



Save the Children

July 1, 2011

126 Valencia Dr. NE Ste. F
Albuquerque, NM 87108

Berino Elementary
Cynthia Nava
PO Drawer 70
Anthony, NM 88021

Dear Cynthia Nava:

Save the Children Federation, Inc. (hereinafter referred to as "SC" or "Grantor") hereby grants to Gadsden Independent School District (hereinafter referred to as "Grantee"), the sum of **\$48,392** to provide support for the program at Berino Elementary as described in Attachment 1 of this Grant entitled "Terms and Conditions", and Attachment 2 entitled "Scope of Work and Additional Partnership Requirements."

This Grant is effective and funds are hereby committed in accordance with Attachment 1 section C.2 and is made as of the date of this letter and shall apply to commitments made by the grantee in furtherance of program objectives during the period beginning July 1, 2011 and ending June 30, 2012. SC shall not be liable for reimbursing the Grantee for any costs in excess of the committed amount.

This Grant is made to the Grantee on condition that the funds will be administered in accordance with the terms and conditions as set forth in this cover letter and the following attachments, which are incorporated as part of this Grant Agreement:

- Attachment 1 Term and Conditions
- Attachment 2 Scope of Work and Additional Partnership Requirements
- Attachment 3 Budget
- Attachment 4 Child Safety Policy
- Attachment 5 Financial Reporting Guidelines
- Attachment 6 Timesheet
- Attachment 7 Standard Data Release Agreement (first year sites only)

This Grant is subject to SC's oversight to the extent necessary to insure the appropriate use of funds, and as described in Attachments 1 and 2.

Please sign the original and (2) copies of this letter to acknowledge your receipt and acceptance of the Grant. Retain one copy for your files and return the original and (1) copy to the undersigned along with a copy of the certificate of Liability Insurance referenced in section I.3. Insurance.

Sincerely yours,



David Neff
Western Region Office, US Programs

Acknowledged and Agreed by: Grantee

Signature: _____
 Name: _____
 Title: _____
 Date: _____



Save the Children Federation, Inc. (US)

and

**Gadsden Independent School District
PO Drawer 70
Anthony, NM 88021**

Partner Agreement

Agreement #840NM1201

Western Regional Office

July 1, 2011



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Sincerely yours,


David Neff
Western Region Office, US Programs

Acknowledged and Agreed by: Grantee

Signature: _____
 Name: _____
 Title: _____
 Date: _____

**ATTACHMENT I
Terms and Conditions**

A. Purpose of Grant

The purpose of this Grant is for SC to provide support to the Grantee, for the Scope of Work as described in Attachment 2 of this Grant Agreement. It is agreed that Grant funding will be used exclusively for achievement of program requirements and any additional requirements stipulated in these attachments.

B. Period of Grant

- 1) The effective date of this Grant is either July 1, 2011 or the date of the cover letter (whichever is later) and the estimated completion date is June 30, 2012.
- 2) Funds committed hereunder are available for allowable program expenditures for the estimated period beginning July 1, 2011 through June 30, 2012.

C. Amount of Grant

- 1) The total estimated amount of this Grant for the period shown in Section B.1 above is **\$48,392**.
- 2) SC hereby commits the amount of **\$48,392** for program expenditures during the period set forth in Section B.2 above. [Summer program will be considered and committed no later than January 31.]
- 3) SC is actively pursuing gift-in-kind contributions to replace committed cash amounts included for the project budget. Should SC secure such contributions, they will be passed through to the partnering organization and the dollar amounts of said contributions will be removed from the committed cash amount of the project. SC will send a formal budget revision at that time.

D. Grantee Contribution

This Grant is subject to the following cost sharing requirement:

CHECK AS APPROPRIATE

The budget for this Grant **INCLUDES** Cost Sharing. As per budget attached, Grantee agrees to contribute **\$12,425** to the project. It is expected that Grantee make every effort to meet this funding percentage during project implementation. SC recommends that Grantee track and document this contribution for their internal purposes, however is not required to report this to SC.

The budget for this Grant **DOES NOT INCLUDE** Cost Sharing.

IMPORTANT NOTE: SC must be notified of any changes to partner cost share commitment.

E. Terms of Payment

1) Upon acceptance of this grant, Save the Children shall make periodic payments to the Grantee as detailed in the sections below. All payments to the Grantee will be made by check in the name of the Grantee as follows:

Gadsden Independent School District

- I. Reimbursement
Partner will receive a reimbursement of expenses following the receipt of approved **[Quarterly]** in-system reports.

Partners receiving quarterly reimbursements should submit quarterly in-system reports as follows:

- Quarter 1 – July 1, 2011 to September 30, 2011 – report due **October 15, 2011**
- Quarter 2 – October 1, 2011 to December 31, 2011 – report due **January 10, 2012**
- Quarter 3 – January 1, 2012 to March 31, 2012 – report due **April 15, 2012**
- Quarter 4: Final Report – April 1, 2012 to June 30, 2012 – report due **July 20, 2012**

II. Partner will receive advance payments as follows:

Advance payments: Save the Children will make four advance payments to the Grantee based on the approximate installment amounts and criteria below. These advances will normally be made on a quarterly basis. Advances are to total no more than the Grantee's quarterly cash requirements and will consider the balance of unspent funds from previous advances as evidenced by the Grantee's Quarterly Financial Reports. An acceptable balance of funds for the grantee will be a reasonable amount or no more than 20% of total program funds received to date. This will allow smooth program operations while the quarterly finance report and subsequent advance request is reconciled and reviewed. Total advances will not exceed 80% of the total grant amount.

(a) Advance installment 1:

SC will advance the first installment of **15%** of the total budget (Attachment 3) upon receipt of the Grantee signed copy of this agreement and a copy of the Grantee certificate of liability insurance referenced in section I.3. Insurance. This payment is based on the expected financial needs in the first quarter of the program year.

(b) Advance installment 2:

SC will advance the second installment of **20%** of the total budget (Attachment 3) provided that the Grantee has spent at least **80%** of cumulative program funds received as evidenced by the first quarter financial report. This payment may be made upon receipt of the proper, Grantee signed, first quarter financial report due **October 15, 2011** as referenced in attachment 5.E. Financial Report Guidelines. This payment is based on the financial needs of the second quarter of the program year.

(c) Advance installment 3:

SC will advance the third installment of **20%** of the total budget provided that the grantee has spent at least **80%** of cumulative program funds received as evidenced by the second quarter financial report. This payment may be made upon receipt of the proper, Grantee signed, second quarter financial report due **January 10, 2012** as referenced in attachment 5.E. Financial Report Guidelines.

(d) Advance installment 4:

SC will advance the fourth installment of **25%** of the total budget provided that the grantee has spent at least **80%** of cumulative program funds received as evidenced by the third quarter financial report. This payment may be made upon receipt of the proper, Grantee signed, third quarter financial report due **April 15, 2012** as referenced in attachment 5.E. Financial Report Guidelines. This payment may not exceed **80%** of the total amount of grant and is based on the financial needs of the Grantee through the end of the program year.

2) Final Payment: Release of the final installment to the Grantee will be made in the form of a reimbursement at the end of the project period after completion of all work needed and submission of final reports. If the partner is on an advance basis, a minimum amount of 20% of the total value of the Grant will be withheld until all work is completed and final reports are submitted. Partners on a reimbursement payment basis will be reimbursed according to the actual approved in-system report as described in previous section. The final payment will be a reimbursement of the balance of funding due to the Grantee based on the reported actual expenses for the period of grant up to the total budgeted amount.

3) Other Terms of Payment:

(a) Accounting for payments: Advances shall be deposited by the Grantee and maintained in a separate bank account unless the Grantee utilizes a segregated fund accounting system that tracks funds by grant and is acceptable to SC. If the Grantee does not have segregated fund accounting and a separate bank account is specifically excluded by legislative authority, then funding will be provided on a cost reimbursement basis.

(b) Unspent Balance: Any unspent balance of funds at the completion date of the agreement must be refunded back to Save the Children within 30 days after the end of the grant period or July 31, 2012. This may be submitted along with the final financial report due **July 20, 2012**.

F. Budget and Budget Revision

The budget is included in Attachment 3. Revisions to this budget shall be made only in the event of extraordinary circumstances and are subject to SC approval. Please note that SC allows 100% line item flexibility within the total amount of each program cost with the exception of the following budget categories and/or line items: staff, books, transportation and equipment. The program costs are defined as In-school, Afterschool, Summer, Early Childhood Development, and Sponsorship Administration where applicable. This flexibility is allowed provided that any spending deviations from budget are only for the furtherance of direct implementation of program plans and not to supplement or supplant the existing or unforeseen costs of any of Grantee's non-SC programs. In the event that there is a modification to the total amount of this grant, a revised budget must be submitted for SC approval.

G. Procurement

The procurement requirements of this grant require that Grantees follow their organization policies and procedures for vendor selection and purchasing based on the Grantee Organization defined requirements. Save the Children in no way imposes procurement requirements on Grantees that are not in support of the Grantees policies and procedures.

1) In the event that the Grantee Organization does not have an established Procurement Policy, Save the Children requires that procurement of goods and services of single transactions costing more than \$1,000 be supported by documentation of at least three written bids from potential vendors and a written statement by the Grantee listing the reasons for selecting the chosen supplier of such goods or services. Exceptions to this requirement are if the chosen supplier is approved by SC.

2) **IMPORTANT NOTE:** Procurement of books and computers per the budget (Attachment 3) must be completed by September 30, 2011 as these items are to be available to the program participants (students) for this grant period. Failure to complete the procurement of these goods by September 30, 2011 will likely result in the deduction of those funds from this Grant by SC which will include a budget revision and grant modification.

3) **IMPORTANT NOTE:** Because of the crucial nature of these staff positions, Literacy, Nutrition and Physical Activity (NUPA), and Early Childhood Coordinators as applicable and as listed in the Scope of Work and Additional Partnership Requirements (Attachment 2) and budget (Attachment 3) must be formally employed by the Grantee by the grant start date. Failure to complete the formal hiring of these staff positions by the grant start date will likely result in the deduction of funds from this Grant by SC in the amount of budgeted funds per day not worked which will include a budget revision and grant modification.

4) **IMPORTANT NOTE:** This grant should not be used to fund the purchase of capital assets with a value of \$5,000 or greater.

5) **IMPORTANT NOTE:** Because of the high level of accountability, any procurement and resulting expenditure towards this grant that is deemed to be inappropriate according to the Scope of Work and Additional Partnership Requirements, budget, and/or generally accepted accounting principles will result in the deduction of those funds from this Grant by SC which will require reclassification of such expenditures from the Save the Children grant and documentation in support of the accounting adjustment.

H. Reporting

1) Financial Reporting

(a) Quarterly in-system financial reports (further defined in Attachment 5) should be sent to Save the Children to the attention of **Cora Roos**, Manager, Finance and Sub-Grants, US, **126 Valencia Dr. NE Ste. F, Albuquerque, NM 87108**, or his/her replacement by the **15th day of October 2011, the 10th day of January 2012, and the 15th day of April 2012**. The final quarterly financial report will be due **July 20, 2012**.

(b) The quarterly in-system financial reports shall be provided in the format outlined in Attachment 5 Financial Report Guidelines. The reports will be checked and approved by Save the Children program and finance staff before any subsequent payments are issued. This may require a review of the documentation supporting expenditures reflected on the Grantee's quarterly in-system financial report.

(c) If adjustments to the Grantee's accounting of this grant occur after the end of the period of grant or beyond June 30, 2012 thus reducing the final in-system financial report of expenditures, then SC requests that the Grantee provide a revised final in-system financial report by no later than 30 days of the close of the month in which the adjustment occurred along with payment to Save the Children for the balance of any unspent grant funds.

2) **Program Progress Reporting**

Program Reporting is the sole responsibility of the partner. Save the Children maintains an internet based Monitoring and Evaluation system to capture program data for Literacy, Physical Activity and Nutrition and Early Steps to School Success. This data must be updated by the partner at least weekly when the program is active.

In addition to updating the Monitoring and Evaluation system, all sites implementing Literacy programming must submit Accelerated Reader Diagnostics to Save the Children on the first working day of each month.

Should program progress reports be missing from the Monitoring and Evaluation system, Save the Children reserves the right to delay advance or reimbursement payments.

3) **Other Reporting**

Interim financial and/or program progress reports may be requested by Save the Children to meet the reporting requirements of funding source(s) supporting this Grant. Save the Children will make every effort to provide sufficient notice to the Grantee in the event that interim reporting is required.

I. SC Program Involvement

1) The Grantee will implement this project as per the attached Scope of Work and Additional Partnership Requirements (Attachment 2) and budget (Attachment 3). Any modification to Attachment 2 will need prior written approval from Save the Children. Modifications to Attachment 3 may be subject to SC approval as per section E. Budget and Budget revision.

2) In addition to reviewing and approving the program reports described above, Save the Children will engage in other monitoring activities necessary to effectively manage this grant. Monitoring activities may include on-site visits to program activities, periodic implementation meetings and other measures necessary to monitor activities under this Grant. Grantee programs will be periodically monitored through SC visits to selected sites, with a minimum of one week prior notification when possible. Save the Children reserves the right to conduct unannounced site visits if it is deemed necessary to ensure program operations and effectiveness.

J. Special Provisions

1) **TIME SHEETS:** Save the Children requires that all time worked by employees of the Grantee that is charged to this Grant are made against Employee signed and Supervisor Approved time sheets showing the actual time spent working on Grant activities. If the Grantee does not utilize timesheets as the basis of tracking time worked on this grant then the Grantee is required to implement the use of the timesheet found in Attachment 6. When

documentation of personnel costs charged to this grant is reviewed by SC Finance Staff, timesheets must be on file with appropriate signatures. Failure to use timesheets to document allowable and allocable time worked on this grant will likely result in the deduction of funds from this grant in the amount of unsupported time worked which will include a budget revision and grant modification.

2) **SUB-GRANTS/SUB-CONTRACTS:** The Grantee shall not enter into any sub-grants or sub-contracts using SC Grant funds without the prior written authorization and approval of Save the Children.

3) **INSURANCE:** The Grantee agrees to provide Save the Children a certificate of Liability Insurance listing Save the Children as a Certificate Holder for the period of this Grant. **A copy of this Certificate is to be sent to Save the Children as described in the cover letter of this grant.**

4) **APPLICABLE LAW:** This agreement shall be governed by the laws of the State of Connecticut, USA, but may be enforced in the other forty nine states.

5) **COPYRIGHT AND TRADEMARK.** Grantee may establish, without any prior approval from SC, the claim to copyright in any materials first produced in the performance of this Agreement. SC hereby transfers and gives to Grantee any and all claims of ownership that it may now or hereafter acquire, to the materials first produced in the performance of this Grant Agreement. Grantee grants to SC, a non-exclusive, worldwide license in the copyrighted material to reproduce, prepare derivative works and/or display publicly the materials so produced. Grantee shall be identified as the owner of the material as may be appropriate. SC shall be acknowledged as a donor and research collaborator for any such work.

6) **FINANCIAL LIABILITY:** Save the Children has the right to terminate this Grant Agreement and seek legal recourse for the total or partial repayment of the Grant, in addition to any accrued interest, in the case of violations of any of the aforementioned conditions by the Grantee.

7) **STUDENT DATA:** The Grantee must provide access to student data for all children benefitting from SC programs to SC. The Grantee is responsible for acquiring appropriate permissions regarding confidentiality of student data from student parents or legal guardians as necessary. First year sites must sign attachment 7-Standard Data Release Agreement. Save the Children will not share, distribute, or disseminate student data to any third party.

8) **ORDER OF PRECEDENCE:** In case of a conflict of terms, the following shall be the order of precedence:

1. The Cover Letter and Attachment 1 Terms and Conditions
2. Attachment 2 Scope of Work and Additional Partnership Requirements
3. Attachment 3 Budget

K. Title, Use and Disposition of Property

Title of property purchased by the Grantee under this Grant shall be vested with the Grantee.

L. Audit, Accounting and Records

1) This Grant is subject to the following audit requirement (checked box):

CHECK AS APPROPRIATE

This Grant is valued at \$100,000 and requires the submission of a copy of Grantee's audit that encompasses SC funds at the end of the grant. If the Grantee does not have a regular annual audit, then the Grant is subject to a project-specific, external audit at the end of the grant. The audit must be conducted by an external audit firm approved by SC. If the Grantee must have a project-specific audit to meet this requirement, audit fees are allowable costs under SC Grants. The Grantee may request additional funds to cover audit fees which will likely result in a budget revision and grant modification.

■ This Grant is valued under \$100,000 and will not be subject to a project-specific, external audit at the end of the Grant. Save the Children finance staff will complete financial monitoring visits to review documentation supporting reported expenditures.

2) **FINANCIAL RECORDS:** The Grantee hereby agrees to record, classify and report all SC financed costs in separate and segregated grant-specific financial accounts. The ledger and journal system should meet generally accepted accounting standards. The Grantee shall maintain complete records of all costs charged to the Grant for a period of three years after the expiration of the grant and make such records available to SC or its representatives for review at any time. The Grantee shall document steps that were taken to ensure that all purchases charged to the grant are reasonable, allowable, and allocable.

3) **INSPECTION:** The Grantee agrees that SC (or its designed auditor) will have unrestricted access to all financial records, reports and supporting documentation related to Save the Children funds granted hereunder.

M. Arbitration

If a dispute arises out of or relates to this contract, or the breach thereof, and if the dispute cannot be settled through negotiation, the parties agree first to try in good faith to settle the dispute by mediation administered by the American Arbitration Association under its Commercial Mediation Rules before resorting to arbitration, litigation, or some other dispute resolution procedure. If the matter is not resolved within 60 days after initiation of mediation, either party may demand arbitration administered by the American Arbitration Association under its Commercial Arbitration Rules. The demand for arbitration shall state with specificity the claims or issues to be arbitrated. The parties shall select a mutually acceptable arbitrator within ten (10) days of receiving the list from the American Arbitration Association Administrator in the State of New York, and in the event the parties are unable to do so, the parties or their attorneys may request the American Arbitration Association to appoint the neutral arbitrator. The place of arbitration shall be New York, New York, in the United States

N. Modification

This Grant Agreement may only be modified by issuance of a Grant Modification jointly signed by the Grantee and SC.

1) This Grant Agreement may be amended to include incremental funding awards from additional sources of funding, in which case the Grantee may be required to budget, track and report this funding separately from originally granted funds even if additional funding supports the same programs under this Agreement. SC will provide the Grantee with instructions regarding reporting for incremental funding in the Grant Modification.

2) Any grant modification that alters the total amount of grant referenced in Attachment I section C. will require the submission of a revised budget. See section E. Budget and Budget Revision for further information.

O. Grant Termination or Suspension

The Grantee agrees that this Grant Agreement may be terminated or suspended for an indefinite period within 30 calendar days after mailing of a registered letter by SC to the Grantee official mailing address. The Grant may be terminated in the event no additional funding is secured.

In addition, termination or suspension may be:

1. For cause in the event that SC determines that with reference to Attachments 2 and 3, it is unlikely that the Grant objectives and/or results will be achieved.
2. For cause if SC determines that the Grantee does not faithfully meet the terms and conditions of this Grant Agreement.
3. For mutual convenience when the Grantee and SC agree to withdraw from the Grant Agreement by mutual consent in writing.

In the event this Grant is temporarily suspended, SC and Grantee agree to negotiate in good faith and proceed in a timely manner to conclude a mutually acceptable revised Scope of Work and Additional Partnership Requirements (Attachment 2), if necessary. Further, SC agrees to reimburse Grantee for all approved costs incurred prior to the suspension date in accordance with the terms and conditions of H.I.

P. Limitations on Liability

1) SC shall not be liable for:

(a) Any third party claims, losses and expenses that may arise from Grantee's negligent, recklessness or intentional act or omission that is related to or in connection with this Grant Agreement.

(b) Compensation for the death, disability, or other hazards which may be suffered by the employees, vendors, agents or other representatives of Grantee arising from Grantee's performance in connection with this Grant Agreement; and/or

(c) Any expenditure incurred by Grantee in excess of its contribution as specified in this Grant Agreement.

2) SC has no obligation to provide other or additional support to the Grantee for implementation of the current program or for any other purposes.

Q. Representations, Warranties, Indemnification and General Conditions

1) REPRESENTATIONS, WARRANTIES AND INDEMNITIES:

(a) Grantee represents and warrants that: (i) it is authorized and has the right and ability to undertake the obligations as set forth in this Grant Agreement, and (ii) it is properly registered in all jurisdictions as may be required to perform its obligations under this Grant Agreement.

(b) Grantee agrees to indemnify and hold SC, its trustees, officers, employees, agents and representatives (including volunteers) harmless from all claims, losses and expenses (including attorneys' fees) claimed against or incurred by SC that arise from Grantee's negligent, recklessness or intentional act or omission that is related to or in connection with this Grant Agreement. Further, no provision of this Grant Agreement shall in any way inure to the benefit of any third-party so as to constitute such party as a third-party beneficiary of the Grant Agreement or any one or more of the terms here of, or otherwise give rise to any cause of action in any person or entity not a party to the Grant Agreement. This provision shall survive the termination of this Grant Agreement.

2) EFFECTIVE DATE:

The conditions of the present Grant Agreement are accepted and come into force as of the effective date as defined in paragraph B.I.

3) CHILD SAFETY POLICY:

The Grantee confirms that it has read and will comply with SC's Child Safety Policy (Attachment 4). Further, the grantee will require all individuals providing services to the program to read the Child Safety Policy and sign an acknowledgment of the expectation to abide by the Child Safety Policy.

The grantee agrees to immediately remove from SC funded activities any individual who is employed by funding provided by or who volunteers for the program if they violate the terms of the Child Safety Policy contained in attachment 4.

4) DUE DILIGENCE COMPLIANCE:

The Grantee is reminded that U.S. Executive Orders and U.S. law prohibits transactions with and the provision of resources and support to individuals and organizations associated with terrorism. It is the legal responsibility of the Grantee to ensure compliance with these Executive Orders and laws.

5) ANTI-PROSTITUTION AND SEX TRAFFICKING:

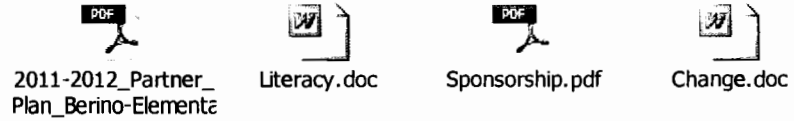
The Grantee is opposed to the practices of prostitution and sex trafficking because of the psychological and physical risks posed.

6) PROHIBITION AGAINST TERRORIST FINANCING:

The Grantee certifies that it has not provided and will not provide material support or resources to any individual or entity that it knows, or has reason to know, is an individual or entity that advocates, plans, sponsors, engages in or has engaged in terrorist activity.

ATTACHMENT 2
Scope of Work and Additional Partnership Requirements

The Grantee agrees to implement the programs as described in the following Scope of Work and in accordance with the program and operational requirements included in the embedded documentation, as well as adhere to any additional requirements including in this attachment.



(Program documents are attached based on the programs that each site is implementing)



Berino Elementary School 2011-2012 Partner Plan

A. PARTNER INFORMATION

I. General Information

Approve Plan

Program Specialist: Danielle Durante

- **School Name:** Berino Elementary School
- **Address 1:** 455 Shrode Road
Address 2: P.O. Box 1407
- **Zip Code:** 88021
 - **City:** Anthony
 - **State:** New Mexico
 - **County:** Dona Ana
- **School District:** Gadsden Independent
 - Email:** rvaltierra@gisd.k12.nm.us
 - **Phone:** 575-882-2242
 - Fax:** 575-882-7249
 - Website:** <no value>

Number of Years Partnered with Save the Children: 2 (partner since: 2009)

If a school district or non-governmental organization is applying on behalf of school(s), please complete the following:

Partnership Organization Name (if applicable): Gadsden ISD

Partner Organization Director: Cindy Nava

Address 1: 4950 McNutt Road

Address 2: P.O. Drawer 70

City: Anthony
State: New Mexico
Zip Code: 88021
County: Dona Ana
Email: cnava@gisd.k12.nm.us
Phone: 575-882-6200
Fax: 575-882-6229
Website: <no value>

II. Key Partner Contacts

Approve Plan

- **School Principal:** Reyes Valtierra
 - **Phone:** 575-882-2242
 - **Email:** rvaltierra@gisd.k12.nm.us
-

- **Library/Curriculum Specialist:** Dolores Sanchez
 - **Phone:** 575-882-2242
 - **Email:** dsanchez@gisd.k12.nm.us
-

- **Site Technology Specialist:** Loraine Vega
 - **Phone:** 575-882-2242
 - **Email:** lvega@gisd.k12.nm.us
-

- **Finance Contact:** Ann Steinhoff
 - **Phone:** 575-882-6200
 - **Email:** asteinhoff@gisd.k12.nm.us
-

- **Site Supervisor:** Reyes Valtierra
 - **Phone:** same as above
 - **Email:** same as above
-

- *
• **Sponsorship Liaison (if applicable):** Rosemary Gonzales
 - **Phone:** 575-882-2242
 - **Email:** rgonzales274@yahoo.com
-

Literacy Coordinator : Cecilia Olson
Phone: 575-882-2242
Email: colson@gisd.k12.nm.us

Date of Hire: 20 Oct 2009

Hours to be worked per week: 35

Classified or Certified: <no value>

*

NuPA Coordinator (if applicable): Estella Bricano

Phone: same as above

Email: N/A

Date of Hire: 20 Nov 2009

Hours to be worked per week: 9

Classified or Certified: <no value>

*

Early Childhood Coordinator (if applicable): n/a

Phone: <no value>

Email: <no value>

Date of Hire: <no value>

Hours to be worked per week: <no value>
(full time equivalent for comparable position)

Number of days per year: <no value>
(comparable to a full-time administrative staff position)

• **School District Superintendent:** Cynthia Nava

• **Phone:** 575-882-6200

• **Email:** cnava@gisd.k12.nm.us

• **School District Finance Contact:** Steve Suggs

• **Phone:** 575-882-6200

• **Email:** ssuggs@gisd.k12.nm.us

• **School District Technology Specialist:** Calixto Arzeaga

• **Phone:** 575-882-6200

• **Email:** carzeaga@gisd.k12.nm.us

*

Unless specifically prohibited by policy, statute or law, a Save the Children staff member must be given the opportunity to be included as an interviewer for these positions.

III. Partnership

Approve Plan

Save the Children values our partner relationships. Please help us improve our partnership process by taking the time to answer the questions below.

• **21st Century Community Learning Center grants are an opportunity to lock in secure multi-year funding for your current Save the Children funded after-school and summer (if applicable) program while expanding both the content of the program and the number of children served. Would you be interested in potentially partnering on such an opportunity starting the 2012-13 school year or a later year?** Yes No

• **Do you currently have a 21st Century Community Learning Center program at your school?** Yes No

• **Have you had one in the past?** Yes No

• **District?** Yes No

• **Do you already have plans to pursue a 21st Century Community Learning Center grant on your own or with a different partner?** Yes No

Who would be the appropriate contact with your school/district to continue this discussion?

Principal Reyes Valtierra

• **Please list other partners your school/district works with:**

NMSU, UTEP,

• **Is your district able to act as a distribution point for Gifts in Kind donations? This works best if you have access to a secure space of at least 1,000 sq. ft., a fork lift or power jack and a loading dock. However, sites without those items are still able to act as distribution center for some donations.** Yes No

• **How does Save the Children funding, training and technical assistance help your school meet its goals?**

This funding allows us to further develop our students' reading ability.

• **How does your school use the data from Save the Children funded programs?**

Teachers use this data to better address their students literacy needs.

• **How does your school identify children for supplemental services? (attendance, behavior, teacher consultation, etc.)**

We use the data from Save The The Children reports to check our our short-cycle and summative assessments and instruction.

Save the Children is considering adding new content areas to its program offerings. While we cannot guarantee that we can develop content for all identified areas, you can help us determine which areas to focus on by checking the appropriate boxes below to indicate your interest.

Math

- Science
- Social Studies
- Technology

What other skills could Save the Children help your district develop to meet your goals?

- Parent Engagement
- Advocacy
- Grant Writing

IV. Demographic Information and Key Dates

Approve Plan

- Total School Population: 569
- # Female Students: 280
- # Male Students: 289
- # Sponsored/Enrolled Children: 60
(if applicable):
- Grades Served: K-6
(e.g. K-5, 4-6, etc.)
- # of Students K-1: 163
- # of Students 2nd Grade and up: 406
- Type of School: Public
(e.g. Public, Parochial)
- School Population Eligible for Free/Reduced Lunch %: 527 or 100%

Please provide the following key dates:

- First Day of School: 27 Jul 2011
- Last Day of School: 31 May 2012
- Fall Break Dates: From: 3 Oct 2011
To: 7 Oct 2011
- Winter Break Dates: From: 16 Dec 2011
To: 6 Jan 2012
- Spring Break Dates: From: 12 Mar 2012
To: 23 Mar 2012
- Other Breaks / Holidays: 26 Aug 2011 (1/2 day), 2-5 Sept 2011, 22-23 Sept 2011, 28 Oct 2011 (1/2 day), 11 Nov 2011, 21-25 Nov 2011 Thanksgiving, 16 Jan 2012, 2-3 Feb 2012, 20 Feb 2012, 2 Mar 2012 (1/2 day), 6-9 Apr 2012, 11 May 2012 (1/2 day), 28 May 2012

B. SAVE THE CHILDREN PROGRAM COMPONENTS

I. Program Standards

Approve Plan

Save the Children grantees must adhere to the following standards. Please check off that you have read, understand and commit to meeting the standards for each program component. Sites will be measured against these standards on an on-going basis.

II. In-school Literacy Program (Save the Children Funded Staff)

Approve Plan

In-School Literacy Program Program (Save the Children Funded Staff/Volunteers)

Save the Children's in-school literacy component is intended to complement a school's emphasis on increasing the reading achievement of below grade level students and strengthening the literacy skills of beginning, emergent readers, who are not yet reading in the conventional sense. This support includes various supplemental services, one or more of which must be implemented during the school day. All of these supplemental services have been created by Save the Children and must be implemented by Save the Children's Literacy Coordinator or Save the Children supported trained staff or volunteers which can include tutors such as Foster Grandparents. Save the Children funded literacy staff and volunteers cannot be used in any other capacity during the school day. This support includes one or more of the following activities:

Please check one or more of the boxes below to indicate the in-school support services that will be offered in your program:

- 30 minutes of structured, independent reading practice using Accelerated Reader for struggling readers in grades 2-8.
- 20-30 minutes of a small group reading tutorial addressing increased achievement in skill areas such as phonics, sight words, vocabulary or comprehension, for struggling readers in grades 2-8.
- 20-30 minutes of fluency-building activities for struggling readers in grades 2-8.
- 15-30 minutes of small group work with emergent readers (kindergarten and/or beginning first grade readers) on one or more of the Emergent Reader Modules (e.g., phonemic awareness, letter identification, sound-symbol correspondence, beginning sight words, supported guided reading) and/or Reading Together activities using *Fast Start for Early Readers* published by Scholastic.

Additionally, please describe specifically how you will use Save the Children support during the school day (e.g. pull out in library, special room, etc.):
pull out in separate classroom

In-School Program Start Date: 15 Aug 2011

In-School Program End Date: 22 May 2012

Days of Operation: Mon-Thurs
(e.g. Mon-Fri)

Hours of Operation: 9:30 a.m.-2:0
(e.g. 9-12 pm)

•Targeted Number of Children: 30

Number of Staff*: 1
(not including Foster Grandparents)

Number of Foster Grandparents*: 0
(where applicable)

* *Maximum Child-to-Staff/Foster Grandparent ratio is 10:1*

•Targeted Grade Range: 2nd - 4th

Save the Children In-School Literacy Partners Agree to:

- 1 •Track participation for all participating (and sponsored) children attending the in-school literacy program on a daily basis in Save the Children's web-based Monitoring and Evaluation System.
- 2 •Enter all participating (and sponsored) children in Renaissance Place, a web-based literacy software.
- 3 •Run an Accelerated Reader Diagnostic report for the month immediately following the last day of programming and send to the field office Program Specialist or designee.
- 4 •Administer the STAR Reading and STAR Early Literacy Pre-Test to all participating children at the beginning of the school year to establish a critical baseline of reading achievement and for all incoming children within 2 weeks of program entry.
- 5 •Administer the STAR Reading Mid-Year Test to all participating children to confirm children are reading at the correct level and evaluate any gains in reading achievement.
- 6 •Administer the STAR Reading and STAR Early Literacy Post-Test, according to program guidelines, to all participating children at the end of the school year (and at least 90 days after the Mid-Year Test) to ensure accurate recording of reading gains.
- 7 •Agree that teachers will not retest children participating in Save the Children programs after they have been tested by Literacy Coordinator.
- 8 •Allow for an appropriate time to be spent in professional development for all participating staff.
- 9 •Allow for an appropriate amount of time to be spent in planning and preparation.
- 10 •Provide substitutes trained by Save the Children to ensure programming continues.
- 11 •Provide appropriate space for each component of the literacy program, including but not limited to the school library.
- 12 •Coordinate professional development by Save the Children Program Specialists to be given to classroom teachers and librarians on Save the Children practices in Accelerated Reader.

III. Afterschool Literacy Program

Approve Plan

Through afterschool literacy programs, grantees will provide children in kindergarten through eighth grade with the opportunity to increase their reading achievement by supplying the tools they need to develop reading skills and the guidance and support they need to grow as readers.

- Partner schools will schedule at least 110 afterschool program days (or an agreed upon pro-rated number of days)

- Partner schools will schedule five (5) make-up afterschool program days to be used in the event that a day is cancelled
- Afterschool Programming Standard:
Minimum 8 hours of afterschool/week
- Afterschool Days of Operation:
Minimum 4 days/week
- Afterschool Average Daily Attendance Standard:
Minimum 30 children
- Afterschool Literacy Block Standard:
Minimum 1 hour/day

• Afterschool Program Start Date: 17 Aug 2011

• Afterschool Program End Date: 10 May 2012

• Days of Operation: Mon-Thurs
(e.g. Mon-Fri)

• Hours of Operation: 2:35 p.m.- 4:4
(e.g. 2:15 pm - 4:30 pm)

• Targeted Number of Children: 40

Number of Staff: 5
Maximum child to staff ratio is 10:1

• Targeted Grade Range: third and four

The Emergent Reader Literacy Block offers programming specifically designed to serve Kindergarten and first grade students.

• Do you plan to offer the Emergent Literacy Block? Yes No

Are there other funding sources for afterschool programming at your site? Yes No

If yes, please list them and explain how the funding sources will work together:

<no value>

Save the Children Afterschool Literacy Partners Agree to:

- 1 • Track participation for all participating (and sponsored) children attending the afterschool literacy program on a daily basis in Save the Children's web-based Monitoring and Evaluation System.
- 2 • Monitor program attendance and adhere to program standards.
- 3 • Enter all participating (and sponsored) children in Renaissance Place, a web-based literacy software.
- 4 • Run an Accelerated Reader Diagnostic report immediately following the last day of programming and send to the field office Program Specialist and/or designee.
- 5 • Administer the STAR Reading Pre-Test or the STAR Early Literacy assessment to all participating children at the beginning of the school year to establish a critical baseline of reading achievement and for all incoming children within 2 weeks of program entry.

- 6 • Administer the STAR Reading Mid-Year Test to all children who participate in guided independent reading practice to confirm children are at the correct reading level and evaluate any gains in reading achievement.
- 7 • Administer the STAR Reading Post-Test, according to program guidelines, to all children participating in guided independent reading practice at the end of the school year (and at least 90 days after the Mid-Year Test) to ensure accurate recording of reading gains.
- 8 Administer a STAR Early Literacy Post-assessment to all children who participate in emergent reader activities, within 2 weeks of their ending the program or, for those who participated in the program throughout the year, at the end of programming.
- 9 • Ensure that teachers will not retest children participating in Save the Children programs after they have been tested by Literacy Coordinator.
- 10 • Allow for an appropriate time to be spent in professional development for all participating staff (varies depending on topic).
- 11 • Allow for an appropriate amount of time to be spent in planning and preparation (at least one-hour per week).
- 12 • Provide substitutes trained by Save the Children to ensure programming continues.
- 13 • Provide appropriate space for each component of the literacy program, including but not limited to the school library.
- 14 (optional) Coordinate professional development by Save the Children Program Specialists to be given to classroom teachers and librarians on Save the Children practices in Accelerated Reader.

IV. Afterschool CHANGE Program

Approve Plan

Save the Children's CHANGE component (Creating Healthy, Active and Nurturing Growing-up Environments) is a physical activity and healthy snack program that provides children in kindergarten through grade 6 the opportunity to engage in structured physical activity and consume a healthy snack to support healthy lifestyles and achieve a healthy weight.

The CHANGE component is implemented by a Nutrition and Physical Activity Coordinator who is trained by a Save the Children Program Specialist.

Each partner site agrees to provide the following services:

- 1 At least 30 minutes of moderate-to-vigorous physical activity daily for all children in a structured, interactive program called CATCH (Coordinated Approach to Child Health) that is implemented by a trained Nutrition and Physical Activity Coordinator.
- 2 An appropriate serving of a healthy snack (i.e., fruit, vegetables, whole grains, low-fat or nonfat dairy or milk) that meets Save the Children's snack standards for all children participating in the afterschool program. We strongly encourage partners to coordinate with the school district food service director *prior to* applying for a sub-grant to ensure that your school will be able to provide snacks that meet our healthy snack standards.

Are there other funding sources for physical activity/recreation or nutrition programs (i.e., USDA) at your site? Yes No

If yes, please explain:

NMSU Cooking With Kids

- Partner schools will schedule at least 110 afterschool program days (or an agreed upon prorated number of days)

- Partner schools will schedule five (5) make-up afterschool program days to be used in the event that a day is cancelled
- Afterschool Programming Standard:
Minimum 8 hours of afterschool/week
- Afterschool Days of Operation:
Minimum 4 days/week
- Afterschool Average Daily Attendance Standard:
Minimum 30 children
- Afterschool Physical Activity Standard:
Minimum 30 minutes/day

Save the Children Afterschool CHANGE Partners agree to:

- 1 • Provide adequate space to conduct the physical activity curriculum in both good and adverse weather conditions, and provide adequate space and time (i.e., at least 20 minutes) for children to eat the healthy snack.
 - 2 • Track participation for all sponsored children on a daily basis in Save the Children's Web-based Monitoring and Evaluation System including the snack provided and CATCH activities used each day.
 - 3 • Monitor program attendance and adherence to Save the Children's program standards.
 - 4 • Provide Save the Children with an electronic copy of your school wellness policy that addresses how you are establishing a healthy school environment through improved dietary choices and regular physical activity.
- 5 Are you interested in working with Save the Children to improve your school/district wellness policy? Yes No

V. Summer CHANGE Program

Approve Plan

For the Summer of 2012, Save the Children has new program expectations in order to help schools address summer learning loss. Please read carefully below to ensure that you understand the new requirements when you are building your budget.

Through the CHANGE component, students will participate in at least 30 minutes of moderate-to-vigorous activity each day and receive a healthy snack. The CHANGE component is implemented by a Nutrition and Physical Activity Coordinator who is trained by a Save the Children Program Specialist at each partner site.

- Summer Programming Standard:
Minimum 6 hours of programming per day, 6 weeks/year
- Summer Days of Operation:
Minimum 5 days/week
- Summer Average Daily Attendance Standard:
Minimum 40 children
- Summer Physical Activity Standard:
Minimum 30 minutes/day

Summer Program 12 Jun 2011
Start Date:

Summer Program End Date: 9 Jul 2012
Days of Operation: Mon-Thur
(e.g. Mon-Fri)
Hours of Operation: 7:30-12
(e.g. 9:00 am - 3:00 pm)
Targeted Number of Children: 40
Number of Staff*: 4
** Maximum child-to-staff ratio is 20:1*
Targeted Grade Range: 2-5

Each partner site agrees to provide the following services:

- 1 At least 30 minutes of moderate-to-vigorous physical activity daily for all children in a structured, interactive program monitored by a trained Nutrition and Physical Activity Coordinator.
- 2 A healthy snack (i.e., fruit, vegetables, whole grains, low-fat or nonfat dairy or milk) for all children in Save the Children afterschool program that meet Save the Children's snack guidelines.

Are there other funding sources for physical activity/recreation or nutrition programs (i.e., USDA) at your site? Yes No

If yes, please explain:

<no value>

Save the Children Summer CHANGE Program Partners agree to:

- 1 Track participation for all participating (and sponsored) children attending the afterschool CHANGE program on a daily basis in Save the Children's Web-based Monitoring and Evaluation System.
- 2 Monitor program attendance and adherence to Save the Children's program standards.

• In 2012, STC Save the Children is considering adding Science, Technology, Engineering and Math components to the summer program. Is your school or district interested in implementing these components? Yes No

• Is your school or district interested in partnering with Save the Children to pilot a middle school summer program in 2012? Yes No

VI. Summer Literacy Program

Approve Plan

For the Summer of 2012, Save the Children has new program expectations in order to help schools address summer learning loss. Please read carefully below to ensure that you understand the new requirements when you are building your budget.

Through the summer literacy component, schools can provide children in kindergarten through sixth grade with the opportunity to increase their reading achievement by supplying the tools they need to develop reading skills and the guidance and support they need to grow as readers.

- Summer Programming Standard:
 Minimum 6 hours of programming per week, 6 weeks/year

- Summer Days of Operation:**
Minimum 5 days/week
- Summer Average Daily Attendance Standard:**
Minimum 40 children
- Summer Literacy Block Standard:**
Minimum 1 hour/day

Summer Program Start Date: 4 Jun 2011

Summer Program End Date: 9 Jul 2012

Days of Operation: Mon-Thur
(e.g. Mon-Fri)

Hours of Operation: 7:30-12
(e.g. 9:00 am - 3:00 pm)

Targeted Number of Children: 40

Number of Staff: 4
Maximum child to staff ratio is 10:1

Targeted Grade Range: 2-5

Are there other funding sources for summer programming at your site?

Yes
 No

If yes, please list them and explain how the funding sources will work together:

<no value>

Save the Children Summer Literacy Partners Agree to:

- 1 Track participation for all participating (and sponsored) children attending the summer literacy program on a daily basis in Save the Children's web-based Monitoring and Evaluation System
- 2 Monitor program attendance and adhere to program standards.
- 3 Enter all participating (and sponsored) children in Renaissance Place, a web-based literacy software.
- 4 Run an Accelerated Reader Diagnostic report and send to the field office Program Specialist as requested.

VII. Sponsorship

Approve Plan

Sponsorship is a unique part of Save the Children's program portfolio that matches individual children with Sponsors and provides funding resources to help implement STC Literacy and Physical Activity and Nutrition programming. To keep track of these children, their program participation, correspondence and sponsorship eligibility, Save the Children requires specific systems and personnel that will be discussed with your Program Specialist.

The partner agrees to the following Sponsorship requirements:

- Partners will not work with other Sponsorship agencies.
- Engage all sponsored children, are in substantial program activities in ways that ensure significant benefits to each sponsored child.

- Ensure that program activities are conducted in such a manner that results can be measured for the target population. Sponsored children must be included in this target population.
- Ensure child safety through implementation of STC Child Safety Policy.
- Ensure that all sponsorship data collection, reporting and tracking tasks are performed in a timely and quality manner and that all required trainings for these tasks are attended by appropriate partner staff.
- Monitor eligibility of children participating in sponsorship.
- Ensure that Child Inventory Plan (CIP) requirement specific to the partner is met within the existing Program year.
- Work with Save the Children to orient the community about sponsorship programs.

C. TECHNOLOGY REQUIREMENTS

I. Technology General Information

Approve Plan

Technology General Information

This section of the Partner Plan should be completed by your designated Technology Specialist. A qualified Technology Specialist does not have to be an expert, but should be comfortable working with computers, knowledgeable concerning your school's computers and set-up, and familiar with the concepts and terminology discussed in this section.

Designated Technology Specialist: Calixto Arzeaga

Title: Technology Specialist

Full Time Part Time

of Hours per Week: 40

If you do not have a designated Technology Specialist, please explain how you plan to implement and/or support the required technology at your site:

<no value>

Save the Children Program Partners must have the following technology resources:

- 1 • Computer lab or library with at least one computer for every 5-10 children attending the afterschool program.
- 2 • High-speed Internet access.
- 3 • Telephone (speaker phone) located near a PC/Windows computer for web-based training.
- 4 • Adequate number of quality printers available in computer lab or library.
- 5 • Email access for Program Coordinators (Literacy, Nutrition and Physical Activity, and Early Childhood).

II. Equipment

Approve Plan

When discussing the computers at your school, Save the Children is primarily concerned with computers that are available for groups of students to use either during or after school for the literacy program often held in a computer lab or a library. Save the Children is primarily concerned with computers in locations where the literacy program will be conducted. There are two sections for the requested information, one covering the entire school, and another asking specifically about the computers that would be used for the Save the Children supported literacy programs.

•Have you reviewed the Model Program Technology Requirements document? (You can find this document in the Downloads section of this site.)

Yes
 No

PC-Type Computers running Microsoft Windows - ENTIRE SCHOOL

	# of Computers	# of Computers connected to LAN	# of Computers with Internet access
Computers that DO NOT have a minimum 450 MHz Pentium processor and 128 MB RAM installed.	0	0	0
Computers having AT LEAST 450 MHz processor / 128 MB RAM, UP TO 1 GHz processor/256 MB RAM.	80	80	80
Computers exceeding 1 GHz processor/256MB RAM.	0	0	0

PC-Type Computers running Microsoft Windows - AFTERSCHOOL OR IN-SCHOOL LITERACY PROGRAM

	# of Computers	# of Computers connected to LAN	# of Computers with Internet access
Computers that DO NOT have a minimum 450 MHz Pentium processor and 128 MB RAM installed.	0	0	0
Computers having AT LEAST 450 MHz processor / 128 MB RAM, UP TO 1 GHz processor/256 MB RAM.	80	80	80
Computers exceeding 1 GHz processor/256 MB RAM.	0	0	0

Apple Macintosh Computers - ENTIRE SCHOOL

	# of Computers	# of Computers connected to LAN	# of Computers with Internet access
Computers that DO NOT have a minimum 500 MHz PowerPC processor and 128 MB RAM free.	0	0	0
Computers having AT LEAST 500 MHz processor / 128 MB RAM, UP TO 1 GHz processor/256 MB RAM.	0	0	0
Computers exceeding 1 GHz processor/256 MB RAM.	0	0	0

Apple Macintosh Computers - AFTERSCHOOL OR IN-SCHOOL LITERACY PROGRAM

	# of Computers	# of Computers connected to LAN	# of Computers with Internet access
Computers that DO NOT have a minimum 500 MHz PowerPC processor and 128 MB RAM free.	0	0	0
Computers having AT LEAST 500 MHz processor / 128 MB RAM, UP TO 1 GHz processor/256 MB RAM.	0	0	0
Computers exceeding 1 GHz processor/256 MB RAM.	0	0	0

III. Internet Access Speed

Approve Plan

While Renaissance Learning applications can be used without high-speed Internet access, delays in downloading information will make it difficult to run your program effectively, therefore it is recommended that all Programs have high-speed access.

•What percent of your school's computers have high-speed Internet access?: **100.0 %**
(High-speed access defined as 128 Kbps or faster.)

What kind of Internet access do your computers have?

- Dial-up
- Cable
- DSL
- Satellite
- T1/T3
- Other: <no value>

IV. Renaissance Learning Software

Approve Plan

Some of Save the Children's Partners are already users of Renaissance Learning products at the time they become a Partner. If Partners are using the desktop version of the software, Save the Children will assist in transferring data from the desktop software to Renaissance Place (where Renaissance Place is currently not being used) and hosting to Renaissance Learning's data center in Wisconsin. If there are other programs that your school uses (such as Accelerated Math) we may be able to assist in transferring these programs to Renaissance Place as well.

Does your site currently use any of the following Renaissance Learning products?

- Accelerated Reader: Yes, the desktop version
 Yes, the Renaissance Place version
 No
- STAR Reading: Yes, the desktop version
 Yes, the Renaissance Place version
 No

Save the Children prefers that all partners host Renaissance Place at Renaissance Learning's data center in Wisconsin. Will your school be hosting with Renaissance Learning?

Yes No

If No, Please explain:

<no value>

Do you agree to work with Renaissance Learning staff to have your site up-and-running software designated as needed for your site including any or all of STAR Early Literacy, STAR Reading and/or Accelerated Reader, accessible to children within 30 days of being contacted by Renaissance Learning?

Yes No

Does your school currently use any other Renaissance Learning products (such as Accelerated Math)? Or does your school have any specific policies related to the use of your school's Renaissance Learning data (such as consent forms, confidentiality)? Please explain:

<no value>

Is Accelerated Reader a regular part of your school day?

Yes No

If Yes, Please explain:

<no value>

V. More General Technology Questions

Approve Plan

• When technology issues arise at your site, are you able to address them?

Yes

No

If No, please explain:

<no value>

Has this section (Technology Requirements) been completed by your site's Technology Specialist?

Yes No

If this person is not a District-level technology person, have you run it by your district?

Yes No

**Save the Children Program Component
Literacy (Afterschool, Summer, and In-School)**

Literacy Expectations

Save the Children literacy programming encompasses several components: an afterschool program consisting of a one-hour Literacy Block, in-school activities which can supplement teachers' efforts in helping children increase their reading achievement, and a summer program to help children maintain the momentum they gained during the school year. Below are descriptions of each component along with general expectations for schools that are partnering with Save the Children to provide these services and ensure that there is an opportunity for success.

Getting Started:

Site Responsibilities:

- Complete an on-line Partner Plan outlining how the school will implement the program.
- Hire a well-qualified Literacy Coordinator to coordinate and participate in the in-school, afterschool and summer literacy programs, typically a 35-40 hour work week during the school year.
Notes:
 1. A competent paraprofessional can fulfill the requirements and will be trained by Save the Children.
 2. A Literacy Coordinator job description is available upon request.
- Provide sufficient qualified support staff to ensure a staff/child ratio of 1:10.
- Provide appropriate space to conduct each of the components. Each group of 10 children uses a separate classroom. Typically, two separate spaces are needed for literacy – one for conducting guided independent reading practice and another for the combined read-aloud and fluency activities.
- Provide appropriate space and a computer for Literacy Coordinator administrative duties.
- Ensure that all staff members working in Save the Children programs are able to attend Save the Children training at least two times per year.
- With the assistance of the Literacy Coordinator, purchase appropriate AR books to supplement an existing library or create a new one, with 50% of the books purchased being nonfiction.
- Ensure that the Accelerated Reader books purchased with Save the Children funding are available and accessible to children taking part in the in-school, afterschool and summer programs.
- Provide a technology expert who can work with Renaissance Learning to ensure that computers equipped with Renaissance Learning software are available and accessible for children to use in the room where guided independent reading practice occurs.
- Provide Save the Children with a calendar of operation showing a minimum of 110 days for afterschool and a minimum of 5 weeks, 4 days per week for summer programming
- Engage in recruitment efforts to attract children most in need, with an expected minimum average daily attendance of 30 children for the afterschool program. Guidelines for selecting children who will most benefit from our programs are available, upon request.

Save the Children Responsibilities:

- Provide guidance in the roles and responsibilities of the Literacy Coordinator*.
- Provide orientation training related to the Model Literacy Program.
- Purchase the license for Renaissance Place software, including STAR Reading and Accelerated Reader for each child in the school, grades one and up. STAR Early Literacy software will be purchased where deemed appropriate by Save the Children.
- Purchase training from Renaissance Learning Implementation Specialists for new Literacy Coordinators and on-going technical assistance for veteran sites.

*Program Specialists are also available to:

- Provide support in the interviewing and hiring process.
- Provide an overview to school personnel on Save the Children literacy programming.
- Provide support in appropriate book selection according to reading ranges and interest levels of the children.

Attachment 2-Scope of Work and Additional Partnership Requirements
Save the Children Subgrant Agreement

- Provide professional development to school personnel for implementing best practices in STAR and Accelerated Reader.
- **Provide guidelines for selecting children for the afterschool program**

Administering the STAR Reading Pre- and Post-tests

We cannot emphasize enough the importance of administering STAR Reading to every child who is using AR. Because it is the assessment provided by Renaissance Learning, it most closely matches the AR program, thus it is the best placement assessment for our use. However, we use STAR Reading for another very important reason. Once a year, our program receives a thorough evaluation from an independent firm. It allows us to analyze the results of our program and share successes with many interested parties, from important funders to state legislators.

Site Responsibilities:

- Administer the STAR Reading pre-test at the beginning of the school year to all children who are able to read at least 100 sight words to determine their reading range. (The Literacy Coordinator can assist with the STAR Reading pre-test, but should not be expected to do this for the whole school.)

Literacy Coordinator Responsibilities:

- Administer a mid-year STAR Reading assessment to all children who participate in the in-school and afterschool programs in order to monitor progress.

Save the Children Responsibilities:

- Provide support in using best practices to conduct the STAR Reading pre- and post-tests.
- Monitor STAR Reading Summary reports.

Implementing the Literacy Block in the Afterschool and Summer programs:

The Literacy Block (for students who are able to read at least 100 words) incorporates three core activities on a daily basis in our afterschool and summer programs: read-alouds, guided independent reading practice, and fluency building support. For children in kindergarten and first grade who are not yet able to read 100 words, our Emergent Reader Literacy Block uses authentic text to increase their background knowledge, vocabulary, concepts of print and fluent reading as well as enhance their understanding of emergent literacy skills such as phonemic awareness, letter recognition, sound-symbol correspondence and beginning word recognition.

Literacy Coordinator Responsibilities:

- Provide Save the Children with weekly attendance records and monthly AR Diagnostic reports.
- Provide guidance to children to ensure Renaissance Learning programs are used correctly.
- Monitor AR Diagnostics weekly to ensure that children are reading 1-3.5 books weekly.
- Provide support to children to achieve and maintain an average of 85% correct or higher on quizzes.

Save the Children Responsibilities:

- Provide technical assistance by an assigned Save the Children Program Specialist.
- Monitor weekly attendance records.
- Monitor and analyze monthly AR Diagnostics reports.
- Provide support and resource materials to ensure best practices.

In-School Support

In-School Support provides reading software and books for use during the school day. Programs that use this software address guided independent reading practice and individualized fluency-building support. Regular opportunities to read independently provide children with increased motivation for reading, background

Attachment 2-Scope of Work and Additional Partnership Requirements
Save the Children Subgrant Agreement

knowledge about important concepts, vocabulary growth, and the ability to read fluently. Accelerated Reader, a reading management software program by Renaissance Learning, is used to monitor this guided reading practice. Emergent literacy activities are also available for beginning readers. In addition, for children in grades two and above who are currently reading below grade level, there are tutorials that provide one-on-one or small-group support for phonics, sight word, vocabulary, and comprehension growth.

Site Responsibilities:

- Establish time during the school day where every independent reader can access AR books and quizzes.
- Encourage teachers to work with Literacy Coordinators to determine which children would benefit most from the supplemental in-school literacy activities and allow them to participate in these activities 20-30 minutes a day, at least 3-4 days a week throughout the school year.
- Provide Save the Children with a schedule for in-school direct services. It is expected that the Literacy Coordinator will spend approximately 1½ to 2 hours (can be more) providing direct support to children outside the classroom in an appropriate space and learning environment that comfortably supports children's needs.

Save the Children Responsibilities:

- Provide training specific to each tutorial and the emergent reader modules.
- Monitor attendance in tutorials, emergent reader modules and guided independent reading practice.

**Save the Children's Program Component
CHANGE Program (Creating Healthy, Active and Nurturing Growing-up Environments)
Nutrition and Physical Activity**

Afterschool and Summer School CHANGE Program Component Expectations

Save the Children (SC) created the CHANGE (Creating Healthy, Active, and Nurturing Growing-up Environments) Program to increase rural children's access to regular physical activity and a healthy snack during afterschool and summer school programming. To encourage children to be physically active, SC's CHANGE Program uses a model physical education curriculum based on the successful Coordinated Approach to Child Health (CATCH) that teaches lifelong movement skills and combines fun and fitness. The physical activity component provides children, ages 6 to 12 years, with 30 minutes or more of moderate-to-vigorous physical activity daily. Afterschool CHANGE with its healthy snack and physical activity component encourages and supports attendance at our afterschool Literacy Programs.

Children participating in SC's Literacy, CHANGE and Early Childhood Development Programs have limited access to nutritious foods, beverages, snacks, and meals. Promoting healthy snacks and improving children's eating habits is an important component of the CHANGE Program. Our healthy snack standard actively encourages schools to purchase and children to consume fresh fruits and vegetables, whole grains, low-fat dairy or protein, and water as selected snacks. Our monitoring efforts reveal that children participating in the CHANGE Program ask their parents to purchase these healthier choices at home.

School Partner Responsibilities:

- Complete a Partner Plan (through the online application form) indicating how the school will implement the CHANGE Program (i.e., afterschool, summer school and/or in-school).
- Hire a qualified Nutrition and Physical Activity (NuPA) Coordinator to coordinate and participate in the afterschool and summer Literacy and CHANGE Programs. This part-time position typically involves a 15-hour work week during the school year, but may vary depending on available staff.

Notes:

1. The NuPA coordinator will be trained by SC's Nutrition and Physical Activity (NuPA) Specialist.*
 2. A job description with suggested roles and responsibilities for a competent NuPA Coordinator is attached.
 3. SC strongly encourages our partners to hire candidates who are physically capable of participating in moderate-to-vigorous physical activity with children and enjoy leading and participating in physically active games with groups of children.
 4. Only a trained and certified NuPA Coordinator or a designated trained substitute may conduct the CATCH physical activity curriculum and provide the healthy snack.
- Provide sufficient qualified support staff to ensure a staff-to-child ratio of 1:20.
 - Provide appropriate space either inside the school or outside of the school premises to serve the healthy snacks and conduct the CATCH physical activity curriculum daily.
 - Ensure that all staff members implementing SC's programs (designated NuPA Coordinators) are able to attend a comprehensive training at least once a year.
 - With the NuPA Coordinator's assistance, purchase appropriate CATCH curriculum equipment and healthy snacks that meet SC's healthy snack standards.
 - The physical activity area should be sufficiently large for groups of children to safely participate in moderate-to-vigorous physically active games.

*NuPA Specialists are available to:

- Provide support during the interview and hiring process.
- Provide school personnel with an in-depth overview about SC's CHANGE (nutrition and physical activity) Program.
- Provide support in selecting appropriate healthy snacks and physical activities.
- Provide professional development to school personnel to implement promising or best practices for physical activity and nutrition standards to align with national school wellness policy guidelines.

Attachment 2-Scope of Work and Additional Partnership Requirements
Save the Children Subgrant Agreement

**Save the Children Funding Component
Sponsorship**

Save the Children Sponsorship Expectations:

Sponsorship is an important part of the funding portfolio of Save the Children. Sites receiving Sponsorship must work with Save the Children staff to meet the expectations and requirements noted below.

1) The site agrees to the following Sponsorship requirements:

- Engage all sponsored children, in significant substantial program activities in ways that ensure benefits to each sponsored child.
- Enroll appropriate number of children in Sponsorship as determined by Save the Children Sponsorship Manager.
- Ensure that program activities are conducted in such a manner that results can be measured for the target population. Sponsored children must be included in this target population.
- Work with Save the Children to orient the community about sponsorship funded programs.
- The Grantee shall not attempt to raise additional funds for this program from SC sponsors, or other sponsorship organizations, without SC's prior written authorization.

2) The site agrees to comply with Save the Children Sponsorship Policies and Procedures, including, but not limited to, the following sections:

- Parent/Guardian legal consents;
- Oversight of Sponsored Child Eligibility (Individual Child Sponsorship (ICS) and Lifeline (LL));
- Sponsor Servicing;
- Immediate Reporting of Child Deaths; and,
- Child Safety Policy.

Failure to abide by SC Sponsorship Procedures and Policies can result in penalties which can include immediate termination of this grant and Partner Agreement.

3) Save the Children will:

- Provide the Grantee with a copy of SC Sponsorship Policies and Procedures Manual, along with any updates thereto. Provide training on said policies and procedures manual.
- Monitor and supervise sponsorship tasks.
- Provide or facilitate technical assistance and advice to Grantee.
- Facilitate the sharing of information and practices related to programs being implemented by the Grantee.
- Provide grantee with quarterly updates of names of sponsored children and their sponsors.

Save the Children Program Component Literacy (Afterschool, Summer, and In-School)

Literacy Expectations

Save the Children literacy programming encompasses several components: an afterschool program consisting of a one-hour Literacy Block, in-school activities which can supplement teachers' efforts in helping children increase their reading achievement, and a summer program to help children maintain the momentum they gained during the school year. Below are descriptions of each component along with general expectations for schools that are partnering with Save the Children to provide these services and ensure that there is an opportunity for success.

Getting Started:

Site Responsibilities:

- Complete an on-line Partner Plan outlining how the school will implement the program.
- Hire a well-qualified Literacy Coordinator to coordinate and participate in the in-school, afterschool and summer literacy programs, typically a 35-40 hour work week during the school year.
Notes:
 1. A competent paraprofessional can fulfill the requirements and will be trained by Save the Children.
 2. A Literacy Coordinator job description is available upon request.
- Provide sufficient qualified support staff to ensure a staff/child ratio of 1:10.
- Provide appropriate space to conduct each of the components. Each group of 10 children uses a separate classroom. Typically, two separate spaces are needed for literacy – one for conducting guided independent reading practice and another for the combined read-aloud and fluency activities.
- Provide appropriate space and a computer for Literacy Coordinator administrative duties.
- Ensure that all staff members working in Save the Children programs are able to attend Save the Children training at least two times per year.
- With the assistance of the Literacy Coordinator, purchase appropriate AR books to supplement an existing library or create a new one, with 50% of the books purchased being nonfiction.
- Ensure that the Accelerated Reader books purchased with Save the Children funding are available and accessible to children taking part in the in-school, afterschool and summer programs.
- Provide a technology expert who can work with Renaissance Learning to ensure that computers equipped with Renaissance Learning software are available and accessible for children to use in the room where guided independent reading practice occurs.
- Provide Save the Children with a calendar of operation showing a minimum of 110 days for afterschool and a minimum of 5 weeks, 4 days per week for summer programming
- Engage in recruitment efforts to attract children most in need, with an expected minimum average daily attendance of 30 children for the afterschool program. Guidelines for selecting children who will most benefit from our programs are available, upon request.

Save the Children Responsibilities:

- Provide guidance in the roles and responsibilities of the Literacy Coordinator*.
- Provide orientation training related to the Model Literacy Program.
- Purchase the license for Renaissance Place software, including STAR Reading and Accelerated Reader for each child in the school, grades one and up. STAR Early Literacy software will be purchased where deemed appropriate by Save the Children.
- Purchase training from Renaissance Learning Implementation Specialists for new Literacy Coordinators and on-going technical assistance for veteran sites.

*Program Specialists are also available to:

- Provide support in the interviewing and hiring process.
- Provide an overview to school personnel on Save the Children literacy programming.
- Provide support in appropriate book selection according to reading ranges and interest levels of the children.

Attachment 2-Scope of Work and Additional Partnership Requirements
Save the Children Subgrant Agreement

- Provide professional development to school personnel for implementing best practices in STAR and Accelerated Reader.
- **Provide guidelines for selecting children for the afterschool program**

Administering the STAR Reading Pre- and Post-tests

We cannot emphasize enough the importance of administering STAR Reading to every child who is using AR. Because it is the assessment provided by Renaissance Learning, it most closely matches the AR program, thus it is the best placement assessment for our use. However, we use STAR Reading for another very important reason. Once a year, our program receives a thorough evaluation from an independent firm. It allows us to analyze the results of our program and share successes with many interested parties, from important funders to state legislators.

Site Responsibilities:

- Administer the STAR Reading pre-test at the beginning of the school year to all children who are able to read at least 100 sight words to determine their reading range. (The Literacy Coordinator can assist with the STAR Reading pre-test, but should not be expected to do this for the whole school.)

Literacy Coordinator Responsibilities:

- Administer a mid-year STAR Reading assessment to all children who participate in the in-school and afterschool programs in order to monitor progress.

Save the Children Responsibilities:

- Provide support in using best practices to conduct the STAR Reading pre- and post-tests.
- Monitor STAR Reading Summary reports.

Implementing the Literacy Block in the Afterschool and Summer programs:

The Literacy Block (for students who are able to read at least 100 words) incorporates three core activities on a daily basis in our afterschool and summer programs: read-alouds, guided independent reading practice, and fluency building support. For children in kindergarten and first grade who are not yet able to read 100 words, our Emergent Reader Literacy Block uses authentic text to increase their background knowledge, vocabulary, concepts of print and fluent reading as well as enhance their understanding of emergent literacy skills such as phonemic awareness, letter recognition, sound-symbol correspondence and beginning word recognition.

Literacy Coordinator Responsibilities:

- Provide Save the Children with weekly attendance records and monthly AR Diagnostic reports.
- Provide guidance to children to ensure Renaissance Learning programs are used correctly.
- Monitor AR Diagnostics weekly to ensure that children are reading 1-3.5 books weekly.
- Provide support to children to achieve and maintain an average of 85% correct or higher on quizzes.

Save the Children Responsibilities:

- Provide technical assistance by an assigned Save the Children Program Specialist.
- Monitor weekly attendance records.
- Monitor and analyze monthly AR Diagnostics reports.
- Provide support and resource materials to ensure best practices.

In-School Support

In-School Support provides reading software and books for use during the school day. Programs that use this software address guided independent reading practice and individualized fluency-building support. Regular opportunities to read independently provide children with increased motivation for reading, background

Attachment 2-Scope of Work and Additional Partnership Requirements
Save the Children Subgrant Agreement

knowledge about important concepts, vocabulary growth, and the ability to read fluently. Accelerated Reader, a reading management software program by Renaissance Learning, is used to monitor this guided reading practice. Emergent literacy activities are also available for beginning readers. In addition, for children in grades two and above who are currently reading below grade level, there are tutorials that provide one-on-one or small-group support for phonics, sight word, vocabulary, and comprehension growth.

Site Responsibilities:

- Establish time during the school day where every independent reader can access AR books and quizzes.
- Encourage teachers to work with Literacy Coordinators to determine which children would benefit most from the supplemental in-school literacy activities and allow them to participate in these activities 20-30 minutes a day, at least 3-4 days a week throughout the school year.
- Provide Save the Children with a schedule for in-school direct services. It is expected that the Literacy Coordinator will spend approximately 1½ to 2 hours (can be more) providing direct support to children outside the classroom in an appropriate space and learning environment that comfortably supports children's needs.

Save the Children Responsibilities:

- Provide training specific to each tutorial and the emergent reader modules.
- Monitor attendance in tutorials, emergent reader modules and guided independent reading practice.

**Save the Children's Program Component
CHANGE Program (Creating Healthy, Active and Nurturing Growing-up Environments)
Nutrition and Physical Activity**

Afterschool and Summer School CHANGE Program Component Expectations

Save the Children (SC) created the CHANGE (Creating Healthy, Active, and Nurturing Growing-up Environments) Program to increase rural children's access to regular physical activity and a healthy snack during afterschool and summer school programming. To encourage children to be physically active, SC's CHANGE Program uses a model physical education curriculum based on the successful Coordinated Approach to Child Health (CATCH) that teaches lifelong movement skills and combines fun and fitness. The physical activity component provides children, ages 6 to 12 years, with 30 minutes or more of moderate-to-vigorous physical activity daily. Afterschool CHANGE with its healthy snack and physical activity component encourages and supports attendance at our afterschool Literacy Programs.

Children participating in SC's Literacy, CHANGE and Early Childhood Development Programs have limited access to nutritious foods, beverages, snacks, and meals. Promoting healthy snacks and improving children's eating habits is an important component of the CHANGE Program. Our healthy snack standard actively encourages schools to purchase and children to consume fresh fruits and vegetables, whole grains, low-fat dairy or protein, and water as selected snacks. Our monitoring efforts reveal that children participating in the CHANGE Program ask their parents to purchase these healthier choices at home.

School Partner Responsibilities:

- Complete a Partner Plan (through the online application form) indicating how the school will implement the CHANGE Program (i.e., afterschool, summer school and/or in-school).
- Hire a qualified Nutrition and Physical Activity (NuPA) Coordinator to coordinate and participate in the afterschool and summer Literacy and CHANGE Programs. This part-time position typically involves a 15-hour work week during the school year, but may vary depending on available staff.

Notes:

1. The NuPA coordinator will be trained by SC's Nutrition and Physical Activity (NuPA) Specialist.*
 2. A job description with suggested roles and responsibilities for a competent NuPA Coordinator is attached.
 3. SC strongly encourages our partners to hire candidates who are physically capable of participating in moderate-to-vigorous physical activity with children and enjoy leading and participating in physically active games with groups of children.
 4. Only a trained and certified NuPA Coordinator or a designated trained substitute may conduct the CATCH physical activity curriculum and provide the healthy snack.
- Provide sufficient qualified support staff to ensure a staff-to-child ratio of 1:20.
 - Provide appropriate space either inside the school or outside of the school premises to serve the healthy snacks and conduct the CATCH physical activity curriculum daily.
 - Ensure that all staff members implementing SC's programs (designated NuPA Coordinators) are able to attend a comprehensive training at least once a year.
 - With the NuPA Coordinator's assistance, purchase appropriate CATCH curriculum equipment and healthy snacks that meet SC's healthy snack standards.
 - The physical activity area should be sufficiently large for groups of children to safely participate in moderate-to-vigorous physically active games.

*NuPA Specialists are available to:

- Provide support during the interview and hiring process.
- Provide school personnel with an in-depth overview about SC's CHANGE (nutrition and physical activity) Program.
- Provide support in selecting appropriate healthy snacks and physical activities.
- Provide professional development to school personnel to implement promising or best practices for physical activity and nutrition standards to align with national school wellness policy guidelines.

- Meet with the food service manager to discuss appropriate healthy snack options.

NuPA Coordinator Recommended Responsibilities:

- Manage all aspects of the CHANGE afterschool and summer school programs by ensuring compliance with established guidelines and standards.
- Implement the CATCH curriculum to ensure that each child is receiving 30 minutes or more of moderate-to-vigorous physical activity daily.
- Serve the snack at sites and monitor the afterschool and summer school snack program to ensure that it adheres to Save the Children's healthy snack standards.
- Oversee the accurate monitoring of the CHANGE Program by collecting and entering relevant program data (e.g., children's attendance, type of snacks consumed, type of CATCH activities) in Save the Children's web-based system within designated time frames.
- Maintain regular communication with SC staff such as checking and responding to email messages daily.

Save the Children Responsibilities:

- A NuPA Specialist will provide training and technical assistance to the NuPA Coordinator and any designated staff substitutes.
- A NuPA specialist and/or Program Specialist will monitor weekly attendance records and menu logs and coordinate with SC staff to conduct site visits, as needed, to ensure the highest standard of implementation of the CHANGE Program.
- In coordination with SC's Program Specialists, conduct site visits to evaluate the CHANGE Program and provide support and constructive feedback to the NuPA Coordinator and other relevant school partner staff on program modifications to meet SC's guidelines and standards.
- Provide support and resource materials to ensure adherence to promising or best practices.
- Clarify the suggested roles and responsibilities of the NuPA Coordinator.

**Save the Children Funding Component
Sponsorship**

Save the Children Sponsorship Expectations:

Sponsorship is an important part of the funding portfolio of Save the Children. Sites receiving Sponsorship must work with Save the Children staff to meet the expectations and requirements noted below.

1) The site agrees to the following Sponsorship requirements:

- Engage all sponsored children, in significant substantial program activities in ways that ensure benefits to each sponsored child.
- Enroll appropriate number of children in Sponsorship as determined by Save the Children Sponsorship Manager.
- Ensure that program activities are conducted in such a manner that results can be measured for the target population. Sponsored children must be included in this target population.
- Work with Save the Children to orient the community about sponsorship funded programs.
- The Grantee shall not attempt to raise additional funds for this program from SC sponsors, or other sponsorship organizations, without SC's prior written authorization.

2) The site agrees to comply with Save the Children Sponsorship Policies and Procedures, including, but not limited to, the following sections:

- Parent/Guardian legal consents;
- Oversight of Sponsored Child Eligibility (Individual Child Sponsorship (ICS) and Lifeline (LL));
- Sponsor Servicing;
- Immediate Reporting of Child Deaths; and,
- Child Safety Policy.

Failure to abide by SC Sponsorship Procedures and Policies can result in penalties which can include immediate termination of this grant and Partner Agreement.

3) Save the Children will:

- Provide the Grantee with a copy of SC Sponsorship Policies and Procedures Manual, along with any updates thereto. Provide training on said policies and procedures manual.
- Monitor and supervise sponsorship tasks.
- Provide or facilitate technical assistance and advice to Grantee.
- Facilitate the sharing of information and practices related to programs being implemented by the Grantee.
- Provide grantee with quarterly updates of names of sponsored children and their sponsors.

ATTACHMENT 3
Budget



Berino_11-12.xlsx

Save The Children
Site: Berrio Elementary
Fiscal: Gadsden Independent School District
State: New Mexico

Period From: 7/1/11
 Period To: 6/30/12

Literacy Coordinator:
 ESSS Coordinator:

School Population	569
# of children	30
Cost per child	\$ 618
Costs Olson	

In School	30
After School	40
Summer Program	ESSS
years in position:	\$ 34,681
years in position:	#DIV/0!
years in position:	2
years in position:	#DIV/0!

Partner Budget

Partner Budget		Unit	Unit cost	# Units	Total Budget	STC	Cost Share	Cost Share Source of Funds	Variance
I. In School									
Personnel Cost									
a	Certified Staff	Annual							
b	Classified Staff	Hourly	12,937.50	1	12,938	12,938			
	Classified Staff	Hourly			32,938				
	Classified Staff	Hourly				12,938			
c	Fringe	Sum	2,810.02	1	2,810				
					15,748				
	Total In School Personnel Cost								
	Program Cost								
d	Books	Sum	2,000.00	1	2,000		2,000	General Fund	
e	Materials	Sum							
f	Equipment	Sum	800.00	1	800				
g	Training	Sum							
	Total In School Program Cost								
	Total In School Cost								
					2,808	800	2,008		
					18,548				
II. After School - Literacy									
Personnel Cost									
a	Certified Staff	Annual	12,937.50	1	12,938	12,938			
b	Classified Staff - D. Sanchez	Hourly	3,635.62	1	3,636		3,636	Title I	
	Classified Staff - M. Tucker	Hourly			3,256				
	Classified Staff - R. Gonzales	Hourly			2,987				
c	Fringe	Sum	4,955.42	1	4,955		790	Title I	
					27,774		23,948		
	Total After School Personnel Cost								
	Program Cost								
d	Books	Sum							
e	Transportation	Sum	6,000.00	1	6,000		6,000	Title I	
f	Materials	Sum	800.00	1	800				
g	Equipment	Sum							
h	Training	Sum							
	Sub-total Program Cost - Literacy								
	Total After School Literacy Cost								
					6,806	800	8,006		
					24,574		10,426		
III. After School - NUPA									
Personnel Cost									
a	Certified Staff	Annual							
b	Classified Staff	Hourly	3,536.00	1	3,536	3,536			
	Classified Staff	Hourly							
c	Fringe	Sum	788.01	1	788				
					4,304		4,304		
	Total After School-NUPA Personnel Cost								
	Program Cost								
d	Materials	Sum	100.00	1	100				
e	Equipment	Sum							
f	Training	Sum							

Total After School-NUPA Program Cost							100	100								
Total After School-NUPA Cost							4,404	4,404								
IV.																
Summer Cost																
Personnel Cost																
a.	Classified Staff	Annual														
b.	Classified Staff	Hourly														
	Classified Staff	Hourly														
	Classified Staff	Hourly														
c.	Fringe	Sum														
Total Summer Personnel Cost																
Program Cost																
d.	Books	Sum														
e.	Transportation	Sum														
f.	Materials	Sum														
g.	Equipment	Sum														
Total Summer Program Cost																
Total Summer Cost																
V.																
ESSS Cost																
Personnel Cost																
a.	Classified Staff	Annual														
b.	Classified Staff	Hourly														
c.	Fringe	Sum														
Total ESSS Personnel Cost																
Program Cost																
d.	Books	Sum														
e.	Materials	Sum														
f.	Equipment	Sum														
g.	Home Visit Travel	Sum														
h.	Training	Sum														
Total ESSS Program Cost																
Total ESSS Cost																
VI.																
Sponsorship Cost																
Personnel Cost																
a.	Classified Staff	Annual														
b.	Classified Staff	Hourly														
c.	Fringe	Sum														
Total Sponsorship Personnel Cost																
Program Cost																
e.	Materials	Sum														
f.	Equipment	Sum														
g.	Training	Sum														
Total Sponsorship Program Cost																
Total Sponsorship Cost																
Total Budget							60,818	48,392	12,425							
Total Sponsorship Program Cost							3,295	3,295								
Total Sponsorship Cost							60,818	48,392	12,425							

ATTACHMENT 4

Child Safety Policy

Effective Date: February 12, 2002 (Revised January, 2006)

Save the Children is committed to conducting its programs in a manner that is safe for the children it serves and helping protect the children with whom Save the Children is in contact. As a humanitarian agency, Save the Children is obliged to create and maintain an environment that aims to prevent the sexual exploitation and abuse of children and promote the implementation of its child safety policy. All representatives of Save the Children – employees, volunteers, interns, consultants, Board members and others who work with children on Save the Children's behalf – are expected to conduct themselves in a manner consistent with this commitment and obligation.

Save the Children meets its commitment to conduct programs that are safe for the children it serves and to help protect children through the following means:

Awareness: Ensuring that all Save the Children representatives are notified of and made aware that they are expected to comply with the policy.

Prevention: Striving, through awareness and good practice, to minimize the risks to children and take positive steps to help protect children who are the subject of any concerns.

Reporting: Ensuring that all Save the Children representatives know what steps to take where concerns arise regarding the safety of children.

Responding: Engaging in action that supports and protects children when concerns arise regarding their safety; supporting those who raise such concerns; investigating or cooperating with any subsequent process of investigation; and taking appropriate responsive action.

All Save the Children employees are required to conform their behavior and conduct Save the Children programs in accordance with the following principles:

1. Sexual activity with children (persons under the age of 18) is expressly prohibited regardless of the local age of majority or age of consent. Mistaken belief in the age of the child is not a defense.
2. The exchange of money, employment, goods or services for sex, including sexual favors or other forms of humiliating, degrading or exploitative behavior with children, is expressly prohibited. This includes exchange of assistance due to children benefiting from Save the Children programming.
3. All Save the Children representatives who have contact with children or access to sensitive information about children in Save the Children programs are to be informed of the Agency's child safety policy and standards.
4. Save the Children representatives must not stay alone overnight with one or more children benefiting from Save the Children programs who are not part of their immediate or extended family, whether in their house, project premises or elsewhere.
5. Save the Children representatives must behave in an appropriate and culturally sensitive way. They must not hit, physically assault or inappropriately touch children; use language, make suggestions or offer advice which is inappropriate, offensive or abusive; behave in a manner that is sexually provocative; act in ways intended to shame, humiliate, belittle or degrade children; or otherwise perpetrate any form of emotional abuse.
6. Where possible and practical, the 'two-adult' rule, wherein two or more adults supervise all activities where children are involved and are present at all times, should be followed.

7. Save the Children representatives may work with children who, because of the circumstances and abuses to which they may have been subjected, may use a relationship to obtain “special attention.” Save the Children representatives must understand that the adult is always considered responsible for maintaining an appropriate relationship, even if a child behaves inappropriately.
8. Save the Children representatives should not place themselves in compromising or vulnerable positions and should take care not to discriminate against, show differential treatment towards, or favor particular children to the exclusion of others.
9. In communications about children, Save the Children representatives must use only images and language that are respectful and culturally appropriate. For photographs, children must be adequately clothed in accordance with local custom, and poses that could be interpreted as sexually suggestive must not be used.
10. Save the Children reserves the right to conduct criminal background checks as it deems appropriate and as permitted by law.

Reporting a Possible Violation

Any representative of Save the Children who is concerned or informed about concerns about the safety of a child or other possible violation of this policy has the responsibility to report such concerns so that Save the Children can respond rapidly and take appropriate action.

ATTACHMENT 5

Financial Report Guidelines

Save the Children's financial reporting guidelines are as follows:

A. Financial reports should be provided from the financial software of the Grantee ("in system reports"). If the Grantee has multiple agreements with Save the Children, a separate report is needed for each agreement where each report covers only up to one site of program implementation for the Grantee.

B. Expenditures should be reported to Save the Children using the Grantee's accounting method on a consistent basis. Any necessary accounting adjustments must be made in the current reporting period only. Once a period is reported upon to Save the Children and closed, no adjustments may be made to prior reporting periods.

C. The format of the financial report should include the following items:

1) Budget columns by program costs, line item account codes, and subtotals of program expenses (for example a sub total for In-school and a sub total for Afterschool). The financial report budget columns should list the same line items and amounts as indicated in the Partner budget (Attachment 3).

2) Actual period expenditures column that corresponds to the applicable program costs, account codes and subtotals as per line item listed in the budget in Attachment 3.

3) Cumulative (YTD) expenditures column that corresponds to the applicable program costs, account codes and subtotals as per line items included in the budget in Attachment 3.

4) Balance remaining by program cost, account code and subtotal as per line items listed in the budget in Attachment 3.

5) Reconciliation of program funds summary:

Program funds received Less: Actual cumulative expenditures Equals: Program funds remaining

D. The financial reporting periods and dates are as follows:

Quarter 1 – July 1, 2011 to September 30, 2011 – report due **October 15, 2011**

Quarter 2 – October 1, 2011 to December 31, 2011 – report due **January 10, 2012**

Quarter 3 – January 1, 2012 to March 31, 2012 – report due **April 15, 2012**

Quarter 4: Final Report – April 1, 2012 to June 30, 2012 – report due **July 20, 2012**

Remember: If adjustments to the Grantee's accounting of this grant occur after the end of the period of grant or beyond June 30, 2012 thus reducing the final financial report of expenditures, then SC requests that the Grantee provide a revised final financial report by no later than 30 days of the close of the month in which the adjustment occurred along with payment to Save the Children for the balance of any unspent grant funds (Attachment 1. Terms and Conditions section G.1. (c)).

E. Signed and dated: All financial reports must be signed and dated by the following individuals depending on the fiscal agent managing this grant for your school:

Board of Education: Finance Officer and the school Superintendent

Community Based Organizations: Lead Finance Staff (or CPA if applicable) and Board President.

Other Organization: Lead Finance Staff (or CPA if applicable) and Authorized Institutional Representative

F. Save the Children Finance Contact:

Finance correspondence and most importantly the submission of quarterly in-system finance reports should be sent the attention of the Save the Children Finance Staff or his/her replacement. Contact information is below.

Cora Roos, Manager, Finance and Sub-Grants, US
126 Valencia Dr. Ne Ste. F, Albuquerque, NM 87108
203-341-8265
505-268-5436
croos@savechildren.org

ATTACHMENT 6
Timesheets



Timesheet.xls

TIMESHEET

Save the Children Grant

Sub-Grantee Name: _____

School/Site Name: _____

Employee Name: _____ Employee #: _____

Position: _____

Pay Period: ____/____/____ to ____/____/____

Date	Day	Time In	Lunch Out	Lunch In	Time Out	Over Time	Total Hours
/ /	Sunday						
/ /	Monday						
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Total Pay Period Hours	-
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Days off: Please fill where applicable Sick, Vacation, Holiday, or other appropriate day above

Employee Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Save the Children Budget Line Item Code: _____

ATTACHMENT 7
Standard Data Use Agreement (New Sites Only)