

State Bilingual Multicultural Education Program FUNDING APPLICATION

District Projection 2021–2022 and Signatures

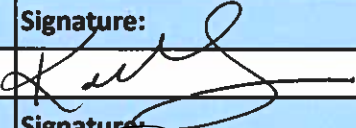

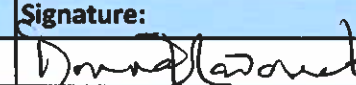
Number of Participating Students Projected in the District BMEP Instructional Model(s)

CUBA INDEPENDENT SCHOOL DISTRICT

BME Program Instructional Model	Home/Heritage (target) Language	Instructional Hour(s)	IFEP Never EL (0)	EL (1)	RFEP Exited EL (≥ 2)	Number of Students in BMEP Model
Dual Language (0, 1, and ≥ 2)*						
Enrichment (0 and > 2)*						
Heritage (0 and > 2)*	Diné / Spanish	1 hour	99		43	142
Heritage (1)*	Diné / Spanish	2 hour		57		57
Maintenance (1 only)*						
Transitional (1 only)*						
Projected Total Students in BMEP						199

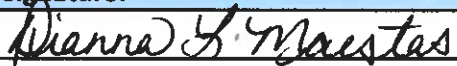
Note: These numbers could differ from the actual number reported for the 40th day

*Key for Language Status: 0-IFEP; 1-Current EL; ≥ 2-RFEP Exit Year 1 and above

District Superintendent:	Signature:	Date:	Email:	Phone:
Dr. Karen Sanchez-Griego		3/17/21	ksanchez-griego@cuba.k12.nm.us	(575) 289-3211 ext. 613
District Finance Manager:	Signature:	Date:	Email:	Phone:
Rhiannon Chavez			rchavez@cuba.k12.nm.us	(575) 289-3211 ext. 103
Bilingual Director:	Signature:	Date:	Email:	Phone:
Dr. Donna Navarrete		3/17/21	dnavarrete@cuba.k12.nm.us	(575) 289-3211 ext. 108

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that: 1) the information he/she has read in the application package is understood; 2) that the information is accurate; and 3) that the application is complete and he/she certifies compliance with the assurances. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

School Board Meeting Date and Board President's Signature

School Board President:	Signature:	Date:
Dianna Maestas		03/17/2021

BMEP Funding Applications are due **April 20, 2021**.

Applications must receive final LCD approval by **June 30, 2021**.

Incomplete or late applications will not be reviewed.

We encourage submitting your funding application as soon as possible. Any discrepancies will require that districts, charter schools, and schools complete necessary adjustments and resubmit for additional review and final approval.

State Bilingual Multicultural Education Program FUNDING APPLICATION

School Projection 2021–2022 and Signatures

Number of Participating Students Projected in the School BMEP Instructional Model(s)

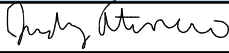


Cuba Elementary School

Cuba Independent School District

BME Program Instructional Model	Home/Heritage (target) Language	Instructional Hour(s)	IFEP Never EL (0)	EL (1)	RFEP Exited EL (≥ 2)	Number of Students in BMEP Model
Dual Language (0, 1, and ≥ 2)*						
Enrichment (0 and > 2)*						
Heritage (0 and > 2)*	Diné / Spanish	1 hour	57		2	59
Heritage (1)*	Diné / Spanish	2 hour		0		0
Maintenance (1 only)*						
Transitional (1 only)*						
Projected Total Students in BMEP						59

Note: These numbers could differ from the actual number reported for the 40th day

*Key for Language Status: 0-IFEP; 1-Current EL; ≥ 2-RFEP Exit Year 1 and above

School Principal:	Signature:	Date:	Email:	Phone:
Judy Atencio		3/12/2021	jatencio@cuba.k12.nm.us	(575) 289-3211 ext. 400
School PAC Representative:	Signature:	Date:	Email:	Phone:
Felice Chapman		3/17/2021	fchapman19@gmail.com	(505) 252-1680
Bilingual Director:	Signature:	Date:	Email:	Phone:
Dr. Donna Navarrete		3/12/2021	dnavarrete@cuba.k12.nm.us	(575) 289-3211 ext. 108

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that: 1) the information he/she has read in the application package is understood; 2) that the information is accurate; and 3) that the application is complete and he/she certifies compliance with the assurances. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

BMEP Funding Applications are due April 20, 2021.

Applications must receive final LCD approval by June 30, 2021.

Incomplete or late applications will not be reviewed.

We encourage submitting your funding application as soon as possible. Any discrepancies will require that districts, charter schools, and schools complete necessary adjustments and resubmit for additional review and final approval.

BMEP APPLICATION
CUBA ELEMENTARY SCHOOL (CES)
SY 2021-2022

1. Courses and Instructional Models

Please provide the following BMEP course and instructional model information for SY 2021-2022.

Grade Level	Course Code	Course Name	Language of Instruction	Teacher License Number	Teacher Endorsements	BMEP Model
K	1062	English Language Development (ELD) - Grades K - 12	English	283078 Rhonda Salazar 209088 Alfreeta Sandoval	TESOL	Heritage Model
1	1062	English Language Development (ELD)	English	240337 Helen Garrett 363194 Isabelle Jacquez	TESOL	Heritage Model
2	1062	English Language Development (ELD)	English	None	TESOL	Heritage Model
3	1062	English Language Development (ELD)	English	288024 Christina Jewel	TESOL	Heritage Model
4	1062	English Language Development (ELD)	English	283472 Martha Montoya	TESOL	Heritage Model
5	1062	English Language Development (ELD)	English	352832 Robin Herrera	TESOL	Heritage Model

* Choices for responses to Teacher Endorsement column are: Bilingual Education; Modern, Classical, and Native Languages (MCNL); TESOL; Current BMEP Endorsement Waiver.

1. Courses and Instructional Models (continued)

Grade Level	Course Code	Course Name	Language of Instruction	Teacher License Number	Teacher Endorsements	BMEP Model
K	1275	Elementary Spanish Language Arts - Recommended for Students Grades K - 6	Spanish	294015 Carol Chavez	Bilingual Education/ TESOL	Heritage Model
1	1275	Elementary Spanish Language Arts - Recommended for Students Grades K - 6	Spanish	294015 Carol Chavez	Bilingual Education/ TESOL	Heritage Model
2	1275	Elementary Spanish Language Arts - Recommended for Students Grades K - 6	Spanish	294015 Carol Chavez	Bilingual Education/ TESOL	Heritage Model
3	1275	Elementary Spanish Language Arts - Recommended for Students Grades K - 6	Spanish	294015 Carol Chavez	Bilingual Education/ TESOL	Heritage Model
4	1275	Elementary Spanish Language Arts - Recommended for Students Grades K - 6	Spanish	294015 Carol Chavez	Bilingual Education/ TESOL	Heritage Model
5	1275	Elementary Spanish Language Arts - Recommended for Students Grades K - 6	Spanish	294015 Carol Chavez	Bilingual Education/ TESOL	Heritage Model

** Choices for responses to Teacher Endorsement column are: Bilingual Education; Modern, Classical, and Native Languages (MCNL); TESOL; Current BMEP Endorsement Waiver.*

1. Courses and Instructional Models (continued)

Grade Level	Course Code	Course Name	Language of Instruction	Teacher License Number	Teacher Endorsements	BMEP Model
K	1274	Language for Native Speakers - Recommended for students Grades K - 6	Navajo	281782 Chastity Gordo 209088 Alfreeta Sandoval	MCNL	Heritage Model
1	1274	Language for Native Speakers - Recommended for students Grades K - 6	Navajo	281782 Chastity Gordo 209088 Alfreeta Sandoval	MCNL	Heritage Model
2	1274	Language for Native Speakers - Recommended for students Grades K - 6	Navajo	281782 Chastity Gordo 209088 Alfreeta Sandoval	MCNL	Heritage Model
3	1274	Language for Native Speakers - Recommended for students Grades K - 6	Navajo	281782 Chastity Gordo 209088 Alfreeta Sandoval	MCNL	Heritage Model
4	1274	Language for Native Speakers - Recommended for students Grades K - 6	Navajo	281782 Chastity Gordo 209088 Alfreeta Sandoval	MCNL	Heritage Model
5	1274	Language for Native Speakers - Recommended for students Grades K - 6	Navajo	281782 Chastity Gordo 209088 Alfreeta Sandoval	MCNL	Heritage Model

** Choices for responses to Teacher Endorsement column are: Bilingual Education; Modern, Classical, and Native Languages (MCNL); TESOL; Current BMEP Endorsement Waiver.*

2. Language Proficiency & Instructional Materials

Language Proficiency

How are you assessing the academic growth of BMEP students in the home/heritage language and English?

Please list the assessments the school/district is using:

Our language program is evaluated through multiple measures. Students within the Navajo Language and Spanish program is assessed through diagnostic, formative, and summative assessments (WIDA, ACCESS, Diné Language Proficiency Assessment (DLPA) grades 4, 8, and 12*, AVANT all grades, and classroom assessments). CES assesses students in English Language Arts (ELA) and Mathematics through standardized methods at the beginning, middle and end of the year intervals as well as progress monitoring monthly to provide interventions. Teachers create assessments for every subject to ensure targeted growth of student knowledge.

**Due to the COVID-19 pandemic the Navajo Nation suspended DLPA testing in the 2021 Spring semester.*

Using Assessment Results

How are the assessment results used in the home/heritage language arts class and in the English language development class instruction of the BMEP?

Teachers, principals, support staff, and district leaders attend Professional Learning Community (PLC) meetings to review diagnostic, progress monitoring, and formative student performance data to provide instruction which is either an intervention or next steps in the sequence of learning within ELA, Math, Language, Cultural, Social Emotional, Behavioral, and other subject areas. Scheduled walk through data is reviewed to ensure instruction is targeted and appropriate for each grade level. These data sets help inform the Home/Heritage Language Arts and English Language Development (ELD) classroom teacher to provide targeted instruction based off of student needs.

Instructional Materials

How do the instructional materials listed affirm student's identity, culture, and language?

The instructional approach at the elementary level uses a variety of visual learning tools rather than using a formal textbook. Students are engaged in artwork, weaving, songs, etc. instruction is focused on students learning oral pronunciation with correct mouth movements and formation, repetition, and recognition of key concepts such as colors, clans, basic words, etc. Instruction introduces writing at the 4th grade level. Due to the focus at this age group with Navajo Language the teacher is encouraged to be creative and use the teacher's personal knowledge of culture and language to build foundational skills of students' language acquisition. Proper grammar and sentence structure starts to become a focus in 6th grade. When available the Navajo Language class books are in Navajo language, with pictures of Navajo people and locations across the Navajo reservation, so students can recognize similar locations and people who look and speak like them. In addition, Navajo teachers introduce arts and crafts, events, guest speakers, etc., to enhance classroom engagement and participation by students that promote identity, language, and culture, making learning more impactful.

In school year 2019-2020, the district's Indian Education Director worked with the Navajo language teacher to develop a Navajo Language and Cultural curriculum, which will continue to be implemented for the 2021-2022 school year. The curriculum is closely modeled after the Department of Diné Education (DODE) Navajo Standards' curriculum widely used across Navajo Nation schools and is aligned with the ELA Common Core

State Standards (CCSS) for grades 3 through 12. This allows students to make connections between standards from both English and Navajo language thereby internalizing each language's differences, similarities, and methods of communicating ideas.

Instruction for CES Spanish classes supports student's identity, cultural and language by providing cultural activities students can identify with as they learn the language. Instruction is supported through "Maravillas" where students learn Spanish side by side to English Language Arts. This supports the efforts in the ELA classroom with regards to the CCSS. Within the instruction students explore stories in Spanish and then explore realities within real world conversations and activities.

Both Navajo Language and Spanish classes collaborate across the curriculum to ensure a well-rounded development of student cultural and language learning, thus providing students with the ability to see themselves as a learner throughout their language instruction. Students participate in plays, dances, potlucks and other social gatherings to increase multicultural awareness and appreciation. The vision at CES is to create a multicultural experience for all students as they learn their language and culture.

3. Educators & BMEP Professional Development

The development of quality teachers, principals, administrators, and educational support personnel is one of the major goals of the New Mexico Bilingual Education Act (22.23.1 NMSA, 2004). Effective professional development programs must be continuous, ongoing, and must meet federal and state requirements. The following includes the two major focus areas of BME professional development:

- A. Public school districts shall provide professional development to teachers, Native American language and culture teachers, teacher assistants, instructional support personnel, principals, bilingual directors or coordinators, associate superintendents, other instructional support personnel, and financial officers in the areas of:**
- 1. research-based bilingual multicultural education and language revitalization programs and implications for instruction;**
 - 2. best practices of English as a second language (ESL); English language development (ELD) and bilingual multicultural education and language revitalization programs;**
 - 3. classroom assessments that support academic and language development;**
 - 4. principles of first and second language acquisition, including language revitalization, differentiated language instruction and sheltered content instruction; and**
 - 5. effective practices of program implementation and program evaluation.**
- B. Bilingual multicultural education or language revitalization programs shall be part of the district's professional development plan as required in Subsection E of Section 22-23-5 NMSA 1978.**

[6.32.2.13 NMAC – Rp, 6.32.2.13 NMAC, 7/1/2018, NMSA 22.23.1]

Please provide information about the professional development activities in which BMEP staff members have participated during the current year (2020-2021) and the professional development opportunities planned for SY 2021-2022.

SY 2020-2021 Professional Development

CMS STAFF	PURPOSE (information about the professional development activities)
Principal	<ul style="list-style-type: none"> • Culturally and Linguistic Responsiveness: Deep level professional development of culturally and linguistic responsiveness/relations and practices. • Differentiated Instruction: Deep level professional development of structured differentiated leadership practices. • Project Based Learning: Deep level professional development of structured project-based leadership practices. • Determining Success Criteria: Continued PLC meeting work to determine success criteria, aligned instruction, assignments, data-driven instruction for ELA, Math, Science, and Social Studies standards. • COVID-19 Pandemic: What teachers are experiencing during the pandemic school year. What teachers have learned about online classes during COVID-19. • Race and Ethnicity: Identity, storytelling, community, and solidarity. • Integration of Project-Based Learning.
Teachers	<ul style="list-style-type: none"> • Culturally and Linguistic Responsiveness: Deep level professional development of culturally and linguistic responsiveness/relations and practices. • Differentiated Instruction: Deep level professional development of structured differentiated leadership practices. • Project Based Learning: Deep level professional development of structured project-based leadership practices. • Determining Success Criteria: Continued PLC meeting work to determine success criteria, aligned instruction, assignments, data-driven instruction for ELA, Math, Science, and Social Studies standards. • COVID-19 Pandemic: What teachers are experiencing during the pandemic school year. What teachers have learned about online classes during COVID-19. • Race and Ethnicity: Identity, storytelling, community, and solidarity. • Integration of Project-Based Learning.
Bilingual Program Director or Coordinator	<ul style="list-style-type: none"> • Culturally and Linguistic Responsiveness: Deep level professional development of culturally and linguistic responsiveness/relations and practices. • Differentiated Instruction: Deep level professional development of structured differentiated leadership practices. • Project Based Learning: Deep level professional development of structured project-based leadership practices. • Determining Success Criteria: Continued PLC meeting work to determine success criteria, aligned instruction, assignments, data-driven instruction for ELA, Math, Science, and Social Studies standards. • COVID-19 Pandemic: What teachers are experiencing during the pandemic school year. What teachers have learned about online classes during COVID-19. • Race and Ethnicity: Identity, storytelling, community, and solidarity. • Integration of Project-Based Learning.

<p>Native American Language/Culture Teachers</p>	<ul style="list-style-type: none"> • Culturally and Linguistic Responsiveness: Deep level professional development of culturally and linguistic responsiveness/relations and practices. • Differentiated Instruction: Deep level professional development of structured differentiated leadership practices. • Project Based Learning: Deep level professional development of structured project-based leadership practices. • Determining Success Criteria: Continued PLC meeting work to determine success criteria, aligned instruction, assignments, data-driven instruction for ELA, Math, Science, and Social Studies standards. • COVID-19 Pandemic: What teachers are experiencing during the pandemic school year. What teachers have learned about online classes during COVID-19. • Race and Ethnicity: Identity, storytelling, community, and solidarity. • State provided training: To obtain strategies and best practices in the language classrooms. • Diné Language Proficiency Assessment training: Diné Language training to administer and know learning targets of Diné Language standards. • AVANT online training modules: Spanish Language teachers attended on demand training modules to learn about AVANT assessment program, to use tools, and progress monitor. • Integration of Project-Based Learning.
<p>Other Staff (Associate Superintendent, financial officers, educational assistants, and other instructional support personnel)</p>	<ul style="list-style-type: none"> • Culturally and Linguistic Responsiveness: Deep level professional development of culturally and linguistic responsiveness/relations and practices. • Differentiated Instruction: Deep level professional development of structured differentiated leadership practices. • Project Based Learning: Deep level professional development of structured project-based leadership practices. • Determining Success Criteria: Continued PLC meeting work to determine success criteria, aligned instruction, assignments, data-driven instruction for ELA, Math, Science, and Social Studies standards. • COVID-19 Pandemic: What teachers are experiencing during the pandemic school year. What teachers have learned about online classes during COVID-19. • Race and Ethnicity: Identity, storytelling, community, and solidarity. • Integration of Project-Based Learning.

SY 2021-2022 Proposed Professional Development

STAFF	PURPOSE (information about the professional development activities)
Principal	<ul style="list-style-type: none"> • Culturally and Linguistic Responsiveness: Deep level professional development of culturally and linguistic responsiveness/relations and practices. • Differentiated Instruction: Deep level professional development of structured differentiated leadership practices. • Project Based Learning: Deep level professional development of structured project-based leadership practices. • Determining Success Criteria: Continued PLC meeting work to determine success criteria, aligned instruction, assignments, data-driven instruction for ELA, Math, Science, and Social Studies standards. • Integration of Project-Based Learning.
Teachers	<ul style="list-style-type: none"> • Culturally and Linguistic Responsiveness: Deep level professional development of culturally and linguistic responsiveness/relations and practices. • Differentiated Instruction: Deep level professional development of structured differentiated leadership practices. • Project Based Learning: Deep level professional development of structured project-based leadership practices. • Determining Success Criteria: Continued PLC meeting work to determine success criteria, aligned instruction, assignments, data-driven instruction for ELA, Math, Science, and Social Studies standards. • Integration of Project-Based Learning.
Bilingual Program Director or Coordinator	<ul style="list-style-type: none"> • Culturally and Linguistic Responsiveness: Deep level professional development of culturally and linguistic responsiveness/relations and practices. • Differentiated Instruction: Deep level professional development of structured differentiated leadership practices. • Project Based Learning: Deep level professional development of structured project-based leadership practices. • Determining Success Criteria: Continued PLC meeting work to determine success criteria, aligned instruction, assignments, data-driven instruction for ELA, Math, Science, and Social Studies standards. • Integration of Project-Based Learning.
Native American Language/ Culture Teachers	<ul style="list-style-type: none"> • Culturally and Linguistic Responsiveness: Deep level professional development of culturally and linguistic responsiveness/relations and practices. • Differentiated Instruction: Deep level professional development of structured differentiated leadership practices. • Project Based Learning: Deep level professional development of structured project-based leadership practices. • Determining Success Criteria: Continued PLC meeting work to determine success criteria, aligned instruction, assignments, data-driven instruction for ELA, Math, Science, and Social Studies standards. • State provided training: To obtain strategies and best practices in the language classrooms. • Diné Language Proficiency Assessment training: Diné Language training to administer

	<p>and know learning targets of Diné Language standards.</p> <ul style="list-style-type: none"> • AVANT online training modules: Spanish Language teachers attended on demand training modules to learn about AVANT assessment program, to use tools, and progress monitor. • Integration of Project-Based Learning.
<p>Other Staff (Associate Superintendent, financial officers, educational assistants, and other instructional support personnel</p>	<ul style="list-style-type: none"> • Culturally and Linguistic Responsiveness: Deep level professional development of culturally and linguistic responsiveness/relations and practices. • Differentiated Instruction: Deep level professional development of structured differentiated leadership practices. • Project Based Learning: Deep level professional development of structured project-based leadership practices. • Determining Success Criteria: Continued PLC meeting work to determine success criteria, aligned instruction, assignments, data-driven instruction for ELA, Math, Science, and Social Studies standards. • Integration of Project-Based Learning.

4. BMEP Parental Advisory Committee (PAC)

Parental Advisory Committee

a. How do the members of the PAC and other parents participate in the implementation and evaluation of the BMEP?

(Please provide at least one example of an instance in which parents have collaborated with teachers and administrators to carry out BMEP goals and objectives.)

CISD Indian Policies & Procedures (IPPs) require that all grants and how they are used be shared with community via chapter houses on surrounding reservations, BMEP included. Community members are encouraged to give input, via Indian Education Committee meetings or school board meetings, on Navajo language programs and how funding is used for Native American students. Community members are always invited to participate in classroom activities to promote Navajo language and culture. Parents of students can evaluate their child's progress based on knowledge of language and culture at home.

Participation of the PAC and other parents in the implementation and evaluation of the BMEP was delayed this school year due to COVID-19. However, the example below provides an example of how this participation will become active with Motivational Mondays.

EXAMPLE: Motivational Mondays started in the district in February 2021. For these regular events, the district plans to secure parents and alumni from the Cuba school community to share their stories about how they became successful. For Motivational Mondays in the 2019-2020 school year, many parents/alumni shared the importance of language and culture for their self-identity and success, and this contribution of culture and heritage is expected to continue now in Spring 2021. During Motivational Mondays, students have the chance to ask questions of the presenters to personalize the information. Afterward, students and teachers continue conversations back in the classroom that are centered on the importance of learning their home language and of being proud of their heritage/culture.

PAC Meetings

b. How many times has the PAC met in the past year?

At the time of this application, the district's Indian Education Council (PAC) has met six times via teleconferencing (due to COVID-19) and plans to meet another four times before the end of the school year.

Please provide dates of IEC/PAC meetings.

July 21, 2020

August 25, 2020

September 8, 2020

December 1, 2020

January 5, 2021

January 20, 2021 (special meeting)

BMEP APPLICATION
CUBA HIGH SCHOOL (CHS)
SY 2021-2022

1. Courses and Instructional Models

Please provide the following BMEP course and instructional model information for SY 2021-2022.

Grade Level	Course Code	Course Name	Language of Instruction	Teacher License Number	Teacher Endorsements	BMEP Model
9	1062	English Language Development (ELD) - Grades K - 12	English	392662 Andrea Irangan 294015 Carol Chavez	TESOL Carol: Bilingual	Heritage Model
10	1062	English Language Development (ELD) - Grades K - 12	English	392662 Andrea Irangan 294015 Carol Chavez	TESOL Carol: Bilingual	Heritage Model
11	1062	English Language Development (ELD) - Grades K - 12	English	392662 Andrea Irangan 294015 Carol Chavez	TESOL Carol: Bilingual	Heritage Model
12	1062	English Language Development (ELD) - Grades K - 12	English	392662 Andrea Irangan 294015 Carol Chavez	TESOL Carol: Bilingual	Heritage Model

** Choices for responses to Teacher Endorsement column are: Bilingual Education; Modern, Classical, and Native Languages (MCNL); TESOL; Current BMEP Endorsement Waiver.*

1. Courses and Instructional Models (continued)

Grade Level	Course Code	Course Name	Language of Instruction	Teacher License Number	Teacher Endorsements	BMEP Model
9	1271	Language for Native Speakers I - Recommended for students Grades 6 -12	Navajo	265458 Matilda Lee	PreK-12 Native Language and Culture	Heritage Model
10	1271	Language for Native Speakers I - Recommended for students Grades 6 -12	Navajo	265458 Matilda Lee	PreK-12 Native Language and Culture	Heritage Model
11	1271	Language for Native Speakers I - Recommended for students Grades 6 -12	Navajo	265458 Matilda Lee	PreK-12 Native Language and Culture	Heritage Model
12	1271	Language for Native Speakers I - Recommended for students Grades 6 -12	Navajo	265458 Matilda Lee	PreK-12 Native Language and Culture	Heritage Model

** Choices for responses to Teacher Endorsement column are: Bilingual Education; Modern, Classical, and Native Languages (MCNL); TESOL; Current BMEP Endorsement Waiver.*

1. Courses and Instructional Models (continued)

Grade Level	Course Code	Course Name	Language of Instruction	Teacher License Number	Teacher Endorsements	BMEP Model
9	1272	Language for Native Speakers II - Recommended for students Grades 6 -12	Navajo	265458 Matilda Lee	PreK-12 Native Language and Culture	Heritage Model
10	1272	Language for Native Speakers II - Recommended for students Grades 6 -12	Navajo	265458 Matilda Lee	PreK-12 Native Language and Culture	Heritage Model
11	1272	Language for Native Speakers II - Recommended for students Grades 6 -12	Navajo	265458 Matilda Lee	PreK-12 Native Language and Culture	Heritage Model
12	1272	Language for Native Speakers II - Recommended for students Grades 6 -12	Navajo	265458 Matilda Lee	PreK-12 Native Language and Culture	Heritage Model

** Choices for responses to Teacher Endorsement column are: Bilingual Education; Modern, Classical, and Native Languages (MCNL); TESOL; Current BMEP Endorsement Waiver.*

1. Courses and Instructional Models (continued)

Grade Level	Course code	Course Name	Language of Instruction	Teacher License Number	Teacher Endorsements	BMEP Model
9	1277	Spanish Language Arts I - Grades 9	Spanish	294015 Carol Chavez	Modern and Classical languages- Spanish, TESOL, Bilingual	Heritage Model
10	1278	Spanish Language Arts II - Grades 10	Spanish	294015 Carol Chavez	Modern and Classical languages- Spanish, TESOL, Bil, Fam/Cons Sci	Heritage Model
11	1279	Spanish Language Arts III - Grades 11	Spanish	294015 Carol Chavez	Modern and Classical languages- Spanish, TESOL, Bil, Fam/Cons Sci	Heritage Model
12	1280	Spanish Language Arts IV - Grades 12	Spanish	294015 Carol Chavez	Modern and Classical languages- Spanish, TESOL, Bil, Fam/Cons Sci	Heritage Model

** Choices for responses to Teacher Endorsement column are: Bilingual Education; Modern, Classical, and Native Languages (MCNL); TESOL; Current BMEP Endorsement Waiver.*

2. Language Proficiency & Instructional Materials

Language Proficiency

How are you assessing the academic growth of BMEP students in the home/heritage language and English? Please list the assessments the school/district is using:

Our language program is evaluated through multiple measures. Students within the Navajo Language and Spanish program are assessed through diagnostic, formative, and summative assessments (WIDA, ACCESS, Diné Language Proficiency Assessment (DLPA) grades 4, 8, and 12*, AVANT all grades, and classroom assessments). CHS assesses students in English Language Arts (ELA) and Mathematics through standardized methods at the beginning, middle and end of the year intervals as well as progress monitoring monthly to provide interventions. Teachers create assessments for every subject to ensure targeted growth of student knowledge.

**Due to the COVID-19 pandemic the Navajo Nation suspended DLPA testing in the 2021 Spring semester.*

Using Assessment Results

How are the assessment results used in the home/heritage language arts class and in the English language development class instruction of the BMEP?

Teachers, principals, support staff, and district leaders attend Professional Learning Community (PLC) meetings to review diagnostic, progress monitoring, and formative student performance data to provide instruction that is either an intervention or next steps in the sequence of learning within ELA, Math, Language, Cultural, Social Emotional, Behavioral, and other subject areas. Scheduled walk-through data is reviewed to ensure instruction is targeted and appropriate for each grade level. These data sets help inform the Home/Heritage Language Arts and English Language Development (ELD) classroom teacher to provide targeted instruction based off of student needs.

Instructional Materials

How do the instructional materials listed affirm student's identity, culture, and language?

Within Navajo Language class, books are in Navajo language, with pictures of Navajo people and locations across the Navajo reservation, so students can recognize similar locations and people who look and speak like them. In addition, Navajo teachers introduce arts and crafts, events, guest speakers, etc.. to enhance classroom engagement and participation by students that promote identity, language, and culture, making learning more impactful.

In school year 2019-2020, the district's Indian Education Director worked with the Navajo language teacher to develop a Navajo Language and Cultural curriculum, which will continue to be implemented for the 2021-2022 school year. The curriculum is closely modeled after the Department of Diné Education (DODE) Navajo Standards' curriculum widely used across Navajo Nation schools and is aligned with the ELA Common Core State Standards (CCSS) for grades 3 through 12. This allows students to make connections between standards from both English and Navajo language thereby internalizing each language's differences, similarities, and methods of communicating ideas.

Instruction for CHS Spanish classes supports student's identity, cultural and language by providing cultural activities students can identify with as they learn the language. Spanish classes I, II, and III are supported with "Así se Dice" where students learn Spanish side by side with English Language Arts. This supports the efforts in

the ELA classroom with regards to the CCSS. Within the instruction, students explore stories in Spanish and explore realities within real world conversations and activities.

Both Navajo Language and Spanish classes collaborate across the curriculum to ensure a well-rounded development of student cultural and language learning, thus providing students with the ability to see themselves as a learner throughout their language instruction. Students participate in social gatherings, guest speakers, and other school-wide activities to increase multicultural awareness and appreciation. The vision at CHS is to create a multicultural experience for all students as they learn their language and culture.

3. Educators & BMEP Professional Development

The development of quality teachers, principals, administrators, and educational support personnel is one of the major goals of the New Mexico Bilingual Education Act (22.23.1 NMSA, 2004). Effective professional development programs must be continuous, ongoing, and must meet federal and state requirements. The following includes the two major focus areas of BME professional development:

A. Public school districts shall provide professional development to teachers, Native American language and culture teachers, teacher assistants, instructional support personnel, principals, bilingual directors or coordinators, associate superintendents, other instructional support personnel, and financial officers in the areas of:

- 1. research-based bilingual multicultural education and language revitalization programs and implications for instruction.**
- 2. best practices of English as a second language (ESL); English language development (ELD) and bilingual multicultural education and language revitalization programs.**
- 3. classroom assessments that support academic and language development.**
- 4. principles of first and second language acquisition, including language revitalization, differentiated language instruction and sheltered content instruction; and**
- 5. effective practices of program implementation and program evaluation.**

B. Bilingual multicultural education or language revitalization programs shall be part of the district's professional development plan as required in Subsection E of Section 22-23-5 NMSA 1978.

[6.32.2.13 NMAC – Rp, 6.32.2.13 NMAC, 7/1/2018, NMSA 22.23.1]

Please provide information about the professional development activities in which BMEP staff members have participated during the current year (2020-2021) and the professional development opportunities planned for SY 2021-2022.

SY 2020-2021 Professional Development

CHS STAFF	PURPOSE (information about the professional development activities)
Lead/Director	<ul style="list-style-type: none"> • Culturally and Linguistic Responsiveness: Deep level professional development of culturally and linguistic responsiveness/relations and practices. • Differentiated Instruction: Deep level professional development of structured differentiated leadership practices. • Project Based Learning: Deep level professional development of structured project-based leadership practices. • Determining Success Criteria: Continued PLC meeting work to determine success criteria, aligned instruction, assignments, data-driven instruction for ELA, Math, Science, and Social Studies standards. • COVID-19 Pandemic: What teachers are experiencing during the pandemic school year. What teachers have learned about online classes during COVID-19. • Leaders, teachers, and support staff have grown immensely this year in the use of technology to provide instruction and learning to all students. They have grown in their expertise in using Google Classroom, google docs/sheets/slides, DocHub, and other Google apps that help transfer knowledge to students. • All staff were provided PD for implementation of a variety of technological tools for remote learning. • All staff were provided PD on data analysis of student performance within interim assessments. • Race and Ethnicity: Identity, storytelling, community, and solidarity. • University professors provided Race Relations, Identity, and cultural awareness to all staff and leadership. • Integration of Project-Based Learning.
Teachers	<ul style="list-style-type: none"> • Culturally and Linguistic Responsiveness: Deep level professional development of culturally and linguistic responsiveness/relations and practices. • Differentiated Instruction: Deep level professional development of structured differentiated leadership practices. • Project Based Learning: Deep level professional development of structured project-based leadership practices. • Determining Success Criteria: Continued PLC meeting work to determine success criteria, aligned instruction, assignments, data-driven instruction for ELA, Math, Science, and Social Studies standards. • COVID-19 Pandemic: What teachers are experiencing during the pandemic school year. What teachers have learned about online classes during COVID-19. • Leaders, teachers, and support staff have grown immensely this year in the use of technology to provide instruction and learning to all students. They have grown in their expertise in using Google Classroom, google docs/sheets/slides, DocHub, and other Google apps that help transfer knowledge to students. • All staff were provided PD for implementation of a variety of technological tools for remote learning. • All staff were provided PD on data analysis of student performance within interim assessments. • Race and Ethnicity: Identity, storytelling, community, and solidarity. • University professors provided Race Relations, Identity, and cultural awareness to all

CHS STAFF	PURPOSE (information about the professional development activities)
	<p>staff and leadership.</p> <ul style="list-style-type: none"> • Integration of Project-Based Learning.
Bilingual Program Director or Coordinator	<ul style="list-style-type: none"> • Culturally and Linguistic Responsiveness: Deep level professional development of culturally and linguistic responsiveness/relations and practices. • Differentiated Instruction: Deep level professional development of structured differentiated leadership practices. • Project Based Learning: Deep level professional development of structured project-based leadership practices. • Determining Success Criteria: Continued PLC meeting work to determine success criteria, aligned instruction, assignments, data-driven instruction for ELA, Math, Science, and Social Studies standards. • COVID-19 Pandemic: What teachers are experiencing during the pandemic school year. What teachers have learned about online classes during COVID-19. • Leaders, teachers, and support staff have grown immensely this year in the use of technology to provide instruction and learning to all students. They have grown in their expertise in using Google Classroom, google docs/sheets/slides, DocHub, and other Google apps that help transfer knowledge to students. • All staff were provided PD for implementation of a variety of technological tools for remote learning. • All staff were provided PD on data analysis of student performance within interim assessments. • Race and Ethnicity: Identity, storytelling, community, and solidarity. • University professors provided Race Relations, Identity, and cultural awareness to all staff and leadership. • Integration of Project-Based Learning.
Native American Language/ Culture Teachers	<ul style="list-style-type: none"> • Culturally and Linguistic Responsiveness: Deep level professional development of culturally and linguistic responsiveness/relations and practices. • Differentiated Instruction: Deep level professional development of structured differentiated leadership practices. • Project Based Learning: Deep level professional development of structured project-based leadership practices. • Determining Success Criteria: Continued PLC meeting work to determine success criteria, aligned instruction, assignments, data-driven instruction for ELA, Math, Science, and Social Studies standards. • COVID-19 Pandemic: What teachers are experiencing during the pandemic school year. What teachers have learned about online classes during COVID-19. • Leaders, teachers, and support staff have grown immensely this year in the use of technology to provide instruction and learning to all students. They have grown in their expertise in using Google Classroom, google docs/sheets/slides, DocHub, and other Google apps that help transfer knowledge to students. • All staff were provided PD for implementation of a variety of technological tools for remote learning. • All staff were provided PD on data analysis of student performance within interim assessments. • Race and Ethnicity: Identity, storytelling, community, and solidarity.

CHS STAFF	PURPOSE (information about the professional development activities)
	<ul style="list-style-type: none"> • University professors provided Race Relations, Identity, and cultural awareness to all staff and leadership. State provided training: To obtain strategies and best practices in the language classrooms. • Diné Language Proficiency Assessment training: Diné Language training to administer and know learning targets of Diné Language standards. • AVANT online training modules: Spanish Language teachers attended on demand training modules to learn about AVANT assessment program, to use tools, and progress monitor.
Other Staff (financial officers, educational assistants, and other instructional support personnel	<ul style="list-style-type: none"> • Culturally and Linguistic Responsiveness: Deep level professional development of culturally and linguistic responsiveness/relations and practices. • Differentiated Instruction: Deep level professional development of structured differentiated leadership practices. • Project Based Learning: Deep level professional development of structured project-based leadership practices. • Determining Success Criteria: Continued PLC meeting work to determine success criteria, aligned instruction, assignments, data-driven instruction for ELA, Math, Science, and Social Studies standards. • COVID-19 Pandemic: What teachers are experiencing during the pandemic school year. What teachers have learned about online classes during COVID-19. • Leaders, teachers, and support staff have grown immensely this year in the use of technology to provide instruction and learning to all students. They have grown in their expertise in using Google Classroom, google docs/sheets/slides, DocHub, and other Google apps that help transfer knowledge to students. • All staff were provided PD for implementation of a variety of technological tools for remote learning. • All staff were provided PD on data analysis of student performance within interim assessments. • Race and Ethnicity: Identity, storytelling, community, and solidarity. • University professors provided Race Relations, Identity, and cultural awareness to all staff and leadership. • Integration of Project-Based Learning.

SY 2021-2022 Proposed Professional Development

STAFF	PURPOSE (information about the professional development activities)
Lead/Director	<ul style="list-style-type: none"> • Culturally and Linguistic Responsiveness: Deep level professional development of culturally and linguistic responsiveness/relations and practices. • Differentiated Instruction: Deep level professional development of structured differentiated leadership practices. • Project Based Learning: Deep level professional development of structured project-based leadership practices. • Determining Success Criteria: Continued PLC meeting work to determine success criteria, aligned instruction, assignments, data-driven instruction for ELA, Math, Science, and Social Studies standards. • Implementation of high-level instruction using asynchronous and synchronous learning technologies. • Implementation of MLSS • Integration of Project-Based Learning.
Teachers	<ul style="list-style-type: none"> • Culturally and Linguistic Responsiveness: Deep level professional development of culturally and linguistic responsiveness/relations and practices. • Differentiated Instruction: Deep level professional development of structured differentiated leadership practices. • Project Based Learning: Deep level professional development of structured project-based leadership practices. • Determining Success Criteria: Continued PLC meeting work to determine success criteria, aligned instruction, assignments, data-driven instruction for ELA, Math, Science, and Social Studies standards. • Implementation of high-level instruction using asynchronous and synchronous learning technologies. • Implementation of MLSS • Integration of Project-Based Learning.
Bilingual Program Director or Coordinator	<ul style="list-style-type: none"> • Culturally and Linguistic Responsiveness: Deep level professional development of culturally and linguistic responsiveness/relations and practices. • Differentiated Instruction: Deep level professional development of structured differentiated leadership practices. • Project Based Learning: Deep level professional development of structured project-based leadership practices. • Determining Success Criteria: Continued PLC meeting work to determine success criteria, aligned instruction, assignments, data-driven instruction for ELA, Math, Science, and Social Studies standards. • Implementation of high-level instruction using asynchronous and synchronous learning technologies. • Implementation of MLSS • Integration of Project-Based Learning.
Native American Language/Cult	<ul style="list-style-type: none"> • Culturally and Linguistic Responsiveness: Deep level professional development of culturally and linguistic responsiveness/relations and practices. • Differentiated Instruction: Deep level professional development of structured

STAFF	PURPOSE (information about the professional development activities)
<p>Core Teachers</p>	<p>differentiated leadership practices.</p> <ul style="list-style-type: none"> ● Project Based Learning: Deep level professional development of structured project-based leadership practices. ● Determining Success Criteria: Continued PLC meeting work to determine success criteria, aligned instruction, assignments, data-driven instruction for ELA, Math, Science, and Social Studies standards. ● State provided training: To obtain strategies and best practices in the language classrooms. ● Diné Language Proficiency Assessment training: Diné Language training to administer and know learning targets of Diné Language standards. ● AVANT online training modules: Spanish Language teachers attended on demand training modules to learn about AVANT assessment program, to use tools, and progress monitor. ● Implementation of high-level instruction using asynchronous and synchronous learning technologies. ● Implementation of MLSS ● Integration of Project-Based Learning.
<p>Other Staff (Associate Superintendent, financial officers, educational assistants, and other instructional support personnel)</p>	<ul style="list-style-type: none"> ● Culturally and Linguistic Responsiveness: Deep level professional development of culturally and linguistic responsiveness/relations and practices. ● Differentiated Instruction: Deep level professional development of structured differentiated leadership practices. ● Project Based Learning: Deep level professional development of structured project-based leadership practices. ● Determining Success Criteria: Continued PLC meeting work to determine success criteria, aligned instruction, assignments, data-driven instruction for ELA, Math, Science, and Social Studies standards. ● Implementation of high-level instruction using asynchronous and synchronous learning technologies. ● Implementation of MLSS ● Integration of Project-Based Learning.

4. BMEP Parental Advisory Committee (PAC)

Parental Advisory Committee

a. How do the members of the PAC and other parents participate in the implementation and evaluation of the BMEP?

(Please provide at least one example of an instance in which parents have collaborated with teachers and administrators to carry out BMEP goals and objectives.)

CISD Indian Policies & Procedures (IPPs) require that all grants and how they are used be shared with community via chapter houses on surrounding reservations, BMEP included. Community members are encouraged to give input, via Indian Education Committee meetings or school board meetings, on Navajo language programs and how funding is used for Native American students. Community members are always invited to participate in classroom activities to promote Navajo language and culture. Parents of students can evaluate their child's progress based on knowledge of language and culture at home.

Participation of the PAC and other parents in the implementation and evaluation of the BMEP was delayed this school year due to COVID-19. However, the example below provides an example of how this participation will become active with Motivational Mondays.

EXAMPLE: Motivational Mondays started in the district in February 2021. For these regular events, the district plans to secure parents and alumni from the Cuba school community to share their stories about how they became successful. For Motivational Mondays in the 2019-2020 school year, many parents/alumni shared the importance of language and culture for their self-identity and success and this contribution of culture and heritage is expected to continue now in Spring 2021. During Motivational Mondays, students have the chance to ask questions of the presenters to personalize the information. Afterward, students and teachers continue conversations back in the classroom that are centered on the importance of learning their home language and of being proud of their heritage/culture.

PAC Meetings

b. How many times has the PAC met in the past year?

At the time of this application, the district's Indian Education Council (PAC) has met six times via teleconferencing (due to COVID-19) and plans to meet another four times before the end of the school year.

Please provide dates of IEC/PAC meetings.

July 21, 2020

August 25, 2020

September 8, 2020

December 1, 2020

January 5, 2021

January 20, 2021 (special meeting)

State Bilingual Multicultural Education Program FUNDING APPLICATION

School Projection 2021–2022 and Signatures

Number of Participating Students Projected in the School BMEP Instructional Model(s)



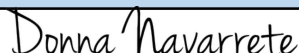
Cuba High School

Cuba Independent School District

BME Program Instructional Model	Home/Heritage (target) Language	Instructional Hour(s)	IFEP Never EL (0)	EL (1)	RFEP Exited EL (≥ 2)	Number of Students in BMEP Model
Dual Language (0, 1, and ≥ 2)*						
Enrichment (0 and > 2)*						
Heritage (0 and > 2)*	Diné / Spanish	1 hour	21		32	53
Heritage (1)*	Diné / Spanish	2 hour		52		52
Maintenance (1 only)*						
Transitional (1 only)*						
Projected Total Students in BMEP						105

Note: These numbers could differ from the actual number reported for the 40th day

*Key for Language Status: 0-IFEP; 1-Current EL; ≥ 2-RFEP Exit Year 1 and above

School Principal:	Signature:	Date:	Email:	Phone:
Dr. Matthew Williams		3/15/2021	mwilliams@cuba.k12.nm.us	(575) 289-3211 ext. 200
School PAC Representative:	Signature:	Date:	Email:	Phone:
Grace Graves		3/17/2021	ggraves@cuba.k12.nm.us	(575) 289-3211
Bilingual Director:	Signature:	Date:	Email:	Phone:
Dr. Donna Navarrete		3/12/2021	dnavarrete@cuba.k12.nm.us	(575) 289-3211 ext. 108

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that: 1) the information he/she has read in the application package is understood; 2) that the information is accurate; and 3) that the application is complete and he/she certifies compliance with the assurances. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

BMEP Funding Applications are due April 20, 2021.

Applications must receive final LCD approval by June 30, 2021.

Incomplete or late applications will not be reviewed.

We encourage submitting your funding application as soon as possible. Any discrepancies will require that districts, charter schools, and schools complete necessary adjustments and resubmit for additional review and final approval.

BMEP APPLICATION
CUBA MIDDLE SCHOOL (CMS)
SY 2021-2022

1. Courses and Instructional Models

Please provide the following BMEP course and instructional model information for SY 2021-2022.

Grade Level	Course Code	Course Name	Language of Instruction	Teacher License Number	Teacher Endorsements*	BMEP Model
6	1062	English Language Development (ELD) - Grades K - 12	English	256065 Tricia Delgado 202138 Sandra Eichwald 343658 Maria Casas 246636 Elaine Jacquez 262644 June Vigil	TESOL	Heritage Model
7	1062	English Language Development (ELD) - Grades K - 12	English	256065 Tricia Delgado 202138 Sandra Eichwald 343658 Maria Casas 246636 Elaine Jacquez 262644 June Vigil	TESOL	Heritage Model
8	1062	English Language Development (ELD) - Grades K - 12	English	256065 Tricia Delgado 202138 Sandra Eichwald 343658 Maria Casas 246636 Elaine Jacquez 262644 June Vigil	TESOL	Heritage Model

Grade Level	Course code	Course Name	Language of Instruction	Teacher License Number	Teacher Endorsements*	BMEP Model
6	1063	ELA-ELD	English	343658 Maria Casas 262644 June Vigil	TESOL and 6-12 Language Arts	Heritage Model
7	1063	ELA-ELD	English	343658 Maria Casas	TESOL and 6-12 Language Arts	Heritage Model
8	1063	ELA-ELD	English	343658 Maria Casas	TESOL and 6-12 Language Arts	Heritage Model

* Choices for responses to Teacher Endorsement column are: Bilingual Education; Modern, Classical, and Native Languages (MCNL); TESOL; Current BMEP Endorsement Waiver.

1. Courses and Instructional Models (continued)

Grade Level	Course Code	Course Name	Language of Instruction	Teacher License Number	Teacher Endorsements*	BMEP Model
6	1271	Language for Native Speakers I – Recommended for students Grades 6 -12	Navajo	379064 Chastity Barragan 209088 Alfreeta Sandoval 265458 Matilda Lee	Native Language and Culture	Heritage Model
7	1271	Language for Native Speakers I – Recommended for students Grades 6 -12	Navajo	379064 Chastity Barragan 209088 Alfreeta Sandoval 265458 Matilda Lee	Native Language and Culture	Heritage Model
8	1271	Language for Native Speakers I - Recommended for students Grades 6 -12	Navajo	379064 Chastity Barragan 209088 Alfreeta Sandoval 265458 Matilda Lee	Native Language and Culture	Heritage Model

Grade Level	Course code	Course Name	Language of Instruction	Teacher License Number	Teacher Endorsements*	BMEP Model
6	1276	Spanish Language Arts Middle School – Grades 6 - 8	Spanish	262644 June Vigil	Bilingual	Heritage Model
7	1276	Spanish Language Arts Middle School – Grades 6 - 8	Spanish	262644 June Vigil	Bilingual	Heritage Model
8	1276	Spanish Language Arts Middle School – Grades 6 - 8	Spanish	262644 June Vigil	Bilingual	Heritage Model

* Choices for responses to Teacher Endorsement column are: Bilingual Education; Modern, Classical, and Native Languages (MCNL); TESOL; Current BMEP Endorsement Waiver.

2. Language Proficiency & Instructional Materials

Language Proficiency

**How are you assessing the academic growth of BMEP students in the home/heritage language and English?
Please list the assessments the school/district is using:**

How are you assessing the academic growth of BMEP students in the home/heritage language and English?
Please list the assessments the school/district is using:

Our language program is evaluated through multiple measures. Students within the Navajo Language and Spanish program is assessed through diagnostic, formative, and summative assessments (WIDA, ACCESS, Diné Language Proficiency Assessment (DLPA) grades 4, 8, and 12*, AVANT all grades, and classroom assessments). CMS assesses students in English Language Arts (ELA) and Mathematics through standardized methods at the beginning, middle and end of the year intervals as well as progress monitoring monthly to provide interventions. Teachers create assessments for every subject to ensure targeted growth of student knowledge.

**Due to the COVID-19 pandemic the Navajo Nation suspended DLPA testing in the 2021 Spring semester.*

Using Assessment Results

How are the assessment results used in the home/heritage language arts class and in the English language development class instruction of the BMEP?

How are the assessment results used in the home/heritage language arts class and in the English language development class instruction of the BMEP?

Teachers, principals, support staff, and district leaders attend Professional Learning Community (PLC) meetings to review diagnostic, progress monitoring, and formative student performance data to provide instruction which is either an intervention or next steps in the sequence of learning within ELA, Math, Language, Cultural, Social Emotional, Behavioral, and other subject areas. Scheduled walk-through data is reviewed to ensure instruction is targeted and appropriate for each grade level. These data sets help inform the Home/Heritage Language Arts and English Language Development (ELD) classroom teacher to provide targeted instruction based off of student needs.

Instructional Materials

How do the instructional materials listed affirm student's identity, culture, and language?

Within Navajo Language class, books are in Navajo language, with pictures of Navajo people and locations across the Navajo reservation, so students can recognize similar locations and people who look and speak like them. In addition, Navajo teachers introduce arts and crafts, events, guest speakers, etc., to enhance classroom engagement and participation by students that promote identity, language, and culture, making learning more impactful.

In school year 2019-2020, the district's Indian Education Director worked with the Navajo language teacher to develop a Navajo Language and Cultural curriculum, which will continue to be implemented for the 2021-2022 school year. The curriculum is closely modeled after the Department of Diné Education (DODE) Navajo Standards' curriculum widely used across Navajo Nation schools and is aligned with the ELA Common Core

State Standards (CCSS) for grades 3 through 12. This allows students to make connections between standards from both English and Navajo language thereby internalizing each language's differences, similarities, and methods of communicating ideas.

Instruction for CHS Spanish classes supports student's identity, cultural and language by providing cultural activities students can identify with as they learn the language. Sixth (6th) grade instruction is supported through "Maravillas," and seventh (7th) and eighth (8th) grade is supported with "Así se Dice" where students learn Spanish side by side with English Language Arts. This supports the efforts in the ELA classroom with regards to the CCSS. Within the instruction students explore stories in Spanish and explore realities within real world conversations and activities.

Both Navajo Language and Spanish classes collaborate across the curriculum to ensure a well-rounded development of student cultural and language learning thus providing students with the ability to see themselves as a learner throughout their language instruction. Students participate in social gatherings, guest speakers, and other school wide activities to increase multicultural awareness and appreciation. The vision of CMS is to create a multicultural experience for all students as they learn their language and culture.

3. Educators & BMEP Professional Development

The development of quality teachers, principals, administrators, and educational support personnel is one of the major goals of the New Mexico Bilingual Education Act (22.23.1 NMSA, 2004). Effective professional development programs must be continuous, ongoing, and must meet federal and state requirements. The following includes the two major focus areas of BME professional development:

A. Public school districts shall provide professional development to teachers, Native American language and culture teachers, teacher assistants, instructional support personnel, principals, bilingual directors or coordinators, associate superintendents, other instructional support personnel, and financial officers in the areas of:

- 1. research-based bilingual multicultural education and language revitalization programs and implications for instruction;**
- 2. best practices of English as a second language (ESL); English language development (ELD) and bilingual multicultural education and language revitalization programs;**
- 3. classroom assessments that support academic and language development;**
- 4. principles of first and second language acquisition, including language revitalization, differentiated language instruction and sheltered content instruction; and**
- 5. effective practices of program implementation and program evaluation.**

B. Bilingual multicultural education or language revitalization programs shall be part of the district's professional development plan as required in Subsection E of Section 22-23-5 NMSA 1978.

[6.32.2.13 NMAC – Rp, 6.32.2.13 NMAC, 7/1/2018, NMSA 22.23.1]

Please provide information about the professional development activities in which BMEP staff members have participated during the current year (2020-2021) and the professional development opportunities planned for SY 2021-2022.

SY 2020-2021 Professional Development

CMS STAFF	PURPOSE (information about the professional development activities)
Principal	<ul style="list-style-type: none"> • Culturally and Linguistic Responsiveness: Deep level professional development of culturally and linguistic responsiveness/relations and practices. • Differentiated Instruction: Deep level professional development of structured differentiated leadership practices. • Project Based Learning: Deep level professional development of structured project-based leadership practices. • Determining Success Criteria: Continued PLC meeting work to determine success criteria, aligned instruction, assignments, data-driven instruction for ELA, Math, Science, and Social Studies standards. • COVID-19 Pandemic: What teachers are experiencing during the pandemic school year. What teachers have learned about online classes during COVID-19. • Race and Ethnicity: Identity, storytelling, community, and solidarity. • Integration of Project-Based Learning.
Teachers	<ul style="list-style-type: none"> • Culturally and Linguistic Responsiveness: Deep level professional development of culturally and linguistic responsiveness/relations and practices. • Differentiated Instruction: Deep level professional development of structured differentiated leadership practices. • Project Based Learning: Deep level professional development of structured project-based leadership practices. • Determining Success Criteria: Continued PLC meeting work to determine success criteria, aligned instruction, assignments, data-driven instruction for ELA, Math, Science, and Social Studies standards. • COVID-19 Pandemic: What teachers are experiencing during the pandemic school year. What teachers have learned about online classes during COVID-19. • Race and Ethnicity: Identity, storytelling, community, and solidarity. • Integration of Project-Based Learning.
Bilingual Program Director or Coordinator	<ul style="list-style-type: none"> • Culturally and Linguistic Responsiveness: Deep level professional development of culturally and linguistic responsiveness/relations and practices. • Differentiated Instruction: Deep level professional development of structured differentiated leadership practices. • Project Based Learning: Deep level professional development of structured project-based leadership practices. • Determining Success Criteria: Continued PLC meeting work to determine success criteria, aligned instruction, assignments, data-driven instruction for ELA, Math, Science, and Social Studies standards. • COVID-19 Pandemic: What teachers are experiencing during the pandemic school year. What teachers have learned about online classes during COVID-19. • Race and Ethnicity: Identity, storytelling, community, and solidarity. • Integration of Project-Based Learning.

<p>Native American Language/Culture Teachers</p>	<ul style="list-style-type: none"> • Culturally and Linguistic Responsiveness: Deep level professional development of culturally and linguistic responsiveness/relations and practices. • Differentiated Instruction: Deep level professional development of structured differentiated leadership practices. • Project Based Learning: Deep level professional development of structured project-based leadership practices. • Determining Success Criteria: Continued PLC meeting work to determine success criteria, aligned instruction, assignments, data-driven instruction for ELA, Math, Science, and Social Studies standards. • COVID-19 Pandemic: What teachers are experiencing during the pandemic school year. What teachers have learned about online classes during COVID-19. • Race and Ethnicity: Identity, storytelling, community, and solidarity. • State provided training: To obtain strategies and best practices in the language classrooms. • Diné Language Proficiency Assessment training: Diné Language training to administer and know learning targets of Diné Language standards. • AVANT online training modules: Spanish Language teachers attended on demand training modules to learn about AVANT assessment program, to use tools, and progress monitor. • Integration of Project-Based Learning.
<p>Other Staff (Associate Superintendent, financial officers, educational assistants, and other instructional support personnel</p>	<ul style="list-style-type: none"> • Culturally and Linguistic Responsiveness: Deep level professional development of culturally and linguistic responsiveness/relations and practices. • Differentiated Instruction: Deep level professional development of structured differentiated leadership practices. • Project Based Learning: Deep level professional development of structured project-based leadership practices. • Determining Success Criteria: Continued PLC meeting work to determine success criteria, aligned instruction, assignments, data-driven instruction for ELA, Math, Science, and Social Studies standards. • COVID-19 Pandemic: What teachers are experiencing during the pandemic school year. What teachers have learned about online classes during COVID-19. • Race and Ethnicity: Identity, storytelling, community, and solidarity. • Integration of Project-Based Learning.

SY 2021-2022 Proposed Professional Development

STAFF	PURPOSE (information about the professional development activities)
Principal	<ul style="list-style-type: none"> • Culturally and Linguistic Responsiveness: Deep level professional development of culturally and linguistic responsiveness/relations and practices. • Differentiated Instruction: Deep level professional development of structured differentiated leadership practices. • Project Based Learning: Deep level professional development of structured project-based leadership practices. • Determining Success Criteria: Continued PLC meeting work to determine success criteria, aligned instruction, assignments, data-driven instruction for ELA, Math, Science, and Social Studies standards. • Integration of Project-Based Learning. • Implementation of high-level instruction, using asynchronous and synchronous learning technologies.
Teachers	<ul style="list-style-type: none"> • Culturally and Linguistic Responsiveness: Deep level professional development of culturally and linguistic responsiveness/relations and practices. • Differentiated Instruction: Deep level professional development of structured differentiated leadership practices. • Project Based Learning: Deep level professional development of structured project-based leadership practices. • Determining Success Criteria: Continued PLC meeting work to determine success criteria, aligned instruction, assignments, data-driven instruction for ELA, Math, Science, and Social Studies standards. • Integration of Project-Based Learning. • Implementation of high-level instruction, using asynchronous and synchronous learning technologies.
Bilingual Program Director or Coordinator	<ul style="list-style-type: none"> • Culturally and Linguistic Responsiveness: Deep level professional development of culturally and linguistic responsiveness/relations and practices. • Differentiated Instruction: Deep level professional development of structured differentiated leadership practices. • Project Based Learning: Deep level professional development of structured project-based leadership practices. • Determining Success Criteria: Continued PLC meeting work to determine success criteria, aligned instruction, assignments, data-driven instruction for ELA, Math, Science, and Social Studies standards. • Integration of Project-Based Learning. • Implementation of high-level instruction, using asynchronous and synchronous learning technologies.
Native American Language/ Culture Teachers	<ul style="list-style-type: none"> • Culturally and Linguistic Responsiveness: Deep level professional development of culturally and linguistic responsiveness/relations and practices. • Differentiated Instruction: Deep level professional development of structured differentiated leadership practices. • Project Based Learning: Deep level professional development of structured project-based leadership practices. • Determining Success Criteria: Continued PLC meeting work to determine success

STAFF	PURPOSE (information about the professional development activities)
	<p>criteria, aligned instruction, assignments, data-driven instruction for ELA, Math, Science, and Social Studies standards.</p> <ul style="list-style-type: none"> • State provided training: To obtain strategies and best practices in the language classrooms. • Diné Language Proficiency Assessment training: Diné Language training to administer and know learning targets of Diné Language standards. • AVANT online training modules: Spanish Language teachers attended on demand training modules to learn about AVANT assessment program, to use tools, and progress monitor. • Integration of Project-Based Learning. • Implementation of high-level instruction, using asynchronous and synchronous learning technologies.
<p>Other Staff (Associate Superintendent, financial officers, educational assistants, and other instructional support personnel)</p>	<ul style="list-style-type: none"> • Culturally and Linguistic Responsiveness: Deep level professional development of culturally and linguistic responsiveness/relations and practices. • Differentiated Instruction: Deep level professional development of structured differentiated leadership practices. • Project Based Learning: Deep level professional development of structured project-based leadership practices. • Determining Success Criteria: Continued PLC meeting work to determine success criteria, aligned instruction, assignments, data-driven instruction for ELA, Math, Science, and Social Studies standards. • Integration of Project-Based Learning. • Implementation of high-level instruction, using asynchronous and synchronous learning technologies.

4. BMEP Parental Advisory Committee (PAC)

Parental Advisory Committee

a. How do the members of the PAC and other parents participate in the implementation and evaluation of the BMEP?

(Please provide at least one example of an instance in which parents have collaborated with teachers and administrators to carry out BMEP goals and objectives.)

CISD Indian Policies & Procedures (IPPs) require that all grants and how they are used be shared with community via chapter houses on surrounding reservations, BMEP included. Community members are encouraged to give input, via Indian Education Committee meetings or school board meetings, on Navajo language programs and how funding is used for Native American students. Community members are always invited to participate in classroom activities to promote Navajo language and culture. Parents of students can evaluate their child's progress based on knowledge of language and culture at home.

Participation of the PAC and other parents in the implementation and evaluation of the BMEP was delayed this school year due to COVID-19. However, the example below provides an example of how this participation will become active with Motivational Mondays.

EXAMPLE: Motivational Mondays started in the district in February 2021. For these regular events, the district plans to secure parents and alumni from the Cuba school community to share their stories about how they became successful. For Motivational Mondays in the 2019-2020 school year, many parents/alumni shared the importance of language and culture for their self-identity and success, and this contribution of culture and heritage is expected to continue now in Spring 2021. During Motivational Mondays, students have the chance to ask questions of the presenters to personalize the information. Afterward, students and teachers continue conversations back in the classroom that are centered on the importance of learning their home language and of being proud of their heritage/culture.

PAC Meetings

b. How many times has the PAC met in the past year?

At the time of this application, the district's Indian Education Council (PAC) has met six times via teleconferencing (due to COVID-19) and plans to meet another four times before the end of the school year.

Please provide dates of IEC/PAC meetings.

July 21, 2020

August 25, 2020

September 8, 2020

December 1, 2020

January 5, 2021

January 20, 2021 (special meeting)

State Bilingual Multicultural Education Program FUNDING APPLICATION

School Projection 2021–2022 and Signatures

Number of Participating Students Projected in the School BMEP Instructional Model(s)




Cuba Middle School

Cuba Independent School District

BME Program Instructional Model	Home/Heritage (target) Language	Instructional Hour(s)	IFEP Never EL (0)	EL (1)	RFEP Exited EL (≥ 2)	Number of Students in BMEP Model
Dual Language (0, 1, and ≥ 2)*						
Enrichment (0 and > 2)*						
Heritage (0 and > 2)*	Diné / Spanish	1 hour	21		9	30
Heritage (1)*	Diné / Spanish	2 hour		5		5
Maintenance (1 only)*						
Transitional (1 only)*						
Projected Total Students in BMEP						35

Note: These numbers could differ from the actual number reported for the 40th day

*Key for Language Status: 0-IFEP; 1-Current EL; ≥ 2-RFEP Exit Year 1 and above

School Principal:	Signature:	Date:	Email:	Phone:
Archie Jacquez		3/12/2021	ajacquez@cuba.k12.nm.us	(575) 289-3211 ext. 300
School PAC Representative:	Signature:	Date:	Email:	Phone:
Lisa Spence		3/17/2021	lisa.spence@pmsnm.org	(575) 289-2082
Bilingual Director:	Signature:	Date:	Email:	Phone:
Dr. Donna Navarrete		3/12/2021	dnavarrete@cuba.k12.nm.us	(575) 289-3211 ext. 108

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that: 1) the information he/she has read in the application package is understood; 2) that the information is accurate; and 3) that the application is complete and he/she certifies compliance with the assurances. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

BMEP Funding Applications are due April 20, 2021.

Applications must receive final LCD approval by June 30, 2021.

Incomplete or late applications will not be reviewed.

We encourage submitting your funding application as soon as possible. Any discrepancies will require that districts, charter schools, and schools complete necessary adjustments and resubmit for additional review and final approval.



AFFIRMATION OF TRIBAL CONSULTATION FOR LOCAL EDUCATIONAL AGENCIES

SY 2021-2022

This Affirmation of Tribal Consultation document must be submitted to the School Budget and Finance Analysis Bureau on an annual basis as part the Local Educational Agency's (LEA's) budget submission.

The purpose of the Tribal consultation process is to create opportunities for LEAs and Tribal Leaders to work together to improve positive outcomes for Native American students.

Name of LEA: Cuba Independent School District	
Superintendent: Dr. Karen Sanchez Griego Contact Phone: (575) 289-3211 ext 613 Contact Email: ksanchez-griego@cuba.k12.nm.us	
District Coordinator of Tribal Consultation (Federal Programs Director, Indian Education Director; Tribal Liaison, etc): Dr. Donna Navarrete, Executive Director of Data & Accountability/Federal Programs Contact Phone: (575) 289-3211 ext 108 Contact Email: dnavarrete@cuba.k12.nm.us Raphaelita Phillips, Indian Education Director Contact Phone: (575) 289-3211 ext 609 Contact Email: rphillips@cuba.k12.nm.us	
Tribal Leader or Designee: <i>Roy Tracy</i> Contact Phone: <i>(928) 871-7770</i> Contact Email: <i>roytracy@nndode.org</i>	<i>Navajo Nation</i>

Check here if the Tribe or Tribal organizations did not respond to the LEA's repeated good-faith efforts for tribal consultation. Please describe the consultation efforts below and attach any accompanying documentation to this form.

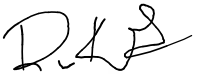
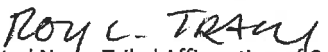


If consultation occurred, check the boxes and comment on topics discussed during the consultation process:

<input checked="" type="checkbox"/> How students' academic, cultural and linguistic needs will be identified and supported	<input checked="" type="checkbox"/> Parental Engagement
<input checked="" type="checkbox"/> Services that will be offered to support students' academic, cultural and linguistic needs	<input checked="" type="checkbox"/> Federal Title Programs
<input checked="" type="checkbox"/> Plan for delivery of services	<input checked="" type="checkbox"/> State grants opportunities
<input checked="" type="checkbox"/> Timeline of when services will be assessed and evaluated and communicated to Tribal partners	<input checked="" type="checkbox"/> Funding and equitable allocation of resources
<input checked="" type="checkbox"/> Other topics? <i>Student Needs Assessment Systemic Framework</i> <i>School ReEntry Accountability Tool</i>	

Affirmation and Signatures

We agree that timely and meaningful consultation occurred prior to the submission of this Affirmation of Tribal Consultation document. We agree that we have participated in timely and meaningful discussion on the programs, budget and available resources below, but not limited to:

<input checked="" type="checkbox"/> Understanding Title I: Parts A, C and D	<p>A. Improving Basic Programs Operated by State and Local Educational Agency</p> <p>B. Education of Migratory Children</p> <p>C. Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk</p>
<input checked="" type="checkbox"/> Understanding Title II, Part A	Supporting Effective Instruction
<input checked="" type="checkbox"/> Understanding Title III, Part A	English Language Acquisition, Language Enhancement, and Academic Achievement
<input checked="" type="checkbox"/> Understanding Title IV, Parts A & B	<p>A: Student Support and Academic Enrichment Grants</p> <p>B: 21st Century Community Learning Centers</p>
<input checked="" type="checkbox"/> Understanding Title V, Part B Subpart 2	Rural and Low Income School Program

<input checked="" type="checkbox"/> Title VI, Part A, Subpart 1	Indian Education Formula Grants to Local Educational Agencies
<input checked="" type="checkbox"/> Title VII	Impact Aid
<input checked="" type="checkbox"/> State grant opportunities	<ul style="list-style-type: none"> • Indian Education Act School District Grant • Bilingual / Multicultural Education Grants
<input checked="" type="checkbox"/> Others (?):	Johnson O'Malley
Printed Name of Superintendent or Designee	Date
	
Signature of Superintendent or Designee	Date
	
Printed Name Tribal Affirmation of Consultation Designee	Date
	
Signature Tribal Affirmation of Consultation Designee	Date

Each LEA must maintain this document in the agency's records and forward to the School Budget and Finance Analysis Bureau to be kept on file with the district's budget submission. For questions or more information, please contact the Indian Education Office at (505) 476-0545.