

Amphitheater Public Schools Refugee Grant Plan  
School Year 2017-2018



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A. Job Description –

## **DIRECTOR OF FEDERAL PROGRAMS**

### **QUALIFICATIONS**

#### **A. REQUIRED**

- Master's degree in Reading, Educational Administration or related field
- Two years of experience in administration
- Valid Arizona Administrative Certificate
- Previous experience coordinating or supervising educational programs
- Training and experience in reading curriculum, materials, techniques and early childhood development
- Experience in developing and implementing in-service programs
- Equivalent combination of education/training/experience

#### **B. DESIRED**

- Previous experience as a site administrator
- Previous experience with school improvement
- Previous experience with federal programs
- Previous experience with budget development and management

### **SUMMARY**

The Federal Programs/Title I Director administers Title I projects in Title I schools, as well as all Title II, III, IV, V and VII and all designated federal programs. He/she is responsible for the application, monitoring, compliance, evaluation and reporting requirements for designated federal grants and programs. The Director works closely with Arizona Department of Education personnel and District administrators to maintain compliance and reporting requirements for all programs, including those related to No Child Left Behind (NCLB) and Arizona Learns. He/she has knowledge of federal and state guidelines, building level and District organization patterns and principles of supervision.

The Director establishes and maintains an atmosphere which emphasizes mutual respect, self-worth, self-discipline, confidence, cooperation, consideration and responsibility and conducts himself/herself in accordance with the District "Code of Ethics to the Student, to the Profession."

Reports to: Associate Superintendent

**ESSENTIAL FUNCTIONS**

**A. CURRICULUM AND INSTRUCTION**

- Monitors Title I, II, III, IV, V and VII, and designated federal programs to assure compliance with guidelines and current District Title I-V and VII and federal guidelines and proposals
- Works with appropriate staff to maintain compliance with Title I-V and VII and federal guidelines
- Organizes and implements professional development opportunities for designated staff in cooperation with others
- Is responsible for the application, monitoring, compliance, evaluation and reporting requirements for all federal grants and programs
- Is responsible for monitoring federal and Title I school improvement programs
- Maintains compliance and reporting requirements related to No Child Left Behind (NCLB) and Arizona Learns
- Promotes and supports district-wide educational advancement in 21<sup>st</sup> Century Skills.
- Integrates knowledge and skills that are relevant to the 21<sup>st</sup> Century

**B. STUDENT SERVICES**

- Develops and supervises Title I-V and VII and federally mandated functions for qualified students in private schools

**C. PROFESSIONAL DEVELOPMENT**

- Contributes to the continuous improvement and success of educational programs by serving on committees designed to improve curriculum, and assures compliance with Title I-V and VII and federal guidelines
- Is aware of current developments, conditions and needs of education through participation in activities such as conferences, in-service programs, reading and coursework in the field and related fields

**D. EVALUATION**

- Supervises the Native American Education Advisor/Coordinator
- Supervises the Student/Family Advocates
- Supervises Language Acquisition Programs
- Maintains on-going project evaluations
- Provides evaluation information to District administration and the Governing Board
- Utilizes information and insights gained from self-evaluation and outside evaluators to modify and improve performance

**E. NON-INSTRUCTIONAL DUTIES**

- Is accountable to the Associate Superintendent for knowledge of and compliance with appropriate laws, District policies and procedures, and verbal or written directives thereof
- Advises the Associate Superintendent of potential problem areas and cooperates and/or assists with the problem-solving process
- Assists in the development and supervision of the budget for all Title I-V and VII and designated federal programs, including purchasing, inventory and use of materials and equipment
- Maintains up-to-date budget and records in compliance with program guidelines

**ESSENTIAL FUNCTIONS – (continued)**

- Coordinates all budget information with the Finance Department to ensure accurate reporting and maximization of fund usage
- Compiles and submits comparability reports
- Assists in hiring staff with Title I-V and VII and designated federal funds
- Conducts on-going needs assessments
- Writes proposals to be submitted for each year's projects
- Submits all required documents to the Arizona Department of Education

**MENTAL AND PHYSICAL REQUIREMENTS**

- Strong statistical and analytical skills
- Ability to handle confidential material
- Ability to effectively communicate both orally and in writing
- Ability to perform functions based upon written and oral instructions and observation
- Ability to develop, plan and evaluate curriculum
- Ability to evaluate written materials

A. Project Coordinator Resume –

**W. Darlene Mansouri**

7185 East Little Savannah Lane

Tucson, AZ 85750

Work Phone: (520) 696-6751

Email: [dmansouri@amphi.com](mailto:dmansouri@amphi.com)

**CAREER GOALS**

To positively impact teaching and learning in K-12 classrooms and ensure that educationally disadvantaged students achieve high academic success

To share my passion for learning based on current research, effective instructional practices and data in order to positively impact all students regardless of extenuating life circumstances.

To utilize and enhance the leadership skills I have developed through my experiences as a math coordinator, staff developer, instructional coach, facilitator, summer school administrator, and classroom teacher.

**QUALIFICATIONS**

Extensive knowledge of the educational and personal challenges faced by educationally disadvantaged students and their families along with high expectations for the ability to help them reach their potential.

Comprehensive understanding of assessments and data analysis along with the instinctive ability to evaluate information and identify district and site professional development needs in order to maximize student achievement.

**EDUCATION**

Master of Education in Educational Leadership, Northern Arizona University, 2003.

Continuing education with graduate level courses in Mathematics, University of Arizona, 1994-1996.

Teaching Certification Program (Post Baccalaureate), University of Arizona, 1989.

Bachelor of Arts in General Studies with Minors in Civil Engineering, Sociology, and Political Science, University of Arizona, 1982.

**CERTIFICATES**

- Arizona Department of Education Principal Certificate
- Arizona Department of Education Standard Elementary Education Certificate
- Arizona Department of Education Reading Specialist, K-12
- Arizona Department of Education Mathematics Specialist, K-8

**EMPLOYMENT**

2014- Present     Interim Director of State and Federal Intervention Programs for Amphitheater Public Schools. Stepped in as Interim Director on May 19, 2014, as requested. Overseeing State and Federal Intervention Programs including but not limited to: Title 1 & II, Language Acquisitions, Refugees, Parents as Teachers, and Native American. Managing a variety of grants and maintaining the integrity of the purpose of the grant. Examining student achievement data to determine the best course of action for funding usage. Utilizing each grants to maximize its impact within the guidelines to positively impact student achievement and ensure College and Career Readiness upon graduation.

2012 – 2014     *Math Coordinator, Amphitheater Public Schools.*  
*Previous after school and release days' trainer position became full time in the fall of 2012. Currently in my eighth year providing in-district trainings on the Arizona Common*

## Amphitheater Public Schools Refugee Grant Proposal

*Core State Standards in Mathematics and increasing content understanding with site and district level workshops. Trained all K-12 teachers on Arizona's Common Core Standards. Providing fishbowl and model lessons to teachers throughout the district. Creating and facilitating workshops on mathematical content areas. Assisting with site concerns and data decisions.*

- 2011 – 2014      *Professional Developer, Independent Contractor.*  
Providing Level I and Level II training to teachers throughout Arizona. Working closely with the Southern Arizona Regional Support Center and the Department of Education. Level I and Level II trainer of trainers with the Arizona Department of Education.
- 2010-2014      *Instructor, University of Phoenix, Southern Arizona Campus.*  
Instructor in the College of Natural Sciences and the College of Education. Facilitating and instructing basic Algebra I and II coursework along with Mathematics for Educators and methodology coursework for Mathematics. Trained mentor for new staff members.
- 2010 – 2012      *Math Intervention Teacher, La Cima Middle School*  
*Math Resource Specialist, Amphitheater Public Schools.*  
Classroom instruction for identified students who have not passed the AIMS Mathematics Assessment. Facilitated a classroom of around 15 students each period. Using hands-on instruction to help students build conceptual understanding of key skill areas. Students were from a diverse background and included ELL and Special Education students. Site duties included participating in the Leadership Team and acting as the Math Department Chair. Organizing and facilitating weekly PLC meetings and visiting classrooms to provide feedback.
- 2011-12          *CCSS Mathematics Trainer & Facilitator, Pima Regional Support Center as an Independent Contractor.*  
Co-designed and individually facilitated grade level groups focusing on implementation of the Arizona Common Core State Standards in Mathematics to elementary teachers from around the state.
- 2006-2010      *Instructional Coach, Amphitheater School District*  
2006-2008 and 2009-2010 Coached and mentored new and experienced teachers using classroom, district, and state data to drive instructional practices. Presented staff development on instructional strategies to maximize student learning specifically targeting the areas of reading, writing and math. Contributing member of the Response To Interventions Team (RTI) since the pilot began in the summer of 2007. Designed and supervised the Amphi Radical Math Academy including full day and after school staff development and two classroom visitation cycles (planning meeting, classroom visitation, and debriefing meeting) for each of the 28 participating teachers in grades K-5.
- 2008-2009      *Lead Facilitator for the Amphitheater Public Schools Elementary (K-6) Math Project.*  
*Amphitheater Public Schools*  
On special assignment for the district to organize and facilitate the Elementary (K-6) Math Project. Collected district data on current instructional practices and documented any ties to district-wide staff development impact. Facilitated a committee with 30 members representing teachers (from every elementary and middle school in the district), administration, and the community. The committee identified district power standards based on the 2008 state standard, designed grade level consensus maps, created grade level parent brochures, and communicated committee decisions to teachers on each campus.
- 2009              *Teacher for the Amphitheater Summer Learning Program, La Cima Middle School*  
Taught eighth grade reading; focused instruction on Strand 3: Comprehending Informational Text. Provided opportunities for students to interact and summarize readings from a wide variety of informational text.

- 2006 & 2007 *Summer School Administrator for Session II, Amphitheater School District*  
Specialized in the meeting the needs of our second language learners. Summer School Administrator in 2006 at Nash Elementary School and 2007 at Amphitheater Middle School. Organized staff, schedules, budget, and curriculum. Oversaw student's academic and behavioral growth and addressed behavioral issues as they arose. Managed site staff members and summer school teachers to provide maximum instructional time and supervised instructional practices including: lesson plans, schedules, professional development, and community information through correspondence and classroom visits.
- 2001-2005 *Title 1 Facilitator and Administrative Assistant, Keeling Elementary*  
Taught Reading to targeted populations in grades K-5. Programs used included Houghton Mifflin, Road to the Code, Fast Track Phonics, vocabulary, writing and reading. Observed teachers and provided feedback individually and in small groups. Presented staff development to support No Child Left Behind and Arizona Reads/Learns legislature for goal areas based on DIBELS and Level Testing assessments. Provided training on interpreting data and making instructional decisions based on assessment in the areas of reading and math.
- 1996-2001 *Career Ladder Facilitator, Amphitheater School District*  
Worked extensively with High School and Middle School teachers on the design and implementation of their individual continuous improvement plans including assessment and measurement tools specific to their population and subject area. Designed and presented staff development workshops and summer training in-services for teachers in grades K-12. Worked with administrators throughout the district in the evaluation of teachers.
- 1989-1996 *Mathematics Teacher, Amphitheater Middle School*  
Primarily responsible for teaching eighth grade mathematics including high school accredited Algebra and Geometry. Participated in the following committees and programs: Mathematics Department Chair, Project PRIME (Promoting Reform in Mathematics Education), District Math Committee, Honor Society Sponsor, Career Ladder Teacher, and the Amphitheater Middle School A+ Award Committee.

#### ACCOMPLISHMENTS

- Selected to provide professional development to teachers in Tucson by the Center for Recruitment and Retention of Mathematics Teachers at the University of Arizona. 2014.  
Honored as the "Rookie of the Year" by the University of Phoenix. 2011.  
Designated to supervise the Elementary (K-6) Math Project for the Amphitheater Public School District, 2008-2009.  
Recognized as a Master Teacher by the Governor of Arizona Janet Napolitano, 2006.

#### RELEVANT PROFESSIONAL WORKSHOPS

- Arizona PARCC –like Sample Items Webinar. Arizona Department of Education. September and December 2013.  
Elementary Intervention Workshops. Amphitheater Public Schools. 2012-14  
IDEAL Online Facilitation Certification. Arizona Department of Education. May 2013.  
AZ COUNTS Facilitator Training, Level II. Arizona Department of Education. May 2012.  
AZ Counts for Teacher Leaders, Level II. Arizona Department of Education. February 2012.  
Planning Workshop for Professional Development on the Common Core State Standards in Mathematics. Institute for Mathematics and Education University of Arizona. February 2012.  
AZ COUNTS Facilitator Training, Level I. Arizona Department of Education. May 2011.  
AZ COUNTS K-2 Academy. Arizona Department of Education. September & November 2011.  
Building Common Assessments. Arizona K-12 Center. November 2011.  
Differentiated Instruction Workshops, Amphitheater Public Schools, Fall Workshops, 2011.  
AZ Counts for Teacher Leaders, Level I. Arizona Department of Education. February 2011.

*Cognitive Coaching*, Laura Lipton and the Arizona K-12 Center, Arizona, 2009-2010.

*Leading Groups*, Bruce Wellman, Amphitheater School District, Arizona 2007-2010.

*Mentor Academies 1-7*, USC New Teacher Center and the Arizona K-12 Center, Arizona, 2007-2009.

*Arizona Response to Intervention Training*, Arizona Department of Education, Phoenix, Arizona, 2007-2009.



B. Contact Chart

Name	Title	Refugee Grant Role	Phone Number	Email
Darlene Mansouri	Director State & Federal Programs	Grant Coordinator	(520) 696-5055	<a href="mailto:dmansouri@amphi.com">dmansouri@amphi.com</a>
Jayne Huseby	EL Coordinator	Site RSIG Service Coordinator for all sites	(520) 696-5054	<a href="mailto:jhuseby@amphi.com">jhuseby@amphi.com</a>
Scott Little	Chief Financial Officer (CFO)	Grant Finance Administrator	(520) 696-5130	<a href="mailto:slittle@amphi.com">slittle@amphi.com</a>
Janet Wanczyk	ELA Secretary II	Grant Program Contact	(520) 696-5050	<a href="mailto:jwanczyk@amphi.com">jwanczyk@amphi.com</a>
Jon Lansa	Amphi High School Principal	School Contact	(520) 696-5370	<a href="mailto:jlansa@amphi.com">jlansa@amphi.com</a>
Dr. Abel Morado	Amphi Middle School Principal	School Contact	(520) 696-6235	<a href="mailto:amorado@amphi.com">amorado@amphi.com</a>
Laurie Sheber	Prince Elem. School Principal	School Contact	(520) 696-6414	<a href="mailto:lsheber@amphi.com">lsheber@amphi.com</a>

C. Project Abstract

Project Title: Amphitheater Public Schools Refugee Grant Program Plan  
Project Address: Amphitheater Public Schools  
701 West Wetmore Road, Tucson, AZ 85705  
Project Contact: Darlene Mansouri, Director of State and Federal Programs, (520) 696-5055,  
[dmansouri@amphi.com](mailto:dmansouri@amphi.com)  
Project Summary: During the 2016/17 school year, Amphitheater Public Schools served 136 refugee students enrolled in 8 of our 20 schools across Grades K-12. The highest concentration of refugee students attend three schools in the Amphi High feeder pattern (Amphi High School, Amphi Middle School and Prince Elementary). The goal of Amphitheater Public Schools is to use grant funds, if approved, to support eligible school aged students who hold refugee status by:

- Focusing on high school completion by implementing services that will advance refugee students' participation in public schools and increase the graduation rates (summer remedial program) for refugee students.
- Improving refugee students' academic achievement as evidenced by their reading, writing, listening, speaking (AZELLA) and/or mathematics scores (AzMERIT);
- Providing interpretation and translation services to refugee students and their parents via communication in their own language/dialect in order to increase involvement, understanding and awareness of the educational expectations and process (policies, procedures, and learning activities).

## D. Project Plan – i. Qualitative Data

During the 16-17 school year, Amphitheater Public Schools served 136 refugee students and their families at 8 out of 20 schools across Grades K-12. Ninety-one percent (91%) of the students attend 3 of the 8 schools: Amphitheater High School (Grades 9-12) had 51 students, Amphitheater Middle School (Grades 6-8) had 28 students, and Prince Elementary (K-5) had 45 students. While 5 of the 8 have significantly lower numbers, this causes additional challenges in terms of easily accessible resources. Additionally, the parent outreach portion of the grant is critical for refugee families with students in school and with pre-school age children.

Refugee Services during 16-17	# of students
Amphitheater High School	51
Amphitheater Middle School	28
Prince Elementary	45
La Cima Middle	1
Nash Elementary	3
Holaway Elementary	3
Keeling Elementary	4
Walker Elementary	1
<b>Total</b>	<b>136</b>

Amphitheater Public Schools celebrates the diverse cultures evident throughout our district. We have over 60 different home languages of record for all students. For our refugee students, we currently have high language translation needs in: Arabic, French, Somali, Swahili, Nepali, Kirundi, Amharic, Maay Maay, Tigrinya, Karenni, and Kinyarwanda.

Academic progress data is collected for every student enrolled in an Amphitheater school. The data is used to document their development and identify areas of instructional need. We currently use the following assessments: Arizona English Language Learner Assessment (AZELLA) to assess language proficiency in Grades K-12; Dynamic Inventory of Basic Early Literacy Skills (DIBELS) to assess reading skills in Grades K-2; Northwest Evaluation Association Measure of Academic Progress (NWEA MAP) to assess reading and mathematics skills in Grades 3-9; and Arizona's Measurement of Educational Readiness to Inform Teaching (AzMERIT) to assess Language Arts and Mathematics in Grades 3-11. The AzMERIT assessment is a relatively new, high stakes assessment used in Arizona to measure achievement of Arizona's College and Career Ready Standards. The bilingual clerk will act as a district liaison to track available refugee student data on a monthly basis.

Of the 91 refugee students taking the Spring 2017 AzMERIT ELA assessment only 2 were Proficient or High Proficient. Additionally, of the 64 refugee students taking the Spring 2017 AzMERIT Math assessment, only 5 refugee students were Partially Proficient in Math. The majority of refugee students received a "Minimally Proficient" score (93% in ELA and 92% in Math – see below) and 4 student received an Incomplete on the ELA Assessment.

AzMERIT ELA Performance for Refugee Students, Spring 2017

assessment	Count of saisid performance			Grand Total
	Incomplete	Minimally proficient	Proficient	
ELA Grade 3		6		7
ELA Grade 4		7	1	8
ELA Grade 5		11		11
ELA Grade 6		9		9
ELA Grade 7	1	14		15
ELA Grade 8	1	5		6
ELA Grade 9	2	13		15
ELA Grade 10		14		14
ELA Grade 11		6		6
<b>Grand Total</b>	<b>4</b>	<b>85</b>	<b>1</b>	<b>91</b>

AzMERIT MATH Performance for Refugee Students, Spring 2017

assessment	Count of saisid performance		Grand Total
	Minimally proficient	Partially proficient	
Math Grade 3	5	2	7
Math Grade 4	7	1	8
Math Grade 5	11		11
Math Grade 6	8	1	9
Math Grade 7	15		15
Math Grade 8	6		6
Algebra I	4	1	5
Geometry	2		2
Algebra II	1		1
<b>Grand Total</b>	<b>59</b>	<b>5</b>	<b>64</b>

D. Project Plan – ii. Program Design

a) Need Identification –

Amphitheater Public Schools has identified a critical need for refugee students and their families for rapid and effective language development, understanding the US public school system and learning how to negotiate a second culture in order to successfully complete high school and move on to higher education with college or a career. Also, refugee students and their parents may be reluctant to attend school functions and meetings due to a language or cultural barrier that are critical to understanding the academic expectations.

Data indicates the following areas of academic need for refugee students:

- ELA - Approximately, four percent (4%) of the refugee students did not complete the assessment and ninety-three percent (93%) of refugee students tested minimally proficient on the AzMERIT ELA assessment during the Spring of 2017.
- Mathematics – Ninety-two percent (92%) of the refugee students in the district scored in the minimally proficient category on the AzMERIT Mathematics assessment during the Spring 2017.

This grant application, if approved, will be coordinated with other district funding to fund other programs for refugees based on their needs. Toward these goals, the District will provide other funds, not reflected here, to provide evening English classes for parents and to promote the development of pre-school aged refugee children (birth to kindergarten) through the Parents as Educators Program.

D. Project Plan – ii. Program Design

b) Proposed Projects -

This grant application will provide **partial** funding for one **bilingual clerk** (Arabic) and three **interpreters** (Swahili, Somali & Nepalese) to support the student's academic needs and provide access for the family to resources based on personal and social needs. The bilingual clerk will also act as a **district liaison** to report available monthly data. Funding will also be used for **other interpretation services** for languages of high need and low availability, as well as, the summer high school remedial program specific to refugee students.

The district will use the following strategies:

- 1) Focused high school completion programs focusing on increasing graduation rates for refugee students facing continuous challenges in school (academically and socially) based on areas of need;
  - Engage students in a **summer remedial** program to surmount barriers to refugee students' academic progress. Increase vocabulary, verbal skills and written communication at the high school level.
- 2) In-classroom support to increase refugee students' academic achievement; and
  - **In-classroom support (translators)** sitting beside students, meeting with them individually or in small groups to answer questions and bridge understanding of English, especially with high school mathematics.
- 3) Interpretation and translation services to help assist refugee students with the formal education process for the purpose of improving student achievement and preparing them to graduate and continue into college and careers with strong English language skills;
  - **School to home liaison translators** providing services so teachers and students can effectively and efficiently communicate with each other and with the refugee parents.
  - Providing linguistically appropriate services for refugee families for finding appropriate **community resources** (mental health, crisis intervention, counseling, etc.).

D. Project Plan – ii. Program Design

c) Program logic model

## Logic Model

<p>Program: Amphi Refugee Outreach Program</p> <p>Goal: Effectively educate refugee students and increase graduation and preparation for college and careers.</p>				
INPUTS	ACTIVITIES		OUTCOMES	
What we invest	What we do	Who we reach	On-going global results	Spring 2018 results
<ul style="list-style-type: none"> <li>• Funding</li> <li>• Staff</li> <li>• Other services</li> </ul>	<ul style="list-style-type: none"> <li>• Summer HS remedial program</li> <li>• In-class support by translators with the same or similar cultural backgrounds</li> <li>• School to home translators</li> <li>• Linguistically appropriate services to community resources</li> </ul>	<ul style="list-style-type: none"> <li>• Refugee students</li> <li>• Refugee parents</li> <li>• Classroom teachers</li> <li>• Community-based agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of refugee students graduating from HS prepared to be active citizens and continue in their education with college and a career.</li> <li>• Increased availability of translators for students, parent and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved AzMERIT assessment results. Show 10% gains in proficiency in Reading and Math scores.</li> </ul>

D. Program Plan – iii. Program Evaluation

The bilingual clerk/liaison will track student achievement, services, and referral data and provide information to the program coordinator as it becomes available, as indicated below:

- 1) Data on summer participation and successful completion of the program.
- 2) Data will be collected, analyzed, and evaluated to determine the extent to which refugee students demonstrate growth in their cognitive development (e.g., AZELLA K-12 and AzMERIT 3-11). When possible, pre-tests and post-tests will be used to measure growth to determine any increase in student achievement. Data will also be used diagnostically by classroom teachers to appropriately place refugee students in challenging curricular materials.
- 3) Student/parent/teacher contact documentation, referral documentation and file notations will be used to determine the number and types of contacts, as well as, progress with family contacts.
- 4) Records of translation services provided will be used to document number, type and length of services provided.



Amphitheater Public Schools Refugee Grant Proposal

E. Itemized Budget Plan

School Year Support Team	Hr Rate	Grant funded Hrs/Yr	Grant portion of Salary/Yr	Benefits (20%)	Medical for % paid in grant	Language Translation Services	Totals
0.4 FTE Interpreter /Translator (Somali)	\$10.63	640	\$6,803.20	\$1,360.64	\$ 1,804.37		\$ 9,968.21
0.2 FTE Interpreter /Translator (Nepalese)	\$11.25	160	\$1,800.00	\$360.00	\$ -		\$ 2,160.00
0.2 FTE Interpreter /Translator (Swahili)	\$10.81	160	\$1,729.60	\$345.92	\$ -		\$ 2,075.52
0.5 FTE Bilingual Clerk (Arabic) -school data liaison	\$10.63	800	\$8,504.00	\$1,700.80	\$ -		\$ 10,204.80
Salary and benefits for two (2) subs for teachers to attend Training for Secondary Teachers of Refugee SIFE with focus on High School completion. 14 days @ \$110.00/day = \$1,540.00			\$1,540.00	\$308.00	\$ -		\$ 1,848.00
Sub Totals			\$18,836.80	\$2,406.72	\$1,804.37		\$26,256.53
Summer School/Language Camp	Hr Rate	Total Hours	Grant portion of Salary/Yr	Benefits (20%)			
One (1) certified teachers for High School Summer School. 25 days 6/hrs/day @ \$30.00/hr = \$4,500.00	\$30.00	150	\$4,500.00	\$90.00			\$ 4,590.00
Sub Totals							\$ 4,590.00
Interpretation/Translation Services - Language Line						\$1,692.98	
Translators - Independent Contracts						\$750.00	\$ 2,442.98
Sub Total							\$33,289.51
Indirect Costs (3.04%)							\$ 1,012.00
Total Grant Requested							\$34,301.51