

Appendix A

COVER PAGE AND DEMOGRAPHIC INFORMATION

School District/Charter School			
Name	Gadsden Independent School District		
Superintendent/Director of Charter			
Name	Cynthia Nava		
Phone	(575) 882-6203	E-mail	cnav@gisd.k12.nm.us
Mailing Address	PO Drawer 70 Anthony, NM 88021		
Program Coordinator / Contact			
Name	Pat Martinez		
Phone	(575) 824-6500	E-mail	patmartinez@gisd.k12.nm.us
Mailing Address	PO Drawer 70 Anthony, NM 88021		
Business Manager			
Name	Steve Suggs, Associate Superintendent for Finance		
Phone	(575) 882-6243	E-mail	ssuggs@gisd.k12.nm.us
Mailing Address	PO Drawer 70 Anthony, NM 88021		

Amount of funding requesting for After School Programs	\$34,958.80
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School(s) included in this application:
(Additional pages to include all school may be added if needed)

School Name	Address	Principal	Phone	E-mail
Desert Trail Elementary	310 E. Lisa Drive	Pat Martinez	(575) 824-6500	patmartinez@gisd.k12.nm.us



Briefly describe the demographic and socio-economic profile of the community (not scored):

Desert Trail Elementary, located in Chaparral, is in the Gadsden Independent School District which serves schools at the Texas-New Mexico/U.S.-Mexico borders. Chaparral is an unincorporated rural community with approximately 23,000 residents. This community has no industry; therefore, most residents work in near by El Paso. The average income is \$17,000.

Desert Trail is one of 3 elementary schools in the community. The student population of the school is 90% Hispanic, 9% Caucasian and 1% other ethnicities. Currently, 88% of the students qualify for the free and reduced lunch program. In addition, the school qualifies for Title I Federal funding. The school's standardized test scores have risen during the last five years in spite of the high percentage of low socio-economic families. Desert Trail provides all students with free breakfast, lunch, and an afternoon snack prior to going home. This is due to the percentage (88%) of the students who qualify for free or reduced lunch. For many of our children, the school setting is where their nutrition comes from. At Desert Trail, we have teachers that live in the surrounding area and are part of the community that our children come from. Thus, they are very familiar with the academic as well as the nutrition problems of our students.



Appendix B

GENERAL INFORMATION

Appendix B1: Statement of Need

In the space provided below, using 12 point font, describe the need for an After School Program in the identified district/school(s) in this application. Clearly identify the need for a quality After School Program in the district/school(s) utilizing student, school, and/or community data. Demonstrate an understanding of the linkages between student health indicators associated with academic success for the school and/or community. (20 Points)

Resources to support health indicators include, but are not limited to:

<http://www.health.state.nm.us/epi/diabetes.html> <http://www.health.state.nm.us/epi/obesity.html>
<http://www.health.state.nm.us/yrrs.html>)

According to *The New Mexico Plan to Promote Healthier Weight*, the number of adults in New Mexico who are obese has doubled since 1990. The *New Mexico Risk and Resiliency Survey (2007)* stated that “New Mexico high school students had higher rates of physical activity and lower rates of sedentary behavior than US students”. If these statistics are to hold true, it is imperative that we work to continue the trend by supporting grants which promote physical activity in our schools for all students. Starting this training at the high school level would likely be inadequate because students need time to build physical stamina and make a healthy lifestyle a habit.

According to data obtained from the *New Mexico Department of Health Diabetes Prevention and Control Program*, in the county of Dona Ana where Desert Trail is located, there are over 13,000 adults with diabetes. This disease affects one out of every ten adults in the county. The figure will likely have a direct link to the lack of education related to healthy diets. In order to prevent our student population from becoming part of this statistic, students must be better informed about nutrition and proper diets so that they can become good consumers of foods as adults.

The 2007 Youth Risk and Resiliency Survey, Dona Ana County Report outlines some facts about the high school students in the communities of Dona Ana county, many of which are products of this school site. Specifically, the study notes that the number of students at risk of being overweight increased from 12.1% in 2001 to 18% in 2005. However, there appears to be a reverse of this trend in 2007 as 3.6% fewer students were identified as at risk of being overweight than in 2005. Curiously, the number of students who eat less than five servings of vegetables per day has also risen as well.

It is clear that the key to promoting healthy awareness is to teach the habits at the youngest ages possible to promote better nutrition habits later in life. Project I.N.T.E.G.R.A.T.E. (Incorporating Nutrition-Teaching, EPSS Goals for Reading, Arithmetic, and Thematic Enrichment) will continue to provide students with a varied set of opportunities to avoid becoming caught within the set of circumstances that have led to the troubling results specified in these studies. This will include a mandatory incorporation of nutrition education for all students throughout one portion of their science day. In addition, all students will participate in physical activities during each meeting day.



Appendix B2: Relationship of the After School Program to the Educational Plan for Student Success

In the space provided below, using 12 point font, describe the connection between the quality After School Program and the school/district's Educational Plan for Student Success (EPSS) for the purpose of closing the achievement gap. (10 Points)

Project I.N.T.E.G.R.A.T.E. (Incorporating Nutrition-Teaching, EPSS Goals for Reading, Arithmetic, and Thematic Enrichment) will provide additional assistance for students who have been identified as needing additional support to help the school attain its Adequate Yearly Progress goals. By continuing to integrate reading, writing, math and science into the after-school curriculum, students will enhance their skills in the core curriculum areas. This enrichment of their proficiency will transfer to their performance on the yearly standardized test.

In addition to the obvious correlations between the enrichment of core curriculum skills, students will also enhance their understanding of nutrition and how this plays an important role in their development as a student. The teaching of nutrition will continue to be a consistent component of the after-school program where instructors devote one day per week to nutrition education using materials from the United States Department of Agriculture's *My Pyramid for Kids* classroom materials as well as materials purchased through the 2006-2009 after-school programs. Students will understand how a healthy diet directly correlates to a healthy mind.

One of the overarching goals of the program has been and will continue to be to link the "healthy body, healthy mind" theory to the students academic progress. This will, in turn, greatly affect the student's self-esteem as well. A cyclical affect of the program may include: students learning about the importance of nutrition, good nutrition will affect the student's academic progress, positive academic progress will enhance their self-esteem, their self-esteem will support their ability to reach personal and academic goals they have set for themselves.

In order to meet the projected proficiency levels of students in math from 36.6% to 47% it is evident that a drastic change must be made in the teaching of mathematics in the after-school program. While all students will continue to be allowed to be a part of the after-school program, those identified as nearing proficiency will participate in a mandatory intensive mathematics training in order to improve their fluency in basic math skills. This will not run throughout the duration of the program, but will be provided during the early semesters. This goal is directly in line with an action step strategy in the school's Strategic Improvement Plan (EPSS) for mathematics which states that "*Students nearing proficiency will receive 2 hours of additional instruction a week*". In addition, a review of the data studied in the strategic plan states that "*early semester tutoring intervention is needed*". Since the math curriculum appears to have a deficiency as noted on the short-cycle assessment results, students will learn strategies for building math fluency through alternative methods including teacher-tested approaches.

In order to achieve Adequate Yearly Progress in reading 63% of students will need to be proficient as readers by the end of 2010. In order to meet this need, students will be encouraged to utilize the reading strategies they learn throughout the day to enhance their understanding of the variety of materials they will be required to read in order to be successful in the after-school program. Since all teachers and instructional assistants are familiar with this approach, they will ask students to continue to practice these skills as they read in the after-school program, which will culminate in an additional two to three hours of learning beyond the regular school day. A host of new courses will continue to ask students to use a variety of literacy skills including audio/visual courses which will produce videos; computer courses focusing on smart board literacy, and a homework club which was a need identified by parents with an in-house survey.



Appendix C

AFTER SCHOOL PROGRAM INFORMATION

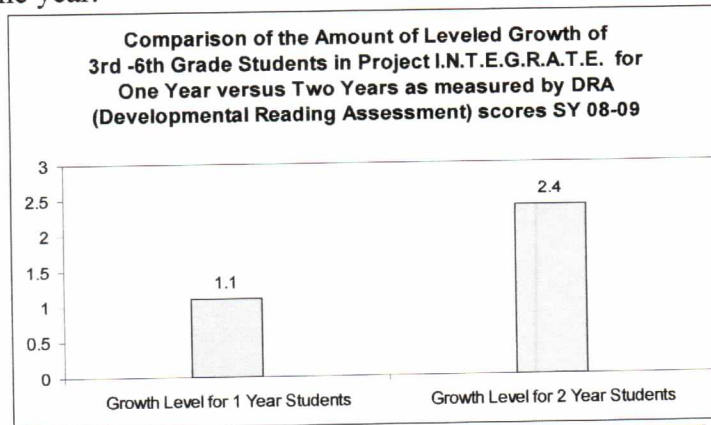
Appendix C. 1: Current Program Success:

In the space provided below, using 12 point font, describe the Academic Enrichment component that will be included in the After School Program. Describe the how the currently funded program offerings/activities have demonstrated success. Include: number of participants, any success indicators/data if applicable and/or other success measurements. (15 Points)

The Academic Enrichment components of the after-school program will enhance students' comprehension of reading, provide opportunities to enhance math fluency, and continue to support the science curriculum through our grant partner, SEMAA (Science, Engineering, Mathematics, Aerospace Academy). Currently, all of the program offerings in Project I.N.T.E.G.R.A.T.E. provide students with additional enrichment in these subject areas and will continue to do so in the coming school year, if approved. Academic Enrichment is included in all of the course offerings including soccer, Ballet Folkloriko, board games, crafts, percussion, the audio/visual, and all other offerings as well.

In the past two years, the number of participants in the program grew from almost 120 students to nearly 170 students. In light of this growth, many students were placed on waiting lists this year in anticipation that others would drop out of the program. Unfortunately, less than ten students on the waiting list entered the program due to its continued popularity.

One additional success indicator aside from our growing attendance rates is the comparison of the reading levels of students who participated in the program for the past two years when compared to those who only participated in the program for one year. Using data gathered from classroom teachers' DRA (Developmental Reading Assessment) test scores, there is a noticeable difference in the amount of growth students' experienced in reading over the course of one school year. On average, students who participated in the after-school program for two years moved nearly one and a half reading levels more than their peers who only participated in the program for one year.



Current Grade	Growth in levels for students in program one year	Growth in levels for students in program two years
3	0.85	2.14
4	2.4	2.75
5	0.94	2.42
6	3.14	2.29



Appendix C. 2: Academic Enrichment Component Description:

In the space provided below, using 12 point font, describe the Academic Enrichment component that will be included in the After School Program. Describe how program offerings/activities include multiple aspects of cultural and educational improvements and skill building and demonstrate how they assist students in meeting state content standards in academic subjects, such as language arts/reading and mathematics by providing students with opportunities for academic enrichment. Examples of offerings/activities may include but are not limited to: school subjects, learning through movement/exploration, performing arts, technology, artistry, civic involvement, etc. Include information about the effectiveness of the selected offerings/activities for the proposed program and why the selected offerings/activities were chosen. Include linkages to closing the school's achievement gap. (15 Points)

The physical and enrichment activities chosen for this program include the following:

- ▶ The Ballet Folkloriko dance class provides students with a multi-cultural experience in the art of dance. Students learn about the history of this dance popular in the Mexican-American community and about what story each dance tells through movement and music. Students review videos, research the its history, and write about their experiences.
- ▶ The selection of soccer was also a natural choice since students closely follow the professional sports teams in Mexico and Latin America. Study of soccer includes the sport's history, a review of the rules by FIFA, the international governing body, and famous players.
- ▶ CATCH Me If You Can is taken from the CATCH (Coordinated Approach to Children's Health) curriculum and provides students with the opportunity to play a host of games which build student's physical abilities as well as continue to strive to incorporate math and reading skills through the use of creative games and activities.
- ▶ The Cooking and Sewing class continues to be extremely popular with both genders across all grade levels. Students enjoy creating menus and sewing pillows as well as incorporating math skills for measurement in the process.
- ▶ The Percussion and Drum class routinely draws a number of students who are often labeled as having hyperactivity issues or an inability to focus. Teachers of some of the students in the course noticed a change in attitude with academics. The instructor incorporates math, including fractions, into the course which now has practice pads, drumsticks, and two complete drum sets
- ▶ Due to the popularity of the Computer Class this past year, we have purchased many software items tied directly to math and science standards in which students have shown an obvious gap in their standardized test scores. Incorporating a hands-on, minds-on approach through the use of a Smartboard is the next goal for this course this year.
- ▶ Our Audio/Visual Course has evolved from a music recording to video to full audio visual class. Students photograph and videotape a variety of events and practice creating edited videos. They have documented many of our after-school courses ongoings these two years.
- ▶ The Don't Get Board course focused on creating board games that were tied directly to a children's novel or short story. The course was incredibly popular this past year.
- ▶ Three additions to our program this year will be: The Homework Club, The Enviro-Green Team, and Cheerleading. The Homework club was a class suggested by several parents who have difficulty helping their children with homework. The Enviro-Green Team was suggested by fifth grade students who took a field trip this year to their local park. They wanted to improve our school's appearance and to make regular trips to our local park for environmental beautification. Cheerleading aims to build a student squad who would accompany students to academic as well as athletic tournaments.



Appendix C. 3: Physical Activity Component Description:

In the space provided below, using 12 point font, describe the Physical Activity component that will be included in the After School Program. Describe the program offerings/activities and demonstrate how they meet the requirements for quality physical activity in After School Program such as: (1) activities are intended to be voluntary in nature; (2) student are given an equal opportunity to participate regardless of physical ability; and (3) students have the opportunity to be involved in the planning, organization and administration of activities. Include information about the effectiveness of the selected offerings/activities for the proposed program and why the selected offerings/activities were chosen. Include linkages to closing the school's achievement gap. (15 Points)

The physical activity components of this program will continue to include a variety of offerings that were options for students and popular among many participants over the past two years. These include: soccer, Ballet Folkloriko, and the latest additions to the program, "CATCH Me If You Can", a course designed to utilize the many activities within the CATCH (Coordinated Approach to Children's Health) curriculum and Cheerleading. Over the past two years, we have committed our grant resources for the purchase of soccer goals, dance costumes, and carts with a variety of sports equipment.

These particular physical activity components offer students with a consistent option of physical activity throughout the duration of the program. Students in these offerings may opt to remain in this program for the duration of the year-long initiative. However, all students will be included in daily physical activity through a thirty minute mandated directed play period embedded in all classes.

Students will be provided with a list of course offerings and are asked to select their top choices. Accommodations will be made by the Program Coordinator to place all students in activities they would like to participate in. All courses that are primarily physical activity in nature, such as soccer or dance, are open to all students. These courses may require the instruction of basic skills to be successful, but all students may participate regardless of their physical or athletic abilities.

Due to the creative nature of dance and cheerleading, students in the Ballet Folkloriko and Cheerleading courses will be involved in the periodic planning of dance routines in cooperation with their respective instructors. Students in the current Ballet Folkloriko group regularly interact with their instructor and provide various suggestions to choreography. They have performed at school-wide events including the most recent Spring Carnival.

Students in the soccer and CATCH Me If You Can classes will continue to be involved in the organization and administration of their courses periodically. Students in the soccer program have come together to play against our sister school, Chaparral Elementary who does not have a formal after-school soccer program, but allows a given number of students to volunteer to represent their school on an ad-hoc team. Most recently, the instructor of the CATCH Me If You Can course allowed students to end their course by developing their own physical activity games using the various equipment purchased. This included creating a written set of rules and procedure. Instructors in these courses will continue to involve students in the development of skills and drills that enhance their agility and level of play.



Appendix C.4: Nutrition Education Component Description:

In the space provided below, using 12 point font, describe the Nutrition Education component that will be included in the After School Program. Describe the program offerings/activities and demonstrate how they meet the requirements for a quality Nutrition Education an After School Program, by (1) educating students about healthy foods and (2) following the *Dietary Guidelines for Healthy Children*. Include information about the effectiveness of the selected offerings/activities for the proposed program and why the selected offerings/activities were chosen. Include linkages to closing the school's achievement gap. (15 Points)

The nutrition aspects of Project I.N.T.E.G.R.A.T.E. will continue to be presented in a science block once per week. One of the themes students will continue to explore is the affect of nutrition on the body. Students will explore this through a variety of mediums including:

1. Computers to research issues surrounding poor health such as: diabetes, cardiovascular disease, and hypertension. They can also research appropriate means for weight loss including physical activity and proper diet. Students will include, as part of their research, the links included in the New Mexico Plan to Promote Healthier Weight (p.93).
2. Mathematics and Science courses will allow students to gather data on their own bodies including weight and body mass index. They can then graph this information on the computer and compare it to data they will gather as the program unfolds.
3. Students participating in the Cooking and Sewing class, which has been an incredibly popular course offering, will continue to learn about the development of menus which include a balanced and healthy offering of a variety of foods.
4. Goal setting coursework that is folded into the program's objectives will provide students with a means of using the data they have gathered to set clear and specific goals regarding their own health. This class will also emphasize the importance of goal-setting to health and nutrition. Using the Food Pyramid as a guide, students can track the amount of servings of each of the specific groups on a daily basis. This year, this particular component of our program will benefit since through the use of some funding provided to the school in the form of a CATCH (Coordinated Approach to Children's Health) grant. Students will be able to take advantage of this funding which will provide classes in the program with some additional sports equipment for the daily physical activity component of the program.
5. Guest speakers from the Nutrition Program within the school and the School Nurse (Health Office) will enhance the student's understanding of why it is important to eat healthy.

As the program unfolds, there are a host of thematic ties that will be made to this program which have yet to be discovered. However, as teachers within the program collaborate to develop a curriculum for each semester, there will be additional methods of integrating nutrition and physical activity using a cross-curricular approach.



Appendix C. 5: Staffing:

In the space provided below, using 12 point font, identify the personnel requirements and the expected availability of staff. Include staffing for the Academic Enrichment, Physical Activity and Nutrition Education components of the program. (10 Points)

Staff members in the program will consist of ten to fifteen full and part-time instructors, one full-time facilitator, and one registered nurse or registered health assistant. Staff member availability is based on the existing after-school program. The expected availability of staff is positive as there are numerous educators who are willing to participate in the after-school program again and many more who have grown interested based on the success of the past two years.

The full and part-time course instructors must be certified teachers or instructional assistants licensed by the state. In some cases, parents assisting with teaching cultural components of the nutrition, dance, or history portions of the curriculum may also be included as part-time instructors under the supervision of the course instructor.

The course instructors will be responsible for the delivery of academic, physical activity and nutrition components of the program. The instructors will take positions such as Audio/Visual Recording, Drums & Percussion, CATCH Instructor, Board Games, Cooking and Sewing, Soccer, Ballet Folkloriko, Crafts, Smartboard Computer Instruction, Cheerleading, Homework Club, the Enviro-Green Team and K-1 Fun. All course instructors teaching a non-physical activity course will be responsible for the physical activity components by providing one half hour of their time each day for directed physical activity for all students. In addition, the Science teacher that all students will be grouped with once per week by grade level will be responsible for delivering the nutrition component of the program once per week.

An after-school coordinator will be responsible for scheduling, administrative, data collection, and record-keeping. Due to the fact that there are multiple physical activity classes and opportunities for all students to be physically active at least 30 minutes per meeting day, a nurse or registered assistant will be on call in case of injuries and for dispensing any asthma-related medication or treatment a student may need.

Course instructors will be responsible for submitting an outline of the topics to be covered in their course and to explain how they will incorporate nutrition education within their weekly science meeting.



Briefly describe the demographic and socio-economic profile of the community (not scored):

Desert Trail Elementary, located in Chaparral, is in the Gadsden Independent School District which serves schools at the Texas-New Mexico/U.S.-Mexico borders. Chaparral is an unincorporated rural community with approximately 23,000 residents. This community has no industry; therefore, most residents work in near by El Paso. The average income is \$17,000.

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Appendix B

GENERAL INFORMATION

Appendix B1: Statement of Need

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Appendix C

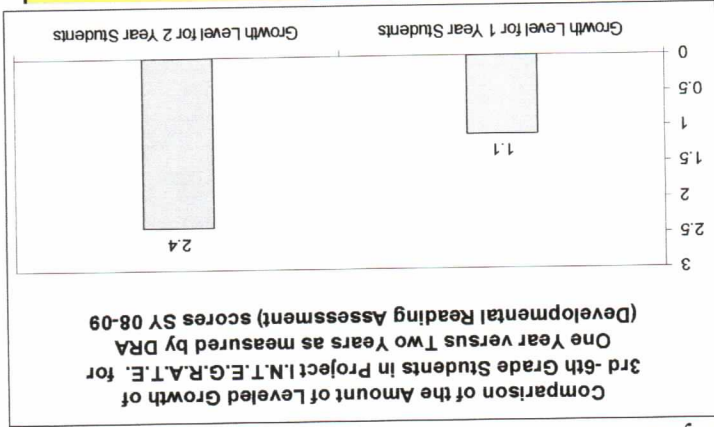
AFTER SCHOOL PROGRAM INFORMATION

Appendix C. 1: Current Program Success:

In the space provided below, using 12 point font, describe the Academic Enrichment component that will be included in the After School Program. Describe the how the currently funded program offerings/activities have demonstrated success. Include: number of participants, any success indicators/data if applicable and/or other success measurements. (15 Points)

The Academic Enrichment components of the after-school program will enhance students' comprehension of reading, provide opportunities to enhance math fluency, and continue to support the science curriculum through our grant partner, SEMAA (Science, Engineering, Mathematics, Aerospace Academy). Currently, all of the program offerings in Project I.N.T.E.G.R.A.T.E. provide students with additional enrichment in these subject areas and will continue to do so in the coming school year, if approved. Academic Enrichment is included in all of the course offerings including soccer, Ballet Folkloriko, board games, crafts, percussion, the audio/visual, and all other offerings as well.

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Appendix C. 2: Academic Enrichment Component Description:

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The physical and enrichment activities chosen for this program include the following:
 ► The Ballet Folkloriko dance class provides students with a multi-cultural experience in the art of dance. Students learn about the history of this dance popular in the Mexican-American community and about what story each dance tells through movement and music. Students review videos, research the its history, and write about their experiences.
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 ► The Cooking and Sewing class continues to be extremely popular with both genders across all grade levels. Students enjoy creating menus and sewing pillows as well as incorporating math skills for measurement in the process.
 ► The Percussion and Drum class routinely draws a number of students who are often labeled as having hyperactivity issues or an inability to focus. Teachers of some of the students in the course noticed a change in attitude with academics. The instructor incorporates math, including fractions, into the course which now has practice pads, drumsticks, and two complete drum sets ► Due to the popularity of the Computer Class this past year, we have purchased many software items tied directly to math and science standards in which students have shown an obvious gap in their standardized test scores. Incorporating a hands-on, minds-on approach through the use of a Smartboard is the next goal for this course this year.
 ► Our Audio/Visual Course has evolved from a music recording to video to full audio visual class. Students photograph and videotape a variety of events and practice creating edited videos. They have documented many of our after-school courses ongoings these two years.
 ► The Don't Get Board course focused on creating board games that were tied directly to a children's novel or short story. The course was incredibly popular this past year.
 ► Three additions to our program this year will be: The Homework Club, The Enviro-Green Team, and Cheerleading. The Homework club was a class suggested by several parents who have difficulty helping their children with homework. The Enviro-Green Team was suggested by fifth grade students who took a field trip this year to their local park. They wanted to improve our school's appearance and to make regular trips to our local park for environmental beautification. Cheerleading aims to build a student squad who would accompany students to academic as well as athletic tournaments.



Appendix C.3: Physical Activity Component Description:

In the space provided below, using 12 point font, describe the Physical Activity component that will be included in the After School Program. Describe the program offerings/activities and demonstrate how they meet the requirements for quality physical activity in After School Program such as: (1) activities are intended to be voluntary in nature; (2) student are given an equal opportunity to participate regardless of physical ability; and (3) students have the opportunity to be involved in the planning, organization and administration of activities. Include information about the effectiveness of the selected offerings/activities for the proposed program and why the selected offerings/activities were chosen. Include linkages to closing the school's achievement gap. (15 Points)

The physical activity components of this program will continue to include a variety of offerings that were options for students and popular among many participants over the past two years. These include: soccer, Ballet Folkloriko, and the latest additions to the program, "CATCH Me If You Can", a course designed to utilize the many activities within the CATCH (Coordinated Approach to Children's Health) curriculum and Cheerleading. Over the past two years, we have committed our grant resources for the purchase of soccer goals, dance costumes, and carts with a variety of sports equipment.

These particular physical activity components offer students with a consistent option of physical activity throughout the duration of the program. Students in these offerings may opt to remain in this program for the duration of the year-long initiative. However, all students will be included in daily physical activity through a thirty minute mandated directed play period embedded in all classes.

Students will be provided with a list of course offerings and are asked to select their top choices. Accommodations will be made by the Program Coordinator to place all students in activities they would like to participate in. All courses that are primarily physical activity in nature, such as soccer or dance, are open to all students. These courses may require the instruction of basic skills to be successful, but all students may participate regardless of their physical or athletic abilities.

Due to the creative nature of dance and cheerleading, students in the Ballet Folkloriko and Cheerleading courses will be involved in the periodic planning of dance routines in cooperation with their respective instructors. Students in the current Ballet Folkloriko group regularly interact with their instructor and provide various suggestions to choreography. They have performed at school-wide events including the most recent Spring Carnival.

Students in the soccer and CATCH Me If You Can classes will continue to be involved in the organization and administration of their courses periodically. Students in the soccer program have come together to play against our sister school, Chaparral Elementary who does not have a formal after-school soccer program, but allows a given number of students to volunteer to represent their school on an ad-hoc team. Most recently, the instructor of the CATCH Me If You Can course allowed students to end their course by developing their own physical activity games using the various equipment purchased. This included creating a written set of rules and procedure. Instructors in these courses will continue to involve students in the development of skills and drills that enhance their agility and level of play.



Appendix C.4: Nutrition Education Component Description:

In the space provided below, using 12 point font, describe the Nutrition Education component that will be included in the After School Program. Describe the program offerings/activities and demonstrate how they meet the requirements for a quality Nutrition Education an After School Program, by (1) educating students about healthy foods and (2) following the *Dietary Guidelines for Healthy Children*. Include information about the effectiveness of the selected offerings/activities for the proposed program and why the selected offerings/activities were chosen. Include linkages to closing the school's achievement gap. (15 Points)

The nutrition aspects of Project I.N.T.E.G.R.A.T.E. will continue to be presented in a science block once per week. One of the themes students will continue to explore is the affect of nutrition on the body. Students will explore this through a variety of mediums including: 1. Computers to research issues surrounding poor health such as: diabetes, cardiovascular disease, and hypertension. They can also research appropriate means for weight loss including physical activity and proper diet. Students will include, as part of their research, the links included in the New Mexico Plan to Promote Healthier Weight (p.93). 2. Mathematics and Science courses will allow students to gather data on their own bodies and compare it to data they will gather as the program unfolds. They can then graph this information on the computer 3. Students participating in the Cooking and Sewing class, which has been an incredibly popular course offering, will continue to learn about the development of menus which include a balanced and healthy offering of a variety of foods. 4. Goal setting coursework that is folded into the program's objectives will provide students with a means of using the data they have gathered to set clear and specific goals regarding their own health. This class will also emphasize the importance of goal-setting to health and nutrition. Using the Food Pyramid as a guide, students can track the amount of servings of each of the specific groups on a daily basis. This year, this particular component of our program will benefit since through the use of some funding provided to the school in the form of a CATCH (Coordinated Approach to Children's Health) grant. Students will be able to take advantage of this funding which will provide classes in the program with some additional sports equipment for the daily physical activity component of the program. 5. Guest speakers from the Nutrition Program within the school and the School Nurse (Health Office) will enhance the student's understanding of why it is important to eat healthy. As the program unfolds, there are a host of thematic ties that will be made to this program which have yet to be discovered. However, as teachers within the program collaborate to develop a curriculum for each semester, there will be additional methods of integrating nutrition and physical activity using a cross-curricular approach.



Appendix C. 5: Staffing:

In the space provided below, using 12 point font, identify the personnel requirements and the expected availability of staff. Include staffing for the Academic Enrichment, Physical Activity and Nutrition Education components of the program. (10 Points)

Staff members in the program will consist of ten to fifteen full and part-time instructors, one full-time facilitator, and one registered nurse or registered health assistant. Staff member availability is based on the existing after-school program. The expected availability of staff is positive as there are numerous educators who are willing to participate in the after-school program again and many more who have grown interested based on the success of the past two years.

The full and part-time course instructors must be certified teachers or instructional assistants licensed by the state. In some cases, parents assisting with teaching cultural components of the nutrition, dance, or history portions of the curriculum may also be included as part-time instructors under the supervision of the course instructor.

The course instructors will be responsible for the delivery of academic, physical activity and nutrition components of the program. The instructors will take positions such as Audio/Visual Recording, Drums & Percussion, CATCH Instructor, Board Games, Cooking and Sewing, Soccer, Ballet Folkloriko, Crafts, Smartboard Computer Instruction, Cheerleading, Homework Club, the Enviro-Green Team and K-1 Fun. All course instructors teaching a non-physical activity course will be responsible for the physical activity components by providing one half hour of their time each day for directed physical activity for all students. In addition, the Science teacher that all students will be grouped with once per week by grade level will be responsible for delivering the nutrition component of the program once per week.

An after-school coordinator will be responsible for scheduling, administrative, data collection, and record-keeping. Due to the fact that there are multiple physical activity classes and opportunities for all students to be physically active at least 30 minutes per meeting day, a nurse or registered assistant will be on call in case of injuries and for dispensing any asthma-related medication or treatment a student may need.

Course instructors will be responsible for submitting an outline of the topics to be covered in their course and to explain how they will incorporate nutrition education within their weekly science meeting.



Appendix C. 6: Students Served/Hours of Operation:

In the space provided below, using 12 point font, describe (1) the number of students anticipated to be served by the After School Program, in relation to the total student population, (2) Hours of operation including: a) number of days during the week the program will be offered, b) the daily hours of operation, and c) number of weeks during the 2009-10 school year the program will be offered. Include a clear a rational for the number of students served and the hours of operation for the proposed After School Program. (15 Points)

1. The number of students expected to be served by the program is approximately 25-30% of the total student population. Approximately 165 students will attend the program.
- 2a. Students will participate in activities three times per week
- 2b. Students will attend the program from 3 to 5pm, two hours per day.
- 2c. Students will attend approximately fifteen weeks throughout the course of the year; or 45 sessions, or 90 total hours.

The number of students served in the program is nearly one third of the population of the school. Throughout the history of the program, most of the students remain in the program for the duration of the twelve to fifteen weeks the program has run in the past two years. Last year, with the additional funding we received, we were able to incorporate kindergarten and first graders in their own contained classes for science as well as physical and nutritional education at their level. This was incredibly successful and many parents appreciated the opportunity for continued practice of basic skills.

The number of students served in the program is highly dependent upon the routes created by our transportation partner, Boone Transportation. They set routes for the program according to where students live. Therefore, it is difficult to assign a specific set of buses to procure more students into the program. In addition, we have attempted to provide a smaller ratio of students to instructors in order to enhance key skills that students in the school as a whole are lacking. The reduction in the ratio of students to teachers in the program has been a benefit because it has provided students with more one to one attention and provide a strong sense of community among the students in the program.



Appendix C.7: Student Transportation Needs Description:

Note: The request for inclusion of student transportation costs should only be included if the extended school bus services provide an opportunity for students to participate in a planned After School Program activity or to provide transportation home.

In the space provided below, using 12 point font, if needed, describe the need for student transportation. This section should only be completed if the school needs extended school bus services to ensure students have the opportunity to participate in the proposed activity including transportation home. *Transportation budget requests will only be considered if the applicant clearly identifies the need for student transportation in both the application body and budget narrative.* (Not Scored.)



Appendix C.8: Proposed Budget:

On the budget form below provide a detailed line itemized budget and narrative justification. **Indicate in-kind support.** Student transportation costs should only be included if the school needs additional funds in order to provide extended school bus services to ensure students have the opportunity to participate in a planned After School Program activity or to provide transportation home. (Additional pages may be used if necessary) (Not scored)

Description		Justification
Personnel (include number)		
Salary	<p>Total Amount: \$24,800</p>	<p>(Include type of staff / number of staff / staff qualification below)</p> <p>(Include formula for determining salary– i.e. hourly rate) Hourly rate from 10 to 55 hours depending on assignment; Full-time certified teachers, nurse and coordinator will be paid at the rate of \$25/h; instructional assistants are paid at their hourly rate</p>
Benefits	<p>Total Amount: \$5108.80</p>	<p>(Include formula for determining benefits– i.e. percent of salary) 20.6% of salary (ERA, ERA-Retiree Health, FICA, Medicare) + \$6.00/mo Life + \$2.30/Quarter Workman's Comp</p>
Travel	<p>Total Amount: \$400.00</p> <p>Note: All successful applicants must send at least one representative to the 2009 SFSB Funded Partners meeting in Alb, NM. Applicants may include travel cost to attend this meeting.</p>	<p>(Include justification for need of travel) This will cover the cost of district-approved per diem for conferences and seminars for one person.</p>
Supplies (list types and amounts)	<p>Total Amount: \$2,650 + *In-Kind</p>	<p>(Include justification for need of supplies) Teachers will need basic writing supplies, , cooking equipment and supplies, and basic office supplies. **In-Kind support from CATCH (Coordinated Approach to Children's Health) will provide for some basic sports equipment for our CATCH Me If You Can Class and for daily physical activities of all students</p>
Equipment (list types and amounts)	<p>Total Amount: \$2,000</p>	<p>(Include justification for need of equipment) The purchase of a SmartBoard for the SmartBoard Computer course will be needed as well including appropriate software.</p>
Other (be specific)	<p>Total Amount: *In-Kind</p>	<p>(Include justification for need of other)**In-Kind support from the GISD Fine Arts department will cover the cost of transportation for the program.</p>
Total Amount Requested =		\$34,958.80

