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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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Project Abstract

College of Menominee Nation (CMN) is an accredited, tribally controlled, two-year community college. The College serves the Menominee Nation, neighboring tribal nations, and surrounding communities. The main campus is located on the Menominee Reservation in Keshena, Wisconsin, with a second campus location near the Oneida Reservation in Green Bay, Wisconsin. In 2003, ten-year accreditation was granted. In 2008, CMN was approved for a change in degree status to provide a baccalaureate program in Elementary Education, with a focus in Science and Math. CMN now offers one baccalaureate degree program, fifteen associate degree programs, five one-year technical diplomas, and three certificate programs. An Associate of Science degree program in Pre-Engineering/Materials Science is set to begin Fall 2011.

The College serves over 600 students each semester, representing over twenty different tribes. The majority are degree-seeking, Native American, non-traditional, female and part-time. Over 60% are low-income and 70% are first generation college students. Additionally, the majority of CMN's students are local residents who have been locally educated in area rural K-12 school districts.

MISD was established in 1976 by the State of Wisconsin. It is the only public school district in the state to be located almost entirely on Indian lands. The district serves over 1000 students (99% are Native American) within its schools, which include Keshena Primary, Menominee Indian Middle School and High School, and the Adult Learning Center.

MISD and Tribal School students consistently test much lower than peer students across the state. In most grades and subjects, less than 50% of students are proficient. By the time these students enter CMN, they are in dire need of remedial programs to bring their competency to a college level. Annually 60% to 70% of CMN's entering students are placed in remedial math and English due to their very low scores on the Accuplacer exam.

The objectives of CMN's Limited English Proficiency (LEP) program involve the use of data based decision making to improve postsecondary student outcomes related to enrollment, persistence, completion and career success:

1. Annually, 50% of CMN's LEP program participants will score at a proficient level or above in the writing/composition/reading components on the Accuplacer and TABE tests post service.
2. Annually, 80% of CMN's LEP program participants will increase their proficiency levels on the writing/composition/reading components of the Accuplacer and TABE tests post service.
3. Annually, the number of MISD students entering CMN with proficient reading and writing/composition levels will increase based on the Accuplacer and TABE tests.

CMN specifically developed their project objectives based on the GPRA performance measures. The table below demonstrates the CMN objectives developed and the corresponding GPRA performance measures it directly relates to.

CMN Objective	GPRA Performance Measures
Annually, 50% of CMN's LEP program participants will score at a proficient level or above in the writing/composition/reading components on the Accuplacer and TABE tests post service. Annually, the number of MISD students entering CMN with proficient reading and writing/composition levels will increase based on the Accuplacer and TABE tests.	The percentage of LEP students served by the program who score proficient or above on the State reading assessment. The percentage of LEP students served by the program who are attaining proficiency in English as measured by the State approved English language proficiency assessment.
Annually, 80% of CMN's LEP program participants will increase their proficiency levels on the writing/composition/reading components of the Accuplacer and TABE tests post service.	The percentage of LEP students served by the program who are making progress in learning English as measured by the State approved English language proficiency assessment.

The Project Coordinator and LEP committee will facilitate and implement LEP instructional strategies and curriculum revision and development workshops for CMN and MISD faculty and staff. It is anticipated that these workshops will result in the MISD school district and teachers applying these strategies and curriculum revisions and development, which will in turn increase MISD student English scores on the Accuplacer and TABE tests.

CMN's LEP program will encourage family involvement as well as parental involvement in the program. Because CMN's student population is mostly non-traditional older students, CMN will coordinate family events or workshops each semester for LEP students and their families. These family events will discuss with families how they can help their family member succeed in college. Students who enter CMN directly from high school will be recommended for the parental involvement activities.

As a novice applicant to the Native American and Alaska Native Children in School Program, CMN proposes to increase postsecondary success of high-need students who are preparing for and/or enrolling in college or other postsecondary education and training. The objectives of CMN's LEP program involve the use of data based decision making to improve postsecondary student outcomes related to enrollment, persistence, completion and career success.

Outcome Projections

AY Year	Expected Teachers Served	Expected LEP Students Served	# of served LEP students performing at proficient levels or above in Reading, Writing/Composition on Accuplacer/TABE	# of served LEP students increasing proficiency levels in Reading, Writing/Composition on Accuplacer/TABE
11-12	20	N/A - Program/Curriculum in development		
12-13	20	240	120	192
13-14	20	240	120	192
14-15	20	240	120	192
15-16	20	240	120	192
Total	100	960	480	768

College of Menominee Nation

Introduction

College of Menominee Nation (CMN) is an accredited, tribally controlled, two-year community college. The College serves the Menominee Nation, neighboring tribal nations, and surrounding communities. The main campus is located on the Menominee Reservation in Keshena, Wisconsin, with a second campus location near the Oneida Reservation in Green Bay, Wisconsin. In 2003, ten-year accreditation was granted. In 2008, CMN was approved for a change in degree status to provide a baccalaureate program in Elementary Education, with a focus in Science and Math. CMN now offers one baccalaureate degree program, fifteen associate degree programs, five one-year technical diplomas, and three certificate programs. An Associate of Science degree program in Pre-Engineering/Materials Science is set to begin Fall 2011.

CMN's mission is to provide opportunities in higher education to its students. As an institution of higher education chartered by the Menominee people, the College infuses this education with American Indian culture, preparing students for careers and advanced studies in a multi-cultural world. As a land grant institution, the College is committed to research, promoting, perpetuating and nurturing American Indian Culture, and providing outreach workshops and community service.

The College serves over 600 students each semester, representing over twenty different tribes. The majority are degree-seeking, Native American, non-traditional, female and part-time. Over 60% are low-income and 70% are first generation college students. Additionally, the majority of CMN's students are local residents who have been locally educated in area rural K-12 school districts.

Menominee Indian School District

MISD was established in 1976 by the State of Wisconsin. It is the only public school district in the state to be located almost entirely on Indian lands. The district serves over 1000 students (99% are Native American) within its schools, which include Keshena Primary, Menominee Indian Middle School and High School, and the Adult Learning Center.

In the 2002-2003 school year, MISD was listed in the bottom 5% of Wisconsin's low-performing schools. Since that year, the school district has developed an effective education improvement plan that has led them to being named a Wisconsin Middle School of Excellence in a high poverty community for two consecutive years. Their commitment to change is evident and ideal for the promise community project to succeed.

Need for the Project

The 2009 statistics on reading achievement from the National Assessment of Educational Progress (NAEP) revealed that:

At Grade Four:

- 68% of students were reading below proficient levels.
- 22% of Caucasians, 52% of African Americans, 51% of Hispanics, 20% of Asian Americans, and 50% of Native Americans were reading below basic. Proving that reading problems affect all social, cultural and ethnic groups.

At Grade Eight:

- 69% of students were reading below proficient levels.
- Reading problems affected students in every social, cultural and ethnic group. According to the results, 16% of Caucasians, 43% of African Americans, 39% of

Hispanics, 17% of Asian Americans, and 38% of Native Americans were reading at below basic levels in the eighth grade.

Hitting at the heart of this community is the underachievement of students in core subjects, which is annually documented by local school test scores. Year after year, MISD and Tribal School students consistently test much lower than peer students across the state. In most grades and subjects, less than 50% of students are proficient. More often than not, those that are not proficient test at the lowest levels. It is a perpetual epidemic that only increases as the students progress through each grade until many only meet minimum proficiency standards in 10th grade.

Menominee Indian High School-Grade 10-2009 WKCE Test Results

Subject	Min. Performance	Basic	Proficient	Advanced
Reading	22.4%	15.5%	32.8%	25.9%
Language	8.6%	41.4%	46.6%	0.0%
Mathematics	27.6%	25.9%	43.1%	0.0%
Science	25.9%	22.4%	34.5%	13.8%
Social Studies	36.2%	6.9%	37.9%	15.5%

By the time these students enter CMN, they are in dire need of remedial programs to bring their competency to a college level. Annually 60% to 70% of CMN's entering students are placed in remedial math and English due to their very low scores on the Accuplacer exam. Often, these students score low because they do not understand the questions due to their limited vocabulary, pointing to further need to address limited English proficiency. CMN currently has a minimal remediation program. Students not at a proficient level are placed in English 090 and many others are required to attend mandatory tutoring sessions as well. Unfortunately there is a

need for additional English remediation, which is evident in the pass/fail outcomes of students taking English 090. Annually one-third to one-half of CMN's English 090 students do not successfully complete the remedial English course.

Additionally there is a critical need for reading remediation courses. This has been identified by every academic program and administration head. It is crucial that CMN receives the Children in School funding to better serve its extensive Limited English Proficiency (LEP) Native American population.

As a novice applicant to the Native American and Alaska Native Children in School Program, CMN proposes to increase postsecondary success of high-need students who are preparing for and/or enrolling in college or other postsecondary education and training.

(a) Quality of the Project Design

(i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly defined and measurable. The goals of CMN's proposed LEP program are as follows:

(1) Increase the English language proficiency of LEP children by providing a high-quality language instruction educational program that is based on scientific research demonstrating the effectiveness of the program in increasing English proficiency and student academic achievement in core academic subjects:

"TCU's are devoted to providing educational opportunities for remote and geographically isolated tribal communities that would not otherwise be able to access educational opportunities.

They are also committed to increasing the economic, social, and cultural prosperity of these communities."[1]

College of Menominee Nation is among those Tribal Colleges and Universities providing educational opportunities to Native Americans in a rural isolated area. CMN's student population is consistently over 70% Native American. Additionally, the majority of the student population are first generation college students. Many of our students are nontraditional students with family and employment obligations. We are seeing some growth in traditional students from the community directly out of high school. Regardless of their age, over 60% of our students perform at a limited proficiency level in English. With the Native American and Alaska Native Children in School funding, CMN will meet priority two and offer vital high quality LEP services in reading and writing remediation/tutoring.

CMN will hire a Reading Specialist to develop critical reading curriculum specifically for LEP students, and then implement this curriculum to facilitate LEP students to reach proficient levels in their reading skills. Evidence-based studies that will be utilized will include: phonics/decoding reading instruction for adults who read below the 6th grade level, Orton-Gillingham, Wilson Methods; Leaving Johnny Behind by Anthony Pedriana 2009; Overcoming Dyslexia by Sally Shaywitz, M.D 2003; Developmental math and reading taught through Occupational Courses by Davis Jenkins, 2009; and I-BEST Building Bridges to Postsecondary Training for Low Skill Adults by Davis Jenkins, 2009. CMN anticipates significantly increasing the number of students who will be able to perform at a proficient level in reading and writing/composition through the completion of the five year project.

[1] Institute for Higher Education, American Indian Higher Education Consortium and the American Indian College Fund, (February 2007), *The Path of Many Journeys: The Benefits of Higher Education for Native People and Communities.*

(2) Provide high-quality LEP instructional strategy workshops for classroom teachers, principals, administrators and other school or community-based organizational personnel:

AIHEC's, *The Path of Many Journeys*, report also documents Tribal Colleges as "catalysts for economic and community development," who "center their mission and curriculum around the specific needs of the Tribe." CMN is no different. Combined faculty development has been identified as a critical component of student success, particularly for Menominee Indian School District (MISD) LEP students who have tremendous difficulty with the transition from high school into college. CMN will meet this priority by further identifying institutional and student needs to cultivate LEP student progress and proficiency levels. The College will then develop and implement LEP instructional strategy workshops for both CMN and MISD faculty which will facilitate curriculum development/revision and transitional strategies.

The objectives of CMN's LEP program involve the use of data based decision making to improve postsecondary student outcomes related to enrollment, persistence, completion and career success:

1. Annually, 50% of CMN's LEP program participants will score at a proficient level or above in the writing/composition/reading components on the Accuplacer and TABE tests post service. This objective clearly states the outcome that 50% of CMN's LEP program participants who were placed in the LEP program based on their low Accuplacer and TABE scores, will score at a proficient level or above after receiving assistance for one year. The objective contains quantified criteria and a timeframe for measurement. It is measureable through pre and post service Accuplacer and TABE test scores. Student involvement and performance in the remediation programs

developed will also stand as a supplemental form of measurement. This data is entered into and accessible from the College's data system called Empower.

2. Annually, 80% of CMN's LEP program participants will increase their proficiency levels on the writing/composition/reading components of the Accuplacer and TABE tests post service. This objective clearly states the outcome that 80% of CMN's LEP program participants, who were placed in the LEP program based on their low Accuplacer and TABE scores, will increase their score levels after receiving assistance for one year. The objective contains quantified criteria and a timeframe for measurement. It is measureable through pre and post service Accuplacer and TABE test scores. Student involvement and performance in the remediation programs developed will also stand as a supplemental form of measurement. This data is entered into and accessible from the College's data system called Empower.
3. Annually, the number of MISD students entering CMN with proficient reading and writing/composition levels will increase based on the Accuplacer and TABE tests. This objective clearly states the outcome of increased scores on the Accuplacer and TABE tests by MISD students entering CMN. It is anticipated that the LEP instructional strategy workshops for both CMN and MISD faculty will facilitate curriculum development/revision and transitional strategies. The objective contains quantified criteria and a timeframe for measurement. It is measureable through entering student Accuplacer and TABE test scores. MISD student performance in English on the annual state tests will also stand as a supplemental form of measurement. The Accuplacer and TABE data is entered into and accessible from the College's Empower data system. The MISD student performance data will be

provided to the college by the District or accessible on the Wisconsin Department of Public Instruction's web page.

Methodology

In order to achieve project objectives one and two, CMN will develop an LEP program and support services, and expand or revise current English remediation services and curriculum in order to meet the needs of the College's extensive LEP student population.

The development of the LEP program will begin with the hiring/support of LEP staff. CMN will hire the Project Coordinator/Reading Specialist who will be required to hold a Master's in Reading, Education or related degree and a valid reading specialist certification. A minimum of three years experience in a higher educational setting will be preferred. Experience as a coach or mentor for adults on literacy related topics will also be preferred. He/she will first be responsible for the day to day coordination of the LEP grant activities and reporting. As a Reading Specialist, he/she will be required to develop and implement a reading curriculum that will increase LEP student proficiency and develop English skill learning through contextual learning in occupational course work. He/she will provide some individual and group tutoring in reading as well. Funding will also pay for percentages of time for the Reading/Writing Faculty, Skills Lab Instructors, Case Manager, Administrative Assistant, Peer Tutors and Institutional Research.

An LEP committee will be established and coordinated by the Project Coordinator. The committee will include LEP project staff, CMN faculty/staff and MISD faculty/staff. The role of the committee will be to serve as a steering committee for the LEP program. In year one the committee will focus on identifying, reviewing, modifying and developing LEP curriculum,

activities and procedures, and LEP student assessments. It will also review program activities, concerns and results, along with assessing annual project results as part of the evaluation process.

LEP curriculum development, revision and implementation will be a considerable component of the project. Current courses will need to be reviewed, such as Reading 045 and 090, and English 045. Additional courses will be developed in order to provide a successful LEP program at CMN.

Once the LEP program has been developed, LEP student support services and activities will begin. As a part of the student support services, a writing lab will be developed in the present Skills Lab. This lab will serve as a prime location for LEP students to receive reading and writing individual and group tutoring, not only for their English assignments, but also for their other occupational coursework.

LEP staff will work together to coordinate family activities each semester to bring LEP students together as a cohort. Parental involvement will focus on students entering immediately from high school, which is minimal as the majority of CMN's students are independent with family and work obligations. Parental activities will not be mandatory, but they will be available.

Literacy activities will include library readings, puppetry, Readers Theaters, book clubs and other similar events.

LEP support staff will track all services provided to and activities coordinated with LEP students. This information will be included in the analysis of student performance and assist the committee in determining which activities work best for this tribal college.

In order to achieve project objective three, the Project Coordinator and LEP committee will facilitate and implement LEP instructional strategies and curriculum revision and development workshops for CMN and MISD faculty and staff. It is anticipated that these

workshops will result in the MISD school district and teachers applying these strategies and curriculum revisions and development, which will in turn increase MISD student English scores on the Accuplacer and TABE tests.

Outcome Projections

AY Year	Expected Teachers Served	Expected LEP Students Served	# of served LEP students performing at proficient levels or above in Reading, Writing/Composition on Accuplacer/TABE	# of served LEP students increasing proficiency levels in Reading, Writing/Composition on Accuplacer/TABE
11-12	20	N/A - Program/Curriculum in development		
12-13	20	240	120	192
13-14	20	240	120	192
14-15	20	240	120	192
15-16	20	240	120	192
Total	100	960	480	768

(ii) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

CMN's proposal specifically addresses the local LEP needs of the students. The strategic addition and expansion of LEP programs at CMN will not only improve the programming at the College, it will improve the English proficiency levels of both high school and college students.

In addition to adding and expanding current programs, it will also create critical LEP support systems. Together these will provide individual proficiency development maps for students to follow. Accuplacer and TABE test assessments will guide realistic counseling and support services. Advice will include academic improvement strategies as well as the necessary

development of a remediation plan that will ensure LEP students not only complete their courses, but rescore at a proficient level on the Accuplacer and TABE test.

The Native American and Alaska Native Children in School Program funds are crucial to the LEP capacity building at CMN. The proposed project will significantly meet the needs of the target population by offering LEP courses, supplemental instruction and services that will ensure every student can succeed.

The successful student outcomes of the five year LEP project will provide CMN with concrete facts that support the implementation of LEP programs and services. This will allow CMN to present project findings to the college leadership committee and Board for continued sustainability of the project. Additional funding can also be sought with successful program outcome results.

(iii) The extent to which the proposed project encourages parental involvement.

CMN's LEP program will encourage family involvement as well as parental involvement in the program. Because CMN's student population is mostly non-traditional older students, CMN will coordinate family events or workshops each semester for LEP students and their families. These community-wide family events will discuss with families how they can help their family member succeed in college and literacy building activities (library enrichment, drama, puppet shows, cultural events, etc.). Students who enter CMN directly from high school will be recommended for the parental involvement activities. These activities will focus on parents and students meeting with the Project Coordinator for informational sessions regarding student remediation plans, assessment results and student progress. Students will need to give CMN authorization to discuss such matters with the parents.

(b) Quality of project personnel

(i) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age or disability. It is the policy of CMN to employ and promote qualified personnel consistent with federal law and regulations for equal employment opportunities, with MITW ordinances for employment and with policies for employment adopted by the College Board of Directors. To ensure implementation of the policy, the Human Resources Director is responsible for the coordination of the Equal Employment Opportunity and Affirmation Action Plan of the College. CMN has established a written Affirmative Action Program to achieve prompt and full utilization of minorities and women at all levels and in all segments of the work force. The Human Resources Director is also in charge of the Equal Employment Opportunity Program for the College.

(ii) The qualifications, including relevant training and experience, of the project director or principal investigator. The Project Director is Ms. Deanna Bisley, who is the Technical Education Director at CMN. Ms. Bisley holds a Master's Degree in Vocational Education with a Special Needs emphasis from the University of Wisconsin Stout and has been trained as a School-to-Work Specialist at the University of Wisconsin Madison. She also holds a degree in Elementary Education and has five years of experience as a classroom teacher in MISD. She also holds a certificate in Distance Education from the University of Wisconsin Madison and has attended a Harvard Management Training. Her experience is

extensive and includes expertise in the school to work transition process, working with special populations, working with Native American populations, writing and managing grants, and development and coordination of programs from the ground up. She has been a member of the administrative team at CMN since its inception in 1993. She has assisted in coordinating activities vital to the College's growth including preparing for several accreditation processes, development and coordination of satellite sites in neighboring tribal communities, development of technical education offerings, and creation of essential computer/tutoring labs.

(iii) The qualifications, including relevant training and experience, of key project personnel.

Project Coordinator/Reading Specialist: The Project Coordinator/Reading Specialist is required to hold a Master's in Reading, Education or related degree and a valid reading specialist certification. A minimum of three years experience in a higher educational setting will be preferred. Experience as a coach or mentor for adults on literacy related topics will also be preferred. He/she will first be responsible for the day to day coordination of the LEP grant activities and reporting. As a Reading Specialist, he/she will be required to develop and implement reading curriculum that will increase LEP student proficiency. He/she will provide supplemental instruction and some individual and group tutoring in reading as well. A detailed job description can be found in the appendix.

(c) **Quality of the management plan.** The College has developed a project management process that corresponds to strategic goals, assures on-time completion and provides the highest quality for the completed project. CMN employs several management procedures

and governance protocol in projects to ensure effective and efficient project implementation. Our team-based approach to the development and management process includes involvement of the Project Investigator, Project Coordinator, Project Staff and other key CMN administrators and staff in a collaborative process. The Project Coordinator, who reports to the Technical Education Director, will carry overall responsibility for this project. The Technical Education Director will provide oversight of project activities.

In year one and part of year two CMN will use project funds to build its capacity to implement a high quality LEP program. Over the five year project CMN estimates it will provide services to an estimated 960 LEP students and 100 teachers. This does not include the potential number of MISD students assisted through the MISD faculty LEP focused strategic workshops. The budget is directly tied to the objectives and is clearly reasonable and justified in the budget narrative. The budget reflects a new hire and staff support to develop and implement the proposed program and activities, as well as for the Project Investigator who successfully brings the entire project pieces together. The project also proposes strategic instructional training, student assessment, student remediation, and guidance/placement and student support activities.

Fiscal Management: College of Menominee Nation operates under fiscal management, property, personnel, and purchasing systems certified by a Certified Public Accountant as meeting the requirements of the GAAP, OMB Management Circulars and the Single Audit Act. The Business Office is responsible for all fiscal transactions conducted by the College. They will work closely with the Project Investigator and the Sponsored Programs Director on fiscal management of the project. Every application for payment issued under the project will be reviewed and approved by the Project Investigator. Payments are verified against project funds

before payment is issued. The Business Office prepares monthly project budget reports to the Project Investigator for review. The Sponsored Program Director will also assist in the successful and timely administration of all grant related activities and reporting.

Management Plan: Detailed work plans have been developed for the project objectives. The objectives include:

1. Annually, 50% of CMN's LEP program participants will score at a proficient level or above in the writing/composition/reading components on the Accuplacer and TABE tests post service.
2. Annually, 80% of CMN's LEP program participants will increase their proficiency levels on the writing/composition/reading components of the Accuplacer and TABE tests post service.
3. Annually, the number of MISD students entering CMN with proficient reading and writing/composition levels will increase based on the Accuplacer and TABE tests.

The work plan for these objectives follows:

Objectives
1. Annually, 50% of CMN's LEP program participants will score at a proficient level or above in the writing/composition/reading components on the Accuplacer and TABE tests post service.
2. Annually, 80% of CMN's LEP program participants will increase their proficiency levels on the writing/composition/reading components of the Accuplacer and TABE tests post service.

Specific Tasks to be Completed	Primary Participants	Methods Involved	Tangible Results/Outcomes	Timeframe	Costs
Develop an LEP Program	PI, PC, Reading / Writing	Hire/support LEP key staff	Reading Specialist hired	10/11 - 12/11	Staff costs: PI, PC, Reading /

	Faculty	Establish & coordinate CMN LEP committee	Team identified, meeting minutes	Ongoing	Writing faculty, skills lab instructors, case manager, peer tutors
		Review & modify current reading / writing assessment instruments	Approved LEP program assessment instruments	10/11 - 4/12	
		Develop & identify LEP student programming & recipients	Clear CMN LEP program guidance & recipient guidelines developed	1/12 - 9/12	
		Identify, develop & coordinate other LEP activities	New LEP activities developed for implementation	Ongoing	
Provide LEP student services and support activities	PI, PC, Reading / Writing Faculty, peer tutors, students	Develop writing lab	Physical location for LEP staff	12/11 - 4/12	Staff costs: PI, PC, Reading / Writing faculty, skills lab instructors, case manager, peer tutors, meeting costs, copying / printing costs, program supplies; assessment costs, IR time/tracking costs
		Provide LEP student individual & group tutoring in writing & reading	Tutoring coordinated, list of students assisted/when/what	1/13 - ongoing	
		Provide writing & reading skills guidance & support	Guidance & support offered	1/13 - ongoing	
		Coordinate family activities / events	Families/parents actively involved & supporting LEP students	1/13 - ongoing	
		Assess/track students	Student assessment results annually; course performance semi-annually	1/13 - ongoing	

Revise / develop curriculum for LEP students	PC, Reading / Writing faculty	Design / modify curriculum / syllabi for LE P courses	Written curriculum/syllabi for each course	10/13 - 9/14	Time of PI, PC, Reading / Writing Faculty; marketing costs; assessment costs, IR time/tracking costs
		Receive appropriate approval	Written approval	10/12 - 11/12	
		Develop associated materials	Printed course materials & advertisements	11/12 - 12/12	
		Recommend LEP students	Students identified	1/13 - ongoing	
		Implement courses / program	New courses written into CMN schedules	1/13 - ongoing	
		Assess/track students	Student assessment results annually; course performance semi-annually	1/13 - ongoing	

Objective

3. Annually, the number of students from MISD entering CMN with proficient reading and writing/composition levels will increase based on the Accuplacer and TABE tests.

Specific Tasks to be Completed	Primary Participants	Methods Involved	Tangible Results	Timeframe	Costs
Develop & Coordinate Strategic Instructional Workshops for CMN & MISD Faculty	PI, PC, CMN & MISD Faculty, IR	Identify LEP student needs in MISD/CMN, potential curriculum / instruction revisions & assessment measures to improve LEP student performance	Written LEP students needs, faculty needs, instructional strategies & assessment measures	Ongoing	PI, PC time; CMN/MISD faulty stipends; meeting costs, workshop speakers; copying printing costs; program supplies

		Coordinate workshops based on identified LEP improvement activities for faculty	Coordinated meetings, sign-in's, workshop syllabi	Semi-annually	
		Review assessment results at workshops	Written faculty comments	Semi-annually	
Schools develop & implement recommended / identified changes for CMN & MISD faculty	PI, PC, CMN & MISD Faculty, IR	Implement changes/ideas	New instructional strategies implemented, curriculum revised	Ongoing	PI, PC time; CMN/MISD faulty stipends; meeting costs, workshop speakers; copying printing costs; program supplies
		Assess program / curriculum changes	Faculty review/project team review	Semi-annually	
		Assess LEP student performance change	Student test performance: high school State tests & CMN Accuplacer	Annually	
		Revise programs / curriculum as needed	Revised programs / curriculum	Ongoing	

Activities Timeline

Activities	**Year 1**				**Year 2**				**Year 3**				**Year 4**				**Year 5**				**Who**
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Hire Reading Specialist / Project Coordinator	X	X																			PI, HR
Establish / Coordinate LEP Committee	X	X	X	X	X	X															PI, PC
Review/modify LEP assessment	X				X				X				X				X				PC

tools / procedures																				
Develop & identify LEP programs / recipients			X	X			X	X			X	X			X	X			X	X	PI, PC
Identify, develop & coordinate other LEP activities			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	PC, RWF
Develop writing lab			X	X																	PC, RWF
Provide LEP tutoring							X	X	X	X	X	X	X	X	X	X	X	X	X	X	PC, RWF
Provide writing / reading guidance & support							X	X	X	X	X	X	X	X	X	X	X	X	X	X	RWF
Coordinate family activities / events							X	X	X	X	X	X	X	X	X	X	X	X	X	X	PC, RWF
Design/revise curriculum for LEP students			X	X	X	X			X	X			X	X			X	X			PC, RWF
Receive approval / develop materials						X	X				X				X				X		PI, RWF
Recommend students for LEP & implement courses							X	X	X	X	X	X	X	X	X	X	X	X	X	X	PC, RWF
Coordinate strategic instructional workshops				X		X		X		X		X		X		X		X		X	PI, PC
Assess/track students							X	X	X	X	X	X	X	X	X	X	X	X	X	X	PC, IR

(d) Quality of the project evaluation.

(i) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

College of Menominee Nation has extensive experience coordinating program evaluations. The Project Director, Project Coordinator, other key project staff, and the Institutional Research Director will play key roles in assessing the evaluation of the project. The project evaluation will be coordinated by the Project Coordinator. Overall, the evaluation will include a plan detailed with both process evaluations and formative evaluations.

The summative evaluation and analysis process will include project staff separately and collectively reviewing data collected on a semi-annual basis. Interviews and surveys will be conducted and overall project evaluation will determine the following:

- Was the project successful?
- Did the project meet the overall goal?
- What standards were met?
- What components were most effective?
- Were the results worth the project's cost?

Additionally, the project staff will separately and collectively conduct a formative evaluation and analysis process to focus on project implementation and progress. The implementation evaluation phase will track whether the project is being conducted as planned. Progress evaluation will determine to what extent project goals and objectives are being met. The formative evaluation activities will include the following:

- Documenting the process of developing and implementing the program

- Assessing the degree to which the project met its goals and the major learning from project implementation
- Determining the value of the project to students, faculty and partnering institutions
- Describing what was learned that can be transferred to other similar efforts

To further detail the evaluation of the project objectives and the coinciding measureable outcomes the following questions are also expected to be addressed on a semi-annual basis:

- ✓ To what extent are students completing courses?
- ✓ To what extent are students completing programs?
- ✓ To what extent has the project affected achievement for students?
- ✓ To what extent have English and reading skills been increased and enhanced?
- ✓ To what extent has teachers' ability to teach diverse students with diverse learning styles been developed, improved and enhanced?
- ✓ To what extent have the English programs improved and advanced?
- ✓ To what extent is communication taking place?
- ✓ To what extent has the project fostered institutional changes?
- ✓ How has the project been hindered? How is it progressing?
- ✓ To what extent can the project be replicated at other institutions?

Specific data collection tools include instructor, teacher, and student surveys as well as annual student course performance records and test scores. The Project Coordinator will keep accurate records to measure the long-term effectiveness of the project through follow-up data on students' Accuplacer and TABE scores and English course grades.

(ii) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

CMN specifically developed their project objectives based on the GPRA performance measures. The table below demonstrates the CMN objectives developed and the corresponding GPRA performance measures it directly relates to.

CMN Objective	GPRA Performance Measures
Annually, 50% of CMN's LEP program participants will score at a proficient level or above in the writing/composition/reading components on the Accuplacer and TABE tests post service. Annually, the number of MISD students entering CMN with proficient reading and writing/composition levels will increase based on the Accuplacer and TABE tests.	The percentage of LEP students served by the program who score proficient or above on the State reading assessment. The percentage of LEP students served by the program who are attaining proficiency in English as measured by the State approved English language proficiency assessment.
Annually, 80% of CMN's LEP program participants will increase their proficiency levels on the writing/composition/reading components of the Accuplacer and TABE tests post service.	The percentage of LEP students served by the program who are making progress in learning English as measured by the State approved English language proficiency assessment.

(iii) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.

The Project Director, Institutional Research, project staff, will review the project data collected no less than semi-annually. Data will be collected continuously by project staff and

Institutional Research throughout the project and placed in project specific databases developed to track project outcomes. All data will be reviewed by Institutional Research to ensure accuracy.

Below is a detailed chart listing key performance and data collection measures.

Objective	Performance Measure	Data to be Provided	When Collected
1. Annually, 50% of CMN's LEP program participants will score at a proficient level or above in the writing/composition/reading components on the Accuplacer and TABE tests post service.	**Outcome:** 480 LEP students served will perform at a proficient level or above on the Accuplacer & TABE tests	Pre & post LEP student Accuplacer and TABE tests	Upon entering CMN; upon completing LEP remediation plan
	Output: New LEP programs, courses & curriculum	List of LEP courses developed, implemented annually; list of monthly support activities & students served	Monthly & annually
	Input: CMN, Dept. of Ed., resources	Monthly activity reports	Monthly & annually
	Impact: Increase in LEP student reading & writing proficiency levels	Course completion rates; completed student LEP plans	Semi-annually
2. Annually, 80% of CMN's LEP program participants will increase their proficiency levels on the writing/composition/reading components of the Accuplacer and TABE tests post service.	**Outcome:** 768 LEP students served will increase their proficiency levels on the Accuplacer and TABE tests	Pre & post LEP student Accuplacer and TABE tests	Upon entering CMN; upon completing LEP remediation plan
	Output: New LEP programs, courses & curriculum	List of LEP courses developed, implemented annually; list of monthly support activities & students served	Monthly & annually
	Input: CMN, Dept. of Ed.,	Monthly activity reports	Monthly

	resources		
	Impact: Increase in LEP student reading & writing proficiency levels	Course completion rates; completed student LEP plans	Semi-annually
3. Annually, the number of MISD students entering CMN with proficient reading and writing/composition levels will increase based on the Accuplacer and TABE tests.	**Outcome:** More students entering from MISD will perform at proficient levels on Accuplacer and TABE tests	Annual entering student Accuplacer scores	Annually
	Output: MISD/CMN faculty strategic instructional workshops	Sign in list of workshops; workshop agenda/discussion	Semi-annually
	Input: CMN, Dept. of Ed., resources, MISD	Monthly activity reports	Monthly
	Impact: Fewer incoming students will need LEP assistance	Annual Accuplacer scores	Annually

(iv) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

The Project Director will continuously monitor project activities and outcomes. Semi-annually staff and Institutional Research will review project progress and outcomes. Activities will be monitored as needed. Continuous data will be collected and gathered semi-annually and annually to show continuous project progress. Methods of evaluation as indicated above demonstrate clear methods for monitoring and evaluation project performance and outcomes.