Site Manager

**INDIAN PUEBLO**

Phone: 505-692-6315
Fax: 505-692-6341

SANTA CLARA
POST OFFICE BOX 580
(505) 753-7326



INDIAN PUEBLO
ESPANOLA, NEW MEXICO
87532

November 21, 2012

Mr. David Nez
Principal
Santa Clara Day School
2 Kee Street
Española, NM 87532

Dear Mr. Nez,

The Governor's Task Force on Youth and Families, and Recreation Department of Santa Clara Pueblo are pleased to offer its support for the Santa Clara Day School 21st Century Learning Center grant application. It is crucial we pursue every avenue of academic enrichment and holistic wellness for our tribal students.

The proposed programs and services for the children of our community hold great promise in offering them expanded learning and recreational opportunities. This coincides directly with the K'hapo Kidz Initiative that had its start earlier this year; being officially recognized by the Tribal Council on April 13 with Tribal Resolution 2012-08, "Department of Youth." The initiative has four objectives (1) build community involvement, (2) improve holistic health, (3) reduce juvenile and young adult crime, and (4) provide mentoring, leadership, and educational opportunities.

The 21st Century Community Learning Center goals and objectives pair succinctly with those of the tribe. We look forward to participating in the upcoming program and doing our part to help this program succeed.

Should you need any additional information feel free to contact me at joyenque@santaclarapueblo.org or 505-692-6240.

Sincerely,

Jeremy Oyenque
Director, Santa Clara Pueblo Recreation Department
Chairman, Governor's Task Force on Youth and Families



Santa Fe
**MOUNTAIN
CENTER**

January 16, 2013

Breege O'Reilly
Santa Clara Day School
2 Kee Street
Española, NM 87501

To Whom It May Concern:

The Santa Fe Mountain Center (SFMC) is a nationally recognized and accredited 501(C)3 educational and therapeutic organization that, since 1979, has been dedicated to *promoting personal discovery and social change among youth, families and groups through the use of creative learning experiences in wilderness, community and cultural environments*. Program designs are rooted in our **Experiential Adventure Based Resiliency Model[®]**, which focuses on building social competencies, positive values and positive identity development, thus enhancing the resiliency skills of our participants. Our methodologies represent an innovative alternative to traditional educational and therapeutic approaches. Through our progressive approach to addressing these issues, we combine elements of experiential education, youth organizing, movement building and social change initiatives in order to effect positive change at the individual and systemic level.

We create dynamic learning experiences in the outdoors that include elements of adventure, education and challenge. Outdoor and adventure-based programming (cooperative games, problem solving "group initiative" challenges, ropes course, hiking, backpacking, rock climbing, rappelling, whitewater rafting) and community mobilization activities have proven to be powerful vehicles for developing in individuals a sense of self worth, responsibility, leadership and connection to community and the natural world.

The Santa Fe Mountain Center's Emergence Program has had the pleasure of partnering with Santa Clara Day School for the past seven years. SFMC Emergence programs are an innovative integration of Experiential Education, Youth Organizing, and Indigenous practices. Our Native American Staff assists and supports youth, adults and their communities in reconnecting with the rich traditions and values of their heritage while engendering the skills and knowledge necessary for effecting change around economic, environmental and social justice issues.

P.O. Box 449 Tesuque, NM 87574 Phone 505-983-6158 Fax 505-983-0460 www.santafemc.org

As a Collaborative Partner, we would help provide quality after-school programs consisting of but not limited to cooperative games, problem solving "group initiative" challenges, ropes course, hiking, rock climbing, rappelling, whitewater rafting. We have a substance abuse prevention curriculum, an Anti-bullying curriculum and two Native American Specific curriculum, the Native American Life Skills and Stand Up that we use with groups.

As our funding is limited, we have not been able to provide as many programs as we would like to with Santa Clara Day School. This funding would help us deepen the work with the youth as well as the outcomes. Thank you in advance for your consideration of the very important work of Santa Clara Day School.

Please do not hesitate to contact me with any questions at 505.983.6158 x11 or marge@santafemc.org.

Sincerely,



Marge Kelley, MS, LPCC
Associate Director
Santa Fe Mountain Center
505.983.6158 x27
Marge@santafemc.org
www.santafemc.org

IMPACT Personal Safety

January 16, 2013

To Whom It May Concern:

As Executive Director of IMPACT Personal Safety, I am very excited about the potential opportunity to collaborate with Santa Clara Day School again.

Prevention and early intervention are the foundation for IMPACT's work. Prevention is possible at any age, but early intervention is especially important as 1 in 3 girls and 1 in 6 boys are sexually abused before age 18 (National Center for Victims of Crime, 2003). Victim recidivism is high, as 77% percent of individuals who report sexual assault as adults were also sexually abused as children (New Mexico Clearinghouse on Sexual Abuse and Assault Services, 1997). Assaults against a child -- whether verbal, physical or sexual -- adversely affect that child's chances for success as s/he matures. Being the victim of sexual violence has been associated with binge drinking, eating disorders, sexual promiscuity and suicide.

IMPACT teaches a research-based curriculum that emphasizes clear communication skills as the foundation for preventing violence. Often students have been taught a set of rules they should follow regarding safety -- or signs they should recognize and avoid -- but have not had the opportunity to assess how their own boundaries interact with this advice or learn how to respond appropriately in the moment of fear or intimidation. By rehearsing in a safe environment, students experience what it feels like to stand up for themselves in a wide variety of uncomfortable situations. They become comfortable and adept at saying, "No!" when they mean no and saying, "Yes!" when they mean yes.

IMPACT's 6-hour Kids' Workshops teach children ages 6-12 the basics of how to stay safe with strangers and with people they know. These classes emphasize safety concepts about being alone, how to use their intuition, and if necessary, how to strike and flee to safety. Verbal strategies to set and to enforce healthy boundaries are practiced in role-playing scenarios covering a wide variety of situations including bullying, peer pressure and unwelcome touch.

At IMPACT, we believe that assault and abuse are the most critical education and health issues affecting the ability of children to succeed and flourish in our community. By interrupting the cycle of violence now for these individuals, and by teaching them how to set strong boundaries and make informed safety choices to stop future assaults, we lessen the likelihood that they will be victimized and increase their possibilities for success--thereby improving the quality of life for the entire community.

Peter speaks of his eight-year-old daughter's experience:

This past June, my daughter used what she learned at IMPACT in a park when a stranger tried to grab her while her babysitter was a distance away. When he tried to grab her, she yelled, screamed, fought back, and hit him with her scooter. He dropped her and ran away. Her IMPACT skills probably saved her life.

We hope that you fund this collaboration as we know these children will benefit greatly. Please call me at 505-992-8833 if you have any questions.

Sincerely,

Alena Schalm
Executive Director/Instructor

IMPACT Personal Safety

CONTRACT FOR SERVICES for four (4) 6-hour Children's Personal Safety Workshops

1. IMPACT Personal Safety (IMPACT) agrees to deliver four 6-hour Children's Personal Safety Workshops for Santa Clara Day School (SCDS)'s afterschool programs.
2. The programs will be offered on-site at (SCDS) on dates to be determined in 2013-2014.
3. In the Children's Workshop, students practice stopping unwanted touch and learn strategies for dealing with bribes and threats, and to speak up for themselves until they get help. We also teach children to use their intuition and physical techniques to stop abduction and find safety. Children learn these skills through roleplay scenarios.
4. SCDS is to provide or arrange for the following logistics before the course begins:
 - a. Provide students and their parents with information about the course and collect signed Release of Liability Forms and Photo Release Forms before the course begins.
 - b. Remit one-half (\$3,000) of the full payment of \$6,000 before the workshops begin. The remaining \$3,000 is due to IMPACT by the last day of class.
5. IMPACT will:
 - a. Provide SCDS with IMPACT's Release of Liability Form and Photo Release Form.
 - b. Provide training equipment and instructors for the course.
 - c. ~~Provide written information and resources to share with families and possibly informational sessions with families and staff at SCDS, to be determined.~~
 - d. IMPACT will retain original copies of the Release of Liability forms on file, which will be available to SCDS upon request.
6. Any additional expenses related to the delivery of the course and not noted within this contract are to be paid for by the SCDS.

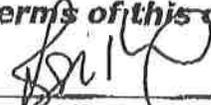
Signatures below indicate acceptance of the terms of this contract.



 Alena Schaim, Executive Director
 IMPACT Personal Safety

1/17/13

 Date



 Breege O'Reilly, Coordinator
 Santa Clara Day School

1/17/13

 Date



**Fine Arts for
Children & Teens, Inc.**
a non-profit organization

January 16, 2013

21st Century Community Learning Centers
Public Education Department
120 S. Federal Place, Rm 206
Santa Fe, NM 87501

To Whom It May Concern,

I am writing this letter of support on behalf of the Santa Clara Day School, with whom Fine Arts for Children and Teens (FACT) has partnered to provide an integrated visual arts and native language learning program since the spring of 2011. Support from the 21st Century Learning Center grant would enable FACT and the Santa Clara Day School to continue to partner to provide these innovative creative learning opportunities to Santa Clara kindergarten through sixth grade students after school.

FACT is a 23-year-old Santa Fe-based 501(c) (3) non-profit organization with the mission to empower and transform lives by teaching art making, literacy, and life skills in an innovative learning environment. At Santa Clara Day School, FACT has worked closely with the Santa Clara Pueblo Tewa Language Program to transform FACT's rigorous and thoughtfully-developed visual arts curriculum into a Tewa language learning opportunity as well. Tewa language teachers work with FACT instructors to teach and reinforce Tewa vocabulary during art class, using the art studio and art-making experience as the vehicle through which the Tewa language is learned and practiced. Students' art projects then become a deeply personal context for native language learning and acquisition.

Our visual arts and Tewa language curriculum is both age appropriate and culturally relevant, and follows our six-part methodology that incorporates art history celebrating the rich artistic and cultural heritage of Santa Clara while also opening up young minds to other traditions. In addition to incorporating Tewa language and vocabulary into each hands-on, creative art-making experience, FACT instructors and Tewa language teachers conduct a positive-feedback critique at the end of each class that provides students with further opportunity to practice articulating their ideas with pride and to make respectful, positive observations in both English and Tewa. While in the past FACT has been able to offer these learning experiences in the school day, decreased budgets and increased pressures on the school has precluded our participation in the school day. We are reliant on robust after school programming to reach as many students as possible with this visual arts and native language acquisition program. In providing Santa Clara Day School with a 21st Century Learning Center Grant, you would be providing the opportunity for students to experience culturally-rich learning opportunities like ours after school.

I wholeheartedly endorse the Santa Clara Day School as a 21st Century Learning Center and hope that you will choose to fund their program so that they may enrich their students lives and learning through meaningful, creative and innovative learning opportunities after school, such as the program that we can provide in conjunction with the Tewa Language Program.

Sincerely,

A handwritten signature in black ink, appearing to read 'Elizabeth Crumpler', is written over a horizontal line.

Elizabeth Crumpler
Program Manager

P.O. Box 22363
Santa Fe, NM 87502
Tel 505.992.2787
Fax 505.992.2772
www.factsantafe.org

Santa Clara Day School Budget 2013 - 2014
ARTclub

Afterschool classes with students at Santa Clara Day School		Ages: 5-12 yrs old		
Number of Students/25 per class		20		
Classes per week		1		
Total Classes/4 six week sessions		24		
Hours per class		1.5		
Hours of set up and clean up time		2		
Total allowed time per class		3.5		
20% materials prep, 10% curriculum dev.		30%		
Total Hourly Instructional Time		109.2		
Direct Program Expenses				
Instructor Time/ Instructor	Unit	Quantity	Total	
	\$28.00	109.2	\$3,057.60	
Visiting Artist	\$20.00	48	\$960.00	
Total Instructional				
Materials per student	\$14.15	80	\$1,132.00	
Snacks per lesson			\$0.00	
Total Supplies				
Program Manager	\$0.00	21.84	\$0.00	\$1,132.00
Program Coordinator	\$0.00	16.38	\$0.00	\$0.00
Executive Director	\$0.00	10.92	\$0.00	\$0.00
Total Program Coordination				
Mileage to site	\$0.33	60	\$475.20	\$0.00
Travel time to site for first instructor	\$12.50	1.25	\$375.00	\$0.00
Total Travel				
Expenses				
Estimated indirect expenses	\$5,999.80	0%	\$0.00	\$5,999.80
TOTAL PROGRAM COST				
				\$5,999.80

Assessment

Santa Clara Day School was deemed a FOCUS school in the 2011-2012 school year. Santa Clara Day School has not made AYP for a number of years and are in Year 2 School Improvement status. This means we are just above the worst performing schools within the B. I. E. system - we comprise the next 15% of the lowest performing schools. We need to meet our A.M.O. (annual measureable objective) for the following two years to avoid falling into the lowest 5%. Santa Clara youth and adolescents consistently perform near the bottom of the Department of Education's accountability ranking on mandated achievement tests. According to the results of testing in N.W.E.A. at the end of school year 2011-2012, 25% of the students scored proficient in Reading. Less than 0.5% scored as having language arts skills within the advanced status (more than one grade level above grade placement). The Math scores were even lower. Thirty three per cent (33%) of the students scored at proficient; seven per cent (7%) as proficient; and again only 0.5% scored as advanced. The proposed center will incorporate tutoring and academic enrichment activities that support student achievement in the classroom, and help students meet proficiencies required by N.W.E.A. and the New Mexico Standards Based Assessment (NMSBA). The B.I.E. The 21st CCLC center at S.C.D.S. would expect to increase the number of students meeting N.W.E.A and NMSB proficiency standards by supporting school efforts with the at home/after school component of learning through its wide array of programs/services. The 21st CCLC will not only provide students the academic support required for school success, but also foster the mindset that supports the foundations for learning (confidence, persistence, organization, and social skills) and encourage a healthy balance between study and play.



United States Department of the Interior
Bureau of Indian Education
New Mexico North
P.O. Box 4230 – Fairview Station
Espanola, New Mexico 87533-4230
505-753-1465/ FAX 505-753-1475
“Determination, Attitude, Accomplishment”



November 26, 2012

To whom it may concern:

Please accept this letter of support in regards to the 21st Century Community Learning Centers Program.

I can attest Santa Clara Day School will meet the requirements of the 21st Century Community Learning Centers Program RFP with 100% or full compliance and total financial integrity.

I fully support the academic program at Santa Clara Day School which is in line with Common Core State Standards.

If you have any questions or need additional information please feel free to contact me at 505-753-1466.

Thank you,

Benjamin Atencio, Education Line Officer, PhD