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APPLICATION FOR GRANTS UNDER THE

NATIVE AMERICAN AND ALASKA NATIVE CHILDREN IN SCHOOL PROGRAM
CFDA # 84.365C
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Closing Date: MAR 21, 2011

ABSTRACT

Applicant:	Turtle Mountain Community College Box 340, Belcourt, ND 58316
Title:	**Zhaabwii Learning Center**
Type of Program:	Summer Bridge for entering students coupled with a Learning Center which will provide the means for LEP students to accelerate English language acquisition.
Language:	English language acquisition formed around the Seven Teachings of the Anishinaube
School(s)	Turtle Mountain Community College
Grade Level(s)	College level including bridge and English remedial and English college level courses

Total English Language Learner Students: End of Project 325 Per Year 65

Project Description

Turtle Mountain Community College (TMCC), a tribally controlled college chartered by the Turtle Mountain Band of Chippewa Indians, seeks funding under the Native American and Alaska Native Children in Schools Program. TMCC provides an environment which reinforces the rich Chippewa cultural heritage while maintaining the academic quality to be expected of an institution of higher education. Established in 1972, the college's fall 2009 enrollment was 717 students with 93% being Native American. TMCC awards certificates of completion, associate degrees and bachelor degrees (elementary education and secondary science education). The college provides higher education services primarily targeted to the Turtle Mountain reservation in north central North Dakota. TMCC is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

The Zhaabwii project responds to identified needs including:

1) students entering college who are underprepared for college level English coursework. More than 60% of incoming students are placed in remedial English courses based on the entry placement tests.
2) One fourth of the local school children are identified as LEP by the schools (503 students of the 2063 enrolled at the two largest schools).
3) identified difficulties or underachievement in reading which impacts the ability of students to read complex materials. The TMCC instructional experience has noted students with the most serious English deficiencies also demonstrate reading weaknesses which inhibit their ability to complete the reading material for the college level English course.
4) the need to expand remedial services so students can address English language acquisition which are currently restricted to only two remedial courses by the financial assistance programs. The expansion needs to include the means to accelerate English language acquisition beyond what is available in a traditional remedial class offering 45 hours of instruction in a semester. More than 70% of the TMCC students are low income which limits the resources available for family support for college.

Competitive Preference Priority 1 – TMCC has not been funded by the Native American and Alaska Native Children in Schools Program either individually or through a group application.
Competitive Preference Priority 2 – The TMCC project focuses on ensuring high need students are academically prepared to succeed at postsecondary education.

Competitive Preference Priority 3 – TMCC will collect data related to postsecondary enrollment, persistence, and completion outcomes and will utilize this data to improve local outcomes.

Program curriculum, assessments and features

TMCC proposes a project with the elements necessary for effective student intervention with its targeted student population including newly graduated seniors, LEP students entering college and students who have previously dropped out of college. The elements of the project include outreach/recruitment; a bridge program for high school graduates transitioning to college; a computer assisted learning center to provide assistance in English language acquisition; tutorial services to help students; tracking to identify student needs at early stages; and the development of learning cohorts to build traditional support for students.

The bridge program targets graduated seniors who intend to enter college in the fall. It provides an intensive summer program to increase English language competencies prior to undertaking college coursework. Coursework is based on the Seven Teachings of the Anishinaubc to create a culturally relevant model which aids students in understanding their cultural heritage.

The learning center fills two key roles. It offers LEP students an opportunity to focus on English language acquisition in a more intensive setting than is possible in a three credit remedial course. Again, the Seven Teachings are incorporated into the English language acquisition. Secondly, it provides on going support to ensure students receive the extra assistance necessary to persist in higher education. Included within this component is continued English language acquisition coursework, tutorial support for college courses, and a computer assisted instruction program to allow students to address English deficiencies without time restrictions inherent in regular classes.

Throughout the course of the project, TMCC will maintain an evaluation model which combines both mainstream and indigenous models to create an evaluation which is appropriate to the project. The two produce an evaluation which not only produces quantifiable data, but also tells the story. Data from the evaluation will be used to continually refine the services available to students using level of intervention compared to student success. The project is expected to allow TMCC to create an English language acquisition program with proven strategies and interventions.

Student assessments will include pre and post testing for bridge students using the PLAN test which is a retired ACT test. Pre and post testing for English language acquisition for college students using the college's English placement test with assessment intervals to include 1) entry into college, 2) end of each semester of English language acquisition, and 3) after each college level English course for comparison with students who did not participate in the remediation program. Students who continue to utilize the learning center after attaining college level English skills will be tested at the end of the academic year to assess continuing gains and/or impact of assistance.

Program goals and annual measurable objectives

Goal 1: To increase student proficiency in English language.

Objective 1: Fifteen students will participate in the summer program each year with 60% having an English proficiency gain of at least 30% based on pre and post test performance.

Objective 2: Each year, 40 first time/first year/high need students will be admitted to TMCC with at least fifty percent of the cohort completing a college level English course within three semesters of entry.

Goal 2: To promote postsecondary retention and completion.
Objective 3: Each year, 10 high need students will be readmitted to TMCC with at least 70% maintaining satisfactory progress (2.5 GPA) in current courses.
Objective 4: A minimum of 60% of each cohort will persist to the second semester.
Objective 5: A minimum of 45% of each cohort will persist from year to year.
Objective 6: Twelve percent of program participants will complete a two year degree with three years of enrolling.

Collection of GPRA measures

All students to be served by this project will have completed high school by the time they enter the program as a result, TMCC is not required to collect GPRA information as they are serving only post-secondary students

Expected project final outcomes

Student achievement

1) 15 students/year admitted in the summer program for a total of 75 with 45 demonstrating gains of 30% or more.
2) 40 students/year (or 200 students over the five years) admitted as first time/first year/high need students with at least fifty percent of the cohort completing a college level English course within three semesters of entry.
3)10 high need students/year (50 over the five years) who have previously dropped out will be readmitted to TMCC with at least 70% maintaining satisfactory progress (2.5 GPA) in current courses.
4) At least 100 students will persist to the second semester of college.
5) 45% will persist from year to year.
6) 12% of program participants will complete a two year degree with three years of enrolling.

Development of curriculum, materials and assessments

English language acquisition coursework will be developed using the Seven Teachings of the Anishinaube as a base. This will provide a culturally relevant program for students need to increase their English language proficiency.

TMCC will create an evaluation/assessment model which combines both a mainstream and an indigenous framework for this project. This assessment will facilitate a rounded evaluation of the project, effectiveness of services and impact of the project.

Community and parent involvement activities

Almost all TMCC students are over 18 when entering. As a result, TMCC is prohibited under the FERPA regulations from sharing student attendance and progress information with any person other than the student without the student's written consent. This makes it difficult for the project to attain significant parental involvement. TMCC will provide information to parents during recruitment activities at the high school. The college proposes to build on its existing status within the community to encourage parental support for participants. The college sees parental involvement as means of encourage maximum attendance and effort by participants.

Contact Information:

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Project Narrative

Project Narrative

Attachment 1:
Title: Pages: Uploaded File: **1240-application narrative.pdf**

Turtle Mountain Community College (TMCC), a tribally controlled college chartered by the Turtle Mountain Band of Chippewa Indians, seeks funding under the Native American and Alaska Native Children in Schools Program.

Response to Priorities - Competitive Preference Priority 1 – TMCC has not been funded by the Native American and Alaska Native Children in Schools Program either individually or through a group application.

Competitive Preference Priority 2 – The TMCC project focuses on ensuring high need students are academically prepared to succeed at postsecondary education.

Competitive Preference Priority 3 – TMCC will collect data related to postsecondary enrollment, persistence, and completion outcomes and will utilize this data to improve local outcomes.

The Institution – TMCC provides an environment which reinforces the rich Chippewa cultural heritage while maintaining the academic quality to be expected of an institution of higher education. Established in 1972, the college's fall 2009 enrollment was 717 students. TMCC awards certificates of completion, associate degrees and bachelor degrees (elementary education and secondary science education). The college provides higher education services primarily targeted to the Turtle Mountain reservation in north central North Dakota. The reservation is part of the aboriginal lands of the Chippewa people, and predates the formation of North Dakota.

TMCC is one of the six original tribal colleges. Though conceived with the intention of providing cultural based education for the Turtle Mountain people, the college recognized the need to affirm the quality of its education. TMCC was the first tribal college in the north central region to attain 10 years of full accreditation from the Higher Learning Commission of the North Central Association of Colleges and Schools. In 2004, the accreditation was extended for

another 10 years. It has articulation agreements with the North Dakota University System to ensure transferability of courses.

a. Quality of Project Design

The TMCC students are drawn almost exclusively from the Turtle Mountain reservation and surrounding Rolette County. As a consequence, it is important to understand the home community of TMCC. Located in the north central portion of the state, the six (6) by twelve (12) mile reservation's northern border is ten miles from the Canadian border. Nearly one third of the local tribal population lives off the reservation in Rolette County. In 2009, the population of the county was 13,797 with a 71% being Native American. A third of the population was under 18 compared to 22% for North Dakota. At 86 people per square mile, the Turtle Mountain reservation is the most densely populated reservation in the nation (U.S. Census Bureau).

Rolette County's 2007 median family income ($31,716) was the fourth lowest of the 53 North Dakota counties. The poverty rate is 30% compared to 11.8% for North Dakota. Sixty five percent (65%) of Native American adults are unemployed (Bureau of Indian Affairs Labor Force report, 2007). Rolette County administers the largest Temporary Assistance to Needy Families (TANF) caseload in the state (714 families in March, 2006). Free lunch eligibility ranges from 70 to 100 percent of the children at the reservation's schools compared to 30% for all ND school children (2005 School Profiles, ND Dept. of Public Instruction).

The Bureau of Indian Affairs places average educational attainment for Turtle Mountain adults at 10 years with 55.1% having completed high school compared to a ND high school completion rate of 89% (Census Quick Facts). Baccalaureate degrees have been earned by 8.2% of Indian adults compared to 14.7% for all Rolette County adults, 22% of all North Dakotans, and 24% of all Americans (Northwest Area Foundation, 2007).

English became the dominant language of the Reservation in only the last two generations. Although English is the dominant language, it is not a standard form because of the intermixing with Ojibwa, Cree, and French. Many of the elders of the Turtle Mountain community speak Ojibwa or Michif (mixture of French, Cree and Ojibwa); and many adults and children continue to use some of the same language pattern when speaking English.

TMCC Student Body - To demonstrate that the majority of the incoming TMCC students are potentially eligible for this project, TMCC examined its student enrollment data with ten years being used for general information and 3-5 years being used for specific data. The profile of the average 2009 TMCC student is 28.8 years of age, female (64%), single (80%) and Native American (93%). Seventy eight (78%) of TMCC students have earned a high school diploma rather than a General Equivalency Diploma. In the last ten years, TMCC has had no students who are not American citizens. The college's enrollment averages 650 students with the 2007-08 enrollment being 661; the 2008-09 being 612; and the 2009-10 being 717 students. More than 70% of students are low income and 81% are first generation students, meaning neither parent completed a 4 year college program.

TMCC does not require incoming students to take the ACT test, but all students are required to take placement exams when entering. The locally developed exams test the student's attainment level in math, English and science (added in 2010). TMCC offers two remedial math courses (Math 100 and 102) and two remedial English courses (Writing Basics I and II). Results of the tests are used in placing students in either remedial or college level courses. Remedial placements for first time-first year students (those entering TMCC as new college students) in math and English were:

Subject Area	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Math 100 Placement	40%	31%	50%	34%
Math 102 Placement	26%	29%	20%	27%
Writing Basic I Placement	34%	16%	22%	34%
Writing Basic II Placement	35%	40%	53%	38%

More than 50% of students test into remedial courses. One difficulty for students is PELL funding, the core financial aid for almost all TMCC students, permits funding for only two remedial courses. More than a third need four remedial courses to succeed in college.

Beyond its current students, TMCC also examined likely future students currently in local schools. The two largest school systems have a combined total of 2063 students with 1802 being Native American. The largest schools are Turtle Mountain Community Schools (a tribal and public system) in Belcourt with an enrollment of 1625 students and Dunseith (a public school) with 438 students. Additionally, these schools identify 503 students as being Limited English Proficient (ND Department of Public Instruction 2010 School Profiles).

In terms of college preparedness, North Dakota mandates all 11th grade students be tested in Math, Reading and Science. Students are scored as proficient and not proficient. As reported to the ND Department of Public Instruction, the percent of 11th grade students identified as LEP who scored as non-proficient at the two schools is shown below:

School	Math	Reading	Science
TMCS LEP	70.9	56.2	63.8
Dunseith	81.0	85.7	85.7

Source: ND Department of Public Instruction, Individual School Profiles

i. Goals, Objectives and Outcomes

The TMCC project's aim of providing critical support to students transitioning to and completing college is reflected in the Goals and Objectives of the project.

Goal 1: To increase student proficiency in English language.

Objective 1: Fifteen students will participate in the summer program each year with 60% having an English proficiency gain of at least 30% based on pre and post test performance.

Objective 2: Each year, 40 first time/first year/high need students will be admitted to TMCC with at least fifty percent of the cohort completing a college level English course within three semesters of entry.

Goal 2: To promote postsecondary retention and completion.

Objective 3: Each year, 10 high need students will be readmitted to TMCC with at least 70% maintaining satisfactory progress (2.5 GPA) in current courses.

Objective 4: A minimum of 60% of each cohort will persist to the second semester.

Objective 5: A minimum of 45% of each cohort will persist from year to year.

Objective 6: Twelve percent of program participants will complete a two year degree with three years of enrolling.

Outcomes: Each of the six objectives includes performance based measures which are also the outcomes of the project. In developing the outcomes, TMCC predicted performance for the project based on prior institutional experience for all students not just high need students. The outcomes include:

1) 15 students/year admitted in the summer program for a total of 75 with 45 demonstrating gains of 30% or more. The project will utilize the PLAN test which is a retired ACT test. The test provides an accurate measure of student gain and is a predictor of college readiness.

2) 40 students/year (or 200 students over the five years) admitted as first time/first year/high need students with at least fifty percent of the cohort completing a college level English course within three semesters of entry. Student assistance will be based on the college's placement test with a program appropriate to the individual student being designed by the student and project staff. Overall, the TMCC statistics have shown the average student does not complete the college level English course in the first year.

3)10 high need students/year (50 over the five years) who have previously dropped out will be readmitted to TMCC with at least 70% maintaining satisfactory progress (2.5 GPA) in current courses. For each of these students, the project staff will perform an evaluation of prior education to identify barriers which inhibited student success and work with each student to remedy those weaknesses.

In assessing the extent of academic problems students face at college, TMCC considered the performance of students as it relates to good academic standing. For the Academic Year 2007-08, 25% of the 661 students were placed on academic probation and for Academic Year 2008-09, 32% of the 612 students were placed on probation. These figures are not specific to students with high academic need, but rather reflective of the student body as a whole. More than half of the TMCC dropouts are related to academic difficulties. Of those readmitted, about half are able to maintain a GPA of 2.5 in their current courses. The 70% targeted for this effort is challenging based on institutional history, but doable with the extra assistance rendered by the project.

4) At least 100 students will persist to the second semester of college.

The 100 students represent 50% of the group. Currently, about 70% of all TMCC students persist to the second semester. As these are expected to be high need students, the minimum

second semester rate may realistically be lower.

5) 45% will persist from year to year.

The TMCC average for year to year retention is approximately 50% for all students. With the services of this project, TMCC believes it is possible for participants to more closely mirror the performance of non-participating students. Instructor feedback cites lack of English and reading skills as major barriers for under-prepared students. By addressing these weaknesses, TMCC will be able to increase the success of participating students.

6) 12% of program participants will complete a two year degree with three years of enrolling.

TMCC institutional research has demonstrated an average of 15% of all incoming students complete a two year degree in three years. The 12% figure is realistic given the participants of this project are high need students who would reasonable be expected to need more time than the average student to complete a two year program.

Services proposed to reach target performance – TMCC proposes a project with the elements necessary for effective student intervention. These include outreach/recruitment; a bridge program for high school graduates transitioning to college; a computer assisted learning center to provide assistance in English language acquisition; tutorial services to help students; tracking to identify student needs at early stages; and the development of learning cohorts to build traditional support for students.

Outreach/Recruitment – Outreach activities will have three target areas. The first is directed at students. TMCC will accomplish this through 1) outreach to senior high school students through information pamphlet dissemination at parent nights, College Awareness day and 2) targeted information to high school counselors to foster referrals of likely students. In the second area, TMCC will provide outreach to the community targeting students who have dropped out through

booths at the local mall, public radio messages, and pamphlets at appropriate service providers. In the final area, TMCC will communicate with current students to identify students in need of assistance through self or instructor referrals. This outreach will include presentations and pamphlet distribution at student orientations and pre-semester faculty meetings as well as referrals through the Retention Officer of Student Services.

Summer Bridge program—Students will be placed in the cohort in a six week/six hour day summer program after high school graduation which will address English language proficiency across core academic disciplines. The summer program will combine English language proficiency with reading, writing, science, and technology usage. The language component will be built around a locally developed core called "Deploying the Seven Teachings of Anishinaube". This is grounded in the TMCC mission statement which promotes integration of the unique Chippewa culture into curriculum and pedagogies. This cultural heritage responds to the needs of LEP tribal members because it implicitly models how to survive and live in a challenging environment. Using culturally based material is seen as a means to increase language skills at the same time as cultural competency.

Quality education begins with a firm understanding of home. Jackson, Smith & Hill (2003) found that when students have a clearer sense of their identity and can openly express their identity they are more apt to commit academically thus being more successful in their educational aspirations. Knowing one's identity and home place is essential for making an educational experience complete with life-long staying power.

Students will write a two page reflection paper on each of the Seven Teachings. As a class, they read source material for understanding the Seven Teachings and discuss them. Students will demonstrate language skills they possess by writing about what they already know.

After they have received instructor feedback, students will begin incorporating what they have learned (i.e. common reading and essay writing strategies, such as a logical organizational structure, or topic sentences). In-class readings, group activities, and short writing exercises are to be connected to each of these Teachings. At the end of the class, students will compile a PowerPoint presentation of their Seven Teachings. This final project, coupled with their retaking the writing and math placement exams, are the post-assessment instruments.

Learning Cohorts – TMCC will support the development of learning cohorts to promote student success. The disassociation of students from their culture by a mainstream system stressing individual achievement and competitiveness over traditional mutual assistance and cooperation has been cited as a factor in low achievement by several researchers including Pavel (1999) and Dehyle & Swisher (1997). Schools that offer professional degrees under the cohort method of student learning find that these students possess a widely shared sense of purpose and value, and a commitment to and sense of responsibility for the learning of all students within the cohort group (Centre for Research, 2003; Basom & Yerkes, 2001; Tinto & Russo, 1994; Dinsmore & Wenger, 2006). For the last eight years, TMCC has successfully utilized the cohort model in its four year teacher education programs.

In particular, care needs to be given that remedial instruction does not serve as an isolator. Vincent Tinto's article on Learning Communities highlights the importance of engaging students. Cohort models mirror the traditional mutual assistance by generating a sense of belonging and fostering ties between students.

Learning Center – The keystone of this project is the Zhaabwii (survival in Ojibwe) Learning Center. The TMCC experience has shown two major barriers for Native American students are low reading and English skills. The learning center provides an opportunity for students to

address reading while supporting the acquisition of English language. Within the learning center will be a computer assisted learning center, tutorial, supportive services and a study area. The principal focus of the Zhaabwii Learning Center is to equip the academically under-prepared students with the basic skills necessary to meet the demands of today's college curricula and tomorrow's workplace. One of the most important milestones in educational success is the development of competent reading and literacy skills. This process requires the integration of one's language skills, background knowledge, and ability to construct meaning from a variety of materials. Within the Zhaabwii Center, the project will utilize multiple methods to promote student achievement and English proficiency.

Guided study in English language acquisition – Individual students with staff members will develop a plan for addressing academic deficiencies. Although this will focus on English language, it is expected to also include reading as this is a component of English mastery. Based on student need, some components may be individualized to overcome serious weaknesses. To the extent practicable, the project will support group activities to foster strengthening the sense of belonging to the cohort.

Computer Assisted Instruction –Computer assisted instruction (CAI) is incorporated in language activities to further engage students and teach essential technology skills. Remediation using CAI permits instant feedback and reinforcement. It serves no benefit to have students continually make the same mistakes because they are not corrected promptly. Use of CAI allows individualization of service as a student may begin at his/her own level rather than the group level. Although little current research has been done, existing research has demonstrated the benefits of CAI. In a study by Dalton and Hanafin in 1988, they concluded "while both traditional and computer-based delivery systems have valuable roles in supporting instruction,

they are of the greatest value when complementing each other." Capper and Copple concluded CAI learning can be as much as 40% faster than traditional instruction. The college was particularly interested in the conclusions drawn by researchers including Bangert-Drowns, et al. in 1985 that economically disadvantaged students would realize greater benefit than their mainstream counterparts.

Tutoring – Tutorial services will provide academic support through self- or instructor-referrals. Initial tutoring may be scheduled based on student perception of need for support with additional services added based on referrals or by the grades earned. Tutoring may include peer, staff, or guided study group efforts. Students are matched to tutoring resources based on the specific subject area, schedule of the student, comfort level of the student and availability of tutors.

Workshops – As part of the overall effort to increase student competencies, the staff will facilitate workshops designed to increase academic success skills. These will include coping skills, self-esteem, stress management, test anxiety, communication skills, time management, study habits and positive attitude development.

Study area - Many students do not have one-family homes. The area has a critical housing shortage with a 2006 study by Maxfield Research, Inc. for the Turtle Mountain Housing Authority citing a need for at least 800 family housing units. The study found most existing units housed more than one family. For students, this means they often do not have an area where they can study without distractions. The project will provide private as well as group study areas.

Tracking – TMCC believes a core component in maintaining project success is effective tracking of students. Tracking provides a means to 1) identify student problems at early stages and 2) encourage students to develop self responsibility for seeking help. Academic needs are best addressed early to prevent increasing problems which lead to academic failure. In this project,

tracking will serve to identify individual student progress, use of services and impact of interventions. The elements of the monitoring system will include:

1) Student/staff interviews weekly during the bridge program or twice monthly during the academic year to assess student perceptions of progress and to identify need for services;

2) Weekly attendance monitoring through program staff during the bridge program and through the college Retention Officer during the academic year to identify not only excessive absences, but also absence patterns (i.e., a student who misses every Monday morning);

3) Performance monitoring (weekly in the bridge and twice monthly in the academic year) to assess performance and academic progress versus projected milestones;

4) Pre and post evaluation at the start and end of both the bridge and academic term to identify competency levels for purpose of academic advising in course selection.

ii. Project is designed to build capacity and yield results beyond Federal Assistance

This project will serve as an opportunity for TMCC to develop long term strategies for assisting high need students. The experience of this project is expected to reach beyond the project by helping TMCC to not only develop effective strategies, but to also institutionalize those strategies to promote greater success for all students. The project will generate a body of knowledge which has been validated through practical application.

As is discussed in the evaluation component of this application, TMCC proposes to track participation in each of the services and then analyze this participation with the success of each student. The college expects this analysis to demonstrate which services and what duration is most effective in promoting student success.

Financially, the ability to develop the intervention program including materials and equipment is beyond the reach of the college. However, by demonstrating the effectiveness of

intervention, the college will have the fiscal means to continue the project due to increased revenues in tuition and base student payments attributable to higher retention.

iii. Extent Project Encourages Parental Involvement

Almost all TMCC students are over 18 when entering. As a result, TMCC is prohibited under the FERPA regulations from sharing student attendance and progress information with any person other than the student without the student's written consent. This makes it difficult for the project to attain significant parental involvement. TMCC will provide information to parents during recruitment activities at the high school, at the college day, and at College Goal Sunday (where students and parents receive help in completing financial aid applications prior to enrollment). Parents of participants under 18 in the summer session will receive detailed weekly updates. Older students will be encouraged to authorize information to their parents.

Parents of the summer program students will likely have a familiarity with the college, either through having utilized its services or having a family member who has. The college proposes to build on its existing status within the community to encourage parental support for participants. The college sees parental involvement as means of encourage maximum attendance and effort by participants. In keeping with the TMCC educational philosophy, education is not removed from the home, but rather a life long process that affects the student's entire life.

b. Quality of Project Personnel

i. Encourages application from underrepresented groups

TMCC has a history of employing individuals from historically underrepresented groups. This includes individuals who are older-than-average; low income, minorities, women and elderly. Of the current 108 staff members, 91 are Native American; 64 are women; 57 are age 50 or older; 4 are disabled. In employment, TMCC utilizes both local and regional advertising in

academic, mainstream and local media. Accommodations made to allow underrepresented individuals to seek positions at TMCC include 1) phone interviews for individuals who cannot afford travel costs; 2) flexible scheduling of interviews to accommodate family or employment schedules; 3) accessible locations for interviews; and 4) providing interview assistance if required for individuals who are hard of hearing, visually impaired or individuals with limited English proficiency. Preference is granted to qualified Native American applicants.

ii. Director's qualifications

(i) Minimum qualifications for the project director will include a Masters degree in English or a related area. He/she must have prior experience with remedial language instruction. Preference is granted to individuals who have prior training in assessment practices. The project director fills a critical and complex role in the project. He/she functions as the front line manager, integrates all remediation services to meet the needs of students, and monitors the progress of students. As continuing progress of participants is central to the success of the project, he/she would need to have a strong knowledge of assessment. The project director will devote 100% time to the project. The Director's time allocation include 25% of time in project management; 25% in monitoring, assessment and data management; and 50% in direct assistance to students through seminars and tutoring. This time allocation allows for effective management, monitoring/data compilation and direct service to students. Job duties of the director are:

- Provide administrative direction and leadership for the project including supervision of staff and maintenance of record keeping systems.
- Plan, organize, and coordinate project services for students.
- Encourage team relationships between students (and parents, as appropriate), the project staff, and the college community.

- Provide liaison services to parents of students under 18 to update student progress information and foster parental involvement through regular meetings.
- Lead the development of strategies to enhance the skills of students in language proficiency and core academic subjects.
- Work cooperatively with students to develop educational plans to ameliorate deficiencies
- Oversee formal assessment, internal student progress assessment with staff, and coordinate modifications as needed.
- Provide direct service to students individually or in groups.
- Provide confidentiality training to all staff.
- Work cooperatively with the Business Office to insure fiscal integrity.
- Prepare monthly, quarterly and annual reports for the college and funding agency.

iii. Qualifications of key project personnel

The English/Reading Instructor will provide ongoing services to participants in the Zhaabwii Learning Center. This position focuses on assisting students in the acquisition of English competencies with the expectation such instruction may require simultaneous assistance in reading which has been identified as a critical skill in overall language acquisition. In the experience of the college, few students needing developmental coursework have age/grade appropriate reading skills. A full time staff member will allow the project to provide maximum help in reading at times convenient to the student. Minimum qualifications include a Masters degree in English or Reading (a Bachelor's degree with five years teaching experience may be substituted) with experience with or coursework in teaching LEP students or in providing remedial education. Candidates with prior experience with Native American secondary or college students are preferred. Job duties of the English/Reading Instructor are:

- Provide English language coursework including reading enhancement in group and individual settings
- Monitor student gains in English language acquisition utilizing pre and post tests
- Work cooperatively with students to develop educational plans to ameliorate deficiencies
- Assign students to learning groups based on academic levels
- Maintain records of student participation in program elements
- Meet with college instructors and with students to remedy areas of concern

The Tracking Specialist

Minimum qualification is an Associate Degree in Information Technololgy or a related field with three years experience. The candidate must have demonstrated competency in data base development and maintenance, computer system operations, tracking, and other applicable skills. He/she must demonstrate ability to effectively communicate with students, college staff/faculty and the public. Job duties of the Tracking Specialist are:

- Maintain confidential records of student files.
- Assist students with program applications.
- Compile and oversee a participant database to chart service usage levels.
- Compiles information and formats reports, graphs, and tables
- Updates and communicates information as directed by the director.
- Prepares tracking and other data reports as directed.
- Assembles and categorizes facts and figures for written computation and calculations.

c. Quality of Management Plan

To accomplish the objectives of this project, TMCC has developed a management plan which identifies activities, personnel allocations, and time frames

Objective 1: Fifteen students will participate in the summer program each year with 60% having an English proficiency gain of at least 30% based on pre and post test performance.

Activity	Personnel	Time Frame in Quarters 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
Provide informational outreach to schools, likely participants, and parents.	Director and staff	x x x x x
Recruit and select 30 participants	Project staff	x x x x x
Assess student skills.	Staff	x x x x x
Assign student to group based on skill level	Staff	x x x x x
Provide summer program	Staff	x--x x--x x--x x--x x—x
Monitor and assess student progress	Staff	x--x x--x x--x x--x x—x
Pre and post test summer session.	Staff	x--x x--x x--x x--x x—x
Develop plan for academic year service	Student with staff	x x x x x

Objective 2: Each year, 40 first time/first year/high need students will be admitted to TMCC with at least fifty percent of the cohort completing a college level English course within three semesters of entry.

Activity	Personnel	Time Frame in Quarters 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
Monitor college English readiness of students	Director/Instructor	x x x x x x x x x x x x x x x x x x x x
Provide remedial English acquisition services	Director/Instructor	x----------x
Assign to developmental English courses as needed	Director/Instructor	x x x x x x x x x x x x x x x x x x x x
Provide academic support and monitoring	Staff	x----------x
Develop interventions as needed	Director/Instructor	x----------x

Objective 3: Each year, 10 high need students will be readmitted to TMCC with at least 70% maintaining satisfactory progress (2.5 GPA) in current courses.

Activity	Personnel	Time Frame in Quarters 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
Outreach to community and/or former students	Director	x----------x
Provide referrals and assist in application and financial aid process	Director	x----------x

Pre test student skills	Director/Instructor	x----------x
Advise on course selection	Director/Instructor	x x x x x x x x x x x x x x x x
Provide remediation and/or academic support	Director/Instructor	x----------x
Monitor progress during academic year	Staff	x----------x
Develop interventions as needed	Director/Instructor	x----------x

Objective 4: A minimum of 60% of each cohort will persist to the second semester.

Activity	Personnel	Time Frame in Quarters 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
Monitor first semester progress	Staff	x----------x
Provide interventions as necessary	Director/Instructor	x----------x
Post test student's English acquisition level at the end of the semester	Director/Instructor	x x x x x x x x x x x x x x x x x x x x
Provide academic advisement to students	Director/Instructor	x x x x x x x x x x x x x x x x x x x x
Assist students with any application or financial aid information	Staff	x x x x x x x x x x x x x x x x x x x x

Objective 5: A minimum of 45% of each cohort will persist from year to year.

Activity	Personnel	Time Frame in Quarters 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
Monitor progress during year	Staff	x----------x
Provide interventions as necessary	Director/Instructor	x----------x
Post test student's English acquisition level at the end of the year	Director/Instructor	x x x x x x x x x x
Provide academic advisement to students	Director/Instructor	x x x x x x x x x x
Assist students with any application or financial aid information	Staff	x x x x x x x x x x

Objective 6: Twelve percent of program participants will complete a two year degree with three years of enrolling.

Activity	Personnel	Time Frame in Quarters 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
Monitor progress of students	Staff	x----------x
Provide interventions as necessary	Director/Instructor	x----------x

Monitor student progress toward degree completion including courses taken/needed	Director/Instructor	x	x x x	x x x	x x x	x x x	x x
Provide academic advisement to students for course selection	Director/Instructor	x	x x x	x x x	x x x	x x x	x x
Assist students with any application or financial aid information	Staff	x	x x x	x x x	x x x	x x x	x x

Project Management - Under the leadership of a two-tier board system (Board of Directors and Board of Trustees) and a capable College Administration, TMCC has enjoyed more than 30 years of continual growth and development and has established itself as a quality, nationally recognized, tribal college. The college has previously been funded by the U.S. Department of Interior, Education, Labor, Energy, HUD, Agriculture, HHS and Defense. TMCC has also received grants from the National Science Foundation, the Navy and NASA. Private foundation money has been granted by Bush, Bremer, Johnson, Kellogg and Packard. Because of this history of external funding, the college has developed management practices consistent with the management of grants.

Recordkeeping - Performance records will be maintained in the project offices. These will include program participants, consistency of participation, retention, academic progress of participants and progress toward meeting goals of the project. Ongoing management will be facilitated by informal weekly meetings. Monthly written reports provide summaries of activities, and serve as a ready means to monitor the project's progress toward accomplishing its objectives. A combined monthly report is prepared for the President. All record keeping will follow established college procedures to ensure appropriate information is maintained to document the project. As some individual files will be created, the project will abide by the college's confidential records policy. Each student ent will be provided disclosure of information to be collected, reason and/or use of information. The student will be asked to sign a disclosure form. The original forms will be stored in the participant file and will be updated annually.

Accurate records documenting fiscal activities of the project will be maintained to ensure compliance with program regulations. TMCC has established fiscal policies including travel, purchasing of equipment and supplies, accounting, fiscal reporting, and internal and external

audit procedures in handling project funds which meet or exceed Federal requirements. These will be applied to the fiscal operations of the college. The college has an annual external audit of all funds. On a monthly basis, a comparison of expenditure to percent of completion of project activities is made through reports from the Business Office to the Project. The Director maintains a cuff account which is reconciled with Business Office records. Copies of all grant fund documentation are submitted quarterly to the TMCC Sponsored Programs Office.

*Staff management*_- TMCC has written employee policies and procedures. All employees are covered by established policy regardless of funding source. In the event of conflict, resolution is developed through established lines of authority with monitoring by the Human Resource Officer. The project director provides direct supervision of all project staff. He/she serves as the liaison between the project and other bodies including the college, target schools, participants, parents and the community. Information on procedures for reporting concerns regarding staff will be provided to each participant and parent.

d. Quality of Project Evaluation

Indigenous Evaluation Framework - In 2009, the American Indian Higher Education Consortium (AIHEC) advocated evaluating educational innovations or curriculums for predominately Native American using an Indigenous approach in addition to western evaluation approaches. The Strategies for Grounding the Evaluation in Traditional Ways of Knowing and Core Values of the Indigenous Evaluation Framework was developed sponsorship of the National Science Foundation. The Indigenous Evaluation Framework is based on the evaluator telling a story about the program and its components. The key to using the Indigenous Evaluation Framework is to reframe the basic elements of evaluation using metaphors and terms more familiar to indigenous framing. This evaluation combines both types. There are four

components to an Indigenous Evaluation:

1. Creating the Story using an inclusive process, describe the story the program plans to tell. Diagram or draw the major relationships in the story; describe how activities are related to desired outcomes. Identify assumptions that are being made about relationships between activities and outcomes. Develop the key elements to explore as the story unfolds using questions or evaluative statements.

2. Building a Scaffolding for the Evaluation by employing keen observation and interpretation of individual and communal experiences through the use of multiple approaches to explore the story; both qualitative and quantitative methods. Identify the different methods used to gather information. Identify the sources of information and the schedule for collecting data. Construct a blueprint in the form of a table or set of tables to guide the implementation of the evaluation.

3. Gathering Information by considering issues of cultural and community appropriateness for each method. Look for and use approaches that fit within an Indigenous value system such as authentic assessment and appreciative inquiry.

4. Interpreting and Sharing Information using appropriate analysis techniques for qualitative and quantitative data. Organize evaluation findings to meet the needs of multiple audiences. Celebrate with the community the learning from the story that is finally told. Use the knowledge created through the evaluation to move forward and improve services.

Western Evaluation Approaches – The most widely used evaluation approaches are objectives-oriented, management–oriented, consumerist ideology, expertise-oriented, and participant-oriented approaches. A management-oriented evaluation approach will be used to guide the western portion of this evaluation plan.

The management-oriented approach has several characteristics that have proved

appealing to many evaluators and program managers (Fitzpatrick, Sanders, & Worthen, 2004). According to Fitzpatrick, Sanders, & Worthen, 2004,

> "The management-oriented approach to evaluation supports evaluation of every component of a program as it operates, grows, or changes. It stresses the timely use of feedback by decision makers so that the program is not left to flounder or proceed unaffected by updated knowledge about needs, resources, new developments, the realities of day-to-day operations, or the consequences of program interventions"(p. 95).

A major component of the management-oriented approach is the use of the CIPP model (Stufflebeam, 1971). The CIPP model was developed to serve managers who face four different kinds of decisions: **C**ontext evaluations which serve planning decisions; **I**nput evaluations which serve structuring decisions; **P**rocess evaluations which serve implementing decisions; and **P**roduct evaluation which serve recycling decisions. The different components of the CIPP model are typically viewed as separate forms of evaluation, but they can also be viewed as steps or stages in a comprehensive evaluation. This evaluation is a comprehensive evaluation so each step of the model will be used. The steps of this evaluation model are:

1. Focusing the Evaluation by identifying the major level(s) of decision making to be served. For each level of decision making, project the decision situation to be served and describe each one in terms of its locus, focus, criticality, timing, and composition of alternatives. Define criteria for each decision situation by specifying variables for measurement and standards for use in the judgment of alternatives. Define policies within which the evaluator must operate.
2. Collection of Information by specifying the source of the information to be collected. Specify the instruments and methods for collecting information., the sampling procedure to be employed, and the conditions and schedule for information collection.

3. Organization of Information by providing a format for the information that is to be collected and designating a means for performing the analysis.

4. Facilitating Analysis of Information by selecting the analytical procedures to be employed and designating a means for performing the analysis

5. Reporting of Information by defining the audiences for the evaluation reports. Specify means for providing information to the audiences. Specify the format for evaluation reports and/or reporting sessions. Schedule the reporting of information.

6. Administration of the Evaluation including summarizing the evaluation schedule. Defining staff and resource requirements and plans for meeting these requirements. Specify means for meeting policy requirements for conduct of the evaluation. Evaluate the potential of the evaluation design for providing information that is valid, reliable, credible, timely, and pervasive (i.e., will reach all relevant stakeholders). Specify and schedule means for periodic updating of the evaluation design. Provide a budget for the total evaluation program

Focusing the Evaluation/Creating the Story

With the integration of the two models in mind, the first step in designing an evaluation plan is to provide a description of the program along with the goals and objectives. In this section the evaluator also needs to decide who will be served by the evaluation results. The Indigenous Evaluation Framework recommends creating a story (AIHEC, 2008). Likewise the CIPP model states a need to identify stakeholders and who the evaluation will serve. Both the Indigenous Evaluation Framework and the CIPP model have similar objectives in this step.

This evaluation will serve the local decision makers at Turtle Mountain Community College (TMCC) and the Federal Native American Children in Schools Program. The Director of the Zhaabwii project will use the evaluation results to make decisions on the activities of the

project and if these activities are meeting the objectives of the project. In addition the Director will receive feedback on the overall project itself in terms of contribution to the mission of the institution, the purposes of the project, financial viability, and community needs.

Collection of Information/Building the Scaffolding for the Evaluation

The next step in the evaluation is to decide what information will be collected, how it will be collected, and how to use the information. These steps are similar for both indigenous evaluation framework and the CIPP model. The important part of this step for an Indigenous Evaluation Framework is to discuss and meet with important stakeholders.

Organization/Analysis/and Reporting Information

The next component of the evaluation process is to organize, analyze, and report the information to the proper entities. This step is the primary component in both the CIPP model and the Indigenous Evaluation Framework. The project staff will review and analyze the academic records of each incoming student cohort. A database will be developed to track each of the students, tracking will include identification of the initial cohort of the students i.e., summer program, first-time first-year high-need cohort, or readmitted cohort. The project staff will maintain records on amount of time spent in learning center utilizing the services offered. This data will be collected utilizing project intake records, and records maintained by the Director, Instructor, and Tracking Specialist.

One of the major factors in the evaluation plan is to provide the project staff with continuous improvement results. This will be done by the following:

- Pre and Post testing model - All students accepted in the program will be required to take a pre test (the PLAN for summer students and TMCC English placement test for academic year participants). Periodically throughout the year a student will take a post exam of the same

test. The results will be measured utilizing statistical analysis. Data will be measured based on amount of gains made to measure progress of the student toward planned gains in their English proficiency level. The results will be used to identify the effectiveness of interventions and or the need for new strategies.

- At the end of each academic year an evaluation of services will be performed. This will be achieved through an evaluation of intake forms, survey information, and project records such as sign in sheets, and staff notes on students. This information will provide the project staff with information on what services need to be expanded, enhanced, or discontinued.
- At the end of each project year the tracking specialist will review all records to see if project goals are met. Such as retention rates, graduation rates, and course completion rates.

An important aspect of this evaluation plan is to ensure that the project staff receives continuous feedback and that they use the collected data to make decisions that will impact the services to the students.

The results from the evaluation will be reported annually to a core group of individuals such as the project staff, President, and TMCC assessment committee. New action plans will be formulated to expand or develop new interventions as need to increase effectiveness.

Overall, the evaluation is designed to answer a series of questions related to effectiveness of the program. These questions are: 1) Do the activities of project meet the needs of the grant goals and objectives? 2) Are we doing what we say we were going to do? 3) What do we do well? 4) What can we do better? 5) What changes need to be made to improve the project? The components of the evaluation are illustrated on the following chart

Evaluation Questions	Information Gathering Procedures	Source of Information	Information Analysis Procedure	Evaluation Purpose	Use of results
1. Did fifteen students participate in the summer program each year with 60% having an English proficiency gain of at least 30% based on pre and post test performance? a. What activities did the students participate in during the summer program? b. What activities had the greatest impact on proficiency? c. What activities should be maintained in the following cohorts? d. What activities should be discontinued in the following cohorts? e. What activities should be added in the following cohorts?	Records Review Records review (a, b, c, d, e) Review of pre & Post test results	Participant Records Intake forms, sign in sheets, survey data (a, b, c, d, e) Pre & Post test results (overall objective)	Categorize and report data Categorize and report data, utilization of SPSS statistical software to evaluate survey results (a, b, c, d, e) Categorize and report data	To track grant objectives To administer proper services to individual students (a, b, c, d, e) To track Grant objective (1)	Provide feedback to project staff and make improvements or adjustment of overall services to students Provide data on grant objectives
2. Were there 40 first time/first year/high need students admitted to the program and did at least fifty percent of the cohort complete a college level English course (ENGL 110) within three years of entry? a. Of those students who completed a college level English course within three years of entry, how many hours of tutoring services did the students participate in? b. Of those students who completed a college level English course within three years of entry, how many hours of computer instruction did the students participate in?	Records Review Records review (a, b, c, d, e, f)- tracking sheets (a, b, c, d, e, f)	student transcripts Tracking Sheets, participant and center records, (a, b, c, d, e, f)	Categorize and report data Categorize and report data,	To track grant objectives To administer proper services to individual students (a, b, c, d, e, f) To track Grant	Provide feedback to project staff and make improvements or adjustment of overall services to students Provide data on grant

c. Of those students who completed a college level English course within three years of entry, how many hours did they spend overall in the learning lab? Of those students who did not complete a college level English course within three years of entry, how many hours of tutoring services did the students participate in? d. Of those students who did complete a college level English course within three years of entry, how many hours of computer instruction did the students participate in? e. Of those students who did complete a college level English course within three years of entry, which other services did they use and to what extent				objective (2)	objectives
3. Were there 10 high need students readmitted to TMCC and to the program and did at least 70% maintain satisfactory academic progress (2.5 GPA) in current courses? a. Of those students who maintained satisfactory academic progress in current courses, how many hours of tutoring services did the students participate in? b. Of those students who maintained satisfactory academic progress in current courses, how many hours of computer instruction did the students participate in? c. Of those students who maintained satisfactory academic progress in current courses, how many hours did they spend overall in the learning lab?	Records Review Records review (a, b, c, d, e, f) tracking sheets (a, b, c, d, e, f)	student transcripts Tracking Sheets, participant and center records, (a, b, c, d, e, f)	Categorize and report data Categorize and report data,	To track grant objectives To administer proper services to individual students (a, b, c, d, e, f) To track Grant objective (3)	Provide feedback to project staff and make improvements or adjustment of overall services to students Provide data on grant objectives

d. Of those students who did not maintained satisfactory academic progress in current courses, how many hours of tutoring services did the students participate in? e. Of those students who did maintained satisfactory academic progress in current courses, how many hours of computer instruction did the students participate in? f. Of those students who did maintained satisfactory academic progress in current courses, how many hours did they spend overall in the learning lab?					
4. Is there at least 60% of each cohort persisting to the second semester? a. For those students who persist to the second semester what activities did the student participate in? b. For those students who did not participate to the second semester what activities did the student participate in?	Records Review Records review (a, b) tracking sheets (a, b)	student transcripts Tracking Sheets, participant and center records, (a, b)	Categorize and report data Categorize and report data,	To track grant objectives To administer proper services to individual students (a, b) To track Grant objective (4)	Provide feedback to project staff and make improvements or adjustment of overall services to students
5. Is there at least 45% of each cohort persisting from year to year? a. Of those students who persisted, how many hours of tutoring services did the students participate in? b. Of those students who persisted, how many hours of computer instruction did the students participate in? c. Of those students who persisted, how many hours did they spend in the learning lab?	Records Review Records review (a, b, c, d, e, f) tracking sheets (a, b, c, d, e, f)	student transcripts Tracking Sheets, participant and center records, (a, b, c, d, e, f)	Categorize and report data Categorize and report data,	To track grant objectives To administer proper services to individual students (a, b, c, d, e, f)	Provide feedback to project staff and make improvements or adjustment of overall services to students

d. Of those students did not persist, how many hours of tutoring services did the students participate in? e. Of those students who did not persist, how many hours of computer instruction did the students participate in? f. Of those students who did not persist, how many hours did they spend overall in the learning lab?				To track Grant objective (5)	Provide data on grant objectives
6. Are there at least 12% of program participants completing a two year degree within 3 years of enrolling in college?	Records Review	student transcripts	Categorize and report data	To track grant objectives	Provide feedback to project staff and make improvements or adjustment of overall services to students
a. Of those students who graduated on time, how many hours of tutoring services did the students participate in? b. Of those students who graduated on time, how many hours of computer instruction did the students participate in? c. Of those students who graduated on time, how many hours did they spend overall in the learning lab? d. Of those students who did not graduate on time, how many hours of tutoring services did the students participate in? e. Of those students who did graduate on time, how many hours of computer instruction did the students participate in? f. Of those students who did not graduate on time, how many hours did they spend overall in the learning lab?	Records review (a, b, c, d, e, f) tracking sheets (a, b, c, d, e, f)	Tracking Sheets, participant and center records, (a, b, c, d, e, f)	Categorize and report data,	To administer proper services to individual students (a, b, c, d, e, f) To track Grant objective (6)	Provide data on grant objectives

i. methods are through, feasible and appropriate

This evaluation combines both a mainstream (western) evaluation with an Indigenous Framework to create an evaluation which is appropriate to the project. The two produce an evaluation which not only produces quantifiable data, but also tells the story.

ii. methods include objective performance measures and produce quantitative and qualitative data

As spelled out in the objectives and the preceding section, the project will utilize data which is generated by nationally accepted instruments. The data collection plan provides appropriate and accurate results related directly to the proposed outcomes.

iii. Methods provide for examining effectiveness of implementation strategies

The ongoing nature of this evaluation will allow the project to continue to refine strategies based on project interventions and student outcomes. Overall, the evaluation is expected to generate statistics which identify the services and intensity needed to generate maximum student achievement.