

Formula Grant Electronic Application System for Indian Education (EASIE Allocation 1 - Initial) School Year 2020-21

OMB #: 1810-0021 OMB Expiration Date: 02/29/2020

Type of applicant: LEA (Not part of a Consortium)
Type of application: Regular formula grant program
Applicant name: **Cuba Independent Schools**
Address: PO Box 70
City, State, Zip: Cuba, NM 87013
Applicant DUNS Number: 054425566
Applicant NCES Number: 3500660
Applicant PR Award number: S060A200057

Allocation 1 - Initial 2020-21 Allocation: \$81,912
Grant award start date: July 01, 2020 12:00 AM
Grant award end date: June 30, 2021 12:00 AM
Application Part II version: 1.0
Total Indian student count: 400
Total student enrollment: 580

Participating LEAs:

LEA name: Cuba Independent Schools
City, State: Cuba, NM
NCES number: 3500660
Grades offered: PK,K,1,2,3,4,5,6,7,8,9,10,11,12
Student enrollment: 580
Indian student count: 400
Increase of 10% or more: Y

Application Timeframe: Multi-Year
Current Application Cycle: Year 4 Of 4

2.1.5.1 Project Director and Authorized Representative Information

Applicant Demographics:		Project Director:	
Applicant Name:	Cuba Independent Schools	First Name:	Karen
Address:	PO Box 70	Last Name:	Sanchez-Griego
Address 2:		Phone:	575-289-3211 Ext: 613
City:	Cuba	FAX:	(575) 289-3314
State:	NM	E-Mail:	ksanchez-griego@cuba.k12.nm.us
Zip:	87013		
Applicant Identification:		Authorized Representative of the Applicant Agency:	
PR Award Number:	S060A200057	First Name:	Matthew
DUNS Number:	054425566	Last Name:	Williams
NCES Number:	3500660	Phone:	575-289-3211 Ext: 108
		FAX:	575-289-3314
		E-Mail:	mwilliams@cuba.k12.nm.us

2.2 Coordination of Service

2.2.1 Coordination of Services with Formula Grant Programs

Programs	(a) Is this Program Available?	(b) Is this Program coordinated with Title VII Services?	Program Type
Title I	Yes	Yes	Federal
Homeless Child and Youth	No	No	Federal
Title III: English Language Acquisition	Yes	Yes	Federal
School Improvement Grants	No	No	Federal
Rural and Low-Income School Program	No	No	Federal
Impact Aid	Yes	Yes	Federal
Migrant Education	Yes	Yes	Federal
Johnson O Malley	Yes	Yes	Federal
State Bilingual Education	Yes	Yes	State
State Indian Education District Initiative	Yes	Yes	State
Title II Part A	Yes	Yes	Federal

2.2.2.1 Description of Coordination of Services for American Indian/Alaska Native Students

<p>Needs Assessment Process and Coordination of Services</p> <p>The Cuba Independent School District (CISD) implements a Multi-Source Needs Assessment Process that gathers information from a variety of sources and in a variety of formats. Staffs at each school continuously collect data at the school level, which provides guidance in the decision-making process for providing appropriate student and parent services, and includes such items as test data, attendance data, high school graduation rates, etc., as well as input via surveys from teachers, parents and students regarding specific student and family needs. Data is disaggregated to the individual student/family level to better track the individual needs of students and their families. Input is also obtained from the Navajo Nation through the three Chapters that have students enrolled in Cuba Independent School District (CISD): Counselor, Ojo Encino and Torreon. A composite view of student/parent needs is created.</p> <p>Based on this view CISD decides on services. District services for American Indian/ Alaska Native Students include: State-funded Bilingual Navajo Heritage Language Program implemented by American Indian certified staff; implementation of Navajo culturally/linguistically-relevant instructional strategies and materials in the core content areas; academic vocabulary instruction through English Language Learner strategies provided by TESOL-endorsed teachers; use of scaffolding and sheltered instructional strategies in the core content areas; instructional, culturally/linguistically relevant field trips; culturally/linguistically presentations for students by American Indian guest speakers; American Indian High School Liaison, funded through the State Indian Education School District Initiative, works collaboratively with Cuba High School staff to supplement and expand existing support programs focused on increased high school graduation rates and college admission, and decrease in trancies.</p>
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2.2.3 Coordination of Services Professional Development

Staff	Professional Development Opportunity	Content
All teachers and other school professionals	Workshops/Sessions	Cultural Awareness Education and Sensitivity
All teachers and other school professionals	Workshops/Sessions	Other All Teachers and Administrators receive training in Differentiated Instruction;
Subset of teachers	Workshops/Sessions	Other Native Language Teacher training in best practices; DinĀ Language Assessment;
LEA staff	Workshops/Sessions	Cultural Awareness Education and Sensitivity
LEA staff	Workshops/Sessions	Other Fed. Prog. Director/Indian Ed Director training: strategies/best practices;
LEA staff	Workshops/Sessions	Other Fed. Prog. Director/Indian Ed Director training: DinĀ Language Assessment;

2.2.4.1 - 2.2.4.3 Dissemination and Use of Assessment Data

Timeframe of Last Assessment(s) Conducted:	School Year: 2020-21
Method of Dissemination to Indian Community and Parent Committee	<input checked="" type="checkbox"/> Public hearing for application <input checked="" type="checkbox"/> Parent Committee meeting <input type="checkbox"/> Within a written report <input checked="" type="checkbox"/> Posted on website <input type="checkbox"/> Other open meeting <input checked="" type="checkbox"/> Sent home with student <input type="checkbox"/> Radio Broadcast <input checked="" type="checkbox"/> Newsletter
How is LEA responding to findings of previous assessment(s)?	<input type="checkbox"/> No changes in services/programs <input checked="" type="checkbox"/> Modifications to services/programs at LEA level Please describe : Continuing to refine the Navajo Language Curriculum and Assessment Instruments Data analysis of reading and math performance BOY, MOY and EOY to determine student needs and appropriate strategic actions;

Continuing training for all teachers on implementing Differential Instruction with an emphasis on culturally-relevant instruction;

Modification to services/programs within project

Please describe : Targeted student quantitative and qualitative data review and interventions determined in staff PLC meetings.

Public Hearing Date : 5/12/2020

2.2.5.1 Description of Meaningful Collaboration with Tribes

The Cuba Independent School District (CISD) Superintendent, Federal Programs Director, Indian Education Director, and Transformational Community Engagement Coordinator participate in the official Navajo Nation ESSA LEA Tribal Consultation Process with the Navajo Nation Department of DinĀ© Education. The purpose of the Navajo Nation Tribal Consultation Process is to create opportunities for LEAS and Tribal Leaders to work together to improve outcomes for Native American students.

In addition, the CISD Indian Education Committee (IEC), consisting of three Navajo parents with children enrolled in CISD schools, meets a minimum of eight times a year and provides input for all federal grants. The meetings are open to the public and help to generate input and feedback from the American Indian community. At least one IEC meeting is held in each of the three Chapter Houses on the Navajo Nation reservation in an attempt to increase community involvement. The IEC assists with the development, distribution and collection of parent/student surveys regarding American Indian needs and services. The IEC also assists in analysis of the survey data, helps to prioritize the needs and services, and participates in the development of the budgets for all federal grants.

2.3 Indian Education Project Description

2.3.1.1 Indian Education Formula Grant Objectives and Data Sources

Objective: Increase knowledge of cultural identity and awareness

Objective Target Grade Levels: Pre-K, Elementary school grades, Middle school grades, High school grades

Services Provided

Service	DataSource
Cultural enrichment	Student portfolios

Objective: Increase academic achievement

Objective Target Grade Levels: Pre-K, Elementary school grades, Middle school grades, High school grades

Services Provided

Service	DataSource
Culturally-responsive academic support	District benchmark assessment

2.4 Budget

2.4.1.0.1 Supplemental Information

By Checking this box, I will ensure that the Indian Education formula grant funds will supplement and not supplant other funding for the education of Indian children, with the goal of providing culturally-responsive education to meet the academic needs of American Indian/Alaska Native students and to assist those students in meeting State achievement standards. See FAQs for guidance and examples.

2.4.9 Budget Summary

Allocated Funds: \$81,912	Total Admin %: 0.0% Total Admin Funds: \$0 Waiver Applied For: <input type="checkbox"/>	Budgeted Funds: \$81,912	Unbudgeted Funds: \$0
Budget Category	Status	Category Subtotal	% of Overall Allocation
Supplemental Information	Finished	\$0	0.0%
Personnel	Finished	\$81,912	100%
Travel	Finished	\$0	0.0%
Equipment	Finished	\$0	0.0%
Supplies	Finished	\$0	0.0%
Contractual	Finished	\$0	0.0%
Other	Finished	\$0	0.0%
Indirect Costs	Finished	\$0	0.00%
Budget Total		\$81,912	100%

2.4.1.1 Budget-Personnel

Type of Personnel	#	% of Time	Admin Cost	Prog. Cost	Fringe Cost	Total
Project Director						\$0
Project Coordinator						\$0
Other:						\$0
Teachers	1	75%		\$41,325	\$14,336	\$55,661
Instructional Assistants	1	100%		\$19,451	\$6,800	\$26,251
Category Totals	2		\$0	\$60,776	\$21,136	\$81,912

2.4.2.1 Budget-Travel

Type of Travel	Admin Cost	Program Cost	Totals
In-District			\$0
Out of District			\$0
Professional Development			\$0
Category Subtotals	\$0	\$0	\$0

2.4.3.1 Budget-Equipment

Item	Admin Cost	Program Cost	Totals
			\$0
Category Subtotals	\$0	\$0	\$0

2.4.4.1 Budget-Supplies

Item	Admin Cost	Program Cost	Totals
Direct Instructional Delivery			\$0
Student Consumables			\$0
Program Management			\$0
Category Subtotals	\$0	\$0	\$0

2.4.5.1 Budget-Contractual

Purpose	Admin Cost	Program Cost	Totals
Direct Instructional Delivery			\$0
Student Evaluations			\$0
Category Subtotals	\$0	\$0	\$0

2.4.6.1 Budget-Other

Purpose	Admin Cost	Program Cost	Totals
Direct Instructional Delivery			\$0
Student Activities Related to Services			\$0
Professional Development			\$0
Category Subtotals	\$0	\$0	\$0

2.4.7.1 Budget-Indirect Costs

Rate %	Total

2.6 GEPA Section 427

GEPA Section 427 highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age.

The Cuba Independent School District (CISD) plans to fund a 0.75 FTE Teacher and 1.00 FTE Instructional Assistant to provide English Language Development (ELD) for American Indian students who are English Language Learners (ELL). The CISD plans to take the following steps to overcome any of the following barriers that may prevent staff and students from participating in the services.

1. Gender: Students will be assigned to ELD classroom based on WIDA ACCESS test scores without regard to gender.
2. Race: Students will be assigned to ELD classroom based on WIDA ACCESS test scores without regard to race. Teacher and Instructional Assistant will be trained in "Culturally and Linguistically Responsive Teaching and Learning", in relation to American Indian students.
3. National Origin: Students will be assigned to ELD classroom based on WIDA ACCESS test scores without regard to national origin. Teacher and Instructional Assistant will be trained in "Culturally and Linguistically Responsive Teaching and Learning", in relation to American Indian students.
4. Color: Students will be assigned to ELD classroom based on WIDA ACCESS test scores without regard to color. Teacher and Instructional Assistant will be trained in "Culturally and Linguistically Responsive Teaching and Learning", in relation to American Indian students.
5. Disability: Students will be assigned to ELD classroom based on WIDA ACCESS test scores without regard to disability. Teacher and Instructional Assistant will collaborate with Special Education staff to ensure all IEPs and accommodations are implemented as they apply to the ELD class to ensure student access.
6. Age: Students will be assigned to ELD classroom based on WIDA ACCESS test scores and the ELD class will be age appropriate.

2.7 Comments

(a) "Other" was selected for Section 2.2.3.1 Coordination of Services Professional Development in the column "Content" for Item 2 "All teachers and Other Professionals, Item 3 Subset of Teachers, Item 5 "LEA Staff, and Item 6 LEA Staff in order to better explain the content of the Professional Development Activities being provided for these groups.

(b) Section 2.3 Indian Education Project Description, subsection 2.3.1.1 Indian Education Formula Grant Objectives and Data Sources was pre-populated with Objectives, Type of Activity or Service, and Data Source. We were unable to enter additional types of activities and data sources as follows.

OBJECTIVE 1: INCREASE ACADEMIC ACHIEVEMENT
TYPE OF ACTIVITY: CULTURALLY-RESPONSIVE ACADEMIC SUPPORT

Additional Data Sources: School readiness screening; Documents; Student portfolios; Classroom observations;

OBJECTIVE 2: INCREASE KNOWLEDGE OF CULTURAL IDENTITY AND AWARENESS
TYPE OF ACTIVITY: CULTURAL ENRICHMENT

Additional Data Sources: Documents; District benchmark assessment; Classroom observations;

Additional Activity: Native Language Instruction
Additional Data Sources: Documents; District benchmark assessment; Student portfolios; Classroom observations;

Additional Activity: Culturally-responsive professional development
Additional Data Sources: Teacher surveys, interviews, or focus groups; Administrator surveys, interviews, or focus groups;

Additional Activity: Indian Education (including language and history)
Additional Data Sources: Documents; District benchmark assessment; Student portfolios; Classroom observations;

I, the legal authorized representative, have read both program assurance forms, Standard Form 424B Assurances – Non–Construction Programs and Additional Program Assurances for 84.060–Indian Education Formula Grants, and agree to their provisions. NOTE: You do not need to sign and mail–in program assurances to the program office. Checking the checkbox is equivalent to a signature. You should keep a signed copy on file for your project records.

All of the required student forms (ED 506 Forms) are on file with the LEA and will be provided to the Office of Indian Education upon request.

I certify that the Parent Committee participated in the development of the application submitted and approves the proposed application. I have uploaded the Parent Committee Approval form.

I certify that I am an employee authorized to legally bind this entity, and that by accepting the award for the Indian Education Formula Grant Program, this grantee will comply with all program assurances, agrees to carry out the program and meet all applicable requirements described herein. I certify that, to the best of my knowledge, the information in this application is true, reliable, and valid and I understand that any false statement provided herein that I have made is subject to penalties under The False Claims Act, 18 U.S.C. 1001.

Applicant Contact Name: Matthew Williams
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Applicant Contact Title: Federal Program Director
Applicant Contact Telephone: (575) 289-3211

User 1: Jaime Tamez
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Title: Superintendent

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User 4: Raphaelita Phillips
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Title: Project Director

User 5: Rhiannon Chavez
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Title: Business Manager

If you have any questions regarding your SY 2020-21 EASIE Formula Grant application or need to report changes of EASIE system users for your LEA prior to the close of the application submission, review, and approval period (approximately July 1, 2020), please contact the Partner Support Center. PSC is available between 8:00 a.m. and 6:00 p.m., Eastern Time. PSC is closed on federal holidays.

EDFacts Partner Support Center (PSC)
Voice: 877-457-3336 (877-HLP-EDEN)
Fax: 888-329-3336 (888-FAX-EDEN)
E-mail: eden_OIE@ed.gov

Hearing impaired persons may contact the Partner Support Center via the Federal Relay Service: 800-877-0996 (Voice/TTY) / federalrelay@sprint.com.

If you have questions or need to make changes to SY 2019-20 or prior grants or need information after July 1, 2020, please contact the Office of Indian Education.

Office of Indian Education
Telephone: 202-260-1454
E-mail: Indian.education@ed.gov