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Executive Summary

The Ramah Navajo School Board, Inc. proposes to have twelve (12) half-time (six full-time) AmeriCorps members who will provide one-on-one and small group Math and Literacy Assistance in the Pine Hill Schools located in Pine Hill, New Mexico. At the end of the first program year, the AmeriCorps members will be responsible for increasing Math and Literacy levels for 160 students to achieve the target proficiency rate of 70% proficiency as identified on the PARCC assessment. In addition, AmeriCorps members will leverage an additional 4 volunteers who will be engaged in assisting one-on-one and small group Math and Literacy instruction.

This program will focus on the CNCS focus area of Education. The CNCS investment of $116,932 will be matched with $28,500 in public funding and $0 in private funding.

Rationale and Approach/Program Design

B-1 Project Need

The Ramah Navajo reservation is located in very rural and isolated portions of Cibola and McKinley County, in northwestern New Mexico, east of the Zuni Pueblo and geographically separated from the Navajo reservation. The Ramah Navajo Chapter's population is approximately 4,000 members who reside principally on a total of 154,553 acres of land that consist Ramah Band Land, Navajo Tribal Trust Land, individual Indian Allotment Land, Government Land, and Ramah Navajo Chapter Fee Lands often referred to as "checkerboard" land. Approximately eighty percent (80%) of the Ramah Navajo population's first language is Navajo, with 40% of elder Ramah Navajo speaking only Navajo. The unemployment rate among residents of the Ramah Navajo reservation is greater than 50%. The Ramah Navajo community is geographically separated from the larger Navajo Nation Reservation and has no business center with the nearest town of Gallup and Grants which are both 60 miles away. Due to these factors, the Ramah Navajo Community has historically been underserved in meeting physical and academic needs. The population at Pine Hill Schools is racially homogeneous because of its population on the Ramah Navajo Reservation. Students come to school speaking English, although there are students identified for ELL services due to low levels of language development. Pine Hill Schools are under the administrative authority of Ramah Navajo School Board, Inc.

Students in Pine Hill Schools are experiencing very low performance levels in the areas of Math and
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Literacy. These low performance levels have placed Pine Hill Schools in its 6th year of Corrective Action Status.

The United States Census Bureau in its American Community Survey (ACS) in a reported issued December 2015 compared the Educational Level, Income Level, and the Percent below the Poverty Level of the Ramah Navajo Community (n= 3,968) and total population of Cibola County (n=27,213) in which Pine Hill Schools reside. The chart below illustrates the discrepancy between Ramah Navajo and Cibola County.

Education

Ramah Navajo  Cibola County, NM
% less than 9th grade  20.6%  7.8%
No diploma  30.3%  15.8%
% HS graduate or higher  42.8%  64.9%
% Bachelor's degree  6.3%  11.5%

Note: More than 50% of the Ramah Navajo Community do not have a high school diploma

School Completion Rates (From 2013 Bureau of Indian Education School Report Card)

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>LEP</th>
<th>Special Ed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rate</td>
<td>48.48%</td>
<td>56.00%</td>
<td>42.86%</td>
</tr>
<tr>
<td>Dropout Rate</td>
<td>61.96%</td>
<td>29.17%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

Percent Educational Attainment Of Persons 25 Years Or Older

When you compare Ramah Navajo with the entire state of New Mexico we get the following results in looking at percent Educational Attainment of persons 25 years or older.

Ramah Navajo  Cibola County  New Mexico

No High School Diploma  51%  24%  20%
High School Diploma (some college)  43%  65%  54%
Bachelor's Degree or Higher  6%  12%  26%

Performance on State Required Assessments
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We have performance results from various assessments. Specifically, here are the percent of students who are deemed to have Met Expectations or Beyond in their subject/grade level according to the state mandated PARCC assessment. Ramah Navajo is compared with the local Gallup McKinley County Schools (GMCS) and with the overall New Mexico students.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Subject</th>
<th>RNSB</th>
<th>GMCS</th>
<th>NM</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>READING</td>
<td>0.0%</td>
<td>11.8%</td>
<td>24.2%</td>
</tr>
<tr>
<td>3</td>
<td>MATH</td>
<td>0.0%</td>
<td>18.7%</td>
<td>29.9%</td>
</tr>
<tr>
<td>4</td>
<td>READING</td>
<td>4.0%</td>
<td>12.5%</td>
<td>25.0%</td>
</tr>
<tr>
<td>4</td>
<td>MATH</td>
<td>0.0%</td>
<td>17.1%</td>
<td>23.1%</td>
</tr>
<tr>
<td>5</td>
<td>READING</td>
<td>13.0%</td>
<td>14.9%</td>
<td>24.7%</td>
</tr>
<tr>
<td>5</td>
<td>MATH</td>
<td>0.0%</td>
<td>18.5%</td>
<td>25.2%</td>
</tr>
<tr>
<td>6</td>
<td>READING</td>
<td>6.0%</td>
<td>16.4%</td>
<td>24.2%</td>
</tr>
<tr>
<td>6</td>
<td>MATH</td>
<td>0.0%</td>
<td>11.4%</td>
<td>19.7%</td>
</tr>
<tr>
<td>7</td>
<td>READING</td>
<td>6.0%</td>
<td>15.6%</td>
<td>23.0%</td>
</tr>
<tr>
<td>7</td>
<td>MATH</td>
<td>0.0%</td>
<td>5.3%</td>
<td>16.9%</td>
</tr>
<tr>
<td>8</td>
<td>READING</td>
<td>4.0%</td>
<td>20.9%</td>
<td>25.7%</td>
</tr>
<tr>
<td>8</td>
<td>MATH</td>
<td>0.0%</td>
<td>4.0%</td>
<td>11.3%</td>
</tr>
<tr>
<td>9</td>
<td>READING</td>
<td>9.0%</td>
<td>18.4%</td>
<td>27.5%</td>
</tr>
<tr>
<td>10</td>
<td>READING</td>
<td>6.0%</td>
<td>22.9%</td>
<td>32.1%</td>
</tr>
<tr>
<td>11</td>
<td>READING</td>
<td>7.0%</td>
<td>26.6%</td>
<td>44.7%</td>
</tr>
<tr>
<td>IMP I</td>
<td>MATH</td>
<td>0.0%</td>
<td></td>
<td>9.1%</td>
</tr>
<tr>
<td>IMP II</td>
<td>MATH</td>
<td>0.0%</td>
<td></td>
<td>7.0%</td>
</tr>
<tr>
<td>IMP III</td>
<td>MATH</td>
<td>0.0%</td>
<td></td>
<td>12.0%</td>
</tr>
</tbody>
</table>

B-2 Intervention
Pine Hill Schools will have 10 half-time (900 hours) Americorps members leading one-on-one and small group assistance for Math and Literacy for students in grades K-12. Each student will receive 30 minutes of Language Arts and 30 minutes of Math assistance daily for the entire year using enrichment materials that complement the normal classroom curriculum. Other intervention strategies include utilizing resources from a proposed Performance Partnership Grant to provide
Narratives

intervention services to disconnected youth. Pine Hill Schools has already been approved for a 21st Century grant that will provide after school and summer school intervention services. In addition to the AmeriCorp members placed in the K-12 school system, one half-time Americorp member will be placed in the Head Start Program and on half-time Americorp member will be placed in the Center of Health Promotion and Prevention to support and facilitate interventions for Pine Hill students. Pine Hill Schools plan to utilize a total of 12 half-time members (900 hours) to serve the needs of our school.

B-4 Evidence Base

The evidence tier that we are applying for is the Strong Evidence Tier. The Ramah Navajo School Board AmeriCorp grant proposes to use AmeriCorp members as tutors for one-on-one and small group instruction. There is an ample research base to support this strategy as a highly effective, evidenced based intervention. The two research reports that support this strategy are:


According to the report, "Strengthening Student Educational Outcomes" prepared by Amy Vaughn, tutoring is considered a highly effective, evidenced based intervention. Tutoring is defined as any intervention with a trained individual using an explicit, well designed program or practice that is a match to a student's needs. Tutoring can help address the needs of students who struggle to understand concepts and skills they may not have mastered in earlier years (Wood et al., 1996). Successfully tutoring sessions should emphasize active student learning, collaborative problem solving and question-answering, and deep explanatory reasoning. Tutors can serve as a bridge between existing knowledge and skills and the demands of engaging in rich tasks.

Research on student success in a tutoring setting illustrates the importance of relationships among students, teachers, administrators, and the community, (Feldman & Ouimette, 2004; Jackson, 2009) as well as high expectations for all students (Cassellius, 2006). In a study by Caskel (2011), the use of in-district tutors significantly impacted student performance. The nature of the teacher-student
Narratives

relationship, the acknowledgment of student effort, establishment of high expectations contribute to student success. Research has consistently shown that a tutoring program can contribute to the academic growth of students if it is well structured and includes professional training centered on best practices.

One-on-one tutoring and small group tutoring (six or fewer students) have both been found to have positive effects on student achievement. In Washington States inventory of evidence-based and research-based practices, one-on-one tutoring by an adult in a structured tutoring program was found to be evidence-based with an 87 percent cost-benefit percentage. The cost-benefit percentage indicates that the benefits to future economic consequences outweigh the costs of implementing a structured one-on-one tutoring program (Washington State Institute for Public Policy, 2015).

Two meta-analyses of small group tutoring were reviewed by the Washington State panel. Results indicated small group instruction is effective for at-risk students and students with learning disabilities. Lou et al. (1996) determined that small group instruction was most effective when groups consisted of three to four students, tutors received extra training and extra materials, and the intervention was intensive. Elbaum et al. (1996) found that small groups outperformed students in 23 whole-class instructional settings by 1.5 standard deviations, while those in student pairs only performed those in whole-classroom settings by 0.4 standard deviations. These reviews indicate small group instruction is an effective means of intervening with poor-performing students. In some cases, it may be more effective than student pairs, especially when the groups are composed of five or fewer students.

The results of a study conducted by Ellis (2014) provided empirical evidence that there exists a significant relationship between the intervention of small group tutoring and students’ mathematics achievement scores. Results for the correlations showed significant, positive differences in achievement scores in the experimental group who received the treatment of small group tutoring as compared to the students in the control group who did not receive the treatment.

According to the research paper, "Evidence That Tutoring Works" prepared for the U.S. Department of Education’s Planning and Evaluation Service (2001), research has shown that well-designed tutoring programs can be effective in improving children’s reading skills.
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A meta-analysis of 29 studies of supplement, adult-instructed, one-to-one reading interventions of elementary, school students at risk of reading failure was conducted and showed interventions that used trained volunteers or college students, were highly effective [Elbuam, B., Vaughn, S., Hughes. M.T., and Mood, S.W. (2000). How effective are one-to-one tutoring programs in reading for elementary students at risk for reading failure? A meta-analysis of the intervention research. Journal of Educational Psychology, 92, 605-619.]


A British tutoring program involving 2,372 elementary and junior high students who were tutored for an average of 8.6 weeks improved their reading comprehension 4.4 times the normal rate and word recognition 3.3 times the normal rate. Four months after the end of tutoring, the average tutee was still improving at twice the normal rate in both comprehension and word recognition. [Topping, K., & Whitley, M. (1990). Participant evaluation of parent-tutored projects in reading. Educational Research, 32(1), 14-32.]

Two tutoring programs in Dade County, Florida, that trained tutors to work with elementary school students found that tutees outperformed a randomly assigned control group of students who were not tutored. [Madden, N.A., Slavin, R.E. (1989). Effective pullout programs for students at risk. In Effective Programs for Students At Risk, R.E. Slavin, N.L. Karweit and N.A. Madden, eds. Boston: Allyn and Bacon.]

B-5 Notice Priority
The Ramah Navajo School Board is applying for the AmeriCorp grant under the Funding Priority: Education--Improving student academic performance in Science, Technology, Engineering, and/or Mathematics (STEM).

B-6 Member Training
Ramah Navajo School Board, Inc.
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AmeriCorp Training Plan
Trainers and Training Structure
The Ramah Navajo School Board AmeriCorp utilizes a comprehensive training program designed to provide members with the knowledge and skills necessary to provide high-quality service. Trainings incorporate strength-based principles, build relationships and improve retention rates through the incorporation of interactive learning techniques and teambuilding. Participants build competencies and learn to build relationships, network, and support one another.

RNSB AmeriCorp Orientation and CORE Trainings
AmeriCorps Orientation (Month 1) An overview of AmeriCorps and National Service, member benefits, rights, responsibilities, code of conduct, prohibited activities, policies, and procedures. Review member contract, handbook, performance measures, and timekeeping procedures.
Child Abuse Prevention (Month 1) Includes: Mandated Child Abuse Reporting, Protective Factors, Trauma Informed Training.
Boundaries and Confidentiality (Month 1) Members will learn the importance of maintaining professional boundaries with families and learn how to differentiate between confidential and public information
Cultural Awareness (Month 1) Members will gain an understanding of the Ramah Navajo Culture, how stereotypes/values impact relationships, and increase appreciation of cultural diversity
Site Specific Orientation (Month 1) Members will gain an understanding how to best serve the Ramah Navajo Community and will be informed of the community needs and resources. Review member contract; policies & procedures; community tours, workplace safety and shadowing veteran staff.
Conflict Resolution (Month 3) Members will assess their conflict resolution skills, explore techniques for handling conflicts, and practice effective intervention skills
Team Building (Month 3) Members build relationship skills, develop leadership skills, review prohibited activities; and share successes and challenges.
Performance Measure Analysis and Intervention (Month 3 and Ongoing) Members will analyze data from the performance measures and develop effective strategies to address the deficiencies in the performance measures.
Life After AmeriCorps
(Month 9) Provides resources and information for the member transition out of service. Members will learn resume building and goal-setting
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National Service Days Members are expected to participate in service projects for MLK Day, Veterans Day and AmeriCorps week.

The training plan shall encompass the uniqueness of AmeriCorps membership and provides for ongoing member development, support, and supervision. The plan includes addressing community strengthening objectives, community service objectives, evaluation plan, training and technical assistance support. Plan includes reviewing the program work plan with members and obtaining members feedback as determined from members experience in implementing the program. Members shall receive orientation training and ongoing service related training, professional and personal development. All members shall be provided a handbook, AmeriCorps gear, recruitment and retention materials as appropriate.

B-7 Member Supervision
The Member Supervision Plan will be shared responsibility between the Ramah Navajo AmeriCorp Project Director, Pine Hill School Principal, and Classroom Teachers. The first level of supervision occurs daily with the classroom teacher the member is assigned to. More formal supervision and guidance is provided through the Pine Hill School Principal and the Ramah Navajo AmeriCorp Project Director. The supervision plan hinges on supervisors being communicator, advisor, team builder, coach, planner, manager, partnership builder, and program representative. The supervisors’ role is to build human capacity in the population in which they serve. Supervisors will give clear expectations and set goals for members. Supervisors will follow up with regular check-ins, reviews and daily communication. Supervisors will take opportunity to coach members and provide them with meaningful monthly evaluations to keep members on a successful track and to acknowledge positive performance.

B-8 Member Experience
The Ramah Navajo AmeriCorp Project Director will take on the responsibility for hiring as the RNSB Human Resource Director will take on the responsibility for recruitment at the director’s instruction. The Director and the Human Resource Department shall develop a Recruitment Plan that includes a set of criteria such as skills, qualities and attributes. The plan will specify member start dates and which position the members will fill. The Project Director and Human Resources will solicit potential member recommendations from stakeholders and AmeriCorps partners.
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The AmeriCorps members will gain skills and experience as a result of the Ramah Navajo program training and service that can be utilized and valued by future employers. The Ramah Navajo AmeriCorp program will provide members to meaningful service experiences. The Ramah Navajo AmeriCorp program will provide members to opportunities for reflection and connection to the broader National Service network. The Ramah Navajo AmeriCorp program will recruit AmeriCorps members from the local and regional communities.

B-9 Commitment to AmeriCorps Identification
The Ramah Navajo AmeriCorp program commits to represent the AmeriCorps brand in every aspect of its CNCS funded program. All program participants will be provided AmeriCorps gear and required to wear such gear at all times when they are representing AmeriCorps. Members and program staff will sign a commitment to wear such gear in a neat and professional manner. Member and program staff will also commit to keep their personal appearance in a neat, groomed, and professional manner. For example, hair shall be tidy and pants shall fit comfortably on the body and not sag or be too tight.

Organizational Capability

Section C: Organizational Capability

C-1 Organizational Background and Staffing
Ramah Navajo School Board (RNSB) was incorporated in 1970 in the State of New Mexico as a private, community-based, nonprofit organization whose primary purpose is providing culturally-specific education, health, job training, and social services to the Ramah Navajo people. RNSB is managed by a board that is reflective of the Ramah Navajo community it serves. Four (4) RNSB board members reside on the Ramah Navajo reservation and one (1) at large. Each member has valuable knowledge and experience relevant to the targeted community as well as language skills necessary to work with this particular population. The RNSB Board ensures RNSB supported services are provided in culturally appropriate and competent ways to best serve the Ramah Navajo Community.

Ramah Navajo School Board administers an annual budget of some $20 million, employs an estimated 250 individuals across six (6) divisions including a school, health center and social services, and owns and operates over 40,000 square feet of facility space. RNSB has been administering
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similar grants and projects since 1975. RNSB has all the necessary non-financial resources to support this proposed AmeriCorps program. RNSB has the information technology systems and equipment that include: computers, telecommunications equipment, monitors, printers, servers, network HUBS and wireless internet. RNSB financial management systems include; bookkeeping services in accordance with the Generally Acceptable Accounting Methods and annual audits of financial records by an independent Certified Public Accountant.

Partner Contact Person Role

Pine Hill Behavioral Health Services
Anderson Thomas, Director
(505) 775-3353 (Phone)
(505) 775-3630 (FAX)
Health materials and workshops
Wellness activities

Pine Hill Health Center
William Becker, Clinic Administrator
(505) 775-3271 (Phone)
(505) 775-3930 (FAX)
Health materials and workshops
Wellness activities

Pine Hill Social Services
Loretta Martinez, Director
(505) 775-3221 (Phone)
(505) 775-3225 (FAX)
Health materials and workshops
Wellness activities

Ramah Navajo Health and Human Services
Gilbert Maria, Director
Narratives

(505) 775-7160 Sustainability partner
Tribal resources.
Overall community and resources support.

Pine Hill Schools Early Childhood Program
Roberta Adeky-Yazzie, Director
(505) 775-3500 Sustainability partner
Tribal resources.
Overall community and resources support.

Pine Hill Radio Station
Barbara Maria, Manager
(505) 775-3215 (Phone)
(505) 775-3551 (FAX)
Public Relations and Disseminating Information

Pine Hill Facilities Management
Wylie Clawson, Supervisor
(505) 775-3285 (Phone)
(505) 775-3622 (FAX)
After-school and Summer School program partners
Community Center usage

Pine Hill Center for Health Promotion and Prevention
Benalda Coho-Belone, Coordinator
(505) 775-3271 (Phone)
Health materials and workshops
Wellness activities

Ramah Navajo Chapter
David Jose, President
(505) 775-3235 (Phone)
Narratives

(505) 775-3387  (FAX)
Sustainability partner. Tribal resources.
Overall community and resources support.

Ramah Navajo Bureau, BIE
Anna Mae Pino, Superintendent
(505) 775-3235
Sustainability partner. Tribal resources.
Overall community and resources support.

C-2 Compliance and Accountability
The Ramah Navajo AmeriCorps program shall comply with all federal, state and local grant-making regulation entities and maintain good standing with CNCS. The Ramah Navajo AmeriCorps program will utilize RNSB's Business Office to manage grant funds and provide financial reports with support from the Ramah Navajo AmeriCorps Project Director. RNSB's Business Office and the Administrators Service Director have received extensive super circular training as part of their regular duties and shall become intimately knowledgeable with AmeriCorps grant provisions, OMB Circulars and related regulations. RNSB’s Human Resource Director and the Ramah Navajo AmeriCorps Project Director will ensure that employee handbooks are updated with relevant regulations as needed. Key staff will participate in focused training on regulation and compliance issues.

RNSB Board of Trustees requires quarterly reporting from all programs on status of program activity. The Ramah Navajo AmeriCorps program will provide these internal quarterly reports. Reports shall be provided with clear graphs, charts, account activity, forecast, goals, objectives and outcomes in compliance with RNSB policy.

Cost Effectiveness and Budget Adequacy

Section D: Cost Effectiveness and Budget Adequacy

Justification of Proposing a Higher Cost Per MSY than $13,830
Our proposed cost per MSY is $19,489 This is higher than the cost of MSY as listed in the notice, but within the maximum cost per MSY of $19,500 as listed in the notice. The Ramah Navajo AmeriCorps program is requesting a higher cost per MSY due to the rural nature of our community
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and being in a severely economically distressed area.

Rural Community
According to the most recent 2013 Beale Code, Pine Hill (Located in Cibola County) has a RUCC rating of "6" which is classified as "nonmetro-urban population of 2,500 to 19,999, adjacent to a metro area." To further support this Pine Hill Community rural nature the National Council for Educational Statistics (NCES) in 2015-2016 has designated Pine Hill School as Rural:Remote (43). This classification considers Pine Hill as a "Census-Defined rural territory that is more than 25 miles from an urbanized area and is also more 10 miles from an urban cluster."

Severely Economically Distressed Area:
The United States Census Bureau in its American Community Survey (ACS) in a reported issued December 2015 compared the Educational Level, Income Level, and the Percent below the Poverty Level of the Ramah Navajo Community (n= 3,968) and total population of Cibola County (n=27,213) in which Pine Hill Schools reside. The chart below illustrates the discrepancy between Ramah Navajo, Cibola County and United States.

<table>
<thead>
<tr>
<th></th>
<th>RNSB (% of US)</th>
<th>Cibola (% of US)</th>
<th>United States</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Less than 9th Grade</td>
<td>20.6%</td>
<td>7.8%</td>
<td></td>
</tr>
<tr>
<td>% No diploma</td>
<td>30.3</td>
<td>15.8%</td>
<td></td>
</tr>
<tr>
<td>% High School Graduate</td>
<td>42.8% (48.5)</td>
<td>64.9% (73.5%)</td>
<td>88.31%</td>
</tr>
<tr>
<td>% Bachelor's degree</td>
<td>6.3% (19.7%)</td>
<td>11.5% (36.0%)</td>
<td>31.96%</td>
</tr>
<tr>
<td><strong>Employment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Unemployed</td>
<td>20.3% (431.9%)</td>
<td>17.6% (374.5%)</td>
<td>4.7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>RNSB (% of US)</th>
<th>Cibola (% of US)</th>
<th>United States</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percent Below The Poverty Level</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Ages</td>
<td>67.3% (498.5%)</td>
<td>24.0% (177.8%)</td>
<td>13.5%</td>
</tr>
<tr>
<td>Under 18 Years</td>
<td>69.5% (352.8%)</td>
<td>32.7% (166.0%)</td>
<td>19.7%</td>
</tr>
</tbody>
</table>
Narratives

18 to 64 Years 35.1% (283.1) 22.1% (178.2) 12.4%
65 Years + 72.8% (827.3) 14.3% (162.5) 8.8%

Median Household Income $15,288 (27.4%) $37,361 (67.0%) $55,775

If addition to socio-economic factors, the Pine Hill Community's water system is substandard. For drinking water, the Ramah Navajo School Board needs to place bottled water dispensers in every school classroom and all offices since the water from the wells is considered unhealthy. Our water infrastructure system continually breaks down due to pump failure or water line breaks. When this happens the school system and business offices need to shut down until the repairs are made. This is a major disruption to our services and a detriment to our students' success. We are in the process of an RFP to conduct a Preliminary Engineering Review (PER) of our water system.

This data representing Pine Hill Community and Cibola County Education, Employment, Poverty Levels, and Income levels presents a compelling case why Pine Hill Community should be considered a severely economically distressed community. Pine Hills socio-economic status justifies the request to employ a higher cost per MSY (up to $19,500). Due to Pine Hill Community's severely economic distressed situation we are not able to cover the additional cost to support the Pine Hill AmeriCorp program through the Grantee Share (Match). The Ramah Navajo community does not have the economic capacity to cover the program costs and are hereby requesting a higher cost per MSY to meet our budget needs.

Evaluation Summary or Plan

NA

Amendment Justification

NA

Clarification Summary

Tutor Qualifications: In our advertising and selection of the AmeriCorps members that will serve as tutors we have establish the following minimum qualifications.

1. Possess a High School Diploma or its equivalent, or a higher degree
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2. Ability to work with a professional educator in a small student group environment and learn teaching techniques.

3. Must be able to accept classroom and student group relocation as necessary.

4. Knowledge of and ability to provide a comfortable and safe environment to students and staff.

5. Skill and ability to work with all school-age levels of students.

6. Good English language communication required, both oral and in writing.

In addition the AmeriCorp members serving as tutors will need to successfully complete the pre-and in service specialized training that is required of all RNSB's instructional staff. These trainings include:

-- Overview of AmeriCorp and National Service
-- Child Abuse Prevention
-- Confidentiality
-- Cultural Awareness
-- Conflict Resolution
-- Team Building
-- Performance Measure Analysis and Intervention

Project Lead Support Time: We revised the Project Lead support time to increase the allotted time devoted to the AmeriCorp grant to 20% of the Project Leads time. 10% of the Project Lead's time is included in CNCS share of the AmeriCorp grant. 10% of the Project Lead's time is designated as a RNSB Matching time. We feel this represents a more realistic estimate to adequately address the critical administrative support responsibilities of the AmeriCorp grant. The Project Lead is a highly qualified school administrator with 35+ years experience with 25+ years of administrative experience at various educational levels. The Project Lead has a Masters Degree in Educational Administration and a PHD in Curriculum and Instruction with a minor in Educational Management.

Grantee Share: We revised the budget to demonstrate a RNSB matching share of $39,795. This calculates to a matching % of 25.4 of the total program amount.

Indirect Cost Rate: We will supply a copy of our latest federally negotiated Indirect Cost Rate which was signed by the US Dept. of Interior and the Ramah Navajo School Board on Feb. 14, 2017. This is
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the Indirect Cost Rate we are currently using. In 3-4 weeks we may have another negotiated IDC rate and at that time we can send you the revised rate. At this time, however, this is the latest negotiated IDC rate.

**Continuation Changes**

NA

**Grant Characteristics**