

Rank # 3

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**APPLICATION FOR GRANTS
UNDER THE**

Native American and Alaska native Children in School Program

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OMB No. 1885-002, Expiration Date: 07/30/2013

Closing Date: Feb 01, 2013

ABSTRACT : Chief Leschi Schools (Puyallup Tribe) “Cradleboard to Career Project”

- Grade levels served: Preschool, K-3, and High School (drop-out retrieval and prevention)
 - Type of project: English language development utilizing English and Native language as contextual learning. Twulshootseed is the heritage language of the Puyallup Tribe, and is a South Salish Sea (Puget Sound) dialect of what is known by many as Coast Salish. Salish is the heritage language of the majority of our English Learners.
 - All competitive and invitational priorities are fully addressed (see narrative section one)
 - Total numbers expected to be served: Year one: 250, Year two: 300 , Year three: 350, Year four: 400, Year five 450:
 - Project curriculum, assessments, features and activities: Program components below total to approximately 250 served in year one. Enrollments will increase annually through partnership based capacity-building and new student enrollments. *We will use a cohort model to follow the long term success of the 200 initial EL learners.* New annual EL learners will be added to replace attrition in the cohort and to add new cohort members as they enter.
1. In-home education: approximately 25 high needs nuclear and extended family members will participate in an Parents as Teachers (PAT) model that reaches both young children (primarily birth to three, but may be as old as third grade) and their parents or primary care givers. The PAT model will provide guidance and support for parents of young children to improve language interactions and language rich environments in the home. “Readiness to Learn (RTL)” family supports will provide intentional linkages to promote family viability and reduce risk-factors, including childhood neglect that negatively impact early childhood language development. This component will focus in-home grant resource on highest need

families, particularly teen and young adult parents who have dropped out of school prior to age twenty-one. Those parents will be linked to project resources of component 2, below.

2. Grades K-3 language development and intervention instruction: Utilizing the local Measure of Academic Progress (MAP), which is linked to state standards, students will receive Fall, Winter and Spring benchmark assessments. The Fall benchmark will be used as part of our universal design (tier 1) approach to determine additional needs for instructional support and intervention (primarily tier 2, but may also assist students in tier 3, however most of those students have IEPs and will receive intervention and support through Special Education). Growth targets for MAPs progress are identified in GPRA measures (see below). An ELL coach and paraeducator will provide consultation, coaching, and intervention instruction to approximately 150 students in year one identified as tier 2 English Learners. Consultation will utilize adapted Sheltered English methodology. Interventions taught by the coach/paraeducator will include data driven curriculum based teaching, e.g, through “Compass Learning” and curriculum based interventions aligned with common core. Progress monitoring data will drive interventions for specific students.
3. Grades 4-5 language development and intervention instruction: The ELL coaching and consultation (not direct teaching) components above will also be extended to approximately 50 “tier two” students in grades four and five (their direct intervention support will be provided through other funding but will be aligned to EL methods).
4. High School Completion and Certificate instruction (including industry-recognized certificate): The parents/guardians of children referenced above will receive H.S. re-entry support, H.S. completion instruction and other instruction that promotes post-secondary success, such as courses that yield certificates including Microsoft Office Specialist (MOS)

certification. Up to 25 additional (non-parent) teens and young adults may receive instruction in school and community based H.S. completion or Adult Basic Education preparation. All instruction will promote language development, e.g., English development using Word, e.g., through thesaurus and dictionary Word applications, or direct instruction such as “Read Naturally”. RTL supports will also be available to these English Learners.

Additional Project Design elements (also please see *GPRA measures in narrative*):

- Proposed professional development activities: Professional development will be primarily “job embedded” through the hiring of a highly capable “ELL Coach / Teacher”, who will model language based interventions for all project staff and non project staff, particularly each child’s regular classroom teacher. The interventionist will provide observation and guidance to teachers of students designated “tier two” English learners as described above. Chief Leschi’s Curriculum, Instruction and Assessment Director will develop or conduct additional Professional Development through school reform resources that will align with job embedded coaching. He will contribute at least 10% of his time to the project as Project Director (off grant budget).
- Proposed community and parent involvement activities: Parent / community involvement is woven into all aspects of our project. We will conduct project activities in the home, school and community. Our tribal school mission directly supports this.
- Expected project final outcomes will include achieving key deliverables, particularly GPRA targets, and will also demonstrate the viability and effectiveness of English language instruction that builds protective factors and reduces risk factors, all provided in the context of community and culture.

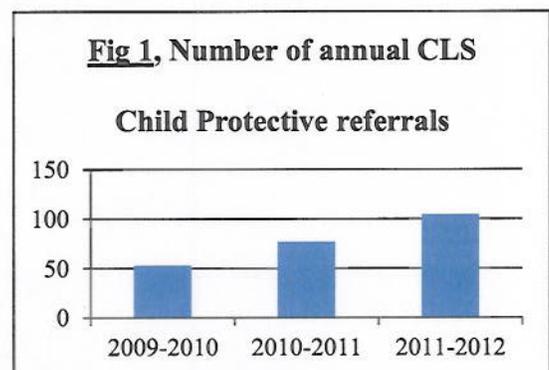
(a) Project Design: Quality of Chief Leschi School “Cradleboard to Career” project:

(a)(i) Goals, objectives, and outcomes are clearly specified and measurable:

This section responds to **Competitive Priority One**: Increasing number and proportion of high-need students who are academically prepared for and enroll in postsecondary, and **Competitive Priority Two**, data based decision making.

Data relating to post-secondary preparation of high needs students: Puyallup elders established Chief Leschi School (CLS) over 30 years ago to respond to multi-generational impacts of family land community dissolution. Puyallup trust lands, originally over 18,000 acres, was reduced to little more than a cemetery of 22 acres. A railroad terminus, shipping, and industrialization on the reservation led to urbanization and a loss of cultural connections. Puyallup (and other Native) students were being “dropped out, pushed out, and left out” in local public schools. Tribal youth were vulnerable to gang membership due to the lack of economic opportunity and the “Academic English” needed for post-secondary success. Many tribal youth were disconnected from traditional family and cultural life by impacts of poverty and isolation. By 1984, less than 10 ‘first language speakers” of Twulshootseed (the Puyallup heritage language) were still living. These factors impacted childhood attachment to community and school. Our needs data show that many critical family risk factors remain high.

Our project is based on evidence that risk factors lead to language delay. For example, Culp (2012), in a meta-analysis of abuse / neglect studies, found that neglect highly predicted language delay. Neglect is an increasing problem in our school (see Fig. 1). Related issues such as chronic head lice problems also impact early learning



because they affect school attendance. Longitudinal attendance data (2006-2012) show that our P-K students had the lowest unexcused absence rates of all grades which continued to impact attendance in the elementary years. Other family risk factors are lower our community than the state average (County Health, 2012) including:

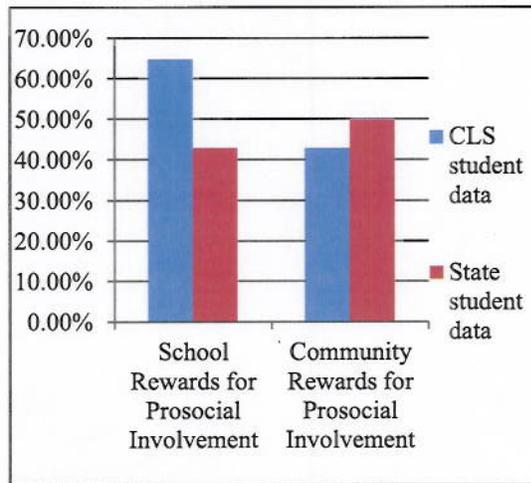
- Low birth weight
- Adult obesity
- Diabetes Prevention
- High risk pregnancy
- Maternal smoking
- Fruit/Vegetable consumption

CLS has grown to nearly 1,000 students served in grades PK – 12. Many strides have been made in the successful education and development of our children. However, much remains to be done. Many of the student risk factors described above persist. Protective factors, including those that relate to engagement in positive community activities often have

minimal impact. Therefore, the impact of schooling may be limited. For example, rewards for prosocial involvement (Fig. 2) are high for the school, but lower in the home or community. Prosocial engagement is associated with literacy rates (CLS Healthy Youth Survey, 2010).

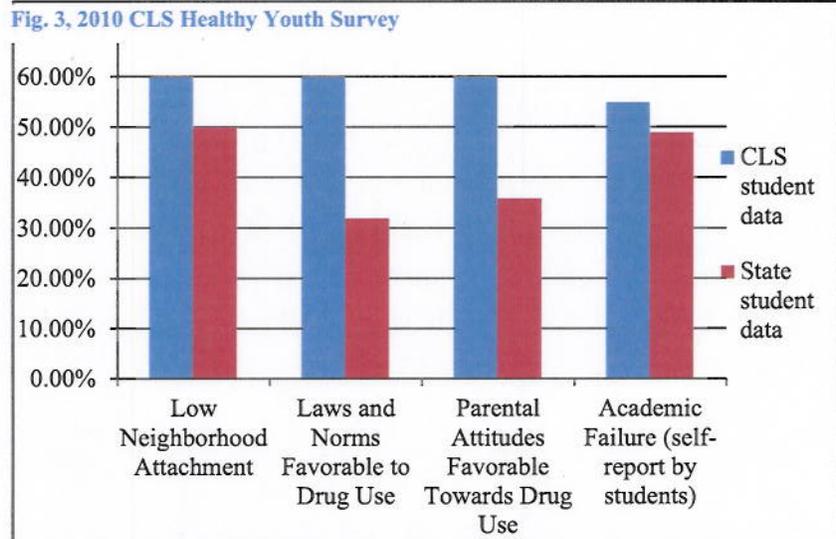
Risk factors affecting language development also impact post-secondary success, particularly for CLS, e.g., who are teen parenting, homeless or disabled. Data (OSPI, 2011) show an on time graduation rate of 51% for all Native Americans (highest out of five racial groups surveyed). That study cited disaggregated data showing a 52% rate for ELL learners and 56% for students with disabilities. All Tacoma High Schools were labeled “drop out factories”

Fig. 2, 2010 CLS Healthy Youth Survey data



in a 2007 Johns Hopkins study.

Birth rates have increased dramatically in our community while family risk factors have also increased. Factors include: poor attachment to home and school; drug / alcohol exposure, and academic non-proficiency



(fig. 3). Our project will directly address the needs of our most vulnerable learners, including drop-outs. We will increase school success by actively engaging highest risk young children and their parents in pro-social, culturally based activities that build English proficiency and Twulshootseed skills.

Pro-social skills that build protective factors are inherently based in language and culture. A child's sense of belongingness is founded on family, community, and school environments and is essential to future success (Circle of Courage, Brendtro, Brokenleg, and Van Bockern, 1990). Therefore, we have designed activities that will entice our highest risk families to engage in school outreach that cooperatively builds healthy, safe, culturally connected and language rich learning environments. Family outreach will build on natural strengths and community resources. We will adapt this strengths based approach to each family served, based on need. Recent tribal demographic data show that our highest risk families are often "kids that are having kids", elders raising grandchildren, and foster families. This project will fill gaps in educational services to those families. We will accomplish this by strengthening existing proven programs, such as Parents as Teachers (PAT), by establishing existing family and parent supports through

“Readiness to Learn, and by providing language based interventions to young children P-3.

Our “Cradleboard to Career” methodology is designed to build academic competency, resilience, and community connections through language. That design is based on community stakeholder input as well as the “Health Youth” data cited above. Elders and parents, our key stakeholders, have provided explicit guidance for our project. We have received that input through parent forums, community surveys, and our elected tribal school board. “High Need English Learners” is defined as “at risk” of educational failure, far below grade / age standards, not on track to becoming college or career-ready, homeless, in foster care, pregnant or parenting teenagers, or previously incarcerated. Many of these learners will have already left school, which drives the community / home based outreach component of our project. Our project is based on the two needs rated highest by our community.

1) THE HIGHEST RATED NEED IS FOR ACADEMIC PROFICIENCY: Our project design includes several methodologies to reach out to young children and parents/guardians who are clearly at risk of academic failure. These include home, classroom and community based ELL interventions and tutoring using scientifically based methods, e.g., “Language for Learning” (What works clearinghouse, 2007). We will fill gaps in services to highest need families:

Comprehensive Early Learning: The research is clear (OSPI ECE data, 2012). Comprehensive programming, birth to grade three, yields long term benefits in brain development, language literacy and graduation rates. Our design is based on that evidence. It is our firmly held belief that extending language based outreach through frequent home visits targeted to highest needs families will result in improved English literacy rates. This will in turn reduce truancy and dropout rates. Our goal is to be invited into the homes of our most vulnerable families to guide parents in developing enriched home learning experiences.

To accomplish this, we will integrate innovative ECE programming with a broad range of tribal and community supports as depicted in the circular graphic (fig 4).

Parents as Teachers (PAT) programming: The PAT model has been validated as an effective model by the U.S. Dept. of Health and Human services (Home Visiting Evidence of Effectiveness meta-analysis website, 2012). This analysis confirms positive impacts such as appropriate play materials and parental responsivity (includes language interaction). We will enhance the PAT model by expanding outreach to highest risk families, including teen parents. PAT services will include content rich cultural curriculum, such as Positive Indian Parenting, mutual-help “Parent Time” and parent/child learning actives such as “Plan-do-Review”. Home visits will emphasize increased language based prosocial interactions among parents/guardians and their children in home environments. Both English and Twulshootseed intentional learning (invitational priority 1) will be modeled, instructed, measured and reported, e.g. through language samples and observation. Intentional language development will be taught and modeled to parents, such as Dialogic Reading (Whitehurst, 2007). This approach builds language through interactive parent / child reading. Native cultural / language materials will be included. We will use a national PAT professional development / certification process to ensure quality and program fidelity.

In-home language PAT enhancement with families of children birth through 3: Only limited in-home outreach is currently available to our highest risk parents of very young children who are often themselves young. The present PAT program successfully provides in home education to up to 24 families. The program exceeds nominal capacity due to unmet need. The program is not differentiated in how it serves the highest need families; the most at risk families, e.g., teen parents, receive similar services to those of other

families. We will expand this effective program to our youngest highest need families, particularly teen parents who have dropped out or are at risk of dropping out. We will provide PAT visits earlier (during pregnancy), more intensively (increase number of visits based on need), and will link parents to community services (see RTL methodology, below).

In-home language enhancement: Existing regular PAT services only reach families of children birth to three. Through this grant, enhanced PAT services will be extended to highest need families with students aged birth to 9 (emphasis 0-5).

Additional academic interventions ages grades K-5, emphasis on grades K-3: The following state assessment data confirm the need to focus our services on young children and their parents. These data are limited in their use because they are not cohort based, and they do not reflect individual student growth that is needed to determine specific interventions and supports that may be needed by struggling students. For that approach, we will rely on NWEA MAPS and curriculum based data (see GPRA objectives).

Table 1, State Assessment Growth Data (% of Students Meeting/Exceeding Standard)

READING CLS State Assessment data						<u>Interpretation:</u> No K-5 grade levels tested (3 rd – 5 th) showed improvement from 2011 to 2012 and only one grade level (4 th) improved over the prior year (2010 to 2011). This project will focus interventions in those grades.
	2010	2011	Growth 2010 to 2011	2012	Growth 2011 to 2012	
(3 ^r)	58	55	-	55	-	
(4 th)	44	35	-	52	17	
(5 th)	47	33	-	30	-	

Program measures described under “objectives”, below will determine magnitude of academic gain for the drop-out retrieval, home, and early childhood program ELs.

Outcome measures, including GPRA measures, are presented below for grades K-5.

Intensive services will be targeted to birth to grade 3, as described above. Expected gains are robust given the “high-risk” EL population we will serve. By definition, none of the 250 English Learners served will be proficient at the start of the project as measured by the MAPs test. Chief Leschi ELs that have already achieved proficiency will not be included in the program.

Table 2:			
Measure 1: The % of (ELs) served who make progress on valid and reliable local reading assessments (10% gain each year of at least 5 points spring benchmark over fall baseline using			
Year	No. of non-proficient ELs assessed	Percent “Nearing Proficiency”	Expected spring outcome, improvement
2013-2014	250	57%	67%
2014-2015	275	64%	74%
2015-2016	300	71%	81%
2016-2017	350	78%	88%
2017-2018	400	85%	95%
Measure 2: The % of (ELs) served who attain proficiency on valid and reliable local reading assessments (10% gain each year spring benchmark over fall baseline using MAP assessments assuming 3% regression each year due to cohort reduction)			
Year	No. of ELs assessed	Fall administration (Baseline year, projected from 2012 data)	Expected spring outcome (annual improvement)
2013-2014	250	45%	55%
2014-2015	275	52%	62%
2015-2016	300	59%	69%
2016-2017	350	67%	77%
2017-2018	400	74%	84%

The Washington English Language Proficiency Assessment (WELPA) placement test will be given to all project participants identifying their first language as a language other than

English. The annual WELPA test will be given to all those who qualify for EL services based on the placement test. Those services will be provided by the ELL coach/teacher or Family Educator in cooperation with other school English Language instructors.

Table 3, Measure 3: The % of (ELs) served who attain proficiency on the Washington Language Proficiency Assessment (WLPA)		
Year (Spring)	Number of ELs served by the program expected to be assessed on WLPA	Number of ELs served by the program expected to attain proficiency in learning English as measured by on WLPA
2013	12	7
2014	14	9
2015	16	11
2016	18	14
2017	20	16

Chief Leschi Schools has undergone in-depth restructuring. Through that process, we have established a three tier instructional model. Tier one of that model includes intentional and comprehensive universal design for all students, including carefully crafted differentiation in classrooms for all students. We also have a special education program that has earned the Bureau of Education’s highest service rating for the last five years which addresses the needs of most students in tier three. It is primarily at “tier two” that we will, through these grant resources, deliver additional highly supportive language based interventions to students that otherwise would not receive that assistance. Supports will be provided by an “ELL coach” who will target interventions in a “learning lab” setting as well as in inclusive K-5 classrooms. We are well positioned to build “tier two” interventions due to the strong data based decision making culture that our building administration has incorporated into daily practice. Screening data,

benchmark data, progress monitoring data, and curriculum based data will drive intervention decisions. The ELL teacher/coach will guide this process in cooperation with a Building Leadership Team (BLT). The BLT is led by a highly capable principal and superintendent that hold a vision for community based schooling of the “whole child” in keeping with our mission statement. This “infrastructure” provides a foundation for project success.

2) THE SECOND HIGHEST NEED is for comprehensive student and family supports, e.g., counseling (mental health, careers, crisis intervention). Our many partnerships, e.g., with Puyallup Tribal Mental Health (Kwatchee) will support active learning and practice of cognitive, interpersonal, and problem-solving skills. This will contribute to the development of social competence and reduce problem behaviors. We will build a Family Learning and Resource Center (FLRC) in our school to 1) link at-risk families to tribal/community services, and to 2) conduct H.S. re-entry support for drop-outs that result in a diploma or certificate such as Microsoft Office User’s (MOS) certificate. We will target FLRC services to the highest risk families served under our enhanced PAT model. We will base the family services component of the FLRC on the “Readiness to Learn” (RTL) program. RTL has been validated by a key partner (Puget Sound Educational Service District, PSESD).

The RTL model will increase parental access to services such as mental health, alcohol / substance abuse intervention, and family management assistance. Partnerships with community and tribal services will be built by establishing or revising Memorandums of Agreement with key partners including Good Samaritan Behavioral Health (community), Kwatchee Mental Health (tribal), Takopid health (tribal), and PSESD (public). The FLRC will house key project personnel including the Family Educator and paraeducator as well as the PAT home visitor. These personnel will develop volunteer tutoring to occur in the FLRC.

Please refer to the abstract for a detail regarding expected numbers of English Learners.

Project Goals, Objectives, and Activities weave the above data based priorities into our design:

Goal 1: (Competitive Preference Priority 1) “Increase Post-Secondary Success”: We

will increase the number and proportion of high-need students **are prepared for and enroll in post-secondary** by at least 10% over baseline. We will accomplish this by implementing the following objectives and activities (also see GPRA tables, above):

Project Objective 1.1: enroll at least 250 English Learners in home or school based English and Twulshootseed instruction that **prepares them for college / post-secondary success**. Increase the initial cohort by approximately 50 additional students per year.

We will help prepare our at-risk families for post-secondary success through the following activities that increase critical protective factors such as attachment to school and community:

- 1) Engage approx. 25 highest risk families in the FLRC activities, including:
 - Increase Twulshootseed language instruction by improving access to computer and tablet based language “apps”, that have been developed by the Puyallup Tribe
 - Establish bi-monthly group “parent time” meetings, facilitated by FLC counselor on topics that support at-risk families (include PAT home visit families); include guided Salish instruction, e.g., learning Canoe Journey protocols in Twulshootseed.
 - Provide family development activities, e.g., Positive Indian Parenting classes, in cooperation with community providers, e.g., Kwatchee tribal Mental Health
- 2) Provide substantial direct “Readiness to Learn” (RTL) supports to families of students (predominantly pre-school through grade 3) who are significantly at-risk: (Supports invitational priority 2, Parent Involvement): Rigorously combine school and community-based resources as a means to reduce barriers to learning, bolster student

engagement, and ensure that all children are able to attend school, ready to learn.

Adapted RTL services will also serve as an early intervention / dropout reduction program. Learning Lab and in-home intensive outreach will include:

- Tutoring and mentoring services.
- Links to food, clothing, housing, and employment assistance.
- Mental /medical health referral.
- Individual, group, and community activities and services.
- Case management and follow-along, D/A referral
- Gang diversion (GREAT officer)
- Parent support and education.
- Extended learning and enrichment.
- Limited transportation assistance.

Goal 2: (Competitive Preference Priority 2) enabling more data based decision making

(also supports goal 1, above “prepared for” post-secondary):

Outcome Objective 2.1 (GPRA Measure): Annually increase the percentage of English Learners who score **proficient** or above on the spring Reading Measure of Academic Progress (MAP, local assessment) by 10% each year over fall benchmark.

Outcome Objective 2.2 (GPRA Measure): Annually increase the percentage of ELs who **make progress** of at least 5 points on spring MAP Reading by 10% each year over fall.

Objective 1.1 and 1.2 activities: The above outcomes will be achieved through providing scientifically based academic interventions in both “learning lab” and classroom settings. These activities will be provided by a Response to Intervention “RTI language development coach” who will have responsibilities to provide interventions to “target list” of high needs students:

- 1) Directly provide additional lab based scientifically based interventions for English language reading/writing instruction, linked to common core standards and the

general education curriculum, primarily grades K-3, and

- 2) Provide co-teaching and/or interventions such as pre-teach/re-teach directly in K-3 classrooms to remediate English literacy deficits among targeted students.
- 3) Provide additional practice and skill building by guiding the activities of a paraeducator that supports activities 1 and 2 above.

The ELL Coach will provide support and oversight for data collection, analysis, and application to daily practice. The coach will also provide job-embedded professional development, direct additional student Response to Intervention for at-risk learners, and provide culturally relevant supplemental instruction in grades K through 5. The coach will also participate in the Building Leadership Team (BLT) that focuses on establishment of a unified system of services from birth to grade three (facilitated by building principal):

- Vertically align home and school based instruction with growth and learning standards from birth through grade three by linking with the Washington State Early Learning Development Guidelines (2012) and related state sponsored learning opportunities.
- Integrate that alignment with the Bureau of Indian Education adoption of common core and assessment practices grades K-3.
- Teach young parents (of current or Chief Leschi prospective students) how to increase reading enrichment through a simple set of techniques to use while they are reading to toddlers and preschoolers (Dialogic Reading)
- Engage with tribal and community service providers, including medical and mental health providers, tribal children's services, and tribal police community resource officers

to address family risk factors.

- State standards (emerging Common Core) will guide academic content instruction as. Therefore, our project is aligned with expectations of college entrance examiners and employers. The MAP test (key measure) correlates highly with the state academic assessment (HSPE (9-12) / MSP (4-8)) as well as pre-college tests. MAPs will be used as a key measure to complement state required assessments. Universal assessments will provide screening data to refer students for oral language assessments (WLPT-speaking.) We have built this proposal around the “big idea” that explicitly taught and culturally experienced oral / written language development will lead to success in high school and college. As students build proficiency in these skills, they will achieve credentials that open doors for themselves, their families, and the tribal community throughout their lifetimes.
- The Washington State Language Proficiency Levels Rubric will be used as a reference for oral language development. As described in table 1 (below), the Northwest Evaluation Association (NWEA) "Measures of Academic Progress" (MAP) and GPRA measures will be used to demonstrate increased English mastery. The MAP and HSPE / MSP (state exams) have a high degree of concordance.

Also see items (a)(ii) and (a)(iii), below for additional specified and measureable objectives:

(a)(ii) The extent to which the proposed project is designed to build capacity and yield results that sill extends beyond the period of federal financial assistance.

Our project is designed to improve the long term postsecondary success of most at-risk students and their parents through improved English literacy. We will accomplish this for the long term

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by systemically building capacity. We will establish additional focused partnership resources and linkages within a community based systems approach. Our design is founded a comprehensive model of supports (fig. 1). Items shaded in green are services that, if funded, will be added to our “Cradle to Career Circle”. Items in grey are existing services that will be integrated with grant activities, e.g., establishment of a Family Learning and Resource Center, and expansion of the Parents as Teachers (PAT) home based model.

Outcome Objective 2.3: increase the number of “highest need” parents and young adults that enroll in college / post-secondary: at approximately 25 teen parents and drop-outs will engage in school and community based learning labs that enable them to complete a regular high school diploma and/or engages them in adult education that leads to their enrollment in post-secondary education. Computer assisted instruction will be the primary means of instruction. Adult education measures will include certificates of competency such as GED and MOS (Microsoft Office Users) certificates. The Project Director will collaborate with nearby tribal and community colleges to establish articulation agreements that support future study on post-secondary campuses. The director will also directly reach out to tribal and community partners to strengthen the partnership connections, e.g., through use of MOAs that promote sustainability. Objective activities include:

1) Utilize the Family Learning Center to directly engage young parents in post-secondary success while also enhancing access to center base parenting support – target under skilled and under employed Highest Risk young adults, e.g., teen parents of our young students, drop outs, and at-risk of dropping out:

- Provide certificate based adult education and limited High School Completion instruction

in the FACE adult education classroom; Align with RTL supports (see activity 3, below) and collaborate with tribal and community partners for long term support, e.g., mental health linkages.

- Support long term community based H.S. completion / Adult Education in cooperation with local post-secondary providers, e.g, Bates and Clover Park technical colleges and Northwest Indian College. Use the FLC to anchor other supports including assists and follow-along services for at least one year after transfer to post-secondary provider.

2) Provide supported secondary instruction and coaching through contracted Native owned and on the job training services. For example, students that earn an industry recognized MOS certificate will receive assistance in finding and maintaining employment that utilizes that credential.

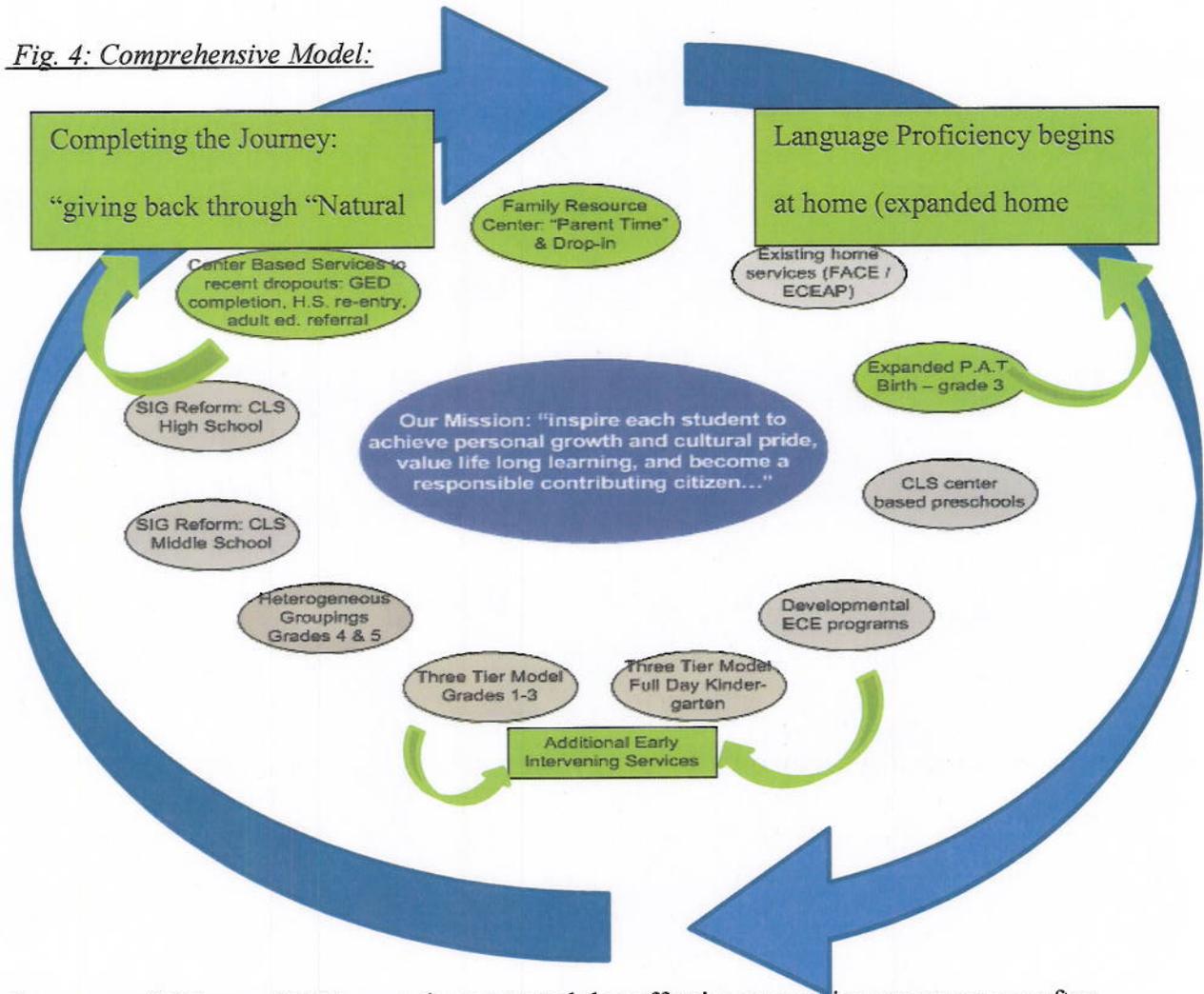
3) *Completing the Journey: “giving back through “Natural Supports” and parent to parent collaboration (supports Invitational Priority 3, civic learning and engagement):* The Family Learning and Resource Center will establish guided opportunities for parents that have developed improved parenting outcomes through the PAT program or engagement in FLRC learning, e.g., HS re-entry, to share their experiences. The BIE’s FACE “Parent Time” model will be utilized to encourage parents and extended family members, including elders, to share positive resources, ideas, and connections. The RTL/PAT community liaison / Adult Educator (see budget) will facilitate and schedule these collaborations. Minutes, agendas, and outcome highlights will be collected as evidence of results.

Our very experienced external evaluator, Dr. George Guilmet will closely follow these and all other activities and outcomes through a formative / summative evaluation process.

Sustainability and Comprehensive Approach:

The National Center for Mental Health Promotion and Youth Violence (2004) found that “Effective prevention programs are comprehensive. They reduce risk factors and increase protective factors in as many of these spheres as possible.

Fig. 4: Comprehensive Model:



Our successful former NAM grant demonstrated that effective prevention programs are often collaborations with partners – parents, schools, law enforcement agencies, and health care practitioners – who can help implement mutually reinforcing strategies within their respective spheres of influence”. Figure 4, above shows a comprehensive “circle” of supports for language Chief Leschi School NAANCSP proposal . Submitted 2-1-13

and cognitive development. This approach is based on our strong partnerships with tribal and community entities, including Sylvan learning, Kwawachee (tribal) mental health services, after school programs, and full day preschool. The activities under this project will complete a full circle of services to at-risk youth and families from birth to adult.

Project resources will “leverage” existing funds. We will intentionally address sustainability of new project services by demonstrating success to long term funders such as tribal and foundation entities. Project goals, objectives, and activities (below) are based on measureable indicators of success. We have incorporated evidence based activities in our design that highly correlate with increased graduation rates and college/career readiness. Project objectives link with a strong management plan that is highly informed by intentional data collection and analysis procedures.

(a)(ii) The extent to which our project encourages parental involvement: Our project design is founded on improved community and parental involvement as described above. We will embed project activities in the cultural and language traditions of the Puyallup Tribe. Beginning Twulshootseed language instruction will be an additional project activity. This will be supported through the strong community base of our project. As described earlier, we will expand and enhance the Parents as Teachers model. To do this, we will hire and train a home visitor trained in the Parents as Teachers model:

Objective 2.4: Enhance the scientifically based Parents as Teachers (PAT) Home Visitation Program by using data that measure increased parental competence by increasing the number and home visits by 33% over baseline in the first project year.

PAT services will include English and Twulshootseed language development programming. Substantial measureable improvements can be expected based on the success of our limited present PAT program. The goal of our Parents as Teachers (PAT) program expansion will be to provide parents with child development knowledge and parenting support that they currently cannot access, e.g., through extended family support. Our PAT model includes one-on-one home visits, monthly group meetings, developmental screenings, and a resource network for families. Parent educators conduct the home visits using the PAT Foundational Curriculum and Model Implementation Guide. PAT expansion will allow us to offer more frequent and in-depth support for highest-need families, as follows:

- Support the development of healthy, happy, and successful Puyallup and urban Native children and families through a coordinated, high-quality, evidence-based home visiting strategy and expand the evidence base around our existing home visiting program.
- Support a coordinated system of early childhood home visiting in our community that has the capacity to provide infrastructure and supports to link with high-quality, evidence-based practices birth through grade three.
- Promote and strengthen cooperation and coordination among existing tribal programs that serve pregnant women, expectant fathers, young children, and families in our community that will result in a high-quality, comprehensive early childhood systems that leads to drop out reduction and post-secondary success.

(b) Quality of project personnel (also see budget narrative)

(i) The extent to which CLS encourages applications for employment from persons who are members of groups that have traditionally been underrepresented... Chief Leschi Schools is an

equal opportunity employer. We actively seek out and encourage applicants from traditionally underrepresented groups. In particular we encourage applicants and provide allowable preferences as set forth in the Indian Hiring Preference Act. Our facility is compliant with ADA and we have a number of staff that utilize 504 accommodations.

(ii) The qualifications, including relevant training and experience, of the project director or principal investigator (please see additional detail in budget narrative).

The proposed project director is the current Director of Curriculum and Instruction. This is a cabinet level position that has the leadership role for comprehensive reform as identified in our board approved Comprehensive School Reform Plan. He will dedicate an estimated (10%) of his time to work closely with the project coordinator (.25 fte, grant funded), as well as other cabinet members, including the principal, to ensure that the project is fully integrated into the culture, resources, and reform of the school. Mr. Richard L Basnaw, M.Ed.; CLS Director of Curriculum, Instruction & Assessment will provide this leadership. Mr. Basnaw holds a Master's Degree in Education with an emphasis in Administration, Curriculum Development and Instruction. He has served in education for forty years as a teacher, principal and administrator / curriculum director for both public and tribal schools. During his public school tenure, Mr. Basnaw was the instructional leader for a Washington State "Blue Ribbon Award" junior high school (Department of Education). Mr. Basnaw has been a national and regional presenter on restructuring/reform and will bring expertise to Curriculum/Professional Development activities. He will cooperate with the Project Coordinator (see below) and the building principal to:

- Ensure the coordination of grant activities with CLS School Reform Plan
- Act as key communicator/liaison with Superintendent's Cabinet and grant personnel
- Conduct oversight responsibilities for internal/external evaluation requirements

- Facilitate a continuous improvement process during grant cycle and ensure deliverables.

The Project coordinator position is expected to be Mr. Norm Dorpat. He has a Masters in Child Development, and two related bachelor's degrees (child psychology and elementary education). He has successfully managed many local, state, and federal education grants (no compliance findings). He has tribal compliance officer experience and has been a tribal college Education Director, and was the founding director for the Family and Child Education Program (still operating successfully), including PAT and RTL programming. He will have oversight for grant monitoring & accountability and will guide daily operation of the project.

(iii) Qualifications, training and experience, of key project personnel

Readiness to Learn (RTL) / Parents as Teachers (PAT) Family Educator: This position requires a broad background in community services, parenting education, and adult education. This individual will hold a master's degree in education or related field and will have experience in community based educational services and family supports, particularly in tribal communities.

Family Educator Paraeducator: This individual will hold an associate degree or equivalent and will have experience in helping young adults and teen parents achieve a diploma and successfully transitioning to post-secondary in programs such as drop-out retrieval or adult ed.

Parents as Teacher (PAT) home visitor will provide extended PAT outreach. This person will be trained in PAT through national or regional training/certification professional development programs. This person will have an AA degree or equivalent with related experience.

ELL Intervention Coach / Elementary School Learning Lab Teacher The E.L.L. Teacher will provide explicitly designed instruction in the scheduled ELL classes using research-based, field

tested curriculum and methodology; supervise and implement research based systematic/explicit instructional strategies; function as an integral part of the Leadership Team; work with the coach / coordinator to model and coach the use of best practices as a "model classroom" for other staff; monitor on-going student assessment; facilitate creation of individual learning plans; establish strong family/home partnerships in the educational community; facilitate on-going project meetings to ensure program success and improvements. This staff person will meet the "highly qualified" credentialing requirements of NCLB and have appropriate content area endorsements.

ELL Learning Lab Paraeducator: support intentional instruction of scientifically based early reading curriculum based interventions, facilitate individual and/or small group instruction; facilitate engaging learning centers and promote oral language. Associates Degree or equiv.

External Evaluator: The proposed External Evaluator is George M. Guilmet, Ph.D..

Responsibilities include: design and implement a three data set external evaluation model for each year of the grant cycle; design and conduct sets of periodic ethnographic interviews with targeted stakeholders yearly during grant cycle; provide yearly external evaluation reports and summary report for grant cycle.

Dr.. Guilmet is a psychological/medical anthropologist with forty years of evaluative research and program evaluation experience in the areas of American Indian and Alaska Native education, social service provision, and health/mental health care. Dr. Guilmet has successfully served as external evaluator for many tribal school federally funded grants.

(c) Quality of the management plan:

We have established a design with realistic timelines, clear roles and responsibilities, and specific evaluation procedures. Our project will generate formative and summative data that will

document outcomes in relation to clear performance indicators. The quality of our design is documented through sharing data with stakeholders by formal and informal means. Monthly internal data reports and annual program evaluation data will be shared with the community as part of our annual school board and tribal reporting requirements, and informally, e.g., through articles in the tribal newspaper and parent newsletters. Results will also be shared with our informal network of other tribal schools and public education Indian education programs.

We will utilize a team-based approach to grant development and management. This includes involvement of the Project Director, Project Coordinator, the school principal and Building Leadership Team (BLT), and key CLS administrators including the superintendent's cabinet in a collaborative process. The Project Coordinator, who reports to the Project Director/school CIA director, will cooperatively carry overall responsibility for this project. The principal will provide oversight of project activities.

Our management plan and evaluation plans include specific responsibilities and procedures for documenting critical design variables and related outcomes for core indicators (summative performance objectives) and programmatic objectives (formative data). The project director and coordinator will ensure that the grant scope of work is effectively and efficiently carried out per project deliverables and budget. Table 4, and other tables in the Management Plan clarify roles and responsibilities and the manner in which project, volunteer, and partnership resources work together to accomplish project tasks. This clarity of what is to be achieved, by whom, and by what time will promote achievement of project objectives on time and within budget.

The management plan implementation will be actively reviewed and corrected as necessary

by the Superintendent and his cabinet, which includes the Project Director.

Table 4 Project Activity <u>milestone tasks</u>	Who?	When?	Why?	Outcome Measures
Hire project staff: Project Coordinator hired first, and then participates in hiring ELL teacher. They then orient all staff to project, establish ELL classroom and schedule students appropriately	Project Director, CLS Personnel Office	Before start of school	Initiate grant activities	Personnel files, staff meeting agendas
Key personnel receive training and obtain training materials through appropriate sources, e.g., Sheltered English methods (adapted SIOP) . They then conduct and/or arrange training (under leadership provided by the Project Director) for school staff in appropriate classroom based interventions for participants	Project Director and Coordinator, academic departmental heads	Initial training prior to end of first quarter, then quarterly	Improvements in teaching and learning per project design	Training agendas, sign-ins, and evaluations on file. PD plans filed.
Utilize data (see evaluation plan) to monitor student progress. Individual plans developed for highest needs students & families (HSPE/MSP level I): link to supplemental and intervention supports (3 tier model) and services	Project staff and Leadership Team	By week 4 initially then per evaluation plan timelines	Ensure academic growth and language development	Quarterly reports for caseload, on file, and shared with stakeholders

<p>Conduct Project Activities including home and school based services..</p> <p>Conduct related training and monitor implementation. Recruit community members to actively participate in project activities, e.g., mentors, tutors, elder involvement, activity volunteers, guest speakers, etc. Report progress to Supt.</p>	<p>Project Coord. CLS Parent involvement staff</p>	<p>At least 6 "parent nights" per year.</p>	<p>Efficient use of resources; project continuation</p>	<p>activities & outcomes in quarterly reports. Volunteer hours documented</p>
<p>Project activities reviewed to determine that grant scope of work is being effectively implemented and the major indicator data is collected and utilized in decisions affecting project outcomes</p>	<p>Project Director, leadership team</p>	<p>Quarterly leader- ship meetings & data reporting</p>	<p>Proper " mid-course corrections"</p>	<p>Meeting minutes and recommend- ations on file</p>
<p>Collect program data -Quantitative data: including MAPs, HSPE/MSP (state assessment results), and participant data. Qualitative: disseminate and analyze an annual "participant satisfaction survey" and conduct ethnographic interviews</p>	<p>Project mgr & dir., External Evaluator</p>	<p>Quarterly reports; annual summary report</p>	<p>Per eval plan and grant requirement</p>	<p>Quarterly and annual reports to D.O.E. and Stakeholder</p>

We will actively manage activities that help guide parents and students across key transition points as they move to post-secondary success. Below is a sample management plan for transitioning students of our cohort from primary to intermediate grades.

Table 5	April	May	June	August	Sept.
Location	Students' new Classroom	Students' new Classroom	Library	Elem Campus	TBD
Transition goal	Students will share knowledge of routines & transition. Students will gain leadership & communication skills. Students will work cooperatively.				
Activities	1) Introduce students to routines in new class 2) Math Students share their transition experience & advice 3) Elementary students each ask 1-2 questions	1) Introduce students to routines of English class 2) English students share their transition experience & advice 3) Elementary students each ask 1-2 questions 4) Team building, mentor approach	1)Lunch Team Building Activity 2) Build a Binder-with the assistance of students, 6 th graders will build a binder 3) Team Building Activity if time permits	1)Team Building Activity 2)Hand out schedules & calendar of events for year 3) Scavenger Hunt 4) Physical Team Building Activity :	1)Reflection of transition 2) Team Building Activity 3) 8 th graders offer advice and support for student led conf-

				Ice cream Sundae social	erences & goal setting
Supplies Needed	Statements from students, written questions from elementary students, food such as a fruit platter	Statements from students, written questions from elementary students, food such as a fruit platter	Lunch, Binders for each elementary student, dividers, planners, & paper, school map, Page with answered questions	Ice cream sundaes, student schedules, map, scavenger hunt, items for team building activities	Reflec- tion paper, snack

The project director and project coordinator will work closely together to ensure that key deliverables are met. Administrative “round table” will include this project as an agenda item.

Table 6, below, documents CLS Management benchmarks:

Table 6	Year 1				Year 2				Year 3				Year 4				Year 5				Who
Activities	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Hire Project																					P.D.
Hire key staff, Establish <i>BLT</i>	X	X																			PD, PC
Review/ modify assessment tools	X				X				X				X				X				PC

Conduct PAT		X: Ongoing throughout project duration, both cohort and non-cohort																PD, PC		
Implement FLRC		X: Ongoing throughout project duration																		
Develop learning lab																				PC, BLT
Provide ELL k-3 interventions and coaching				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	PC, BLT
Provide ELL 4-5 coaching				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	PC key
Provide RTL support		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	PC key
HS re-entry and related	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	PC key
Conduct Parent Time groups		X		X	X				X	X			X	X			X	X	PC key	
Build :sustainability							X	X	X	X	X	X	X	X	X	X	X	X	X	PC key
Conduct strategic PD		X		X	X				X	X			X	X			X	X	PD, PC	
Assess/track students	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	PC key staff
External Eval completed				X			X				X				X			X	PD	

Feedback and continuous improvement: Feedback and continuous improvement will be provided by the Building Leadership Team (BLT). The full time Project Coordinator / Coach is responsible to work closely with Building Principals and the Middle - High school Building Leadership Team (BLT - shared school governance) to synthesize the feedback from these sources with the data generated through evaluation measures. This combined information will be utilized to focus resources in those activities and services that most effectively contribute to achievement of project objectives. These meetings will be an opportunity to exchange

information about project outcomes. The project coordinator will obtain data and report on project per core indicators such as student attendance, behavior, and academic achievement.

A diversity of perspectives has already contributed directly to the design of this proposal through BLT and restructuring committee (teacher, student, administrators, parents). The Leadership Team will include discussion of project activities on their monthly agenda. The Project Director will work directly with the elementary and secondary principals to ensure that project management is effectively integrated with the daily operation of the school. The BLT will be invited to participate in the ongoing review and design of the project. These partners and constituencies will continue to participate in the operation and refinement of our proposed project. The leadership team will formally review the operation of the project, test scores and other key outcomes, e.g., reduction in risk factors such as poor attendance.

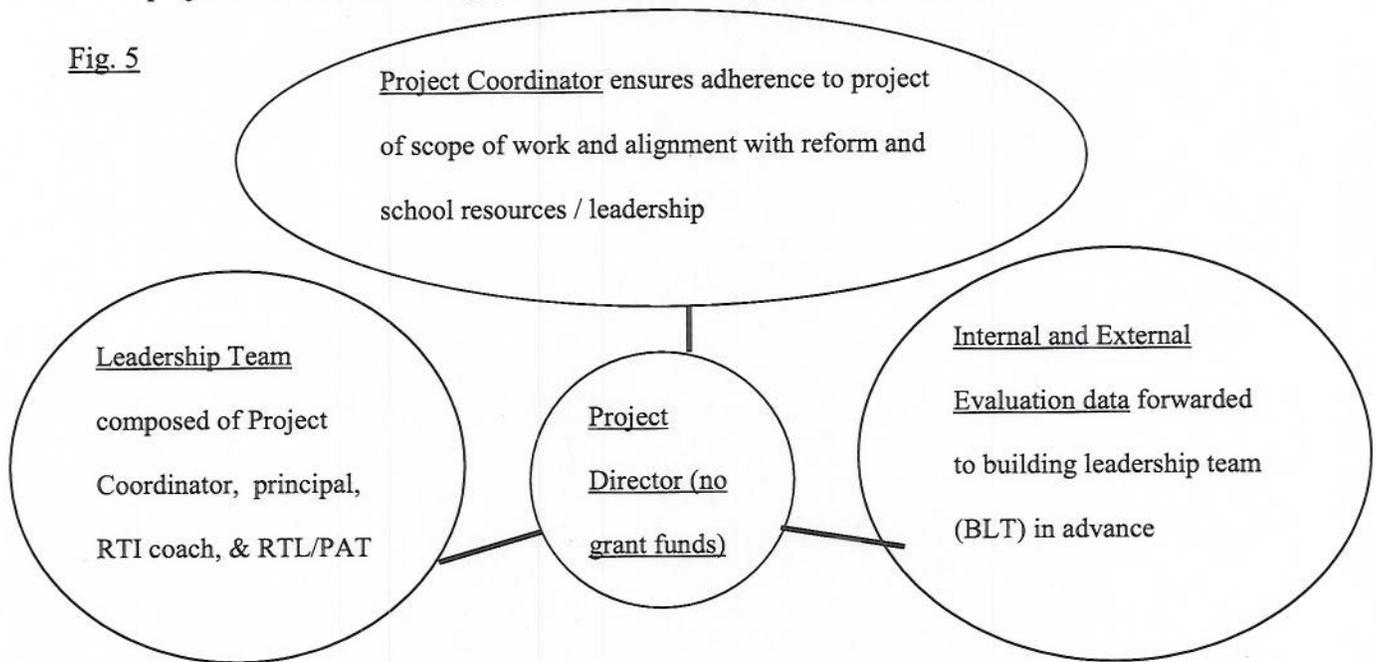
Sustained Professional Development (PD) will provide for clarity of roles and responsibilities to ensure that project personnel are clear about their roles and reporting functions. Formative and summative data will guide management of the project. Internal controls will be utilized to ensure that time and effort are appropriately allocated to the project. The project director organizes PD for our entire system, and will integrate training of the project staff into relevant system based training, as well as specific project based professional development, including arrangement of program specific training, e.g., PAT training. In year one we will build capacity to implement a high quality ELL program. Over the five year project we estimate provision of services to an estimated 400 EL students in year five (beginning with year one cohort of 250). Budget is tied the program. Costs are reasonable for our large metropolitan area (described in budget narrative.)

Fiscal Management: CLS operates under fiscal management, property, personnel, and purchasing systems certified by our comptroller as meeting the requirements of GAAP,
Chief Leschi School NAANCSP proposal

Submitted 2-1-13

OMB Management Circulars and the Single Audit Act. The Business Office is responsible for all fiscal transactions, and will work closely with the Project Director to clarify and implement effective fiscal management. Every application for payment issued under the project will be reviewed and approved by the Project Director in cooperation with the Business Office. Payments are verified against project funds before payment is issued. The Business Office will prepare monthly project budget reports to the Project Coordinator and Director for review. The Program Director will also assist the Coordinator in the successful and timely submission of required reports. Periodic project performance and financial updates will be made by the Project Director to the Superintendent's office to determine progress and make mid course corrections. The following graph shows relationships of management functions and how data will be used to drive decision making:. We expect a high magnitude of results consistent with the challenging outcomes that were met in a former NAM project. The stakes are high, and we will uncompromisingly manage this project.

Fig. 5



Chief Leschi School NAANCSP proposal

Submitted 2-1-13

(d) Quality of the project evaluation:

(i) Evaluation is thorough, feasible, and appropriate...

A strong evaluation component forms the basis for determining progress in relation to the annual measurable objectives, outcomes, and performance measures. In table 1, above, we have adopted performance objectives and a core of common performance indicators for measuring progress toward project goals. We have also defined performance targets that define when satisfactory progress has occurred. The evaluation of the goals and all related project activities, particularly as they relate to GPRA criteria, will be referenced to common core indicators and outcomes. Internal process and outcome data collection will be referenced to the core indicators.

Our leadership has participated in the development of this proposal and has ensured that the evaluation plan was developed as a critical component of the project design. In our other successful projects, such as the former ELA grant, we have seen that the effective use of data for monitoring individual student performance and instructional programming is essential to their success. Similarly, monitoring program implementation and making necessary adjustments is essential to effective daily operations. Sharing data with stakeholders is crucial in achieving the "buy-in" necessary for parental and community involvement, as well as program sustainability.

Objectives have been closely integrated with existing reforms promote successful project "start-up" and improved efficiency and effectiveness. Therefore, expected outcomes and related evaluation design has been carefully integrated with school-wide performance measures. Evaluation is linked to highly visible overall annual measurable objectives, and performance measures which define the types of data to be collected and reported. Project process and outcome data sets will be referenced to state and BIE performance requirements. Progress

monitoring data will be collected monthly. Core outcome data will be collected, analyzed, and shared at least three times per year. The performance measures identify key scientifically based evaluation instruments, e.g., the MAPs data. A strong external evaluation design will provide for independent feedback by an experienced program evaluator with a strong background in project investigation in diverse cultural contexts. The leadership team (BLT) and tribal stakeholder leadership, e.g., CLS school board will receive evaluation reports to ensure accountability. Both internal and external methods of evaluation will promote evaluation priorities:

Internal evaluation: Section 1 includes quantitative performance measures for numbers and percentages of students to be served. Each strategy includes quantifiable performance indicators and/or evaluation measures. The project staff will work with parents and teachers to establish individual plans for the lowest proficiency students (HSPE/MSP level 1) that will yield data, reported in aggregate form, for completion of outcome objectives. Evaluation objectivity will be provided through internal management controls, and through the evaluation and governance function of the Project Director, principals, and BLT Leadership Team. It will be the responsibility of the Project Director in close cooperation with the project coordinator / academic coach to orient and inform staff of project evaluation requirements in relation to outcomes, particularly for GPRA. Qualitative and quantitative data will be reported.

External evaluation: The external evaluation will include three data sets. The first data set includes review of quantifiable data, e.g., school attendance, achievement, and parental participation rates. Baseline data from the Fall of the school year prior to program enhancements will be compared with school data annually (in June). The second data set will be based upon a battery of ethnographic surveys for assessment of language, academic, and risk factor related

variables among project participants, particularly a representative sampling of PAT parents.

The contracted outside evaluator will conduct periodic ethnographic interviews with school administration, teaching staff, stakeholders and parents. It is proposed that two sets of interviews will be conducted annually. The first interview will be completed as near as possible prior to implementing the proposed enhancements during the initiation of the project. These surveys will be administered at least ten times through the life of the project, once prior to/during initial implementation of proposed enhancements, and in the following Spring and Fall semesters. Instructions to the teachers for administration of the surveys will be provided by the external evaluator. A complete report of the survey results, by grade, will be provided after each administration. The third set of data will include records of project implementation success.

On-site visits will be made by the evaluator for the purpose of collecting and analyzing programmatic and internally generated data. All outcome and process (programmatic) data will be incorporated into annual reporting conducted internally and by the external evaluator. Annual reports will be formally presented to the school board and other stakeholders, e.g. parent forum.

(ii) Use of objective performance measures are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data: The following table, linked to the core indicators, describes activities to produce useable data (also see indicators, table 1):

TABLE 7: Annual start-up, midcourse, and end of year evaluation guide (program continuity):

Outcome Indicator	September Activities	January Activities	End of year Activities
	Persons responsible: Project Director, ELL Coach / Project Coordinator		
1. Academic	Administer MAP and	Administer MAP and	Administer I

Achievement (Quantitative)	analyze HSPE/MSP results to establish caseload and individual plans.	analyze curriculum based data to adjust individual plans.	analyze MAP & HSPE/MSP to determine annual progress
2. Oral English Proficiency (Quantitative) on referral basis from P.C and key staff	Administer WLPT-speaking as additional student placement data and improvement data per referrals based on other non-proficiency data	Collect classroom data re: language, development, e.g., observational data	Administer WLPT-speaking as annual outcome data in relation to baselines and expected outcomes
3. Drop-out Rate (Quantitative)	Determine initial dropout rates per OSPI (state) definition	Track student retention in program and attendance data	Determine annual drop-out rates and report out.
4. Participant Satisfaction (Qualitative)	Conduct initial stakeholder & staff ethnographic interviews	Ensure collection of anecdotal data and parent comments	Conduct follow-up ethnographic interviews
5. Student Participation; (Quantitative)	Establish caseloads (approx. 250 students)	Establish 2nd Semester caseloads: continue enrollments	Determine annual participation e.g., cohort retention
6. Parent Participation (Quantitative)	Establish data collection procedures for parent activities	Ensure collection of appropriate data, e.g., parent nights	Determine parent & community participation rates

In addition to the parent summative performance data, qualitative data will be obtained through the quarterly performance reports generated internally by the project director. Data will be collected regarding implementation status and quarterly tracking of participant data. These data will be shared with the administration and the Leadership Team as well as the external evaluator.

(iii): Methods of evaluation provide for examining the effectiveness of project implementation strategies. The three tables above, taken together, will provide formative and summative data that will provide stakeholders with multiple means of determining project effectiveness. The project design includes opportunities for our community to participate in project evaluation results, e.g., annual community report and through ethnographic interviews. Monthly school Pow Wows and parent nights will be a focal point for dissemination of project information to the community, and for solicitation of feedback regarding program effectiveness. A diversity of perspectives has already contributed directly to the design of our project through BLT / restructuring meeting stakeholder input (teacher, student, administrators, parents); through input from our community partners (tribal and nontribal businesses, social services, parents, mental health, tribal government, etc.); and through School Board input (community and parents).

(iv) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes: The Building Leadership Team will include discussion of project activities on their monthly agenda. Each school's student councils will be invited to participate in the ongoing review and design of the project. These partners and constituencies will continue to participate in the operation of our

proposed project. The Leadership Team will receive a monthly update on project operations and outcomes, and will make recommendations and identify resources in cooperation with the project coordinator. The Project Director, in direct cooperation with the Superintendent's Cabinet, will formally review the operation of the project monthly, and the expected impact on test scores and other key student outcomes, such as dropout reduction rates. Periodic performance and financial updates for the project will be made by the CLS Superintendent to the Chief Leschi School Board. Outcomes will be reported to parents and community e.g., through "family nights".

A function of the Building Leadership Team (BLT) will be to perform a "gap analysis" relative to outcome goals (Sept, Jan, and June) to make specific recommendations for "mid-course" corrections. To ensure that deliverables are met, the Project Director will complete a quarterly summary documenting project activities and progress. The summary will include documentation of project implementation status in relation to goals, objectives, and core indicators. The process evaluation will highlight success in adhering to scheduled timelines and outcomes, note any deficiencies, and problem-solving methods used to resolve them.

We are confident that we will be enthusiastically sharing successes with those that matter most: our students, parents, and community, as well as other tribal schools. Our evaluation plan will result in data that will assist with sustainability because we will share successes with our tribal and community partners. Our partnership has already resulted in substantial school reform resources, and we expect that "leveraging of resources" to continue for this project. Evaluation data will provide replication data for entities that may wish to adopt the model. We expect that not only will our data exceed expectations, but that our stakeholders will report that they are gratified about each student's academic confidence, competence and cultural connectedness.

Status: Submitted

Last Updated: 02/27/2013 03:03 PM

Technical Review Coversheet

Applicant: Chief Leschi Schools, Inc., Puyallup Tribe of Indians (T365C130025)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	30
Quality of Project Personnel		
1. Project Personnel	10	8
Quality of the Management Plan		
1. Management Plan	30	30
Quality of the Project Evaluation		
1. Project Evaluation	30	30
Sub Total	100	98
Competitive Priority 1		
Increasing Postsecondary Success		
1. Postsecondary Success	10	10
Sub Total	10	10
Competitive Priority 2		
Enabling More Data-Based Decision-Making		
1. DataBased Decision Making	5	5
Sub Total	5	5
Total	115	113

Technical Review Form

Panel #1 - Native American Program - 1: 84.365C

Reader #1: *****

Applicant: Chief Leschi Schools, Inc., Puyallup Tribe of Indians (T365C130025)

Questions

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

(i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (20 points)

Note: For example, applicants might, in addressing this factor, include in their application ambitious, measurable objectives that reflect the performance measures discussed in section VI of this notice regarding improved student English language proficiency and reading proficiency, and that include annual targets of expected student achievement in English language proficiency and in reading proficiency. Applicants also might include measurable objectives that reflect all or some of the competitive preference and invitational priorities, if they choose to address those priorities.

(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. (5 points)

(iii) The extent to which the proposed project encourages parental involvement. (5 points)

Strengths:

The project design is comprehensive and will use various strategies to address the Limited English Proficiency (LEP) population (p. 9). There is clear alignment between goals, objectives, and outcomes of this initiative. Targeted goals have been identified for academic competence, resiliency, and community connections and are being implemented (p. 4). Support services, remediation efforts, and other related school-wide systems will be used to cultivate these efforts. Various approaches related to content and pedagogy will be implemented to provide activities to improve teaching and learning outcomes. Approaches like comprehensive early learning, parents as teachers programming, and in-home language are included (pp. 4-6). Efforts are identified to foster greater parental decision making and involvement such as engaging pregnant women, expectant fathers, and related cultural events (p. 18). Academic courses, supplemental instruction, and other institutional capacity building efforts will be used to sustain the activities that would have been instituted (pp. 1-18).

Weaknesses:

There are no identifiable weaknesses in this section of the proposal.

Reader's Score: 30

Selection Criteria - Quality of Project Personnel

1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the following factors:

(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. (2 points)

(ii) The qualifications, including relevant training and experience, of the project director or principal investigator. (4 points)

(iii) The qualifications, including relevant training and experience, of key project personnel. (4 points)

Strengths:

The selected project personnel have more than adequate qualifications to administer the project. The credentials of the proposed project director demonstrate competencies in the areas of project implementation, professional development, administrative and teaching, and other relevant experiences.

Weaknesses:

There are no clearly defined efforts toward attracting members from underrepresented groups to apply for the position (pp. 18-19). More details are needed about recruitment efforts.

Reader's Score: 8

Selection Criteria - Quality of the Management Plan

1. **The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (30 points)**

Note: For example, applicants, in addressing this criterion, might include in their application information on how management activities support the accomplishment of each objective, costs associated with the accomplishment of each objective, persons responsible for each management activity, and timeframes for the completion of each management activity.

Strengths:

The proposal identifies clearly articulated responsibilities, timelines, and milestones for accomplishing project tasks. The project includes a Project Director, Project Coordinator, and Project Staff involved in executing these various activities (p. 21-29). Each of the goals and objectives has presented specific tasks, primary participants, methods used, tangible outcomes, and timeframe (pp. 15-19). There is an appropriate time period established for data collection and analyses. Milestones have been reasonably proposed to meet the demands of the project's initiative (pp. 23-27). Efforts have been included for feedback and continuous improvement. Multiple stakeholders will be invited to provide input toward the overall implementation of the project.

Weaknesses:

There are no identifiable weaknesses in this section of the proposal.

Reader's Score: 30

Selection Criteria - Quality of the Project Evaluation

1. **The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:**
 - (i) **The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (5 points)**

Note: For example, applicants, in addressing this factor, might include in their application information on how each proposed objective, including those objectives addressing competitive priorities and invitational priorities (if the applicants choose to address those priorities), will be evaluated.
 - (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. (15 points)

Note: For example, applicants, in addressing this factor, might include in their application information on how the proposed project will collect, analyze, and report quantitative data on the performance measures discussed in section VI of this notice.

(iii) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies. (5 points)

(iv) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (5 points)

Strengths:

The methods used in the proposal are appropriate to the project as they are thorough, feasible, and appropriate to the demands of the project. Both qualitative and quantitative data collection measures are being used (pp. 20-24). Student achievement data, surveys, grades, and interview data are some of the data that will be collected (pp. 30-34). Both formative and summative evaluations will be conducted. Internal and external evaluations will be administered as the internal is focused toward developing individual plans for low proficiency students and external is geared toward three data sets. Performance feedback will occur as monthly meetings will be held and community partners will be involved with the efforts (p. 34). Evaluation plan will be inclusive of data toward sustaining the efforts of internal and external stakeholders.

Weaknesses:

There are no identifiable weaknesses in this section of the proposal.

Reader's Score: 30

Competitive Priority 1 - Increasing Postsecondary Success

1. Competitive preference priority points for Priorities 1 and 2 only to applications with a score of 75 or higher.

Projects that are designed to address the following priority area:

Increasing the number and proportion of high-need students (as defined in this notice) who are academically prepared for and enroll in college or other postsecondary education and training.

Note: High-need children and high-need students means children and students at risk of educational failure, such as children and students who are living in poverty, who are English learners, who are far below grade level or who are not on track to becoming college- or career-ready by graduation, who have left school or college before receiving, respectively, a regular high school diploma or a college degree or certificate, who are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who are pregnant or parenting teenagers, who have been incarcerated, who are new immigrants, who are migrant, or who have disabilities.

Strengths:

The proposal focus on building skills in language and culture. There is emphasis on Cradleboard to Career methodology toward improving the outcomes toward advancing to and succeeding within postsecondary institutions.

Weaknesses:

There are no identifiable weaknesses in this section of the proposal.

Reader's Score: 10

Competitive Priority 2 - Enabling More Data-Based Decision-Making

1. Competitive preference priority points for Priorities 1 and 2 only to applications with a score of 75 or higher.

Projects that are designed to collect (or obtain), analyze, and use high-quality and timely data, including data on program participant outcomes, in accordance with privacy requirements (as defined in this notice), in one or more of the following priority areas:

- (a) Improving postsecondary student outcomes relating to enrollment, persistence, and completion and leading to career success.
- (b) Improving instructional practices, policies, and student outcomes in elementary or secondary schools.

Strengths:

There are data efforts integrated within the project. Data will be collected from internal and external stakeholders who will contribute toward decision making efforts.

Weaknesses:

There are no identifiable weaknesses in this section of the proposal.

Reader's Score: 5

Status: Submitted
Last Updated: 02/27/2013 03:03 PM

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Technical Review Coversheet

Applicant: Chief Leschi Schools, Inc., Puyallup Tribe of Indians (T365C130025)
Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	30
Quality of Project Personnel		
1. Project Personnel	10	8
Quality of the Management Plan		
1. Management Plan	30	30
Quality of the Project Evaluation		
1. Project Evaluation	30	30
Sub Total	100	98
Competitive Priority 1		
Increasing Postsecondary Success		
1. Postsecondary Success	10	10
Sub Total	10	10
Competitive Priority 2		
Enabling More Data-Based Decision-Making		
1. DataBased Decision Making	5	5
Sub Total	5	5
Total	115	113

Technical Review Form

Panel #1 - Native American Program - 1: 84.365C

Reader #2: *****

Applicant: Chief Leschi Schools, Inc., Puyallup Tribe of Indians (T365C130025)

Questions

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

(i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (20 points)

Note: For example, applicants might, in addressing this factor, include in their application ambitious, measurable objectives that reflect the performance measures discussed in section VI of this notice regarding improved student English language proficiency and reading proficiency, and that include annual targets of expected student achievement in English language proficiency and in reading proficiency. Applicants also might include measurable objectives that reflect all or some of the competitive preference and invitational priorities, if they choose to address those priorities.

(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. (5 points)

(iii) The extent to which the proposed project encourages parental involvement. (5 points)

Strengths:

(i)

The applicants two goals which the competitive preferences focusing on increasing postsecondary success and enabling more data based decision making. Outcomes objectives with measureable increases are described and include corresponding objectives and activities. (pp. 10-12) For example, goal two's outcome is a 5 point or 10% increase for students on the MAP Reading Test. Activities to support the goal include using research based instructional strategies linked to the common core standards, co-teaching and interventions to remediate English literacy deficits, and using Para educators to guide students and support activities. (pp. 11-12)

(ii)

The applicant plan for sustainability and building capacity is the development of a community based system of cradle to career supports. A picture of the model identifies the components which start at home with language proficiency and work through the life of a child until they can give back to the community and restart the circle. (pp. 13-17) Some of the components include staff development, a Family Resource Center, and an all day kindergarten. The applicant will leverage existing fund by building on project success to obtain additional funding from tribal and foundation entities. A strong plan has been designed to address sustainability of the project after federal funding. (p. 17)

(iii)

The project will use the Parent as Teachers (PAT) model including the PAT Foundation Curriculum and PAT Materials Implementation Guide. The program is based on home based services that will be expanded using a cultural curriculum including native cultural and language materials and include high risk parents. (p. 5) Under outcome objective 2.3, the activities addressing parental involvement include the utilization of a family learning center for adult certificate based education and High School Completion instruction, secondary instruction support, coaching through on the job training services in Native owned businesses, and utilizing the Parent Time model to share with other family and community members good parenting skills. (pp. 14- 15) An in-depth and comprehensive program has been presented that is based on research and best practice. (pp. 14-15)

Weaknesses:

- (i) No weaknesses noted.
- (ii) No weaknesses noted.
- (iii) No weaknesses noted.

Reader's Score: 30

Selection Criteria - Quality of Project Personnel

1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the following factors:
 - (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. (2 points)
 - (ii) The qualifications, including relevant training and experience, of the project director or principal investigator. (4 points)
 - (iii) The qualifications, including relevant training and experience, of key project personnel. (4 points)

Strengths:

- (i)
Chief Leschi School follows the Indian Hiring Preference Act, is compliant with ADA, and is an equal opportunity employer. (pp. 18-19)
- (ii)
The identified Project Director will work 10% of their time in the program to ensure coordinator of grant activities, serve as the key communicator/liaison with the Superintendent cabinet, and oversee the evaluation. (p. 19) His qualifications include a Master's degree and over 40 years working in education. He will bring expertise on school reform and grant management to the project. (p. 19) The project coordinator will be 25% of their time in the program. He has a Master's degree and successful experience working with grants, PAT, and RTL programming which will be essential to developing and implementing the program. (p. 20)
- (iii)
The qualifications for the Family Educator, ELL Intervention Coach/Elementary School Learning Lab Teacher and the ELL and Family Para educators are provided and include the minimum education and areas of experience. For example the minimum education for the Family Educator is a master's degree in education or related field and experience in community based educational services and family supports. (p. 20) The qualifications for the other key personnel will provide the education and experience needed to successfully implement the program and achieve the project outcomes. (pp. 19-20)

Weaknesses:

- (i)
The applicant does not identify recruitment strategies which would include the specific audiences and the types of media they would use to encourage applicants from traditionally underserved populations. (pp. 18-19) (2 points not awarded)
- (ii)
No weaknesses noted.

(iii)

No weaknesses noted.

Reader's Score: 8

Selection Criteria - Quality of the Management Plan

- 1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (30 points)**

Note: For example, applicants, in addressing this criterion, might include in their application information on how management activities support the accomplishment of each objective, costs associated with the accomplishment of each objective, persons responsible for each management activity, and timeframes for the completion of each management activity.

Strengths:

The applicant provides a detailed management plan to address the stages of development and implementation of the goals through to the evaluation. The activities correlate directly with the outcome objectives and goals, identify who is responsible for each objective and activity, when it will be implemented, why, and the specific outcomes measures to determine progress and achievement. Roles and responsibilities are described and include project staff, volunteers, and partners. Evaluation components are interwoven in the plan. A team based approach will be used to develop and manage the program and consists of the Project Director, Project Coordinator, school principal, Building Leadership Team, and key administrators. A transition plan is provided for students in the cohort who are transition to intermediate school and consists of the location, supplies needed, and monthly activities. (pp. 25-26) Benchmark activities are identified for each quarter of the five year project. (p. 26) Fiscal management will be handled by the Business Office who will provide monthly reports on program expenditures. The management plan is well developed and will develop a strong infrastructure with embedded feedback and continuous improvement that will support the program after funding.

Weaknesses:

No weaknesses noted

Reader's Score: 30

Selection Criteria - Quality of the Project Evaluation

The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:

- (i) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (5 points)**

Note: For example, applicants, in addressing this factor, might include in their application information on how each proposed objective, including those objectives addressing competitive priorities and invitational priorities (if the applicants choose to address those priorities), will be evaluated.

- (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. (15 points)**

Note: For example, applicants, in addressing this factor, might include in their application information on how the proposed project will collect, analyze, and report quantitative data on the performance

measures discussed in section VI of this notice.

(iii) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies. (5 points)

(iv) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (5 points)

Strengths:

(i)

The applicant has designed a strong, comprehensive evaluation plan that focuses on the program goals, objectives, outcomes, and performance measures. (p. 30) The leadership team will use internal and external evaluations to ensure accountability. (p. 31) The internal evaluation centers on quantitative performance measures and qualitative data from the participants individual plans and their on-going progress. (p. 31) The external evaluation will include three data sets and consists of quantifiable data, ethnographic surveys, and records of project implementation. (pp. 31-32) Formative and summative data will be reported to the leadership team. (pp. 29-32)

(ii)

The applicant presents a table with the program outcome measures/indicators that will guide the program. (p. 32) The activities and person responsible is delineated by month and the type of data they will collect. For the academic, oral English proficiency, and dropout data specific quantitative measures such as the MAP, HSPE/MSP, and WLPT tests are identified. Qualitative measures include interviews, activity feedback, anecdotal data, and parent comments. (pp. 32-24) Quarterly performance reports will also be used to provide summative performance data. (p. 34) Data will be reported to the leadership team and administrators. (p. 34)

(iii)

The quantitative and qualitative data will be supported by the annual community report and ethnographic interviews. Using all the data, formative and summative reports will provide feedback on program effectiveness. A diverse set of data elements will provide an in-depth evaluation of program effectiveness. (p. 34)

(iv)

A comprehensive system of monitoring performance feedback toward achieving intended outcomes at regular intervals throughout the program implementation has been developed. The outcome objectives are specific and will provide the leadership and administrators monthly and quarterly reports. This will allow staff to make timely adjustments and modifications to student programs and services and activities. (pp. 34-35)

Weaknesses:

(i)

No weaknesses noted.

(ii)

No weaknesses noted.

(iii)

No weaknesses noted.

(iv)

No weaknesses noted.

Reader's Score: 30

Competitive Priority 1 - Increasing Postsecondary Success

1. Competitive preference priority points for Priorities 1 and 2 only to applications with a score of 75 or higher.

Projects that are designed to address the following priority area:

Increasing the number and proportion of high-need students (as defined in this notice) who are academically prepared for and enroll in college or other postsecondary education and training.
Note: High-need children and high-need students means children and students at risk of educational failure, such as children and students who are living in poverty, who are English learners, who are far below grade level or who are not on track to becoming college- or career-ready by graduation, who have left school or college before receiving, respectively, a regular high school diploma or a college degree or certificate, who are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who are pregnant or parenting teenagers, who have been incarcerated, who are new immigrants, who are migrant, or who have disabilities.

Strengths:

The project focuses on serving high risk young children and their parents in pro-social, culturally based activities that build English proficiency and Twulshootsee skills. They will use Readiness to Learn, Response to Intervention, the Parents as Teachers models, K-5 interventions and supports, and comprehensive student and family counseling, to prepare students for postsecondary education. A comprehensive program that is interwoven and includes continuous feedback and improvement has been developed based on the most critical needs of the target population. (pp. 1-9)

Weaknesses:

No weaknesses noted.

Reader's Score: 10

Competitive Priority 2 - Enabling More Data-Based Decision-Making

1. Competitive preference priority points for Priorities 1 and 2 only to applications with a score of 75 or higher.

Projects that are designed to collect (or obtain), analyze, and use high-quality and timely data, including data on program participant outcomes, in accordance with privacy requirements (as defined in this notice), in one or more of the following priority areas:

- (a) Improving postsecondary student outcomes relating to enrollment, persistence, and completion and leading to career success.
- (b) Improving instructional practices, policies, and student outcomes in elementary or secondary schools.

Strengths:

The Chief Leschi School will increase the use of data based decision making using a diverse set of strategies. Staff development, increasing data sources, periodic reviews, and curriculum alignment will help support and make on-going program decisions. The ELL coach will be responsible for data collection, analysis and application to student programs, parent activities, and curriculum. (pp. 11-12) Instructional strategies will be connected to state common core standards and the Washington State Language Proficiency Levels Rubric. An in-depth program that continually collects data and uses it in the on-going implementation of services for students, parents, and community has been developed. (pp. 11-13)

Weaknesses:

No weaknesses noted.

Reader's Score: 5

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