

Appendix A

**COVER PAGE AND DEMOGRAPHIC INFORMATION**

<b>School District/Charter School</b>			
<b>Name</b>	<b>Gadsden Independent School District</b>		
<b>Superintendent/Director of Charter</b>			
<b>Name</b>	<b>Cynthia Nava</b>		
<b>Phone</b>	(575) 882-6203	<b>E-mail</b>	cnava@gisd.k12.nm.us
<b>Mailing Address</b>	PO Drawer 70 Anthony, NM 88021		
<b>Program Coordinator / Contact</b>			
<b>Name</b>	<b>Ann Steinhoff, Director</b>		
<b>Phone</b>	(575)-882-6788	<b>E-mail</b>	asteinhoff@gisd.k12.nm.us
<b>Mailing Address</b>	PO Drawer 70 Anthony, NM 88021		
<b>Business Manager</b>			
<b>Name</b>	<b>Steve Suggs, Associate Superintendent for Finance</b>		
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<b>Mailing Address</b>	PO Drawer 70 Anthony, NM 88021		

<b>Amount of funding requesting for After School Programs</b>	<b>\$34,998.30</b>
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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
Vado Elementary	330 Holguin Road Vado, NM 88072	Lucia Servin	(575) 233-2861	lservin@gisd.k12.nm.us



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

Vado Elementary School is in the northeastern part of the Gadsden Independent School District, located at 330 Holguin Road between the surrounding cities of Las Cruces and Anthony in Doña Ana County. Vado is in the "South Valley" of New Mexico, where farmers have the benefits of irrigation water from the Rio Grande River.

In Spanish, *vado* means "ford" and Vado was named for a crossing of the Rio Grande River to its west. Before the Gadsden Purchase in 1854, the area was part of Mexico, so most original settlers were Mexicans. After the Civil War, a few African Americans moved here. For many years, Vado was New Mexico's only predominantly African-American community.

Vado Elementary School our student enrollment is approximately 470 students, but has been as high as 502. The majority of our students are bused from surrounding colonias and agricultural communities. Our school consists of 99% Hispanics, with the remaining 1% being African American or Anglo American. Approximately 98% of the families served are of low socio – economic status. GISD is a Provision II Program; all students are eligible for free breakfast and lunch. The majority of the students entering kindergarten at Vado Elementary School enter with Spanish as their dominant home language. Approximately 89% of our students have a home language other than English. Our students are limited or unable to speak, read, write or understand the English Language comparable to their grade level. Vado Elementary has implemented a 50/50 Dual Language program in kindergarten through third grade, which will continue to progress annually.

The AYP status of Vado Elementary School “does not meet” in the indicators of English Language Learners and Special Education.



## Appendix B

### GENERAL INFORMATION

#### **Appendix B1: Statement of Need**

An After School Program will continue to enrich the school and community culture by enhancing more interest in the curriculum with physical activities and nutritional education. Although, Vado Elementary did not meet AYP, our overall goal in reading is to make gains of at least 10% from 60% to 70% for 2009-2010 school year. In order to meet or exceed the NCLB-Annual Measurable Objective target goal of 70% in Reading. Our overall goal is to make gains of 10% from 47% to 57% by 2009-2010 school year. In order to meet or exceed the NCLB-AMO target goal in Mathematics. Incorporating physical activities will continue to stimulate student alertness and concentration within the classroom and also reduce anxiety, stress and increase self-esteem. Continuing to incorporate programs that will inform children on how to make healthier decisions will significantly affect achievement in the classroom where students can be more knowledgeable about making their own healthy decisions. Appropriate diet can improve problem-solving skills, alertness, test scores and school attendance. Health Education can promote healthy life style choices by building healthier minds and bodies that prepare students to make choices about their own learning.

The community of Vado Elementary is made up the surrounding townships of Vado, Mesquite and Berino. All of which are located in a rural area. The nearest facilities for any after school program or extra curricular activity is anywhere between a fifteen to twenty mile radius. In order for students to attend such facilities transportation is needed, which is very difficult for many of our families who do not have access to transportation. Students are also reluctant to attend facilities they are unfamiliar with, or have no connection to.

In order to cultivate student willingness to learn and encourage children to gain knowledge, understanding, potential, and to develop lifelong interests through many different learning experiences in a safe, non-evaluative and noncompetitive environment with a low student to teacher ratio, we strive to provide each student with individualized and differentiated instruction in the areas of need.

Students in this community have limited access to resources such as healthy activities and nutrition. The low socio-economic status inhibits many families from obtaining healthy foods, which cost more, and the lack of a nearby park or recreation center keeps many families from getting proper exercise or physical activity. This demonstrates a need for our school to provide activities that will reinforce healthy choices through nutrition classes that provide healthy snacks using resources available at home. Recreation, physical education and sports activities help provide exercise that students need to maintain healthy bodies and physical activity. The physical activities and nutrition programs are lifelong lessons that children can share with their families, encouraging unity and helping maintain families informed. This in turn affects academic success, in that physical and nutritional programs help students meet nutrition and activity needs, which students take home with them, and allows students to focus on tasks in school to improve reading, writing, and math.



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

Our EPPS focus continues to emphasize the priority of student learning needs. In order to cultivate this willingness we will continue to emphasize curriculum goals, physical activities and nutritional education we have developed an educational approach that incorporates the following activities:

1. Academic Enrichment Activities
2. Cheerleading
3. Ballet Folklorico
4. Basketball
5. Jump Rope
6. Literary Festival/Drama Club
7. Art Club, Music/Choir
8. Computer Technology
9. Soccer Skills
10. Battle of the Books
11. Health and Nutrition
12. 4-H Club
13. Volleyball
14. Gardening

By continuing to provide each of the activities listed the students will have an opportunity to broaden their academic achievement. The mission of Vado Elementary, its families and community, is to enable students to become academically and socially responsible citizens. All students will continue to be exposed to a physically and emotionally safe environment that will provide innovative learning experiences. These experiences will encourage critical and creative thinking, enabling students to become productive and competent, lifelong learners who understand and respect diversity.

Each of the aforementioned activities will continue to expose the student to various strategies to improve the target goals for reading and math, physical education standards and benchmarks and health and nutrition education. By continuing to provide academic enrichment activities, such as tutoring in reading and math and using the data from assessment tools already in effect, we will target the deficiencies across grade levels. Such assessments will be used to improve school performance to close the achievement gap. These activities will also assist in enriching the learning experiences for our students as well as create intrinsic motivation to learn. By having the opportunity to attend an after school program the student will be able to gravitate towards their preferred activity in an enjoyable format, while at the same time being provided with support in homework, and tutoring in the areas of reading and math. Student exposure to a well rounded program will provide students with a variety of interests that will increase motivation in their academic success and personal growth, thus encouraging achievement.



## Appendix C

### AFTER SCHOOL PROGRAM INFORMATION

#### **Appendix C. 1: Current Program Success:**

The programs offered vary in diversity. Students have been provided the support they need in reading and mathematics. All activities have encompassed the NM Standards and Benchmarks of Language Arts, Mathematics and Physical Education.

The primary goal of the After School Program has been to help prepare students to become proficient in reading, math, physical education and nutrition. Incorporating tutoring, homework assistance, physical and nutritional hands-on activities has provided students with the opportunity to enrich their achievement and explore the link between their wellbeing and health and nutrition. Students have been provided with a program that enhances a solid foundation to develop study habits that are fundamental to student success.

The after-school activities have addressed appropriate grade levels, the NM state standards and benchmarks to include but not limited to: physical education standards with benchmarks and performance standards, NM State content standards, benchmarks and performance standards visual and performing arts K-12. This program has encouraged students to express their talents in the arts, sports, and other areas of interest while reinforcing the core subjects in a fun environment. Activities were geared to enhance and develop each child. Daily lessons were structured for quality learning experiences that created an environment that fostered individual success, positive self-image and growth through self-discovery.

The after school program involved parents and community members as partners in the education process by utilizing their skills and knowledge to support the development of student academic achievement. This is an exciting endeavor to help our students close the achievement gap through student participation in various activities that offer diversity, social interaction and academic support through tutoring and homework assistance.

We have established a community of stakeholders whom will continue to participate in our after school enrichment endeavor. Stakeholders include Parent Teacher Organization, Community Stakeholders; established families within the area; surrounding businesses, New Mexico State University's Plant Propagation and Oasis partnerships, community organizations including 4-H and all faculty and staff.

Enrollment in our enrichment activities totaled about 270 students, whom attended from the start of our program to the end. Success was measured by participation in all activities, as well as the parent surveys that went out, which very few indicated that the school did not offer sufficient extracurricular activities. Success was also measured through ongoing benchmark assessments in math, and DRA assessments in reading. The majority of DRA assessments indicated that students were at or above grade level, and math benchmark short cycle assessments showed growth in areas targeted.



### **Appendix C. 2: Academic Enrichment Component Description:**

The purpose of our after school program is for students to be provided basic instruction in physical activity. The students will be provided instruction in motor skills and various sport activities. Such activities will be voluntary in nature, where students will continue to be given choices in which activities they will participate in. This will promote and facilitate living a more active and healthier life. Physical activity and nutrition work together in providing students with better health. The framework of our physical activities will focus on providing activities in a safe and risk-free environment for all students interested regardless of physical ability. All physical activities will be continued to be planned according to the community of students. Evidence from many educational and psychosocial interceptions indicates that they most effective and efficient teaching strategies for many youth emphasize active forms of learning. Young people learn best by doing, (Durlak, pg. 15, 2007). The staff is dedicated to provide support and reinforcement to the students during learning activities conduct pre-assessments to ascertain learners' strengths and academic needs, and coordinate their teaching or tutoring with school curricula.

Such physical activities include cheerleading, Ballet Folklorico, basketball, jump rope and any other activity planned that would correlate to the physical education standards and benchmarks. The students will also be included in the planning of physical activities, such as selecting games that will be played each week from a different sport. These physical activities will assist in living healthier lives and providing students with opportunities to work in teams that promote collaboration. All physical activities will enhance the school's physical education curriculum. Students will be allowed to make choices as to how they will use the time provided for our after school program. This will allow our students to understand that such physical activity will provide opportunities for enjoyment, challenge, self-expression and social interaction.

Our students will exhibit knowledge and ability to participate in a physically active, productive, and healthy lifestyle. Such knowledge will significantly affect the achievement in the classroom by improving their concentration and alertness which will improve school performance as stated on our Educational Plan for Student Success.



### **Appendix C. 3: Physical Activity Component Description:**

The purpose of our after school program is for students to be provided basic instruction in physical activity. The students will continue to be provided instruction in motor skills and various sport activities. Such activities will continue to be voluntary in nature, where students will be given choices in which activities they will participate in. This will promote and facilitate living a more active and healthier life. Physical activity and nutrition work together in providing students with better health. Currently, physical activity requirements for school-age children are 60 minutes or more of vigorous physical activity every day that is developmentally appropriate, enjoyable and involves a variety of activities, as concluded by *The Journal of Pediatrics*. The framework of our physical activities have focused on providing activities in a safe and risk-free environment for all students interested regardless of physical ability. All physical activities are planned according to the community of students. Volleyball was added to our activities, based on student interest and request.

Physical activities include cheerleading, Ballet Folklorico, basketball, jump rope and any other activity planned that would correlate to the physical education standards and bench marks. The students have provided assistance in planning for all physical activities, including sports activities, and sports sampler activities during physical education. During this time students are given choices, and encouraged to request sports games they would like to play during the one hour allotted. Our physical education component has increased in numbers, due to student request for participation. Students cannot wait to participate in this activity, and wait anxiously each day for the physical activity instructor to arrive. Due to the demand, it has been added to the schedule everyday for the four days, to accommodate the 10 to 1 student/teacher ratio. This component is in addition to the sports offered for once a week for an additional hour, which include soccer, basketball, volleyball and football. These physical activities will assist in living healthier lives and providing students with opportunities to work in teams that promote collaboration. The activities during the one hour of physical activity, and/or additional sports activity, coincides with the *The Journal of Pediatrics* findings that both physical activities and recess provide opportunities to achieve the daily physical activity goal. All physical activities will continue to enhance the school's physical education curriculum. Students will be allowed to make choices as to how they will use the time provided for our after school program. This will allow our students to understand that such physical activity will provide opportunities for enjoyment, challenge, self-expression and social interaction. Choices given to students allows for them to participate in activities they enjoy, while the sports sampler allows students to gain new experiences in group activities, and to learn how to play games or sports they may not otherwise have the opportunity to learn.

Our students will continue to exhibit knowledge and ability to participate in a physically active, productive, and healthy lifestyle. The activities aforementioned have significantly affected the achievement in the classroom by improving their concentration and alertness, their eagerness to participate in physical activity, as well as commitment to a chosen sport. Students enrolled in various sports or dance activities maintained in the program until the end of the sport. Due to the demands, additional teams will be formed for next year to give accommodate more students. School performance as stated on our Educational Plan for Student Success will continue to improve as students are consistently offered after school activities.



#### **Appendix C.4: Nutrition Education Component Description:**

The nutrition education component will include activities using the following curriculum:

1. Making smart choices from every food group. This follows the *Dietary Guidelines for Healthy Children* educating students on choosing a variety of foods to get enough carbohydrates, protein and other nutrients.
2. Finding the balance between food and physical activity. This follows the *Dietary Guidelines for Healthy Children* educating students on the proper intake of calories in order to maintain a healthy weight for their height and build.
3. Getting the most nutrition out of calories. This follows the *Dietary Guidelines for Healthy Children*, which educates students on how eating patterns support a child's normal growth and development.
4. Tracking calorie intake. This follows the *Dietary Guidelines for Healthy Children*, educating students on how to use energy to support growth and development in order to reach and maintain desirable body weight.

Health promotion strategies can promote and enhance opportunities for individuals to make healthier food choices. This will build healthier communities that are positive and affirming. This will also reduce the percentage of obese children in our community by providing them with nutrition education that will help them make better decisions, and promote healthy eating habits that will decrease the likelihood of developing health problems that tend to be established early in life. Nutrition education is important for our population, which is 98% Hispanic, as indicated by national and state survey data that indicate that the populations at highest risk for becoming overweight, and developing obesity or diabetes in New Mexico, are Native Americans and Hispanics. It is crucial for children to learn a healthy lifestyle in order to build healthier minds and bodies, and to develop awareness of eating habits that can lead to diseases like diabetes and obesity. Diabetes education is important in developing an early awareness in students in the hopes of triggering preventative care and measures towards healthy lifestyle choices. Statistics demonstrate that diabetes is the leading cause of non-traumatic lower extremity amputations, of end-stage renal disease or kidney failure, and of overweight women having 3 times the likelihood of developing gestational diabetes. Students whom are malnourished cannot function well in the classroom. Proper health education is preventative care for the risk factors of many diseases and illnesses. Learning what to eat from each food group, and focusing on how much to eat can help our students reach and maintain a healthier weight. Nutrition education is important in developing healthier students, which will increase their potential, their development of lifelong interests that are healthy and safe, and in closing the achievement gap. A healthy student is more apt to concentrate and focus on concepts being taught, thus increasing their achievement.





### **Appendix C. 5: Staffing:**

The personnel requirements of the Vado Elementary After School Program will consist of ten certified staff members and community volunteers. Certified teachers will offer tutoring and homework assistance that connects to the designated deficiencies across the grade levels providing differentiated and individualized instruction. Teachers will also incorporate all NM standards and benchmarks that pertain to physical and nutritional education.

Tutoring will provide a low student to teacher ratio. Certified staff will work with an average of 10 students at a time. This will allow staff to provide each student with individualized attention, and for the student to explore various strategies activities and classes.

Curriculum for each tutoring class will continue to be developed by goal teams, within a framework which focuses on school-wide deficiencies. All classes will be structured in much the same way: a start up exercise, a vocabulary review, followed by the target area designated in reading and math. At the end of the period the student work will be reviewed. This approach to curriculum development provides the instructor with the freedom to develop various strategies for differentiated instruction and individualized instruction.

Personnel requirements for the physical education and nutrition component will consist of a certified teacher in health and nutrition. This individual will provide quality nutrition activities and physical activities that promote lifelong learning. Additional personnel will consist of a certified art and music teacher, which will provide quality choir and art activities. Community volunteers will provide assistance with cheerleading, dance activities and gardening activities. Gardening activities will be incorporated into the nutrition component, where students will learn how to maintain fruit and vegetable beds, harvest the fruits and vegetables from the garden and then use them in making healthy snacks.



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

The students served are approximately 270 out of 470. These special and unique programs stimulate students to explore new horizons, expand creativity; experience different cultures broaden their base of knowledge and increase their repertoire of learned skills. The after school program will also provide a special situation for children to socialize with others of the same or different grades. On a positive side, young people benefit when they spend time engaged in structured pursuits that offer opportunities for positive interactions with adults and peers, encourage them to contribute and take initiative, and contain challenging and engaging tasks that help them develop and apply skills and personal talents (American Youth Policy Forum, 2006; Carnegie Corporation, 1992; Larson & Verma, 1999; National Research Council & Institute of Medicine, 2002) The program will continue to include such skills in areas of problem-solving, conflict resolution, self-control, leadership, responsible decision-making, and enhancement of self-efficacy and self-esteem.

The hours of operation will be from 2:30-5:30 for students with 30 minutes for teacher planning.

Students will be served right after school, allowing time for tutoring and homework assistance. Activities in health and nutrition will occur simultaneously for student enjoyment and participation with opportunities for developing interests, exploration, and success.

a) Number of days students will be served during the week will be four, Monday through Thursday, as these are the days when students are most likely to attend activities for enrichment, and when they are most likely to require assistance in homework that is assigned on a daily basis by the majority of teachers. These are also the days when more students assist on a daily basis, and are less likely to be absent if they know that the next day they will participate in an after school activity.

b) The daily hours of operation will be from 2:30 pm to 5:30 pm, as these are the hours when the majority of parents are at work. After 5:30 is a more likely time that parents will be at home to receive students.

c) The number of weeks during the 2009-2010 school years the program will be offered will be 81 calendar school days. The program will start around September 1, 2009 through approximately March 11, 2010. This will be broken up in five week cycles with one week intercessions. A specific curriculum will be correlated with New Mexico Standards and Benchmarks as per deficiencies indicated in the results of the New Mexico Standards Based Assessment. We believe starting the program at the beginning of the school year will enable to students to get a head start in their activities and achievement in academics, as well as providing them with a well rounded exposure to new areas of knowledge. We anticipate the program to last through February, as this is the time towards the end of the year when most students will then begin to participate in spring programs, dances, and science fair activities that will also engage students after school time.



Following is a proposed schedule of activities with days of operation:

	Monday 2:30-5:30	Tuesday 2:30-5:30	Wednesday 2:30-5:30	Thursday 2:30-5:30
Class	Tutoring	Tutoring	Tutoring	Tutoring
Grades	K-6	K-6	K-6	K-6
Class	Drama Club	Cheerleading	Sports Sampler	Basketball
Grades	4-6	K-6	K-6	K-2
Class	Gardening	Study Hall	Study Hall	Study Hall
Grades	K-6	K-6	K-6	K-6
Class	Art Club	Choir	Ballet Folklorico	Jump for Fun
Grades	2-6	K-6	K-6	2-6
Class	Computer Tech.	Battle of Books	Soccer	Battle of Books
Grades	K-2	4-6	K-2	4-6 Class
	Health	Health	Health	Health
Grades	K-6	K-6	K-6	K-6
Class	4-H Club	Volleyball	Journalism	Gardening
Grades	K-6	K-6	K-6	K-6
Class	Physical Ed.	Physical Ed.	Physical Ed.	Physical Ed.



**Appendix C.7: Student Transportation Needs Description:**

In order for Vado Elementary School to provide optimal benefits to the most number of Students' in an After School Program, transportation is a necessity. Students bused on a daily basis are required to live a one (1) mile radius from school grounds. Of the 470 students that attend Vado Elementary, approximately 95% of those students are bused to and from school on a daily basis, which demonstrates the high need for students to be transported home. After school activities that currently take place are attended by only those students who have transportation availability (10-20 students), and this is not on a regular and consistent basis. The availability of transportation would ensure that students who live outside of the one (1) mile radius have a means by which to be transported home safely.



**Appendix C.8: Proposed Budget:**

<u>Description</u>		<u>Justification</u>
<b>Personnel (include number)</b>		<b>10 Certified Teachers</b>
<b>Salary</b>	<b>Total Amount: \$26,325.00</b>	\$25.00 x 7=175.00 x 81= \$14,175.00 , \$50.00 x 3=\$150.00 x 81= \$12,150.00 for a total of 81 school calendar school days <b>TOTAL OF \$26,325.00</b>
<b>Benefits</b>	<b>Total Amount: \$5,423.00</b>	<b>FICA @ 6.20%=\$1,632.00, ERA-HEALTH @ 1.30%=\$342.00, ERA @ 11.65%=\$3,067.00, MEDICARE @ 1.45%=\$382.00 TOTAL OF</b>
<b>Travel</b> Note: All successful applicants <b>must</b> send at least one representative to the 2009 SFSB Funded Partners meeting in Alb, NM. Applicants may include travel cost to attend this meeting.	<b>Total Amount: \$1,180.00</b>	Two certified teachers will attend the 2009 SFSB Funded Partners meeting in Alb, NM. Teachers will be traveling from Anthony, NM to Albuquerque with a total of 480 miles @ \$85.00/day per diem. Total of \$340.00  Four certified teachers will attend the 2010 Legislature in Santa Fe, NM on "School Day" to showcase our successful after school enrichment program. \$105.00/day per diem Total of \$840.00.
<b>Supplies (list types and amounts)</b>	<b>Total Amount: \$1,064.30</b>	The After School Program will need these supplies: Paper - 5 boxes @ \$27.90=\$139.50 Crayons- 3 boxes @59.69=\$179.07 Pencils- 7 boxes @ 17.99=\$125.93 Staplers 10 @ 8.49=\$84.90 Glue 10 packages @ 10.39=\$103.90 Markers 3 sets @59.69=\$179.07 Construction paper 12 x 18: 10 packages @ 5.14= 51.40 Construction paper 9 x 12: 10 packages @2.56=25.60 Junior Scissors set 7 @ 24.99=174.93 <b>TOTAL OF SUPPLIES: \$1064.30</b> (Include justification for need of supplies)



<b>Equipment (list types and amounts)</b>	<b>Total Amount:</b> \$1,006.00	These items will provide students with choices to play basketball, football, soccer, hula-hoops, volleyball, etc... P.E. Station Starter Kit 1 @ \$375.00 Jump Ropes 270 @ \$0.98= \$265.00 Soccer Goals 2 @ \$183.00 = \$366.00 <b>TOTAL of (Include justification for need of supplies)</b>
<b>Other (be specific)</b>	<b>Total Amount:</b>	(Include justification for need of other)
<b>Total Amount Requested =</b>		<b>\$34,998.30</b>

